

An Analysis of Stimulating Students' English Learning Interest of Junior Middle School in Flipped Classroom Under “Double Reduction” Policy

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Abstract: Presently, students have much burden of their homework in school, which reduces student's motivation to learn English. So, the “Double Reduction” Policy is launched according to people's appeal. And with the rapid development of national education, English is a part of student's compulsory courses to learn and also the second language for us, most of students think that it is tough to learn at the beginning of it. They are not interested in learning it gradually. As of the new national curriculum reform, the traditional teaching method is no longer adapted to the needs of classroom. So, the new teaching model occurs according to teaching needs, which is “Flipped Classroom” model. After several demonstrations, it can be turned out this model can save student's much time and improve their efficiency in acquiring knowledge. At the same time, they can learn and use English freely. This model swaps the role of classroom and actually motivates learning interest for junior middle school students, it lets students become the center of it rather than teachers and also gives students many valuable opportunities to perform themselves.

Keywords: Flipped classroom; “Double Reduction” Policy; Training institution

1. Background

With the rapid development of education, parents pay more attention to student's study gradually. Students have much burden about their studying career, their parents ask them to attend extra study at an out-of-school training institution. It may cause students are not interested in learning gradually and deprive student's much time. They think that we have not much time to do other things, their interest in learning also descends. So, the Educational Administration launched a new policy, “Double Reduction” Policy, which can help students to reduce their heavy homework. At the same time, this policy has also reduced the popularity of off-campus training institutions. At present, one of the most prominent problems in compulsory education is the heavy burden of primary and middle school students, short-sighted and utilitarian problems have not been fundamentally solved. On one hand, students' homework burden is still heavy and homework management is not perfect. On the other hand, off-campus training is still overheated, and the problem of excessive training has not been fundamentally solved. Some off-campus training programs charge too much, and there are great risks and hidden dangers of excessive influx of capital. These problems have led to a heavy burden on students' homework and after-school training, and a heavy financial and energy burden on parents, which seriously violates the achievements of education reform and development. What's more, with the drastic evolution of education, English is a necessary part of courses that students should learn. Presently, students are cared of learning English, they think it is difficult to learn and the teaching model is out of fashion. Because students have their own different learning style to acquire language and the teaching model is not suitable for all students in class. Gradually, students lack of confidence and interesting in learning English. The most difficulty for students is that they will have an exam that decide whether they can upgrade to high school or not from middle school. English is an important component of this exam. So, it needs a high standard for them to learn English. The traditional teaching method has many disadvantages, it can waste much time about students and reduce student's confidence in learning it. This model doesn't offer many opportunities for students to show what they think in class and may reduce their passion in learning English. So, the “Flipped classroom” this new teaching model occurs. It could build up confidence for students to acquire and give them many opportunities to show their ideas in class. Letting students stand in the center of classroom and helping them become the master of classroom.

2. An overview of the “Double Reduction” Policy

2.1 The backdrop of policy

Recent years, in accordance with the decisions and plans of the CPC Central Committee and The State Council, local governments have carried out intensive work to reduce the burden of homework and off-campus training for students in compulsory education (It is referred as “double reduction”). And it gets a great achievement. However, one of the most prominent problems in compulsory education is the heavy burden of primary and secondary school students. Short-sighted and utilitarian problems have not been fundamentally solved. On the one hand, students' homework burden is still heavy and homework can't be managed properly. On the other hand, off-campus training is still overheated, the problem of excessive training has not been fundamentally solved. Some off-campus training programs charge too much, and there are great risks and hidden dangers of excessive influx of capital. These problems have resulted in a heavy burden on students' homework and off-campus training, and a heavy financial and energy burden on parents, which has seriously undermined the achievements of education reform and development and aroused strong social repercussions. So, the “Double Reduction” Policy is launched according the needs of citizens. It fully implements the Party's education policy, carry out the fundamental task of fostering morality and fostering talent, and promote the all-round development and healthy growth of students.

2.2 The aims of policy

The aims of this policy will be divided into two aspects. In terms of the school, the quality of education and teaching and service level of the school will be fully improved, homework will be more scientific and reasonable, after-school services will basically meet the needs of students, and students will learn better and turn back school. In the aspect of off-campus training, the training behavior of off-campus training institutions should be comprehensively standardized, all kinds of chaos of off-campus training of disciplines should be basically eliminated, and the heat of off-campus training should gradually drop.

2.3 The requirements of policy

2.3.1 The amount and length of homework will be reduced comprehensively

It can reduce students' heavy burden about their homework. Improving the operation management mechanism, reasonably regulate the operation structure, categorize and clarify the total amount of operation, improving the quality of operation design, strengthening the guidance of operation completion. Students are not required to check their homework, it is strictly prohibited to arrange for parents, and it is strictly prohibited to ask parents to check and correct students' homework.

