

Design and Implement of High School English Listening and Speaking Courses Based on New Curriculum Standards

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Abstract:

In the context of economic globalization, students not only need to master basic English knowledge, but also need to have good English listening and speaking skills. But there are still a lot of high school English teaching that ignores the listening and speaking teaching in order to study grammar well to cope with the college entrance examination. In view of this, the article is based on the high school English curriculum standards (2017 edition) to analysis of the current situation and problems of high school English listening and speaking teaching. Exploring the methods and strategies to improve the high school English listening and speaking efficiency.

Keywords: listening and speaking courses; new curriculum standards

1. The Necessity to Develop Listening and Speaking Skills

Under the background of the continuous development of the new curriculum reform, the high school English curriculum standards have been revised several times, which puts higher requirements on high school English teaching. The training of listening and speaking skills plays an important role in expanding students' English knowledge and international perspective. It is not only the need for

language proficiency testing, but also the practical application of language knowledge and the manifestation of language comprehensive ability. The improvement of oral communication ability is also a scientific means to promote students' all-round development. It can enrich students' language expressions and create a broader development space for them to adapt to society.

2. The Requirements of the New Curriculum Standard for High School Students' Listening and Speaking Ability

Students have gained initial phonological awareness and have learned some phonological knowledge during the compulsory education phase. The study of speech knowledge in high school should focus on meaningful contexts. Perceive the ideographic function of speech and then gradually learn to use voice knowledge properly to achieve effective communication by learning and using language.

| Course Type | Content Requirements of Phonetic Knowledge |
|-----------------------------|--|
| Compulsory | <ol style="list-style-type: none"> 1. Perceive the speaker's intentions and attitudes based on changes in stress, intonation, and rhythm. 2. By feat of stress, intonation, rhythm, etc. to express meaning, intention and attitude. 3. Use the phonetic knowledge to learn the pronunciation of multi-syllable words when looking up the dictionary. |
| Optional Compulsory | <ol style="list-style-type: none"> 1. Use stress, intonation, rhythm, etc. to express meaning, intention and attitude more coherently and clearly. 2. Discover and appreciate the rhythm in English poetry, verses and other literary forms. |
| Elective (Improved Type) | <ol style="list-style-type: none"> 1. Use appropriate stress, intonation, rhythm, etc. to effectively express meaning, intention and attitude. 2. Create English poetry based on rhythm and rhythm. 3. They can recognize the difference in pronunciation and intonation when communicating with people from different regions. |

3. The Current Situation and Problems of High School English Listening and Speaking Teaching

3.1 Listening Practice Lacks Listening Simulation Training

Imitation is the basis for learning English and the most practical way to learn the tone of speech. The first step in imitation is to listen. Let the students listen clearly, hear accurately familiarly. Accurate listening is the key to accurate imitation. A large number of effective listening training is good for students to imitate the tone of English pronunciation. Students master English pronunciation skills as soon as possible, which can promote the students' listening and speaking ability. However, many teachers are only satisfied with the task of

completing the teaching arrangement in the classroom teaching. Many teachers only take one or two recordings and then to check the student's answers, thus ignoring the listening simulation training for students. Because the imitation is not in place, students often cannot speak fluently in the next teaching activities.

3.2 Spoken Practice Lacks Special Drills for Pronunciation

Drilling is a way for students to understand and master knowledge, even to use knowledge expertly in the process of learning. It is also the main method for students to turn knowledge into ability. The drill process helps students deepen their memory and enhance their sense of language. The drill forms are mainly follow-up, repetition, and so on. With the continuous deepening of curriculum reform, various new teaching methods and teaching modes have emerged, and many of them are effective methods. In the process of introducing and borrowing these methods and models, many teachers do not care the characteristics of the subject. So they are break away from the local reality, and blindly follow a certain teaching mode. They think that special drills are mechanical drills. All of this does not meet the requirements of curriculum reform. As a result, some English classes seem to be hot, but the teaching objectives of language knowledge and language skills have not been implemented.

