

Experimental Study on the Construction and Hierarchical Teaching of “Pizza Type” Study Group in English in Elementary School

Xuefeng Niu

Hangzhou Liuxia Elementary School, Zhejiang, China

Abstract: We take the problem of the intensification of English learning polarization in the senior students in the elementary school, and carry out the “Pizza-type” study group construction for the inefficient teaching phenomenon of grouping and despise cooperation in group learning. It was found that with the revelation: in practice, summed up the “Pizza learning group” construction method, summed up the “hierarchical” learning and teaching strategies, formation evaluation mechanism “Individual Three-Level, Cooperation in Three Dimensions”, and effectively alleviated the phenomenon of increased polarization.

Sci Insigt Edu Front 2019; 2(2):89-99.

Doi: 10.15354/sief.19.ar057

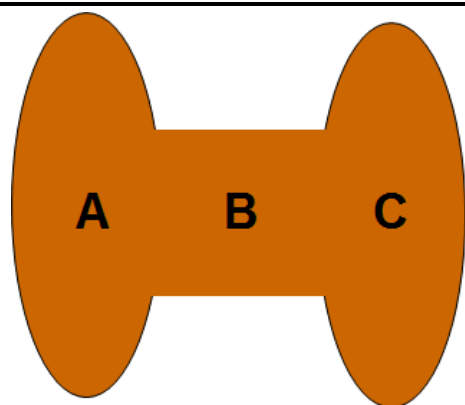
Keywords: “Pizza-type” English study group; Hierarchical teaching; Teaching experiment

Correspondence to: Xuefeng Niu, Hangzhou Liuxia Elementary School, Zhejiang, China, E-mail: 540687604@qq.com

Conflict of Interests: None.

Thinking: Performance Differentiated, Urgent Prescription Needed

THE senior students in our school have a more serious phenomenon of English learning polarization, and the ratio of excellent to medium to weak is "Barbell-Shape". This is also a common phenomenon in most regional schools. Group cooperative learning is the most frequently used form of learning in the English language curriculum. But Through classroom observation, we found that the cooperative learning group is not uniform in strength, students' classroom participation is uneven, and many students have become classroom "bystanders", "pseudo-cooperation" and "pseudo-learning" phenomenon (Wang, 2004). Based on this situation, we have carried out research on the formation and learning evaluation of cooperative learning groups.



Barbell-Shaped English Grading.

A: Outstanding students

B: Middle-level students

C: Weak students

Action: Building a Pizza Study Group, Implementing a Hierarchical Learning Strategy, and Exploring a Multidimensional Evaluation Mechanism

Building a "Pizza-Type" Study Group to Achieve Mutual Development

The Interpretation of the Pizza Type "Learning Group"

Figure 1 displays a pizza cake that can be cut into individual pieces of different sizes as needed. It can be flexibly selected, split or combined according to individual needs.

In practice, I tried the construction of the "Pizza-type" study group under the traditional 12- person study group (**Figure 2**).

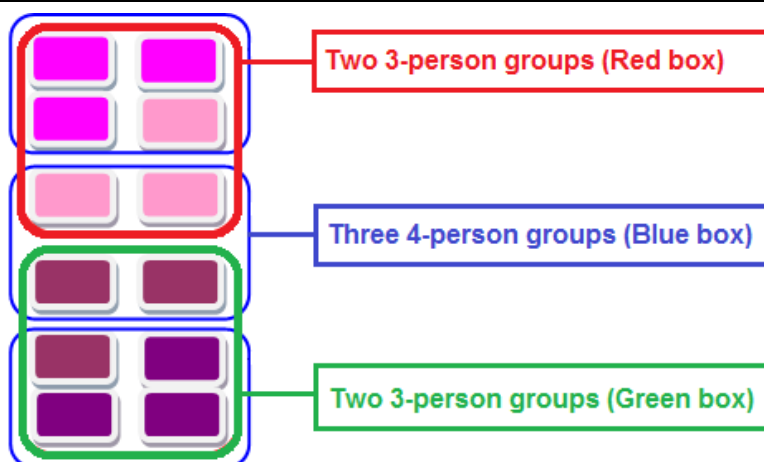
Grouping Strategy for the "Pizza-Type" Study Group

Balance

Figure 1. A Pizza Cake.



Figure 2. Schematic Diagram of the "Pizza Type" Study Group.



The traditional 12-person study group is divided into two 6-person study groups. The 6-person group is divided into two 3-person study groups, as shown in the pink and purple blocks. The entire group consists of: four 3-person study groups, three 4-person study groups, two 6-person study groups, and 6 pairs of study companions. This grouping can meet the flexible tasks and role division of the Elementary School English classroom.

