

An English Lesson Case Analysis Based on LICC Classroom Observation Framework

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Abstract: The LICC model of classroom observation is a new and effective way of classroom evaluation that reflects the requirements of the evaluation concept of the new curriculum reform. It deconstructs classroom teaching from four aspects and builds a framework for teachers' classroom observation. In this paper, a lesson from 2020 Chongqing Junior High School English High Quality Class Competition is selected as an observation case to observe the four dimensions of learning, instruction, curriculum and culture in order to comprehensively and scientifically evaluate classroom teaching.

Keywords: LICC Model; Classroom Observation; High Quality Class

1. Introduction

The LICC model is a new paradigm for classroom observation that consists of four dimensions: learning, instruction, curriculum, and culture (Cui, 2012). These four dimensions are based on both theoretical and practical grounds. The theoretical basis mainly comes from the recognition of the important components of the classroom, that is, the classroom is mainly composed of four aspects: students, teachers, curriculum and classroom culture.

The basis of practice comes from the question "What class do I observe?", which leads to the following four specific questions: (1) How do students learn in the classroom? Is it effective? (2) How do teachers teach? What are the main behaviors that are appropriate? (3) What is the lesson? What was the subject matter of the lesson? (4) What was my overall feeling after spending 40 or 45 minutes in the class? These four questions correspond to the four dimensions of the LICC model. For each dimension, there are five observation perspectives, and each perspective has a number of different observation points. The student learning dimension focuses on students' participation in the learning process and the achievement of goals, and includes five observation perspectives: preparation, listening, interaction, autonomy, and achievement. The teacher's instruction dimension focuses on the process of teaching implementation, including the control of teaching links, presentation of teaching content, dialogues between teachers and students, guidance on learning methods, and overall classroom control. The nature of the curriculum dimension focuses on the design of the observed teaching, including the analysis of learners' characteristics, the analysis of teaching objectives, the analysis of teaching contents, the formulation of teaching strategies, and the evaluation of teaching, etc. The culture of the classroom focuses on the humanistic care of the classroom. The classroom culture dimension focuses on the classroom from the perspective of humanistic care and further observes the developmental changes of teachers and students in the process of teaching and learning, including the five perspectives of democracy, thinking, innovation, caring and characteristics.

2. Background Information of Teaching Case

This teaching case is selected from the video of the No. 43 contestant who won the first prize in the 2020 Chongqing Junior High School English High Quality Class Competition. The teaching content is from 3a-3c Mom Knows Best, of Unit 7 Teenagers should be allowed to choose their own clothes, Grade 9, People's Education Press. The genre of the article is poetry.

This lesson is a poetry appreciation lesson about the understanding of mother's love in three different periods: infants, teenagers and adults. Students can deepen their understanding of family rules by studying this article. With the help of understanding rules, they can experience the love of their family under the requirements of rules and achieve the goal of self-improvement.

This class focuses on the theme of the unit. Students learned how to express their views and communicate with their parents on the basis of learning poetry knowledge. Finally this class sublimated the emotional theme of the unit and cultivated students' sense of gratitude.

As for students, the ninth grade students are active in thinking, and have a strong sense of participation in classroom activities and ac-

tive learning in terms of personality characteristics. Based on the unit learning, students have mastered the expression methods and sentence patterns of ideas, and can express their views and feelings more skillfully. However, it is the first time for students to learn poetry and it is difficult for them to understand it.

3. Case Analysis Based on LICC

3.1 Learning

At the beginning of the class, students have entered a state of initiative. The brainstorm activity “What your moms always ask you to do?” assisted students to quickly enter the problem situation. And they had a free talk which cultivated an active atmosphere. With this familiar topic, students shared their own experiences and got ready for the next step. In the step 2 of this teaching case, students read the poem and found the problems while reading. They finished this task by themselves and formed their own thinking. In the step 3, each group completed different assignments and carried out individual SLAM strategy practice. Through group work, the distance between students and students is closer, and the communication is more convenient, which can complement each other in the cognitive process, so as to jointly improve and cultivate the sense of cooperation in the communication. By completing the task in Step 4 independently, students’ learning situation can be evaluated by the teacher. This is also a sort and output of what they learned in this lesson.

