

The Status and Strategies of Senior Middle School English Teaching under the Background of New Curriculum Reform

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Abstract

Under the background of the new curriculum reform, higher requirements are put forward for the teaching quality of English subjects. The teaching plan and teaching strategy should be adjusted according to the actual situation of students, so as to prepare for the practical application of high school students. Therefore, high school English teachers should actively discover the problems in the teaching process according to the current situation of English teaching, and formulate scientific and reasonable teaching plans to solve the problems.

Keywords

New Curriculum Reform; Senior High School English; Teaching Status; Solution Strategy.

1. Introduction

The new curriculum reform is an important way to practice quality education. It advocates that students are the main body of learning, and teachers are only the organizers and guiders of teaching activities. Through continuous guidance, students can actively discover and solve problems. However, in the actual high school English teaching, quality education is difficult to implement, the curriculum structure system is too single. Students can only memorize knowledge points mechanically. It is not conducive to the improvement of teaching effect. This article analyzes these problems and proposes corresponding strategies.

2. Current Situation and Insufficiency of English Teaching in Senior High Schools

2.1. Analyze from the Perspective of the Curriculum

In order to meet the needs of social development, China's education department is constantly reforming the curriculum. With the deepening of curriculum reforms and textbook reforms, teachers are required to reform the current teaching methods. Many teachers do not realize this. In the teaching process, they still follow the traditional teaching methods. Teaching methods have seriously reduced the quality of English teaching.

2.2. Analysis from the Perspective of Teachers

In high school English teaching activities, teachers' own English proficiency and teaching proficiency also have a direct impact on the quality of English classrooms. At present, the distribution of resources for English teachers is extremely uneven. For some developed areas, the quality of English teachers in schools is relatively good in all aspects, but for some rural schools, teachers' teaching resources are inadequate. In addition, some teachers have unscientific views on teaching in the teaching process, and there are some narrow views, that is, they always put themselves in the leading part of the classroom, but in fact teachers are auxiliary roles.

2.3. Analyze from the Perspective of Teaching Philosophy

Although most teachers have introduced new curriculum standards in their teaching activities and established quality education ideas, they have not really implemented them in teaching practice. Many teachers, especially some old teachers, still cannot get rid of traditional teaching thinking. These fail to build an efficient English classroom. Students' learning quality and efficiency are lower, and their sense of learning experience is even worse. In addition, when some teachers use the new teaching concepts, they simply copy them without combining some specific conditions. The teaching effect achieved by this teaching activity is not good, and students cannot learn some useful knowledge.

2.4. Analyze from the Perspective of Teaching Materials

In the current English teaching activities, many English textbooks have incorporated some new content and are more creative in textbook compilation. However, teachers have not grasped these creative points in the teaching process to enhance students' enthusiasm for English learning. At the same time it will test students' ability to inquire and innovate. In this process, teachers need to give full play to their own counseling role to provide students with correct teaching guidance. Judging from the current teaching situation, teachers' teaching work in this area is obviously insufficient, which makes it difficult for students to adapt to the new English textbooks, and the problems faced by students in the learning process cannot be effectively solved.

2.5. Analysis from the Perspective of Students

Many students are often at a loss when faced with long and complicated high school English textbooks. Loss of interest, lack of confidence in learning, lack of enthusiasm to speak actively or unwilling to speak at all, some students cannot keep up with the teaching progress of teachers. Apart from it, senior high school students come from different junior high schools. The English teaching level of each junior high school is very different. Coupled with the different levels of parents' attention, the high school students' English foundation is uneven and their grades are severely differentiated.

3. The Cause of the Problem

3.1. Unbalanced Knowledge and Skill Goals

The mastery of knowledge and skills is the foundation for students to learn English, but the degree of mastery of knowledge and skills by students is not balanced. The reasons leading to the imbalance of students' English knowledge and skills are: First, the influence of traditional teaching methods. Teachers give priority to lectures and students listen to lectures as supplements. Such teaching methods and teaching environment create great obstacles to students' English learning, and students are not interested in learning. Secondly, teachers neglect the overall development of students. Third, school management suppresses English teaching and learning. The school blindly grasps the rate of enrollment, but it leads to unsatisfactory English teaching effects.

3.2. The Implementation of Emotional Attitude and Cultural Edification is not in Place

Emotional attitude culture is the driving force for students to learn English. Many high school English teachers are not even aware of the goals of emotional attitudes. English teachers believe that the main reason affecting the realization of emotional attitudes is the college entrance examination system, followed by the teacher's ability, and again the school management and new curriculum guidance for teachers. Therefore, the lack of implementation of emotional

attitude and cultural goals is inseparable from the college entrance examination system and the understanding and comprehension of the new curriculum concepts by English teachers.

