Analysis of English teaching in Jinzhou City—take Yixian High School as an example

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Abstract. Under the background of the new curriculum reform, the importance of English Teaching is becoming more and more prominent, and the teachers are always exploring the efficient English teaching mode. However, with the introduction of the new college entrance examination English reform and the double reduction policy, the disadvantages of the traditional high school English teaching mode of middle and high school English connection fault and other disadvantages have also emerged. Starting with the new college entrance examination reform background, this paper discusses the new scheme of English teaching in Liaoning Province.

1. Background of the reform of the new college entrance examination

In September 2014, the Ministry of Education issued the Implementation Opinions on Deepening the Reform of the Examination and Enrollment System, marking the opening of a new round of college entrance examination reform, that is, the "new college entrance examination". In 2020, the CPC Central Committee and The State Council issued the Overall Plan for Deepening the Reform of Education Evaluation in the New Era (referred to as the Overall Plan), which injected strong impetus into the new college entrance examination reform that is currently being promoted across the country.[1] In 2021, Liaoning Province will officially implement the new college entrance examination reform, which will help to further return to the essence of English teaching and deepen the comprehensive English language use literacy of senior high school students. In the same year, the "double reduction" policy "Opinions on Further Reducing the Burden of homework and External Training of Students in Compulsory Education", guided by the concept of quality-oriented education and the goal of moral education, which aims to reduce the burden of students and avoid the educational chaos, so as to further improve the quality of teaching.[2] This policy also brings many difficulties to high school English teachers: Teaching time is not changed, but the teaching content has been significantly increased, which requires middle school teachers to improve their teaching ability while reading a large number of new college entrance examination reform documents at the same time. According to the Jinzhou, yi county senior high school students research, half of the students are difficult to adapt to high school teaching methods, and their examination of English vocabulary as well as grammar knowledge is difficult to support the strength of the knowledge output of high school. Teachers still adopts the traditional cramming education method, so there are obvious faults in high school English teaching methods and students' knowledge understanding. This fault between teaching method and learning content is not impossible to solve. Only by paying attention to the education engine of the new college entrance examination reform and filling the fault of education, can the giant ship of English teaching in high school sail far.

Question 1 in the questionnaire.

2. The necessity of the new college entrance examination reform

As the vane for the cultivation of innovative talent selection, the college entrance examination reflects the talent training orientation of moral, intellectual, physical and aesthetic development in the college entrance examination, which has become the key to the success of the new college entrance examination reform. In this context, from the single examination evaluation to the "comprehensive evaluation", has become the implementation of the "comprehensive development"
education policy. From the 2021-2022, it is not difficult to find that the questions of the college entrance examination are more flexible, examining students' English literacy in listening, speaking, reading, writing and translation. Under the guidance of the reform of the new college entrance examination, teaching key points should focus on the nature of knowledge, rather than simple interpretation of shallow meaning and surface knowledge. Teachers also need to enhance students’ language ability, humanistic consciousness and learning interest, so as to promote the cultivation and development of students' comprehensive quality while helping students master English words, sentences and grammar knowledge, and fit the social requirements for comprehensive talents.

3. The disadvantages of the old-style high school English teaching system in Jinzhou city

3.1 English cohesion fault in junior and senior high schools

3.1.1 Fault in the connection of learning content

Most of the middle and high school English teaching takes the teaching materials as the carrier, and the teaching at this stage belongs to the category of compulsory education, the teaching content is more basic, the difficulty coefficient is small, and there is a lack of in-depth grammar and ability training. On the other hand, the content of English teaching in senior high school is guided by the higher education entrance examination, which examines the quality of students in all aspects of listening, speaking, reading and translation, which increases the difficulty of teaching. [3] Some relatively complex grammars for junior high school students, such as the subjunctive voice guided by modal verbs and 16 verb tenses, do not need to be fully permeated in junior high school English teaching, and these contents will become important and difficult points for senior high school students. For example, in if conditionals learned in junior high school, students' understanding of this knowledge point is only that if expresses a hypothesis about the present, past and future tenses. On the other hand, the grammar of if conditionals in senior high school is called subjunctive mood, which is further divided into hypothetical conditional sentences and factual opposite sentences in the foreign research version of Senior one English textbooks. In If I had time now, I would help them. The hypothetical conditionals show that the speaker does not have time now, and the implication cannot help them. In If Helen were to be here next Monday, I would tell her about the whole thing. The sentence indicates a virtual situation in the future, indicating that the speaker thinks it is unlikely that Helen will come tomorrow, and the implication is that "I" may not be able to tell her. If guides the subjunctive mood of different tenses, and the verbs of the main clause and the subordinate clause are different. If the English teacher in the first year of senior high school cannot directly inculcate the grammatical format of rote memorization from the students' original foundation, there will be a gap in grammar knowledge in the teaching content.

