

Research on Integrated Case Teaching in Primary School English Teaching Methods

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Abstract:

This study adopts the research framework of “background analysis, theoretical conception, empirical testing, and reflective improvement,” employing a combination of literature review, statistical analysis, and case study methods. It systematically and scientifically examines the necessity, rationale, and effectiveness of integrated case-based teaching within the context of primary school English education methodologies. Using H University as a case study, this paper conducts applied research and verification and proposes improvement suggestions to explore the integrated case teaching mode of primary school English teaching method courses, providing a valuable reference for the reform of English education teaching mode in China.

Keywords:

New curriculum standards
Primary school English teaching method courses
Integrated case teaching

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1. Introduction

This research fully implements the concept of “student-centered, output-oriented, and continuous improvement” according to the “Certification Standards for Normal Education Majors,” further refines professional characteristics, deepens curriculum and classroom teaching reforms, and actively explores effective strategies for the application of case teaching to cultivate high-quality, professional, and innovative teachers in the new era. It is of great significance for comprehensively improving the quality of normal student training and

promoting the construction of normal education majors.

2. Research significance

This paper is significant in providing high-quality and efficient learning experiences for teacher trainees. Case teaching is a situational teaching model that emphasizes the process of learners actively constructing knowledge. Adhering to the student-centered certification concept, the teaching mode should focus on how to utilize the design of the learning environment and innovative

teaching activities to maximize teaching effectiveness and transform theoretical knowledge into professional abilities and work qualities^[1]. Teachers should carefully and rigorously design case teaching activities in advance, such as designing case scenarios based on students' knowledge and experience combined with course learning objectives, constructing corresponding teaching environments, and predicting appropriate teaching strategies.

It can also inspire the endogeneity of teaching methods in primary school English methodology courses. The methodology curriculum for primary school English needs to respond to classroom knowledge and teaching practices guided by dynamic and complex problem situations, transferring knowledge to specific contexts for flexible application, in order to avoid shallow learning that involves mechanically passive acceptance of knowledge and isolated storage of information. Therefore, factors affecting the effectiveness include the quality of the case, the control capability of the teacher, the differences and initiative of the students, and the classroom environment. The case teaching mode of primary school English methodology curriculum is conducive to stimulating the internal mechanism of cyclic endogeneity in each link, forming a teaching mode of single-link internal integration and mutual influence among each link.

3. Research status

3.1. Case teaching

Case teaching is a student-centered teaching method that requires students to actively participate in analyzing and discussing cases provided by teachers. It is a hallmark teaching model of Harvard Business School. The use of cases enables students to apply theoretical knowledge to specific situations, thereby promoting knowledge transfer and problem-solving and critical thinking skills. In terms of theory, researchers have conducted extensive research on the connotation, modes, and theoretical foundations of case teaching from different perspectives. For example, the famous American educator Kowalski systematically studied case teaching and pointed out that case teaching is a teaching method based on cases for discussion^[2], while Ehrhardt explained case teaching from key factors, believing that case teaching should at least include three key elements: goals, situations,

and evaluations^[3]. In terms of application, researchers have proven in different courses that case teaching has a certain role in improving learning motivation, self-confidence, and classroom participation. For example, Matthews adopted case teaching in explaining psychological concepts, and the results showed high student classroom participation^[4]. Empirical studies by Garvin have shown that case teaching can effectively promote learners' knowledge application abilities and prompt learners to reflect on theory^[5]. A large number of empirical studies have proven the positive effects of case teaching in improving learners' academic performance, learning experiences, and learning motivation. With the development of information technology, cases used for teaching have gradually shifted from text descriptions to multimedia-based presentations such as videos and animations^[6]. Multimedia case teaching has its unique advantages: interactive multimedia-presented cases can better attract and motivate learners, and multimedia cases have higher exploratory potential to simulate the complexity of real-world problems^[7]. Hewitt *et al.* used video cases as the carrier of case teaching, prompting learners to think and solve problems through pauses and interactions at each decision-making point of the video case. Learners reflected and discussed at key problem nodes, and the results proved that video case teaching promoted learners' learning interest and motivation^[8].

3.2. Case teaching in normal education majors

Research mainly focuses on case selection, development, teaching processes, teaching modes, etc., in normal education majors. Wang summarized the history of case teaching development that teachers are important subjects in case development and should provide support for case development^[9]; Li discussed issues such as case selection, case presentation, teaching processes, and teaching evaluations during the implementation of case teaching based on high school artificial intelligence courses, and put forward his own views on issues that need attention during implementation^[10]; Professor Jinzhou Zheng applied the case teaching method to teacher training, divided it into three basic links: case introduction, case discussion, and summary, and pointed out that case teaching helps develop the innovative spirit and abilities of trainees to solve practical problems and