3.3 The Evaluation System Has Not Yet Been Established

The education administrative department and the teaching and research department have little requirements for the English listening and speaking ability. The school's teaching practice assessment of teachers also rarely requires English listening and speaking skills. In the context of exam-oriented education, many teachers evaluate students' English learning ability, only stop at the scores, and do not pay attention to whether students have mastered accurate pronunciation skills and can start a simple English conversation. Students are then influenced by teachers and usually do not pay attention to the training of spoken English.

4. The Basic Strategies of Developing Listening and Speaking Ability under the Background of New Curriculum Standards

4.1 Ingeniously Design Classroom Lead-in to Stimulate Students' Interest in Learning

When conducting listening and speaking teaching, teachers should start from the actual learning situation of students and find the entry point of listening and speaking teaching, carefully design the teaching lead-in link to attract students' attention and stimulate interest in learning. Teachers should avoid the rigid "infusion" teaching method, and use a variety of teaching methods according to the teaching content to ensure the classroom teaching effect. Specifically, the setting of the classroom lead-in link should be based on the teaching content to establish the connection between new and old knowledge. Or use music material or use impromptu performances to help students quickly enter the teaching situation. When designing the classroom lead-in link, teachers must adhere to the principle of diversity and bring new experiences to students. However, teachers should also pay attention to the fact that the lead-in link is for teaching services. It is necessary to ensure the close integration of classroom lead-in and teaching content.

4.1.1 Listening to the Song

The choice of song directly affects the teaching effect. There are many types of English songs, and the subject matter is wide and the quality is uneven. In order to ensure the effective application of English songs in English listening teaching, teachers must consider the ability level of high school students, and select appropriate English songs for students to assist in English listening teaching. Krashen's understandable input theory states that students can understand and acquire the input language material only if the language input material is slightly higher than the student's current level. Listening is the main form of language input. The process of listening teaching is also the process of language input. English songs that are too simple or too difficult will affect students' understanding of listening materials and will dampen the enthusiasm of students' listening training. Therefore, teachers must first understand the students' current listening level, to select appropriate English songs to ensure that students can understand the meaning of English songs in the process of listening to songs, and gradually improve the students' listening level. Second, teachers should choose songs that are beautifully melodic, rhythmic, and loved by students. Many English songs that are too fast-paced are not suitable for listening teaching. In addition, teachers also should choose positive and healthy songs to help students establish a correct outlook on life and values.

The general song teaching is mainly filled in lyrics and dictation. This teaching form is slightly single. In order to truly play the unique advantages of English songs in English listening and speaking teaching and achieve good teaching results, Teachers should carefully design a variety of teaching activities.

First, introduce the song and its related cultural background. Songs are derived from life, English songs are no exception. English songs are a direct response to Western social and cultural characteristics, as well as people's real life. The difference between Chinese and Western cultures directly affects students' understanding of English songs. If the teacher ignores these differences in teaching and ignore the introduction of relevant background knowledge. When students listen to English songs, they will be in the fog, not knowing what to listen. Therefore, before giving the students an English song, the teacher should display the background of the song, the cultural knowledge contained in the song and the relevant information of the singer to the students in detail. This will help students to understand English songs to the maximum extent and stimulate students' desire to learn. On the one hand, the explanation of cultural background knowledge can make students understand the background of lyrics; on the other hand, through the understanding of Western history, culture, art and other content, the ability of students to cross-cultural communication is increased.