3.2 Input mode fault

Junior high school English is mainly taught by teachers, with small class capacity and low curriculum difficulty coefficient. Teachers can give students sufficient time for self-learning and self-evaluation in class. In the face of the strict requirements of selecting talents in the college entrance examination, teachers control the teaching progress of each class more strictly, and the course capacity and difficulty increase at the same time. It is difficult for senior high school students to adapt to the change of learning content and teaching methods in a short time. The discomfort of teaching methods can easily affect students' enthusiasm for English learning and is not conducive to the improvement of English comprehensive quality.

3.2.1 The leading role of teachers and the dominant position of students have not been effectively combined

In the teaching process, teachers lead the beginning, progress and end of the teaching process and play an important role in the teaching process. According to the survey, in the past English teaching process, instillation teaching in Jinzhou senior high school still occupies a dominant position, making students become bystanders or listeners, and there is no timely feedback and communication between teachers and students. teacher-centered weakens the dominant position of students. In the teaching of sentence components, teachers pay attention to the simple translation of sentence pattern phrases, such as verbs as predicates, nouns as objects, words or phrases describing the reasons of time and place as adverbials and so on. In We found everything in the lab in good order. The teaching progress of each class more strictly, and the discomfort of teaching methods can easily affect students' enthusiasm for English learning and is not conducive to the improvement of English comprehensive quality.
students still can not really understand what is predi cative, adverbial, attributive, complement and complement. The fuzzy memory of English grammatical structure not only interferes with grammar blanks and reading in middle school, but also makes these students at a loss when they receive higher education in long and difficult texts. In the process of teaching, some teachers follow the textbook according to the textbook, and the students have more mechanical memory and less enthusiasm in the process of passively accepting knowledge, so they do not play the leading role of students in English classroom. Although this kind of learning can achieve the effect of "high score" in the examination, this kind of high score and low ability is quite different from the purpose of teaching and the goal of moral education in the college entrance examination. In the "score-only"-oriented teaching, the space of emotional factors will be infinitely reduced, teachers will often form job burnout or even frustration, and students will form a rebellious psychology towards language learning under "competitive pressure". It is difficult to form a good interaction between teachers and students. Without the interactive participation of positive emotional factors, learning activities can neither occur nor last.

3.3 The focus of teaching is only on books, and English teaching has not yet been combined with ability training

Under the influence of the training program of examination-oriented education, English teaching in the first year of senior high school in Jinzhou is still unable to break through the bottleneck of the traditional teaching mode. A lot of time is spent in class about the contents of books. The rigid teaching model can not develop students' English ability thinking in depth. The one-way "spoon-feeding" teaching still focuses on students' vocabulary memory, sentence pattern recitation, grammar learning and composition template. There is a lack of cultivation and training of students' language communicative competence and English knowledge application ability. Most teachers rigidly require students to recite 3500 words in the first year of senior high school, and the strong accumulation of words does contribute to the improvement of English proficiency such as reading and writing. However, students have little knowledge in the process of recitation, only to understand that the meaning of words does not pay attention to how words are used and how to express them in the English language context. Similar words are easy to be confused, and the parts of speech of the same word are different in different contexts. If students do not systematically explain and guide the business of familiar words, the speed of students' forgetting will be accelerated. This kind of instillation teaching not only makes students feel depressed in classroom learning, but also indirectly leads to a sharp decline in students' interest in learning. moreover, the lack of adequate language communication and listening training in the classroom makes English teaching unable to achieve the expected goal of cultivating comprehensive ability.