Balance of strength. According to the learning ability, the whole class will be divided into three levels of equal ABC, A for outstanding students, B for middle-level students, and C for weak students. Each three-person study group is paired with three ABC students.

Balance between men and women. In the three-person study group, in addition to the balance of strength, care for boys and girls to meet the role-playing needs, while allowing students to learn heterosexual cooperation and complementary learning.

Stability

Fixed member. The fixed nature of the group members makes it easy to carry out long-term and stable group cooperative learning binding evaluation, and cultivate students' sense of belonging, collective honor, cooperation and responsibility.

Fixed seat. The group has fixed seats, which is convenient for teachers to conduct stratified teaching during the teaching process, reduce the blind spot area in the classroom teaching, and facilitate the stable and convenient mutual learning in the group.

Incentive

The top level is aroused to stimulate potential. A-level students are responsible for counseling the two levels of students, B and C, and answering questions in a timely manner. In the help, they will raise their self-requirement and realize conscious and efficient learning.

Mezzanine promotes learning and promotes improvement. B-level seeks help from A-level students, and then passes the learning to C-level ones and corrects them. In the process of actively absorbing and transferring, he changes his own learning state.

The bottom layer is tempted to learn. C-level students are responsible for group activity reporting, and urges them to actively participate in various learning activities with a sense of team belonging and honor, and change the status of past "bystanders" in the classroom.

Organizational Construction of the "Pizza-type" Study Group

The pizza-type 6- person study group seating arrangement is as follows (**Figure 3**).

Implement a "Hierarchical" Learning and Learning Strategy to Improve the Level of Students' Ability at All Levels

Now, I take the teaching practice of dialogue class and vocabulary course in the first part of PEP Elementary School English as an example to illustrate the design and implementation of the layered learning activities under the "Pizza-type" study group.

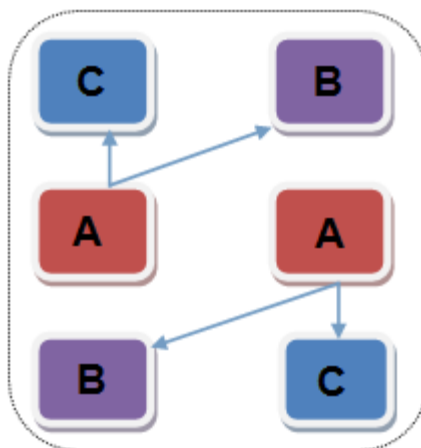
Dialogue Teaching – Close Cooperation in the Advanced Creation to Ease Differentiation and Promotion

Event Interpretation

Table 1 explains the detailed information regarding the Dialogue Teaching.

Event Analysis

Figure 3. Schematic Diagram of the "Pizza Type" Study Group Seating Arrangement.



- ✧ Three-person study group, A students with the shortest distance, the most convenient to promote the support of C students, and B necessary to help. (3 people are heterogeneous in groups, team building, and implementation of support.)
- ✧ The same table with 2 people, the two A students at the same table, easy to stimulate the enthusiasm of outstanding students, strong combination, achieve $1 + 1 > 2$, create wonderful. (2 people of the same quality at the same table, layered teaching, promote excellence.)
- ✧ Six-person study group to facilitate project cooperation and carry out comprehensive learning activities, such as creating a dialogue on the theme of the unit, and actually using performances. (6-person group, strengthen cooperation and promote communication.)

Optimize job design and strengthen team cooperation. The traditional mechanized copying operation is replaced by cooperative design work, and the students' thinking ability, writing ability, oral expression ability and cooperation ability are exercised (Wang, 1999).

Focus on resource generation and foster cooperation awareness. In the process of expanding the creation and dialogue, we will carry out multi-form, multi-level interactive cooperation, high-density training of listening and speaking skills, and provide guarantee for the development of all employees.

Vocabulary Teaching – High-Density Cooperation in Game Confrontation

Event Interpretation

Table 2 explains the detailed information regarding the Vocabulary Teaching.

Event Analysis

Table 1. Event Interpretation - Dialogue Teaching.

