

Research on Teaching Flexibility in Middle School English Education

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Abstract: Middle school English education currently faces many challenges, including single teaching mode, few opportunities for students to use language and individual differences being neglected. In order to solve these problems, flexibility teaching is particularly important. It emphasizes the students' subject position, respects individual differences, and encourages students to learn and think independently. Through diversified teaching methods such as contextual teaching and cooperative learning, as well as flexible classroom organization and assessment methods, flexibility teaching aims to stimulate students' interest in learning and improve their ability to apply English in practice, so as to promote students' all-round development.

Keywords: Junior high school English education; Flexibility teaching; Practical strategies

Introduction

With the advance of globalization, English, as an important tool for international communication, has become increasingly important in its education. However, the traditional middle school English teaching mode has been difficult to meet the needs of modern education. Therefore, it is of great significance to explore the application of flexibility teaching in junior high school English education. Flexibility teaching not only emphasizes the diversity of teaching methods, but also pays more attention to the individual differences and subject position of students, aiming to improve their English application ability by stimulating students' learning interest and initiative, so as to adapt to the challenges of the future society.

1. Analysis of the Current Situation and Problems of Middle School English Education

1.1 Limitations of Teaching Mode

Junior middle school English education has long been constrained by the traditional "cramming" teaching. Under this teaching mode, teachers are often the dominant players in the classroom, while students are passive receivers. In the classroom, the teacher explains the knowledge points and the students are responsible for memorizing and reciting. This teaching method ignores the essence of English as a communication tool, resulting in students being unable to use it in practice although they can achieve high scores in exams. In addition, the rote-learning teaching method also leads to a lack of independent thinking and creative ability,



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which is not conducive to the overall development of students in the long run. In “fill-in-the-blank” teaching, students are often asked to memorize a large number of words, phrases and grammatical rules without understanding the language structure, context and cultural background. Such a teaching method makes English learning boring, and it is difficult to stimulate students' interest and motivation in learning. Therefore, reforming the traditional teaching mode and adopting more flexible and diversified teaching methods have become an urgent problem for junior high school English education.

1.2 Lack of Opportunities for Students to Utilize the Language in Practice

Another prominent problem in middle school English education is the lack of opportunities for students to actually use the language. At present, most junior middle school English classes are still centered on textbooks, and classroom teaching is disconnected from real life, making it difficult for students to apply what they have learned to real life. In addition, schools often neglect to create environments and opportunities for students to practice language, making it impossible for students to effectively exercise and improve their English speaking and listening skills. In practice, language is a complex system involving pronunciation, intonation, vocabulary, grammar and context. And if students are exposed to English only through classroom learning and examinations, they will not be able to truly understand and master the complexity and diversity of English. Therefore, creating more language practice opportunities for students to learn and master English in actual use is an important issue that needs to be solved in the current junior high school English education.

1.3 Ignoring the Individual Differences of Students

Another problem that cannot be ignored in junior high school English education is that students' individual differences are neglected. Because of the differences in students' interests, learning abilities, learning styles and other aspects, the teaching process should focus on teaching according to students' abilities and personalized teaching. However, in actual teaching, teachers often adopt a uniform teaching method, which cannot meet the needs of different students. This kind of teaching method will not only lead to poor learning

effect, but also make students feel frustrated and bored. Therefore, in junior high school English education, we should pay attention to the individual differences of students and develop different teaching strategies and methods according to the actual situation of students. For example, for students with strong learning ability, teachers can provide them with more extended reading materials; for students with weak learning ability, teachers can adopt more vivid and interesting teaching methods to stimulate their learning interest and motivation. At the same time, teachers should also pay attention to the students' personality characteristics and interests, and guide them to give full play to their strengths and advantages to achieve personalized development.