other qualities^[11]. In terms of the practical application of case teaching, its effectiveness has been proven in the fields of Chinese, mathematics, geography, physics, biology, chemistry, and other subjects. Students expect teachers to adopt other case forms in teaching^[12]. Some researchers discussed teaching strategies, teaching processes, and teaching evaluations based on video cases, summarizing that video cases have situationality and authenticity, which can cultivate students' abilities to observe, think, analyze, and solve problems^[13]. Yang and Hong adopted multimedia cases in ideological and political education classes, and the results proved to have achieved positive teaching effects^[14]. Zhu summarized the commonly used forms of informatization teaching cases including text presentation, verbal presentation, performance presentation, video presentation, animation presentation, and online presentation. She designed and developed informatization teaching cases for specific courses, and conducted practical teaching through traditional text groups and informatization teaching case (multiple resource forms) groups. The results proved that the teaching effect of informatization teaching cases was better^[15].

4. Presentation of integrated cases for primary school English teaching methods courses

The presentation of integrated cases for primary school English teaching methods courses represents a teaching mode that deeply integrates theory with practice (Table 1). Through carefully designed cases, it incorporates the core knowledge and skills of primary school English teaching methods courses into specific teaching situations, enabling teacher trainees to deeply understand and master primary school English teaching methods while analyzing and solving problems. The integrated case teaching process is shown in Figure 1.

5. Conclusion

This study examines the origins and development of case-based teaching, defines the core concepts of cases and case-based teaching methodology, discusses the functional significance of case-based teaching and its applicability to teacher education through literature analysis and comparative research. Additionally, it summarizes the constraints limiting the domestic development of case-based teaching and the current trends in research on case-based teaching models in China through literature review.

