

Teaching Strategies for Senior High School English Grammar Based on Three-dimensional Dynamic Grammar View

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Abstract: *Senior High School English Curriculum Standards* proposed a three-dimensional dynamic grammar view of “form-meaning-use”, providing a theoretical basis for high school English grammar teaching. This article takes a High-quality class as an example to illustrate the teaching strategies for senior high school English grammar based on the three-dimensional dynamic grammar view. That is, utilizing multi-modal discourse to present grammar forms and explore grammar rules; internalizing grammar knowledge through progressive activities; setting up theme expansion activities to achieve grammar transfer.

Keywords: Teaching strategies; Grammar teaching; Three-dimensional dynamic grammar view.

1. Introduction

Senior High School English Curriculum Standards proposed the three-dimensional dynamic grammar view, that is, “form-meaning-use”, which requires teachers to help students learn to use grammar knowledge to understand and express meaning in context, and guide them to continuously strengthen their awareness of using language accurately and appropriately[1].

Even though many teachers have a certain understanding of this view, the implementation of teaching is still heavily influenced by traditional grammar teaching methods, and three-dimensional grammar teaching has not been regarded as a necessary way to improve grammar teaching efficiency[2]. As a result, there is a mismatch between the mastery and application of grammar knowledge, leading to low English proficiency among students. Therefore, this article is based on the three-dimensional dynamic grammar view to explore strategies for grammar teaching.

2. The Meaning of three-dimensional dynamic grammar view

The three-dimensional dynamic grammar view of “form-meaning-use” is in line with Larsen-Freeman’s three-dimensional grammar theory proposed in 2003, which advocates studying, teaching, and learning grammar from the dimensions of form, meaning, and use, so as to improve students’ grammar abilities[3]. According to this theory, grammar teaching should include three aspects: “form, meaning, and use”. “Form” refers to various visible or audible language units, such as phonetics, textual symbols, and sentence structures, etc.; “Meaning” mainly refers to the original meaning of a language form irrespective of its context; “Use” refers to the intention expressed by the speaker using language in a certain context. The form, meaning, and use of grammar constitute the three-dimensional dynamic system.

Being able to use a certain grammatical structure does not just mean being able to use the grammatical form correctly, but rather being able to use it meaningfully and appropriately[3]. Therefore, in grammar teaching, teachers

should not only focus on whether students have memorized grammar rules, but also create contexts based on the unit themes, integrate the understanding and use of grammar knowledge into the learning of the discourse, and provide students with opportunities to use grammar correctly and appropriately.

3. Teaching Strategies for English Grammar

This article explores effective teaching strategies under the three-dimensional dynamic grammar view by analyzing a High-quality lesson in the 2023 Chongqing High School English Quality Course Competition. The teaching content of this class is ‘to do’ infinitive as a predicate from the selective compulsory 3 Unit 1 published by People’s Education Press. The following parts will elaborate on how to conduct senior high school English grammar teaching around the three dimensions of grammar in three teaching stages: perceiving and acquiring grammar rules, applying and transferring grammar knowledge.

3.1. Utilizing multimodal discourse to present grammatical forms and explore grammar rules.

In grammar teaching, teachers should present new grammar knowledge in context, and guide students to observe the usage, forms, and pragmatic functions of grammar items in context[1]. Compared with the textual discourse, multimodal discourse is more vivid and effective in creating thematic contexts, conveying cultural connotations, and stimulating students’ interests[4]. Therefore, in the process of perceiving and acquiring target grammar, teachers are supposed to choose topics that students are interested in with the support of multimedia, create grammar learning contexts through audio, video or images, stimulate students’ learning enthusiasm, and activate their existed background knowledge.

This unit revolves around the theme of art, introducing a brief history of the development of Western painting art and showcasing representative works of Chinese ink wash animation. The aim is to help students understand the value and significance of art and learn to appreciate the charm of art.

In the first teaching stage, the teacher focusing on Chinese painting art, played a video about Riverside Scene at Qingming Festival, and integrated the target grammar with the text, aiming to enable students to perceive and comprehend the target grammar in a familiar context.

[Teaching activities]

At the beginning of the class, the teacher asked: *What was the purpose of Zhang Zeduan by drawing paintings? What problem did Zhang meet during the process of painting? What was his solution?* These questions can lead students to think, review their knowledge about the Riverside Scene at Qingming Festival. Then, the teacher played a video to introduce Riverside Scene at Qingming Festival, which contained a large number of sentences using “to do” infinitive as predicate. Students were asked to watch the video with questions in mind. By using a large amount of language materials containing target grammar, students can understand the meaning and function of the grammar[5]. After watching the video, the teacher extracted sentences from multimodal discourse that contain the “to do” as a predicate, and asked students to match them with questions and analyze rules of the grammar in groups. After discussion, the teacher summarized the grammar rules, and students got the basic structure of infinitive “to do” as predicate: “noun+ be+ to do”.

Directly presenting grammar rules often stifles students’ desire for learning and exploration, resulting in their reliance on teachers and textbooks. English teaching activities should start with learning, followed by teaching, and teaching serves learning[6]. Students summarize and generalize language knowledge through autonomous learning, which is a kind of autonomous study driven by tasks and a more effective way of learning. The knowledge gained by students is more solid, and their understanding of grammar is more profound[7].