A Let's Talk

Event Name : Dialogue Creation In Our City (Our City)

Applicable links: expanding the application stage

Materials required: Group city map

Time required: ~10 minutes

Activity Step	Specific Operation	Plan for Design
1. Design a city map to create a brief dialogue	<p>The three-person team designed a city map and asked:</p> <p>One person layout design; 1 person drawing place;</p> <p>One person writes a word. The three people described the introduction together.</p>	<p>1. Clear the division of tasks and give full play to the strengths of each team member.</p> <p>1. Review the sentence patterns and vocabulary according to the map question and answer drill.</p> <p>2. Provide contextual material for dialogue teaching.</p>
2. Dialogue creation demonstration	Please stand three A-level language students and teachers based on the context, the temporary compose dialogue.	<p>2. Support for students to facilitate cooperation.</p> <p>3. To satisfy the desire to express, to generate wonderful, to form a demonstration.</p>
3. The group created a performance	<p>1. Cooperate to create a dialogue and performance according to the language brackets and materials provided in step 2.</p> <p>2. The teacher asked the students according to the group dialogue.</p>	<p>1. Make sure the task is to achieve full participation.</p> <p>2. The best listening group selection, optimize classroom control.</p>

Teacher role conversions, from the front of the stage retreat behind the scenes. The activity "lightning reaction" is very interesting, the difficulty is progressive, the target spirals, and the training of listening, speaking, and reading and writing is combined to stimulate the enthusiasm of all students to participate.

Student responsibility is clear, from passive observers to active participation. 10 minutes of group cooperation learning, individual responsibility is clear, and actively interdependent, achieving cooperative learning, and real learning has taken place.

Exploring the "Multi-Dimensional" Evaluation Mechanism to Stimulate the Autonomy Development Appeal

Let students evaluate touched every level of inner needs, so that each student has the pursuit of goals within reach.

In the "Pizza-type" study group practice, we have tried the mechanism of "individual three-level evaluation" and "cooperative three-dimensional evaluation", which is

Table 2. Event Interpretation – Vocabulary Teaching.

A Let's Learn

Event Title: Competitive Games Quick response (lightning reaction)

Applicable links: consolidation and drilling stage

Required materials: a set of blank cards for each group

Time required: ~10 minutes

Activity step	Specific operation	Plan for design
1. Make a word card (2 minutes)	The team collaborates to make cards. C-level students distribute cards and say the name while distributing. B-level students check for errors. A-level students are responsible for the writing evaluation of B- and C-level students.	1. Check C-level students' mastery of the word sound, meaning and shape, find problems in time, and give help. 2. Combine the words with the words, combine the meanings, and practice writing.
2. Read words in the group (1 minute)	A-level students are responsible for the correction and evaluation of B-level students, and B-level students are responsible for C-level students.	The cascaded chain is responsible for correcting the evaluation, cultivating the team members' sense of cooperation, and cultivating the individual's sense of responsibility for learning.
3. put spell maps forum (2 minutes)	The three people used their own word cards to spell the city map, and used the sentence pattern "It's next to the..." to answer the questions of the other two members: "Where is the...?"	1. Within 2 to 1 rounds of questions and answers, use real situations to communicate and train language skills. 2. Grouping within 2 groups, training cooperation ability, and preparing for the subsequent inter-group PK competition.
4. Lightning reaction PK (5 minutes)	1. Each time two C-level students came to the stage to listen to the instructions to grab the blackboard card, and the students in the audience asked questions. The winner earns points for the group. 2. The following students are referees, using their hands and fingers to score separately.	1. Group C students took part in the PK competition to strengthen the pertinence of cooperative learning and improve the efficiency of cooperative learning. 2. Questioner, bidder, referee, teacher, and high-density cooperation between the four parties on the stage and on the table to improve the teaching efficiency per unit time.

intended to stimulate the internal motivation of students at all levels, cultivate the cohesiveness of group learning, and promote each The development of students' English proficiency (Wang, 2003).

Individual Three-Level Evaluation – To Promote the Improvement of All Students

According to the ability level of the three levels of students, three levels of learning objectives are proposed, three levels of activity evaluation are carried out, and three levels of dynamic individualized English learning formative evaluation are recorded.

Excellent Students – Solid Foundations outside the Classroom

For students with strong English learning ability, we pay attention to the students' solid grasp of the knowledge and skills of teaching materials, pay attention to the accumulation of extracurricular knowledge, cultivate students' habit of active learning and the awareness of helping others. Individual evaluations are subject to a one-stage evaluation by subject unit learning.

Medium Students – High Benchmarks and Incentives

For students with medium learning ability, our goal is to strictly implement the requirements of the curriculum standards, to grasp the content of the teaching materials, to expand appropriately, and to increase the extracurricular accumulation. The various learning contents are required by the excellent level, encourage medium school students to compete for excellence and enthusiasm within the student's ability.