3.3. Less Use of Learning Strategies

Learning strategies are the important for students to learn English. The reasons for the low efficiency of using learning strategies are: On the one hand, students, as the main body of learning and the center of education, lack their own learning motivation, and students do not actively explore and use English learning methods. On the other hand, teachers, the leaders of this education seem to be worried that students explore their own learning way. In order to pursue efficiency, the leader involuntarily transformed into an indoctrinator.

3.4. Minor Changes in the Curriculum

After the new curriculum reform, high school English teachers continue to teach the same way as before, almost unchanged. The reasons leading to the solidification of the teaching methods: On the one hand, school leaders discourage teachers from adopting new teaching methods, worrying that the new teaching methods will reduce students' learning efficiency and enrollment rate, which will affect the reputation of the school. On the other hand, teachers have become accustomed to the traditional full-class teaching method. Although they have an understanding of new teaching methods, they rarely use them. Even if individual teachers have tried new teaching methods, they are suppressed by students or schools.

3.5. The Form of Course Evaluation is Single

The evaluation subjects are mostly students. Diversification of evaluation methods has been advocated for many years, but the specific implementation of schools is not satisfactory. English teachers don't know much about formative evaluation, and they use less, and evaluation doesn't reflect the difference between compulsory and elective courses. The reason is that, first of all, the role of the baton for the college entrance examination is huge. Then, the frontline teachers are not sufficiently aware of the new curriculum.

3.6. Insufficient Utilization of Curriculum Resources

Some students cannot adapt to the new textbooks, and some English teachers report that the vocabulary of the new textbooks is too large. The inadequate use of textbooks is due to the following aspects: firstly, students who grew up in urban and rural areas have different understandings of things, and the teaching materials of the new curriculum are unified between urban and rural areas, which will cause some students not adapt to the new textbooks; secondly, teachers are not comfortable with the new textbooks. The use of compulsory and elective course materials goes against the wishes of the new curriculum reform. Because some schools blindly require admission rates, some teachers have not deeply explored the value of teaching materials to students' emotional attitudes, culture, and some teachers have no time or energy to study the purpose, significance and teaching method of elective courses.

4. Resolution Strategies and Recommendations

4.1. Promote the Professional Development of High School English Teachers

Teachers are a key factor in the implementation of the new curriculum. Teachers should meet the challenges brought about by the new curriculum reform, and improve the implementation of the new curriculum while seeking personal professional development. Teacher training is a process in which teachers update their knowledge structure and come into contact with new ideas. Experiential, participatory, and active teacher training methods help teachers try new teaching methods in their classroom teaching. Secondly, enhance teachers' self-professional development awareness. The professional development of teachers depends more on teachers'

self-development awareness and efforts. Scientific self-reflection, conscious teaching and research, and open-minded communication are the main approaches for the professional development of English teachers.

4.2. Improve the Teaching Evaluation and Incentive Mechanism

It is necessary to change the practice of using test scores as the only teaching evaluation indicator, linking test scores with bonuses, and formulating a reasonable evaluation system and incentive mechanism. Increase the proportion of process evaluations, encourage teachers to pay attention to the cultivation of students' emotions, attitudes, wills and values. Then, adopt diversified evaluation methods to combine other evaluations with self-evaluation; achieve diversification of evaluation subjects, so that school leaders, teachers and students all become teaching evaluators.

4.3. Reducing Teachers' Pressure and Empowering Teachers

Teachers are the most critical figures in the smooth implementation of the new curriculum. The phenomenon of job burnout should be avoided. As front-line teachers, they can best provide the problems in education and teaching practice. Their responses to teaching are often more real. Therefore, teachers should be given the right to reflect actual problems to school leaders and educational theorists;

4.4. Cultivate Students' Interest and Improve Students' Initiative

First, teachers should change the traditional educational concepts in the past, strengthen the teacher-student interaction in English teaching activities, and carry out English education and teaching practice from the interests of students. Second, use multimedia and other teaching methods to present teaching content to students, attract students' attention, and increase students' interest in learning.

Then, in English teaching, teachers should listen more to students' aspirations and give them more opportunities to express their opinions. They can even allow students to participate in teaching activities based on the teaching content and local conditions, reflecting their own value and charm from the participation in teaching activities.

5. Conclusion

In short, in the current context, in order to train students to become comprehensive talents that meet the needs of society, teachers should actively respond to the new curriculum reform, change their teaching concepts in time, and master advanced teaching methods. For high school English, the traditional teaching methods are no longer applicable. Therefore, English teachers need to use the new curriculum reform concepts to guide classroom teaching to meet the needs of students for learning, so as to cultivate a new generation of high schools with high comprehensive quality and strong adaptability.

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