The second one is the combination of listening and writing. When using English songs for listening-assisted instruction, it is necessary to combine listening and writing. Dictation plays a very important role in English listening teaching. Dictation includes input of linguistic information, processing in the brain, and output of information. In dictation

training, students are not mechanically passive to record the content of the material they listen to, but actively carry out a series of complex psychological activities such as voice recognition, understanding, association and speculation. Dictation can train students' ability of distinguish intonation and instantly remember. It also detects students' spelling ability and helps students consolidate their vocabulary knowledge. Because the foundation of high school students is weak, the way to dictate all the lyrics is not feasible, and the role of English songs in listening teaching cannot be played. Therefore, the main way of dictation is: To dictate a single sentence or fill in the blank dictation. This will consolidate the student's basic knowledge of speech. When setting up dictation practice, the teacher should consider the actual level of the students, so that the words, phrases and sentences that the students dictate should be learned by the students as much as possible. Too hard lyrics dictation will affect the enthusiasm of students to learn.

Third, guess the meaning of the word according to the context and translate the classic expression. In addition to filling in the lyrics, teachers can also ask students to guess meanings or translate sentences based on existing schema knowledge and context. For example, listen to 'When I am down' in a song by 'You Raise Me Up'. The teacher should actively guide the students to discuss the meaning of speculation 'down'. This word obviously does not mean orientation, but has a new meaning. Through contextual analysis, students can guess that 'down' means depression. Such activities not only make the boring listening teaching content lively and interesting, but also enable students to actively learn and exercise their ability to understand reading materials according to the context.

Fourth, divide the music beat and analyze the voice changes. English songs incorporate English intonation and pronunciation. If students can't understand the accent, weak reading, continuous reading, etc. They can't know the meaning of the song, so they can't understand the fun bring by the song. In addition to letting students understand the meaning of songs and accumulating important usages, teachers should also let them learn these most common phonetic phenomena while listening to songs, in preparation for the improvement of listening level. In the process of enjoying the song, the teacher should ask the students to listen to the difficult content or the place where the voice changes due to weak reading, continuous reading, etc., while watching the lyrics to divide the music beat, analyze the change of the voice, and then imitate the practice. For example: In the song 'That's Why You Go Away', Vocabulary involved in 'Sitting /here all alone/ in the middle of / nowhere, don't know / which way / to go' is very simple. But because this part involves the skimming of 'h' in 'here' and 't' in 'don't', The weak reading of 'the' in 'in the middle of', and the Continuous reading of 'here all alone' and 'middle of'. All of these will make students' listening comprehension difficult. At this time, the teacher should let the students watch the lyrics repeatedly to divide the syllables and analyze the changes of the voice. Accordingly learn the pronunciation knowledge in the songs.

Fifth, compare Chinese and English lyrics to refine the expression of classics, and improve the level of oral English. After listening to the song, the teacher showed the

student a Chinese translation of the song. And compare the Chinese and English lyrics with the students to understand the charm of the language. Through analysis and comparison, students can not only learn the knowledge of song translation, but also help students to accumulate classic Chinese and English expressions, thus improving students' artistic and language cultivation.

Sixth, learn to sing English songs. If you want to read the English is aesthetic, you must master the rhythm of English. The fast and slow rhythm of English songs can help students train the rhythm of English. At the same time, learning to sing English songs allows students to master the pronunciation of English in a relaxed and pleasant atmosphere. By appreciating and imitating the lyrics, students can subtly grasp the pronunciation of English, such as re-reading and continuous reading, thus improving students' sense of language and oral fluency.

4.1.2 Watch the Video

The choice of English movies is also very important. The content of the film must conducive to the teaching of English. The language of the film should be adapted to the English level of the students and there should not be a big gap.

First of all, it is the background introduction. Before letting the students watch the English film, the teacher should give the students a brief overview of the background information and general content of the film. So that the students can have a clearer understanding about the film.

The second thing is watching the film. When students first watch the film, the teacher can erase the subtitles of the film and let the students use the existing listening ability to get a preliminary understanding of the film. The teacher also needs to select some segments with reasonable speed and clear pronunciation to repeat the play. The teacher guides the students to carefully observe the pronunciation, physical movements, facial expressions, psychological changes, etc. of the characters in the film. This will not only improve the students' English listening skills, but also improve their English speaking skills. After the end of the viewing, teachers and students can exchange their feelings together. The teacher instructs the student to rehearse or write a post-view based on the content of the film to exercise the students' verbal and writing skills.