Learning Weak Students – Lowering Standards and Rebuilding Confidence

For the weak students, we will focus on evaluating the growth and progress of all aspects, "lightening the shortcomings with bright spots" and "increasing self-confidence with progress", and rebuilding the learning confidence of weak students through key attention, vertical comparison and praise.

Three-Dimensional Evaluation of Cooperation – Promoting the Development of Cooperation Capabilities

Guide students to learn to cooperate, achieve the goal of multi-win development for all members, and plant the seeds of "Happy-to-Cooperation" for students, and lay the foundation for the ability to cooperate.

Three-Person Group Evaluation

For the division of labor of the team members, activity discipline, participation of each member, report of group cooperation results, etc., each unit selects the "Best Three-

Way" group to promote the three-person study group to improve cooperation effectiveness.

Six-Person Group Evaluation

In the "Pizza-type" study group, the two 3- person groups are both confrontational and cooperative. We evaluate the activity discipline, cooperation tacit agreement, and results reporting. Each unit selects the "Best Six-person Group" to create a healthy Cooperation and competitive atmosphere.

Overall Evaluation of the Whole Class

From the aspects of preparation, listening, speaking, cooperation, hardworking, etc., each class carries out an overall evaluation, and the team scores are included in the unit points to strengthen classroom control and build an efficient classroom.

Acquired: Smart Creates Vivid, and Vivid Creates Wonderful

Class Activities "Bystanders" Disappeared

Under the "Pizza-type" study group, everyone has something to do, everyone has something to do, each member has a full set of tasks, everyone has a clear goal, and the "bystander" disappears. The class is alive.

Learning Enthusiasm "Excellent, Weak" Continues to Be High

Under the "Pizza-type" study group, everyone in the group is responsible, and the "Excellent, Middle and Weak" three-level students are actively promoting the group in helping, correcting and reporting. The classroom atmosphere warms up (**Figure 4**).

Learning Results "Barbell" Changes Quietly

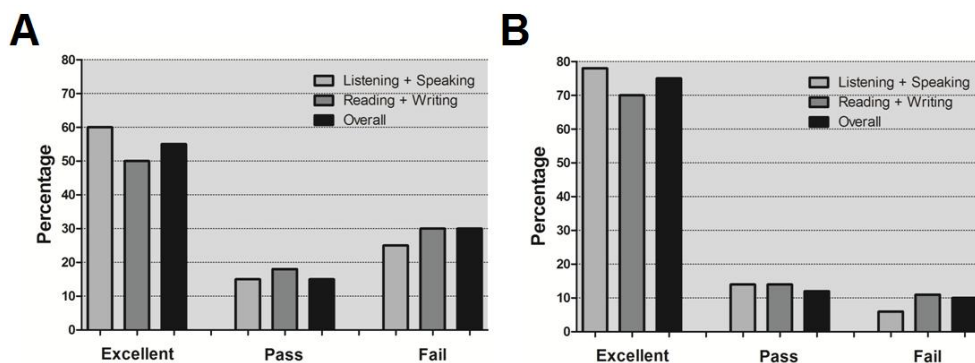
Under the "Pizza-type" study group, students participate in mutual aid development, and the implementation of the "layered" learning and evaluation strategy has improved the ability level of students at all levels. The state of education and teaching throughout the classroom has undergone dramatic changes. A year later, the sample grade students whose grades improve significantly, the polarization phenomenon has been some relief, "bar bell" shape changed (**Figure 5**).

The establishment of the "Pizza-type" study group and the implementation of the teaching and evaluation activities can help the classroom to create exciting. In the follow-up, we will further improve its formation strategy and evaluation system, further study the stratification teaching evaluation strategy, and help each child's healthy development.

Figure 4. Classroom Atmosphere after Pizza-type Education.



Figure 5. Grade Changes after Pizza-type Education.



A: The fifth semester of the 2016 semester. B: The second semester of the 2017 school year, the sixth grade English final grade.

References

- Wang J. (2004) Classroom: Research on returning to teaching life. *Edu Res*, 288(1): 79-85.
- Wang T. (1999) Analysis of the basic types and concepts of cooperative teaching. *Shandong Edu Res*, 12: 8-12.
- Wang W. (2003) Cooperative teaching research and experimentation in Shandong. *Chin Edu News*; 12:9.

Niu. “Pizza-type” English Education in Elementary School.

Received: 11 March 2019

Revised: 18 April 2019

Accepted: 21 April 2019