



The Application of Flipped Classroom Model in Middle School English Grammar Teaching

Yujie Huang^a, Qi Xia^{b,*}

School of Foreign Languages, Zhejiang Ocean University, Zhoushan, Zhejiang, China

^a83929449@qq.com, ^{b,*}2869002786@qq.com

Abstract. Grammar is very crucial in English teaching. Traditional approaches to English grammar instruction are fraught with numerous issues, leading middle school students to perceive grammar as challenging and subsequently diminishing their motivation to learn. Therefore, it is imperative to adopt new teaching models for grammar instruction. This article introduces the popular Flipped Classroom model that has emerged in recent years and proposes and analyzes application strategies that teachers can employ before, during, and after grammar classes. These strategies aim to enhance students' enthusiasm for learning grammar and facilitate their grammatical skills, language proficiency, and learning abilities.

Keywords: Flipped classroom model, middle school, English grammar, grammar teaching

1 Introduction

With the development of globalization, English plays an increasingly significant role, making English teaching particularly crucial. English grammar teaching is an integral part of English teaching, which not only enhances students' writing and reading abilities, but also fosters their logical thinking skills, enabling them to communicate more effectively with others in English.^[1] However, plenty of teachers still adhere to the traditional grammar teaching model, which is characterized by "explanation and practice." In this model, teachers tend to detach grammar rules from context, explaining these rules through isolated sentences, followed by mechanical repetition exercises for students. This model not only fails to stimulate students' interest in learning English grammar, but also constrains their thinking, making it difficult for them to effectively apply the learned grammar knowledge in real-life communication situations.^[2] In order to enhance students' learning interest and transform their passive learning status, a new model in English grammar teaching has emerged—the flipped classroom model.

The flipped classroom model is a blended teaching and learning approach that utilizes technological platforms and face-to-face instruction as mediums for teacher-student interaction, extending traditional classroom activities beyond the physical classroom to foster student collaboration and self-directed learning.^[3] This model

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V. A. Balakrishnan et al. (eds.), *Proceedings of the 2024 4th International Conference on Modern Educational and Social Sciences (ICMETSS 2024)*, Advances in Social Science, Education and Humanities Research 878,

https://doi.org/10.2991/978-2-38476-311-5_25

revolutionizes traditional grammar instruction by transforming the roles of teachers and students in the grammar teaching and learning process. In this model, teachers are no longer the dominant figures in the classroom, merely imparting grammatical rules and knowledge and students are not merely passive recipients of grammatical rules. Instead, students become the protagonists of the classroom, actively engaging in the learning of grammatical rules and knowledge through task-based and problem-based learning approaches and teachers play the role of facilitators, guiding students through the challenges they encounter in grammar learning and assisting them in acquiring knowledge more effectively. Meanwhile, the classroom becomes a space for collaborative and proactive learning, igniting students' interest in learning and facilitating a deeper understanding and mastery of grammatical concepts.^[4]

2 The Main Principles of the Flipped Classroom Model

The flipped classroom model has many principles, among which the most important are the student-centered principle and interaction principle.

2.1 Student-Centered Principle

In the flipped classroom, students become the main roles of learning. They need to master basic knowledge through autonomous learning before class and actively participate in activities such as discussions, collaborative learning, and problem-solving during class. This principle emphasizes the initiative and autonomy of students in the learning process.

2.2 Interaction Principle

It encompasses both teacher-student interaction and student-student interaction. In the classroom, teachers not only pose questions to students but also provide answers to students' questions. At the same time, students need to work together through collaborative learning and discussions to jointly solve problems.

2.3 Technology Integration Principle

Flipped classroom fully utilizes the advantages of modern information technology, such as online videos, social media, learning management systems, etc., providing students with rich learning resources and convenient learning tools. The integration of these technologies not only enhances the fun and interactivity of learning, but also makes learning more efficient and convenient.