[Teaching activities]

The teacher used “magnifying glass” way to present partial pictures of Riverside Scene at Qingming Festival and set corresponding questions for students to observe the details of the pictures and imagine the scene. And students were required to answer the questions using the “to do” infinitive.

A: *I don't want to see him.*

B: *Who is he over there?*

Question1: *What did the man expect most?*

Answer1: *The most he expected was to avoid seeing the man on the horse.*

Question 2: *What was his solution?*

Answer2: *All he did was to be hidden by the big fan.*

This kind of activity was repeated twice by the teacher to help students fully understand grammar forms. Then, the teacher presented all six sentences and highlight the target grammar. Students worked in groups to discuss the basic sentence structure and explore the details that can be added to the basic structure of the ‘to do’ infinitive. Finally, the teacher summarized the grammar structure and presented the complete structure of ‘to do’ infinitive as predicate.

3.2. Setting up progressive activities to internalize grammar knowledge

After students master the language forms, teachers should design various exercises and consolidation activities. Therefore, in order to consolidate students’ grammar knowledge, teachers should design meaningful practices based on the theme context to help students use grammar structures correctively, and figure out the relationship between language form and meaning, so as to promote the

transformation of language knowledge into ability”[8]. At this stage, teachers need to carry out various output exercises based on thematic contexts and design diverse activities. In addition, grammar training should follow the cognitive development laws of students, gradually transitioning from simple single sentence exercises to more difficult discourse meaning construction exercises.

In this lesson, the teacher organized comprehensive application activities involving listening, speaking, reading, writing, and viewing around Riverside Scene at Qingming Festival, aiming to deepen students’ understanding of the infinitive of ‘to do’ as predicate and promote their internalization of the grammar.

3.2.1. Grammar Comparison Perception Practice

Considering that the infinitive ‘to do’ can serve as various components in a sentence, in order to avoid confusion among students about the infinitive components, the teacher at this stage guided students to compare the different functions of the infinitive ‘to do’, so as to deepen their understanding of the use of infinitives as predicate structures.

[Teaching activities]

The teacher first presented a partial picture of Riverside Scene at Qingming Festival and asked students to guess what the picture was trying to convey. The picture shows a foot wash shop, which allows students to connect with real life and make guesses using their existing knowledge. Afterwards, the teacher played an audio about the description of the picture, which includes both infinitive ‘to do’ as predicate and as subject. Students firstly listened to the whole audio to have a general understanding of the discourse content, and then the teacher required students to only make the action of patting the table when they heard infinitive ‘to do’ as predicate. After the audio playback was completed, the teacher presented the entire article and highlighted sentences with the ‘to do’ infinitive. Finally, the teacher analyzed the components of the ‘to do’ infinitive in each sentence. This activity deepened students’ understanding of the structure of infinitive expressions, thereby avoiding their confusion. The sentences containing ‘to do’ infinitives are as follows:

His duty was to deliver tea to the clients on time.

A big challenge for him was how to finish the order as quickly as possible.

What he did was to buy the horse.

He was keep doing well in this way.

3.2.2. Semi-open output exercises

The teacher adopted a semi-open output activity in this stage, selecting topics that students are interested in, aiming to encourage students to have something to say and use appropriate grammar forms to express meaning accurately.

[Teaching Activities]

The teacher used multimodal discourse to create contexts and demonstrate that as time passes, the Riverside Scene at Qingming Festival has faded and cracked. Then, the teacher raised questions: *How to protect Riverside Scene at Qingming Festival?* The teacher presented partial sentence structures and indefinite phrases containing ‘to do’, allowing students to freely choose, combine, and make sentences. Students collaborated in groups to explore and think about ways to protect the Qingming Riverside Scene. In order to enable students to understand and smoothly carry out the activity, the teacher demonstrated her ways to protect the masterpiece by presenting relevant examples. The examples are as follows:

What I suggest is to create emojis of the characters.

The most I expect is to make the digital Qingming Shang

3.3. Organizing theme expanding activities to achieve grammar transfer

In the process of applying grammar, teachers should design meaningful activities based on the theme context, guide students to transfer and apply the learned grammar knowledge to complete new tasks, improve students' appropriateness in using grammar, help them understand the form, meaning, and pragmatic functions of grammar, so as to enhance their language proficiency[9].

[Teaching activities]

In this stage of the lesson, the teacher expanded the theme and presented pictures of traditional Chinese arts. Then she asked students to collaborate in groups to search relevant information about traditional Chinese arts, and use the target language to introduce a traditional Chinese art, the problems it faces, as well as solutions to protect it in order to prepare for the upcoming School Traditional Art Festival.

In this process, students not only needed to use the infinitive 'to do' to express meaning, but also needed to integrate their language knowledge and skills appropriately according to specific requirements.

4. Conclusion

Based on the three-dimensional dynamic grammar view, senior high school English grammar teaching should revolve around the thematic context, rely on discourse, and reflect the integration of grammar form, meaning, and use. Teachers should utilize all kinds of teaching resources to design comprehensive learning activities that progress layer by layer, enabling students to learn and apply grammar rules in the process of listening, speaking, reading, writing, and viewing. In addition, teachers are also supposed to guide students to comprehend, analyze, summarize, and use grammar rules in

thematic contexts, thereby cultivating their comprehensive language abilities, developing their thinking qualities, and promoting the development of their English core competencies.

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