2. Overview of Flexibility Teaching

2.1 Constructivist Theory

(1) Student learning is the process of actively constructing knowledge. The theory of constructivism holds that students do not passively accept knowledge, but actively construct new knowledge through active thinking and exploration based on their existing knowledge and experience. In flexible teaching, teachers fully respect the students' subject position and encourage them to think and learn independently. By designing various teaching activities and situations, teachers guide students to self-discovery and self-construction of knowledge, so that students can deepen their understanding and application of knowledge through exploration and practice. (2) Teachers are helpers and guides for students to construct knowledge. In flexible teaching, the role of teachers has changed. They are no longer the instillers of knowledge, but become the helpers and guides in the students' learning process. Teachers need to pay attention to students' learning needs and interests and provide them with necessary learning resources and guidance. At the same time, teachers need to encourage communication and cooperation among students to promote their common progress.

2.2 Humanistic Learning Theory

(1) Emphasize students' emotions and needs. Humanistic learning theory emphasizes students' emotional experience and mental health in the learning process. In flexibility teaching, teachers need to pay attention to students' emotional state and try to create a

relaxed, harmonious and loving learning environment. This can reduce students' learning pressure and stimulate their learning interest and motivation. At the same time, teachers also need to respect students' personality differences, pay attention to their growth and development, help them build self-confidence and cultivate good mental qualities. (2) Emphasize students' subjectivity and creativity. Humanistic learning theory also emphasizes students' subjectivity and creativity in learning. In flexibility teaching, teachers need to respect students' subjectivity and encourage them to give full play to their creativity and imagination. Teachers can guide students to think and practice creatively by designing open teaching tasks to cultivate students' innovative spirit and practical ability^[1].

2.3 Theory of Multiple Intelligences

(1) Students have multiple intelligences and should be taught according to their abilities. The theory of multiple intelligences holds that each student has his or her own unique combination of intelligence and development potential. In flexibility teaching, teachers need to pay attention to the differences in students' multiple intelligences, teach students according to their abilities, and provide students with diverse learning opportunities and resources. This can meet the learning needs and development potential of different students and promote their all-round development and individuality. (2) Flexible and diverse teaching methods help develop students' multiple intelligences. In flexible teaching, teachers need to adopt flexible and diversified teaching methods and means, such as project learning, cooperative learning, inquiry learning, etc., in order to adapt to the characteristics of students' multiple intelligences and their development needs. These teaching methods can stimulate students' interest and motivation in learning and cultivate their independent learning ability and innovative thinking. At the same time, these teaching methods can also promote the development of students' multiple intelligences and help them explore their potential and specialties.

3. Practical Strategies of Flexibility Teaching in Middle School English Education

3.1 Flexibility of Teaching Content

Teachers should adjust the teaching content according to students' learning needs and interests, so as to make it closer to students' life realities and points of

interest, and to stimulate students' learning interests and enthusiasm. (1) Teachers need to understand students' English level, learning styles and interests in order to customize suitable teaching content for them. For example, for students who like music, they can introduce some music-related English vocabulary and expressions; for students who like sports, they can introduce some English terminology and expression skills for sports. In this way, it can not only enhance students' learning motivation, but also make them feel the practical application value of English in learning. (2) Teachers should pay attention to real life and introduce English topics closely related to real life. For example, relevant teaching activities can be designed by combining current news, social hotspots, campus culture and other topics. In this way, students can learn and apply their English knowledge while understanding social life and improve their practical use of English^[2]. (3) Teachers can also make timely adjustment and optimization of the teaching content according to students' feedback and teaching effect. For example, for the content that is difficult and difficult for students to understand, the difficulty can be appropriately reduced or the teaching method can be changed; for the content that students are interested in but have not been covered, it can be appropriately expanded and extended. In this way, it can ensure that the teaching content is more in line with the actual needs and expectations of students.