3 The Application Strategies of Flipped Classroom Mode

The flipped classroom teaching model not only necessitates active interactions between teachers and students during class but also requires them to prepare and summarize before and after class. Before class, teachers should complete the design of micro-lecture videos for students to watch, prepare a self-study task list and a preview checklist, and inform students of the design and arrangement of classroom learning activities through QQ groups or MOOC platforms, enabling them to make corresponding preparations. After class, teachers are supposed to arrange for evaluation and summarize the session and then promptly adjust teaching content and strategies based on students' performance. The author will elaborate on the specific strategies of the flipped classroom model from the following three stages: pre-class review stage, in-class collaborative learning stage, and post-class reflection stage.

3.1 Pre-Class Review Stage

3.1.1 Record Micro-Lecture Videos.

Before class, teachers should record micro-lecture videos for students to preview. The length of these videos should not be excessively long for students learn outside the classroom and may not be able to concentrate as they would during massed learning in school. The content of the videos should encompass the grammar points of the following class. For instance, in Unit 9 "Have you ever been to a museum" from textbook for eighth-grade students in the second semester, the present perfect tense is the key grammar focus. The micro-lecture video should include the sentence structures, usage scenarios, and the differences between the present perfect tense and the simple past tense.^[5]

Prior to recording, teachers should repeatedly watch the grammar classes of other outstanding English teachers, learn from their teaching methodologies and highlights, and integrate them into their own teaching. After recording, teachers need to continuously refine their micro-lecture videos by themselves. Besides, they can share these videos with their colleagues for evaluation and constructive feedback, make further revisions based on these suggestions, and finally upload the final version to QQ groups or MOOC platforms for students' self-study.

However, some teachers directly download ready-made teaching videos from the internet, which, while lightening their workload, may not adequately cater to the specific learning needs of their own students. Thus, this way is not recommended. Teachers should carefully organize the teaching content based on the learning situation of their own students to facilitate better absorption of grammatical knowledge.

3.1.2 Prepare Self-Study Task Lists and Preview Checklists.

Teachers should design self-study task lists and preview checklists for students respectively before and after the micro-lecture videos.^[6] Before uploading micro-lecture videos, teachers should prepare a self-study task list for students to preview the lesson independently, which informs students of the units and chapters to be covered in the class, and poses basic questions related to grammatical concepts, such as "What is an

attributive clause?" and "What is the function of an attributive clause?" By reading the textbook and completing the questions on the self-study task list, students gain a preliminary understanding of the grammatical points covered in the book. Additionally, teachers also communicate the in-class activities, post-class evaluations, and homework assignments to students, making them get ready in advance.

After watching the micro-lecture videos uploaded by the teacher, students develop a deeper understanding of the grammatical points covered in the class. In this period, students are asked to complete the preview checklist, which primarily consists of a variety of grammatical exercises tailored to the lesson, including fill-in-the-blanks, multiple-choice questions, sentence-making practice and so on. Based on the completion of students' preview checklist, teachers can then conduct targeted instruction during the class, thereby enhancing teaching efficiency.

3.2 In-Class Collaborative Learning Stage

3.2.1 Solve Problems That Students Encounter During the Pre-Class Review Stage.

Before class, students have a general understanding of the basic grammatical knowledge that needs to be learned in this class through independent study. However, due to their current limited ability and lack of professional guidance of teachers, there are still some grammatical knowledge points that are vague or even not understood. Therefore, teachers need to teach according to the questions raised by students.

Before that, the teacher can divide the whole class into several groups, each consisting of 5-7 students. Through group cooperation and discussion, students can resolve some of the grammatical issues they encountered during independent learning. Then, each group selects a group leader to compile the questions within the group and present them to the teacher either through written records or oral sharing. The teacher will then address these issues specifically, assisting students in gaining a clearer understanding of the grammar points covered in this lesson. In addition, the teacher can also expand on grammatical knowledge points to enrich students' learning.^[7] For instance, in the teaching of attributive clauses, students learn about the usage of the guiding words "that," "which," and "who" through micro-lecture videos. However, the teacher can further expand by introducing the usage of "as," which serves as a relative pronoun meaning "just like." Here is an example sentence: "As is known to all, China has a long history."