4. The English ability training program under the background of the new college entrance examination reform

4.1 pay attention to the training of students' thinking, and read the follow-up and write comment examples

In the new college entrance examination, continued writing accounts for 1/5 of the score, and examines the students' language skills, grammatical ability, logical thinking, reading comprehension, language fluency and so on. The type of questions written after reading is not only the integration of reading and writing, but also reflects the students' English comprehensive accomplishment and thinking logic ability through the continuation of paragraphs. The difficult training of logical direction requires educators to guide students to sort out the ideas of the article by skimming the article. through intensive reading of the article, outlining the key words in the plot, reflecting the order of time and space and the words of thoughts and feelings, to find clues, to find the ideas and themes of writing, and to construct exquisite and reasonable chapters through brainstorming. Then select several articles continued by the students to be displayed through multimedia equipment in class, analyze their logical thinking and language expression, and let the students in the class evaluate. In addition, teachers can expand and extend writing resources for teaching materials, constantly practice their own thinking repeatedly, and accumulate rich materials to help students speed up the process of knowledge internalization. In order to solve the problem of writing vocabulary after reading, teachers can choose English magazines and newspapers according to students' level, set aside time in class to allow students to read freely, and teachers can answer questions in class in time. Students not only accumulate a large amount of extracurricular vocabulary, but also adapt to the development of their own ability level, and further improve the enthusiasm of English learning.
4.2 Adhere to the unity of imparting knowledge and ideological education in teaching

High school teaching adheres to people-oriented, comprehensively implement quality education, train socialist builders and successors with all-round development morally, intellectually, physically and aesthetically, and improve students' sense of social responsibility, innovative spirit and practical ability. In English teaching, students' mastery of English language and cultural knowledge and improvement of ideological and moral cultivation are two aspects that complement each other. While imparting knowledge, teachers should pay attention to the infiltration of relevant ideas to students, adhere to moral education first, ability first and all-round development. While learning western knowledge, we should improve our speculative ability, learn from other people's strengths and make use of the excellent parts of western culture; we should timely eliminate and correct the dross in culture, and timely prohibit the two extremes of worshiping foreigners and egotism, so as to enable students to achieve ideal development and progress in knowledge, ability, ideology and morality. Educators should not only guide students to understand Anglo-American culture through different text topics such as nature, humanities, society, production or science and technology, but also deeply excavate the culture contained in teaching materials, and guide students to express their thoughts, understandings and viewpoints in English.

4.3 To improve their own quality, the combination of teacher leadership and students' subjective initiative, and the combination of learning knowledge and development ability

Teachers play a leading role in the teaching process, and their teaching level has a great impact on students' learning achievements. To a certain extent, the quality of teachers determines the quality of students' learning. In order to improve the teaching quality, educators should fully prepare lessons and figure out the basic ideas, basic concepts, every sentence and every word of the teaching materials on the basis of delving into curriculum standards, textbooks and relevant reference books. combine their own thoughts and feelings with the ideological and scientific nature of the teaching materials to achieve the realm of "transformation", and carefully outline the teaching language by combining vivid and easy-to-understand intuitive teaching with heuristic teaching. Secondly, teachers should widely understand the students' knowledge base and vocabulary reserve, and expand the extracurricular content according to the original knowledge ability, but the expansion does not mean a wild extension, but should be in line with the students' current learning state and ability. within the acceptable range of students' level, slightly increase the difficulty, let students jump to pick peaches, so as to strengthen teaching and pertinence. The leading role of teachers depends on students' initiative. Only when teachers and students cooperate with each other, can we get the best teaching effect. Under the reform of the new college entrance examination, English teaching should do a good job in the construction of teachers, improve their own teaching level, and refine the teaching objectives to curriculum objectives, unit objectives and class-hour goals. In particular, English teachers in the first year of senior high school should actively interact with students in the process of teaching, cultivate students' independence and autonomy, guide students to question and explore, and cultivate students' attitude and ability to master and apply knowledge. Only when educators truly implement the teaching concept of the new college entrance examination and combine the goal of establishing morality and cultivating people with the demand of society for talents with comprehensive development, can we better train socialist builders and successors with all-round development morally, intellectually, physically and aesthetically.