3.2 Flexibility of Teaching Methods

In junior middle school English education, the flexibility of teaching methods is crucial to stimulate students' interest in learning and improve the teaching effect. Teachers should adopt diversified teaching methods to meet the learning needs and development potential of different students. (1) Situational teaching is an effective teaching method. Teachers can let students learn English and use English in the context by creating various real or simulated situations. For example, they can simulate the scenes of shopping malls, dining in restaurants and traveling exchanges, so that students can role-play and communicate in English in the simulated situations. In this way, students can learn English in practice and improve their communicative ability in English. (2) Cooperative learning is also an effective teaching method. Teachers can let students learn and help each other through group

cooperation. For example, students can be divided into different groups and let them work together to complete an English project or task. In the process of cooperation, students can communicate and discuss with each other, solve problems together, and improve the collaborative ability and team spirit in English. (3) Teaching methods such as project-based learning and inquiry learning can also be widely used in junior high school English education. These methods can stimulate students' interest and initiative in learning and improve their independent learning ability and creative thinking ability. (4) Teachers should also make use of multimedia and network resources to enrich teaching methods. For example, English movies, English songs, English games and other resources can be used to assist teaching, so that students can learn English in a relaxing and pleasant atmosphere; online teaching platforms, social media and other tools can be used to interact and communicate with students, so as to timely understand the learning situation and needs of students.

3.3 Flexibility of Classroom Organization

In junior high school English education, the flexibility of classroom organization is of great significance in creating a relaxing and pleasant learning atmosphere and improving the teaching effect. Teachers should choose classroom organization flexibly according to different teaching contents and students' needs. (1) Group cooperative learning is an effective form of classroom organization. Teachers can let students communicate and cooperate with each other through grouping. In the process of grouping, teachers should give full consideration to the students' English level and interests to ensure that the level and interests of students in each group are comparable. In the process of cooperation, teachers should give timely guidance and feedback to help students solve problems and improve the efficiency of cooperation. (2) Personalized learning is also an important form of classroom organization. Teachers should pay attention to the individual differences and learning needs of each student and provide them with personalized learning resources and guidance. For example, personalized learning plans and learning tasks can be made for each student; suitable English learning materials and learning tools can be recommended for students according to their English level and learning style. In this way, the learning needs

and development potential of different students can be met, and their learning effectiveness and satisfaction can be improved^[3].

3.4 Flexibility in Assessment

Within the framework of flexible teaching and learning, the flexibility and diversity of assessment methods have an important impact on students' learning progress and motivation. (1) Self-assessment Students can gain a better understanding of their learning through self-assessment. Teachers can instruct students to conduct self-assessment in terms of class participation, completion of assignments, oral expression skills, etc., and encourage them to share them in the classroom or on online platforms so that their peers can learn from each other. (2) Peer assessment Peer assessment not only enhances interaction and cooperation among students, but also helps develop students' critical thinking and communication skills. In group discussions or cooperative projects, students can evaluate the performance of their peers, including teamwork, communication skills, innovative thinking and other aspects. Teachers need to ensure the fairness and objectivity of the evaluation and give guidance when appropriate. (3) Teacher Evaluation In addition to traditional homework and quizzes, teachers should also focus on process evaluation and pay attention to students' performance and efforts in the English learning process. Challenging learning tasks and projects are designed to allow students to demonstrate their English application skills and innovative thinking so as to evaluate students' learning outcomes more comprehensively. (4) Multiple Evaluation System In order to comprehensively evaluate students' English learning, teachers need to construct a multiple evaluation system. This includes focusing on students' development in knowledge mastery, affective attitudes, learning strategies and cultural awareness. Feedback and performance of students are collected through questionnaires, learning logs, oral interviews, etc. in order to form a comprehensive and detailed evaluation report. (5) Feedback and Guidance Regardless of the type of assessment used, feedback and guidance from the teacher are indispensable. Teachers should give students specific and clear feedback in a timely manner to help them understand their learning achievements and deficiencies and provide targeted guidance

suggestions.

Conclusion

On the road of exploring English education in junior high school, flexibility teaching provides us with a new way that is innovative and dynamic. It focuses on students' individual needs, stimulates students' learning interests and cultivates their independent learning ability through diversified teaching methods and flexible teaching strategies. Looking into the future, we have reason to believe that flexibility teaching will play a more important role in junior high school English education, help students develop in an all-round way, and contribute to the cultivation of outstanding talents

with an international outlook.

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