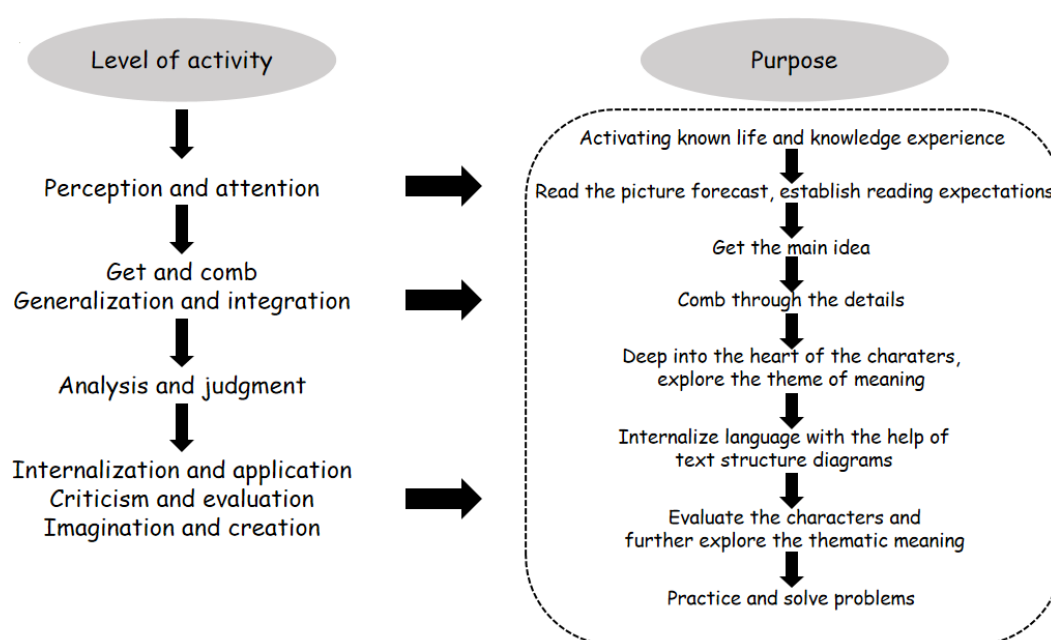


Figure 1. Integrated case teaching process

Table 1. Integrated cases of primary school English teaching methods courses

Instructional design				
Teaching progress	Instructional objectives	Teacher activities	Effect evaluation	Design idea
Textbook analysis	Through numerous primary school English teaching cases, in-depth analysis has been conducted on various aspects of the English teaching process. These cases cover a wide range of aspects such as teaching methods, student interaction, classroom organization, etc., aiming to provide a comprehensive and practical guide for students majoring in teacher education.			
Design philosophy	The student-centered educational principle adopts an integrated case-based teaching approach, with the aim of cultivating students' teaching design ability, classroom management ability, and teaching reflection ability. We attach great importance to the deep integration of theory and practice and are committed to encouraging students to effectively transform their theoretical knowledge into practical teaching abilities. At the same time, we integrate the concept of large unit teaching, emphasizing the integrity and coherence of knowledge to enhance students' cognitive level of the primary school English teaching system.			
Primary school English "National Curriculum Standards for Primary Standards" 2022 edition interpretation	<p>Y Understand and master the core content of the 2022 National Curriculum Standards for Primary School English.</p> <p>Y Cultivate students' sense of educational responsibility and mission through introduction and questioning.</p>	<p>Y Use introduction and questioning methods to discuss in conjunction with the course content.</p> <p>Y Introduce the experience of excellent teachers in the case and discuss how to integrate these experiences into personal growth planning.</p>	<p>Y Students are able to accurately articulate the requirements of the curriculum standards and preliminarily analyze their relationship with teaching practice.</p> <p>Y Students are able to express their expectations and plans to become excellent teachers, demonstrating a positive educational sentiment.</p>	<p>Y Using specific examples from "Case Analysis of Primary School English Teaching," guide students to explore the practical application of curriculum standards.</p>
The relationship between the new curriculum standard and core literacy	<p>Y Analyze case studies to understand the intrinsic connection between the new curriculum standards and core competencies.</p> <p>Y By decomposing the curriculum objectives of each stage of the new English curriculum standard, help students develop certain language skills, cultural awareness, thinking qualities, and learning abilities.</p>	<p>Y Using multimedia materials display and questioning methods, combined with fragments from specific teaching cases, conduct bilingual communication and discussion, and deeply analyze the specific manifestations of core competencies in teaching practice.</p> <p>Y Integrate the discussion content closely with the course content, conduct bilingual communication, and have student representatives give speeches and explanations.</p>	<p>Y Students are able to accurately explain the relationship between the new curriculum standards and core competencies, and can propose strategies for cultivating core competencies in teaching.</p> <p>Y Students can propose suggestions for integrating cross-cultural elements into teaching, demonstrating their understanding and attention to primary school English education.</p>	<p>Y Guide students to think deeply about how to effectively cultivate their core competencies in the education and teaching process, based on the teaching scenarios involved in the case.</p>
Analysis of teaching materials (take the PEP textbook as an example)	<p>Y Familiarize and master the structural system and unique features of PEP textbooks.</p> <p>Y Gain a deep understanding of the unity between the instrumental and humanistic aspects of English curriculum.</p>	<p>Y Through reading articles, teacher introductions, and group discussions, combined with the analysis of the textbook in the case, conduct bilingual discussions to gain a deeper understanding of the design philosophy of the textbook.</p> <p>Y Analyze how to introduce Chinese culture in English and strategies for understanding foreign cultures in case studies, guiding students to think about how to cultivate their cultural awareness in teaching.</p>	<p>Y Students are able to accurately analyze the structure and characteristics of textbooks and provide suggestions for optimizing their use.</p> <p>Y Students can propose suggestions for integrating Chinese cultural elements into teaching, demonstrating a sense of pride and inheritance of national culture.</p>	<p>Y Through the course, students can reshape their learning enthusiasm and enhance their sense of social responsibility, strengthen their cultural awareness, learn to serve the country, and put them into practice.</p>
Case analysis report and communication	<p>Y Proficiently master the professional skills of creating lesson plans, teaching, and presenting lessons related to primary school English curriculum.</p>	<p>Y Introduce the historical story of primary school English textbook writing, and guide students to create and exchange textbook analysis reports based on the PPT production experience in the case.</p> <p>Y Through group discussions and sharing, guide students to think about how to contribute to primary school English education, and inspire their sense of responsibility and mission.</p>	<p>Y Students are able to create a clear structured and rich content textbook analysis report PPT, and can effectively communicate and share.</p> <p>Y Students are able to express their enthusiasm and expectations for primary school English education, demonstrating a positive attitude towards education and career pursuits.</p>	<p>Y To cultivate students' sense of mission in primary school English teaching, their sense of responsibility for making achievements in teacher education, their ability to analyze cases, and improve their thinking quality.</p>

By investigating the current situation, the study identifies and summarizes the implementation difficulties faced by case-based teaching in teacher education programs at universities in Guangdong, focusing on and categorizing these issues to analyze the underlying problems of case-based teaching in this context.

Based on the years of practical experience and observations, this study explores the overall design and implementation of case-based teaching from aspects such as learner experience background assessment, creation of teaching situations, the process and mechanism of knowledge construction, learners' proactive awareness and self-regulation abilities, and objective evaluation of transfer results, guided by the constructivist perspective on learning transfer and instructional theory, as well as competency-based education theory. It elaborates on the general teaching process of constructivism and establishes an integrated case-based teaching model consisting of

four stages: case development, case-based classroom teaching, case-based action, and case evaluation. During the establishment process, the study analyzes the internal mechanisms that stimulate and recycle among various stages of case-based teaching, forming a complete case-based teaching model with both internal integration within individual stages and mutual influence and integration among all stages.

For the next step, the study will macroscopically focus on and explore the interconnected roles of various elements related to the overall case-based teaching model, including the selection and design of teaching cases, management forms of case-based classroom teaching, innovations in teaching forms, case compilation and methods for teachers, deficiencies and supplementary practices of case-based teaching, as well as the micro-methods for these crucial aspects.

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Disclosure statement

The authors declare no conflict of interest.

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