2.3.2 Being strict to manage and standardize the behavior of off-campus training comprehensively

Standardizing training service behaviors, establishing training content record and supervision system. Off-campus training institutions are not allowed to use national statutory holidays, rest days and summer and winter holidays to organize discipline training. Supervision over normal operation should be strengthened. Financing and fees of training institutions should be mainly used for training, and unfair competition should be firmly prohibited.

2.3.3 Strengthening supporting governance and enhance support and security capabilities

Ensuring after-school service conditions of schools, checking and approving the staffing in an overall way, fully allocate teachers, formulating the guarantee measures for after-school service funds, and ensuring that funds are raised properly. After-school service funds are mainly used to subsidize teachers and related personnel involved in after-school service.

2.3.4 Improving after-school services to meet the diverse needs of students

In principle, the end time of after-school service should not be earlier than the local normal end time, and the school can arrange teachers to implement the "flexible work time system". Improving the quality of after-school service and enhancing the attractiveness of after-school service. Expanding after-school service channels, actively creating conditions to organize outstanding teachers to carry out free online interactive exchanges and answering questions.

2.3.5 Improving the quality of education and teaching to ensure that students learn well at school

It aims to promote the quality and balance development of compulsory education, fully stimulate the vitality of schools, and improve the overall performance of schools. Improving the quality of classroom teaching,

3. Appliance of flipped classroom

3.1 Introduction

Flipped classroom is a new teaching method for class that is a realignment of time in and out of the classroom, so as to shift decision-making over learning from teachers to students. In this model, valuable time of classroom allows students to pay more attention to proactive project-based learning, working together to address localization or globalization challenges and other real-world issues to gain a deeper understanding. Teachers don't occupy the time to teach knowledge longer in class. These knowledge needs to be learned independently by students before class, they can watch video lectures, listen to podcasts, read enhanced e-books, discuss with other students on the Internet, and access materials at any time. Teachers also have much time to communicate with everyone. After class, students independently plan the learning content, learning rhythm, style and presentation of knowledge, while teachers adopt teaching and collaboration methods to meet the needs of students and facilitate their personalized learning. The goal is to let students get more real and autonomous learning through practice.

3.2 Procedures of flipped classroom

3.2.1 Pre-class

Students needs to preview the content that they will learn in class. It means that they can preview it in various way. They can watch video lectures, listen to podcasts, read enhanced e-books, discuss with other students on the Internet, and access materials at any time. The teachers need to offer ways about student's autonomous learning, students should read the text book by themselves and refine the core knowledge about it. They must learn new knowledge based on the knowledge that they learned before. The acquirement of knowledge is important, but the process of acquire of knowledge is more important.

Teachers should make full use of their creativity to design tasks or questions based on student's own cognitive ability and current level. Students can observe, guess and analyze the questions that may occur in learning. Teachers should make enough preparation to set the goal in student's ZPD. "ZPD" means that student's underlying level that surpasses student's current level and students can obtain it. It may increase student's learning interest and arouse their curiosity to learn about English. Teachers also need to encourage students to ask themselves about what, why, how and help them to put up questions based their profound ponder, to analyze questions that occur in class from different aspects.

3.2.2 While-class

Teacher should admit student's achievement of preview and also admit student's cognitive difference. They need to focus on the content that students didn't understand when they previewed. They should mainly teach knowledge that students don't fully understand. This model also needs to change the role between teachers and students. In traditional class, teachers were the center of classroom, students were the listener. It can't motivate student's interesting in learning English. But, in flipped classroom students are not passive to acquire language, they are active. Teacher should give their initiation to students and let students be independent in class, they can share their thinking to others in class and also aspire them to learn English better. Teachers are not the controller in class, but

participant, they can participate in the student's activities and work together with them. When a teacher solves the problem, he or she shouldn't solve it totally but give students more opportunities to cope with it.

According to Krashen's "Input Hypothesis", he thought that teachers should give student's knowledge that beyond their current language level. The knowledge should be comprehensible and acceptable. So, he also brought about "i+1" principle. He believed that teachers should give students more knowledge that beyond its own current language level, which can motivate their interest to learn. At the same time, students can learn it freely. If the knowledge teachers teach them is inferior to student's current level, they may think it is easy and thus lose interest gradually.

3.2.3 After-class

Students should stretch knowledge that they learned in class, they should also combine the class in and out. In order to form the habit of autonomous learning, which means that let students learn English actively and independently. They also need to have a reflection about what they have learned and understood in class, they also need to think about their weakness in their study and correct it.

As for teachers, they need to help students to find their drawbacks in class, to let them realize the importance of learning and to plan their following studying goal. In addition, teachers should set some appropriate homework for students to strengthen their knowledge.

4. Factors of hiding interest in English learning

4.1 Interlanguage

Interlanguage is a term that refers to the separateness of a second language learners' system, a system has a structurally intermediate status between the native and target languages (Brown, 2001). The contrastive analysis hypothesis stressed that the interfering effects of the first language on second language learning and claimed that second language learning is primarily, if not exclusively, a process of acquiring whatever items are different from the first language. It has a large influence on the student's learning. It may affect the following study for students.