3.2 Instruction

The teacher designed the class through two clues: poetry appreciation guided by SLAM strategy and theme exploration guided by perceptual emotion, which gave students full play to their autonomy and independent inquiry ability in the learning process. Students have enough opportunities to actively participate in the class, express their views and give full play to their subjective initiative. And they played a leading role in the teaching process.

The brainstorm activity in the step 1 Warm up and Lead in set up a situation related to students’ real life to put the enthusiasm of the students in motion. The familiar topic can make students have something to say and actively participate in the discussion. The teacher’s role in step 2 is to introduce SLAM strategy, provide strategic guidance and emotional construction for the learning of this lesson, and make students realize the importance of SLAM strategy in reading. In the step 3 We do (practical application), the teacher handed the class to the students by setting up group discussions, reading aloud, making reports and other forms. Feedback from teachers in step 4 is a kind of encouragement and support for students, which can motivate them to continue to make progress. This step takes the class as the starting point, and extends the class outward indefinitely, which helps students to use their existing knowledge and ability to solve new problems. The homework in the last step is “1. Revise the poem you wrote today. 2. Do something small for your moms.”, which is conducive to the achievement of teaching objectives. Students can review the content of the class and consolidate their knowledge again. This step starts from the actual needs of students and gives students full opportunities for free creation, which is conducive to their learning autonomy.

3.3 Curriculum

This lesson is a poetry appreciation lesson about the understanding of mother’s love at three different times: infancy, adolescence, and adulthood. Students will be able to deepen their understanding of family rules by studying this text. Recognizing the rules is used to appreciate the love of family members under the requirements of the rules and to achieve self-improvement. This lesson belongs to the fourth lesson in the unit study plan, focusing on the shift from input to knowledge output.

The objectives of this lesson are 1. Students can understand and use new words and phrases and sentence structures. 2. Students learn SLAM theory to know, understand and analyze poems initially. Students work in small groups to complete the practice of the theory and improve their ability to appreciate poetry. 3. Students think about the deeper meaning of mother’s love and ways to communicate with parents effectively. 4. Students feel mother’s love and are asked to think about how they should return it. Students change their attitudes towards their parents and learn to respect and understand them. This lesson ultimately accomplished all of the instructional objectives.

The design of this lesson is based on the SLAM strategy, which refers to the four parts of a poem, namely, Structure, Language, Affec-

tion and Meaning. SLAM strategy makes the process of reading a poem clear and concise, and allows students to enrich their reading experience, to appreciate the beauty and variations of language, and to explore the deeper meanings in the poem. Explore the deeper meaning in the poem.

3.4 Culture

In general, this lesson created four classes, which are class of interest, class of autonomy, class of SLAM strategy, and class of humanistic quality.

As for the class of interest, the teacher inspired students' interest in poetry learning through the introduction of acrostic poem. Then he let students intuitively understand the structure of the poem by sorting photos. What's more, by showing warm photos of parents and children, he created scenes for students to read and appreciate poems, and enhanced their reading affections.

As for the class of autonomy, students improved their ability of teamwork, communication and summary through group reading and group reporting.

As for the class of SLAM strategy, this lesson has explored the structure, language, affection and meaning of poetry based on the SLAM strategy. This process promoted the construction of students' knowledge system and framework, and improved their English learning skills, so as to achieve the goal of students' independent development and ultimately achieve the improvement of their comprehensive quality.

As for the class of humanistic quality, students can not only feel the charm of poetry, experience humanistic culture, reflect on life attitude, but also feel the meaning behind words and experience the charm of language.

4. Summary

The high quality course videos convey new teaching ideas and showcase new teaching methods through intuitive and innovative teaching methods. By applying the LICC classroom observation model to the evaluation of English classroom teaching, it can make the casual, fragmented, and traditional listening and evaluation more professional, construct a scientific and comprehensive classroom observation framework, and provide a reference basis for teachers to understand the classroom, which is of great significance for improving students' classroom learning and promoting teachers' professional growth. The LICC classroom observation model divides into sixty-eight observation points, which are selected by the teacher according to the situation to be recorded and analyzed. This is very helpful in trying to adopt appropriate methods to solve the problems revealed in teaching and learning as a way to improve teacher' teaching skills.

References

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