3.2.2 Carry Out Diversified Teaching Activities.

Traditional grammar teaching mainly relies on lectures given by teachers, with students passively receiving information. In the flipped classroom model, however, students become the protagonists of the class, while teachers take on the roles of guides and advisors, offering timely guidance and constructive suggestions when students encounter difficulties. At the beginning of each semester, teachers can assign presentation tasks to each group for the semester, for instance, Group 1 reports on the grammar knowledge of Unit 1, Group 2 on Unit 2, and so on. Group members should divide the

work in advance before class. Taking a group of five as an example, one person is responsible for summarizing the grammar points from textbooks and micro-lecture videos, another checks and supplements the grammar points, a third is in charge of PPT creation, a fourth polishes the PPT, and the last one plays the role of a speaker and present the content. During class, the speaker of the group assigned to report for that particular session takes the stage, acting as a teacher by explaining the grammar points, outputting grammar points, and further consolidating the understanding of grammar. The other groups listen attentively and comment on and ask questions about the grammar points of this class after the presentation. Finally, the teacher provides a review and offers some suggestions for improvement.

In addition, teachers can also incorporate English songs, movies, and talk shows^[8] into the classroom to stimulate students' interest and make grammar lessons livelier and engaging. Taking the song "Yesterday Once More" as an example, teachers can play the song in class or show a subtitled video, and then assign students to work in groups to identify instances where the simple past tense is used in the song and let them summarize the usage of the simple past tense on their own. Furthermore, teachers can organize competitions among groups, such as English debates, to motivate each group and improve learning efficiency. These activities encourage active participation, collaboration, and critical thinking, all while reinforcing grammatical concepts in a fun and interactive way.

3.3 Post-Class Reflection Stage

3.3.1 Establish a Diversified Evaluation System.

The traditional evaluation system only focuses on the accuracy rate of students' completion of grammatical exercises after class, emphasizing only the results rather than the process, which leads students to lose confidence in learning English grammar due to low accuracy rates. Therefore, teachers need to establish a diversified evaluation system that not only considers the accuracy rate of students' grammatical exercises but also their conscientiousness during the learning process. Teachers should closely observe students' learning process performance in class, such as whether they engage in thorough discussions and actively raise their hands to answer questions posed by the teacher.^[9] Finally, teachers should conduct an overall evaluation of students based on their classroom performance and the completion of after-class assignments, rewarding those who perform well in both aspects to enhance their motivation in learning grammar.

3.3.2 Adjust Teaching Content and Improve Teaching Methods.

Based on students' reactions in grammar class, such as facial expressions, frequency of raising hands, and the completion of grammar exercises after class, teachers can judge whether students can adapt to the current grammar lessons and adjust teaching content and improve teaching methods.^[10] If students are very active in class and have a high accuracy rate in grammar exercises, teachers can adjust the classroom content by appropriately increasing the difficulty of exercises and expanding on some

grammatical knowledge points. On the other hand, if students rarely interact with group members or teachers in class and have a low accuracy rate in completed grammar exercises, teachers can design more classroom activities to attract students' attention and reduce the difficulty of exercises.

4 Conclusion

Overall, the Flipped Classroom, as an innovative teaching model, possesses numerous advantages over traditional classroom teaching modes. In middle schools, integrating the Flipped Classroom model with grammar instruction makes grammar classes lively and engaging, playing the subjectivity of students and enhancing their enthusiasm and initiative in learning grammatical knowledge. By adopting the Flipped Classroom model in grammar classes, teachers empower students to become "teachers" who present what they have learned, further deepening their understanding of grammatical concepts. Meanwhile, teachers act as guides, addressing students' questions and concerns after they have studied the grammar. Additionally, teachers must prepare adequately before and after class, carefully designing micro-lecture videos and establishing a diversified evaluation system. However, employing the Flipped Classroom model does not signify a reduction in teaching workload for teachers. Rather, it necessitates ongoing refinement of teaching methods^[11], improvement of teaching quality, and adaptation to the specific learning condition of their own classes, ultimately facilitating students' acquisition of English grammar knowledge.

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