4.4 Strengthen the teaching evaluation and improve the teaching evaluation system

There are a large number of students in various classes in Jinzhou senior high school, coupled with the fact that educators have no time to comment on students in time, it is easy to make students' self-positioning unclear, and it is usually difficult for some students to find their misunderstandings in English learning, which limits the progress of students. Therefore, it is imperative to strengthen teaching evaluation. In the process of teaching, teachers should be good at using heuristic education, create specific and vivid story situations, guide students to think actively and give answers, and judge the level of knowledge according to students' answers. thus it is helpful to the development of the next learning task. For example, in a new unit learning, teachers can make a diagnostic evaluation of the preview of new knowledge, better control the current level of students, and set up teaching plans accordingly. After asking questions in class, make a simple evaluation of the students' speeches, excellent performance is commendable, slightly inferior performance should be encouraged to continue to work hard. When the unit project is finished, the formative evaluation is carried out in time, and the forms of evaluation include, but are not limited to, written examinations, which can be creatively given sufficient time to invite students to make an
impromptu speech in English with the knowledge learned by the unit. play games such as unit vocabulary clearance and answer in class, so as to consolidate and strengthen the knowledge in the process of entertainment.

4.5 Create the situation and cultivate communicative competence step by step

With the formal implementation of the reform plan of the new college entrance examination in Liaoning Province in 2021, the type, quantity and score of English examination papers have changed, and more attention has been paid to the investigation of students' comprehensive ability. Although Liaoning Province has implemented the new college entrance examination policy for two years, listening test scores were not included in the total scores before 2023, so English teachers focused most of their energy on reading, grammar and composition. A new listening test was added in Liaoning Province in 2023, which poses a great challenge to the neglect of oral English teaching in Jinzhou traditional English teaching. it also puts forward higher requirements for students to develop vocabulary, listening, oral English, grammar, reading, writing and other literacy in an all-round way. Taking Yixian Senior Middle School in Jinzhou City as an example, most of the students have ignored oral and listening skills in English learning, and some of them even have inaccurate pronunciation of the basic phonetic alphabet, and they know very little about the weak reading of continuous reading. Listening, speaking, reading and writing are inseparable. Practicing fluent and standard pronunciation can improve English listening ability. New high school teachers should correct students' non-standard pronunciation in time in class exercises, and at the same time constantly improve their own quality, and set a correct example for students with pure pronunciation standards. In addition, use the self-study time in the morning and evening to lead the students to watch the English clips without subtitles and play them over and over again. Please repeat and record what you have heard. Teach students to correctly understand derivative words, compound words and other strange words by using word formation and contextual meaning in English situations. Listening ability can not be developed overnight. Educators should follow the sequence from junior high school English to senior high school English, from simple to complex, from easy to difficult, step by step. Therefore, listening and communicative education should not be carried out. English teachers in Grade one of senior high school must carefully study the teaching materials, reference books and examination outline of junior and senior high school, so as to link up the gap of English knowledge between junior and senior high school. Teachers should give full play to their leading role in the classroom, stimulate students' enthusiasm for learning, cultivate students' multiple thinking by heuristic teaching and brainstorming, and deeply excavate the language and culture in teaching materials and extracurricular exercises. adhere to the combination of learning knowledge and the development of communicative competence, and strengthen students' listening training by creating specific and vivid situations. The school needs to improve the teaching evaluation system, strengthen the construction of teachers, make timely comments on teachers' teaching ability and students' learning situation, organize more teaching experience exchange meetings, and learn from each other between new and old teachers to meet the needs of the new college entrance examination reform. let Jinzhou high school English teaching to a new level.

5. Conclusion

The reform of the new college entrance examination in Liaoning Province has put forward higher requirements for the English teaching model of senior high school in Jinzhou. English teachers in Grade one of senior high school must carefully study the teaching materials, reference books and examination outline of junior and senior high school, so as to link up the gap of English knowledge between junior and senior high school. Teachers should give full play to their leading role in the classroom, stimulate students' enthusiasm for learning, cultivate students' multiple thinking by heuristic teaching and brainstorming, and deeply excavate the language and culture in teaching materials and extracurricular exercises. adhere to the combination of learning knowledge and the development of communicative competence, and strengthen students' listening training by creating specific and vivid situations. The school needs to improve the teaching evaluation system, strengthen the construction of teachers, make timely comments on teachers' teaching ability and students' learning situation, organize more teaching experience exchange meetings, and learn from each other between new and old teachers to meet the needs of the new college entrance examination reform. let Jinzhou high school English teaching to a new level.

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