English songs and movies enrich the form of listening materials, which are interesting, visual and entertaining. They can encourage students to maintain a positive state of mind. By mobilizing hearing and vision, students' interest in learning is stimulated. So they can be better invested in learning.

4.2 Establish a Connection Network between the New and Old Knowledge

How to help students consolidate their old knowledge and learn new knowledge is the teacher's teaching focus. Teachers should guide students to establish the connection between old and new knowledge in the teaching, and form a knowledge network to facilitate students to consolidate knowledge. Teachers can reasonably arrange the review content and teaching content according to the memory rules of the "Forgetting Curve", giving students enough time

to comprehend new knowledge and consolidate old knowledge. Teachers can also help students understand the emotions contained in sentences with certain movements and expressions, teach students relevant skills, help students learn to analyze, analogy, and establish links between knowledge points.

4.3 Pay Attention to Practical Drills

Practical drills can improve students' English literacy. Teachers should pay more attention to the actual practice, and ask students to perceive language materials and explore language structure before teaching begins. First, the teacher guides the students to carry out listening and speaking exercises to help students form good study habits, and uses language incentives and goal incentives to stimulate students' enthusiasm and initiative. Secondly, according to the age characteristics of the students, the teacher reasonably sets the practice method and difficulty, and adheres to the principle of being easy to difficult. Once again, teachers should fully control the listening and speaking classes and expand the depth and breadth of students' listening and speaking exercises at the right time. Finally, teachers should incorporate the results of listening and speaking exercises into the assessment and link that with student score to improve learning efficiency. Teachers regularly check the students' listening and speaking practice, point out the students' shortcomings, and provide students with improved guidance.

Role-playing builds "fun" classes. English is a language subject. Teachers need to create a certain language context for learners to help learners better understand the language and apply what they have learned. In English teaching, teachers can use role-playing methods to meet children's thinking styles and cognitive levels, and help students quickly enter the English world with specific language situations that integrate image, sound, color and feeling. Every listening material is a good material for role playing. After the students have listened to the listening materials several times, the teachers can guide them to perform role-playing according to the students' English proficiency. Teachers can let students discuss and communicate in the form of group cooperation, appropriately adapt the text content and match the action, and do the role-play. Students not only feel the joy of creation, but also feel the joy of cooperation. Then master new knowledge in a pleasant teaching situation.

4.4 Organize Students to Participate in a Variety of English Activities

The way of teaching English listening and speaking is flexible. Teachers can not only explain the knowledge in the English class, but also let the students learn by organizing activities. English teachers can regularly hold English-related competitions in the class. Set some awards in the competition. Students who win the competition can receive a reward. Students hope to achieve an ideal result in the competition. This will increase the enthusiasm of students for listening and speaking training.

4.5 Reform Assessment System

Scientific evaluation is an important guarantee for achieving the objectives of the course. In many places, English is not tested in spoken language, and the proportion of listening tests is not high. In the information and big data age, not only the teaching mode of teachers should be reformed and innovated, but also new challenges and requirements for the traditional

evaluation system. Therefore, it is recommended that the education administrative department and teaching and research institutions should establish a scientific and reasonable evaluation system as soon as possible. Make all levels and types of English assessment play a more guiding role in enhancing students' listening and speaking ability and comprehensive language using ability.

5. Conclusion

English teaching plays an important role in the high school education stage, and the training of spoken English is even more essential. Teachers must profoundly understand the basic concepts of the new curriculum standards. Teachers must profoundly understand the basic concepts of the new curriculum standards, try a variety of teaching methods, and maintain active intervention in student learning. It can effectively improve the emphasis of teachers, students and parents on spoken English, and thus promote students' oral English ability.

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