4.2 Motivation

Motivation is one of the factors that may influence the student's learning. It is the most frequently used catch-all term for explaining the success or failure of virtually any complex task. It is easy to find that success in a task is the result of the fact that someone is "motivated." Motivation is considered as an inner drive, impulse, emotion or desire that moves one to a particular action. If students have the intrinsic motivation to learn, it is easy for them to get it (Brown, 2001).

4.3 Inhibition

All human beings build sets of defenses to protect the ego in their understanding of themselves. The newborn baby has no concept of its own self. Gradually, it learns to identify a self that is distinct from others. The growing degrees of awareness, responding, and valuing begin to create a system of affective traits that individuals identify with themselves. In adolescence, the physical, emotional, and cognitive changes of the preteenager and teenager bring on mounting defensive inhibition to protect a fragile ego, to ward off ideas, experiences, and feelings that threaten to dismantle the organization of values and beliefs on which appraisals of self-esteem have been founded (Brown, 2001).

4.4 Teaching Methods

It is known that student's cognitive ability and their learning style are totally different. Teachers should be responsible for their class, but teachers lack of some advanced teaching methods. So, maybe students are not suitable for the same teaching method, they can use various teaching methods to teach students according student's learning style and their knowledge level, which can enhance their interest and motivation to continue to learn. Such as: CLT, TBLT and PPP model etc. it can make class and learning meaningful.

According to Ausubel's meaningful learning theory, David Ausubel holds that learning takes place in the human organism through a meaningful process of relating new events new events or items to already existing cognitive concepts or propositions-hanging new items on existing cognitive pegs. Meaning is not an implicit response, but a "clearly articulated and precisely differentiated conscious experience that emerges when potentially meaningful signs, symbols, concepts or propositions are related to a given individual's cognitive structure on a nonarbitrary and substantive basis. Teachers should foster students to form a good habit of meaningful learning, it can help them learn and use it freely.

4.5 Fossilization

This is a factor in language learning of students. It is a common experience to witness in a learner's language various erroneous features that persist what is otherwise a fluent command of the language. It also means that the relatively permanent incorporation of incorrect linguistic forms into a person's second language competence (Brown, 2001). If students are confronted with this fossilization, it will hinder their process of learning English.

4.6 Self-Esteem

It is the most pervasive aspect of any human behavior. Self-esteem plays an important role in English learning for students. There is no doubt that there is no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence. Self-esteem is a personal judgement of worthiness that it expressed in the attitude the individual holds towards himself. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior. This factor is vital in acquiring knowledge about students (Brown, 2001).

5. Suggestions for Motivating Interest in English Learning

5.1 Teachers should set a class that is interesting, easy, curious, happy and also create a good learning environment in class

It can attract student's interest in learning. English learning needs to have a good learning environment and a harmonious learning phoneme. So, the learning in class should set a free and equal learning space and space that is full of inter-communications. It can help them to learn English with an expected emotion.

5.2 Teachers need to foster student's awareness of autonomous learning

Autonomous learning means that students can learn and acquire knowledge spontaneously without any stimuli. They know the importance of studying. And the core of the autonomous learning is student's initiation of learning. If they have the initiation to learn, they will be capable of studying it well.

5.3 Teacher should pay more attention to student's interesting in English learning

Interest is the best teacher for students. Interest strongly provides improvement for student's leaning activity. It can make full use of the function of intelligence, which can make them be sensitive in perception, be active in thought and improve their efficiency in English learning.

5.4 Teacher should use the various teaching methods and teaching models

It can motivate student's interesting in English learning. Such as: communicative language teaching, task-based language teaching, 3P model (presentation, practice and production), grammar-translation method and audio-lingual teaching. It could make class and content are colorful and meaningful. In class teacher shouldn't only pay more attention to the textbook, but also need to enlarge the range of the knowledge and combine the knowledge in class or textbook and the experience in our real life. So as to let students fully understand it and be interested in it.

5.5 Teachers and students should have a harmonious relationship

Which needs to focus on the emotional communication. Teaching and learning are the mutual and common activity for teachers and students. The relationship of them directly influences student's emotion, affects the student's cognitive aspect and the efficiency of teaching. If the relationship is harmonious, the phenomena in class will be active. So, students also will be interested in it gradually.

5.6 The task in class should be various and also flexible

Because student's learning style and cognitive capacity are different, the task should be various to every student in class. So, it can stimulate their interest in English learning; On the other hand, the task should be flexible. If a teacher gives students a task to be finished in class, but they think it is too tough to be carried out in class. So, teacher can apply another task to class. Which can let students pay more attention to class.

6. Conclusion

To sum up, the "Double Reduction" Policy really decreases the burden of students' heavy homework and the popularity of after-school training institutions. It also gives students back their precious childhood. English is more important for students. They should dig their utmost to learn it well. So, the flipped classroom teaching model can actually motivate student's interest in English learning and help them build up their confidence to show and convey what they think and understand. It really breaks the block of the traditional classroom to let students become the master in class, to set a superior learning environment for students, and to help them learn English well.

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