

Research on Junior Middle School English Teaching Methods Based on the New Curriculum Reform

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Abstract: In the new curriculum standard teaching system “English Curriculum Standards for Compulsory Education” (2022-year Edition) clearly put forward that junior middle school English teaching should be based on the purpose of quality education and students’ own development, to cultivate students’ core quality. How to effectively improve the lower grade English teaching according to the new curriculum standards, cultivate students’ comprehensive language use ability, promote the overall development of students’ quality and ability, is an important issue facing the lower grade English teaching workers.

Keywords: English curriculum standards for compulsory education; Junior middle school English; Teaching methods

1. Introduction

With the reform of the new curriculum, middle school English teaching needs to change the traditional teaching methods. It should be student-centered and develop the curriculum according to the students’ learning interests, cognitive level and development. Under the background of the continuous promotion of the new curriculum standard, junior middle school English teaching workers need to change the traditional concept of middle school English teaching, constantly introduce innovative teaching methods and means, mobilizing students’ learning enthusiasm, cultivating students’ innovative consciousness and practical ability, and realizing the all-round development of students.

2. Overview of Junior Middle School English Teaching

English Curriculum Standards for Compulsory Education (2022-year Edition) clearly points out that the goal of English teaching in junior middle schools is to change from cultivating students’ comprehensive language ability to cultivating students’ core qualities.

^[1] The realization of this teaching goal requires the continuous optimization of the existing teaching mode in junior middle school English teaching, which is based on the comprehensive development of knowledge, skills, knowledge, learning strategies and cultural awareness. Under the background of deepening curriculum reform, great changes have taken place in the teaching content and teaching mode of junior middle school English teaching, but there are still many problems in the actual teaching process.

2.1 Traditional Infusion Teaching Model

The traditional indoctrination mode limits English teaching to the cultivation of listening, speaking, reading and writing ability, which affects the overall quality of junior middle school English teaching. Teachers often ignore students’ learning attitude and put students in a passive learning state, which makes it difficult to form a positive interactive atmosphere in class and limits students’ learning initiative and enthusiasm.^[2] To some extent, it lags behind the teaching level of junior middle school English.

2.2 Extreme Classroom Teaching Phenomena

In junior middle school English education, students have few opportunities to actively learn and practice, and usually rely on limited class hours for learning and training, learning methods and skills have not been fully played. For example, grammar teaching generally shows two extremes of teaching. On the one hand, it pays too much attention to grammar teaching, emphasizing the explanation of grammar knowledge and a lot of exercises. On the other hand, grammar teaching should be downplayed and rich teaching forms should be emphasized in the teaching process. The teaching strategy of “downplaying grammar teaching and strengthening listening and speaking training” should be advocated.^[3]

2.3 Students' Low Interest and Subjective Initiative in Learning English

In the traditional English language education, most students do not have clear learning goals. Many students learn English to cope with the exam, so they do not have a high motivation to study and the class is mainly taught by teachers. Students with learning difficulties gradually lose their motivation to learn, and in the long run, the teaching effect plummets.

2.4 Teachers' Outdated Teaching Ideas

In the actual teaching, the teacher's teaching method is single and rigid, which includes that not taking students as the main body, not paying attention to the cultivation of students' English language ability, generally paying attention to explaining knowledge points and only transferring the knowledge from the textbook to the students.^[4] This kind of teaching method can not adapt to the learning characteristics of students and the requirements of the new curriculum standards. There are also unreasonable phenomena in the arrangement of classroom teaching content. The content and form of English classes are boring and do not improve students' grades, because teachers spend most of their time explaining vocabulary and grammar at the expense of improving students' listening and speaking skills.

3. Researches on Junior Middle School English Teaching Methods Under the Background of the New Curriculum Reform

The comprehensive reform of the teaching curriculum and the implementation of the construction of the new curriculum standards have received wide attention from all walks of life. Under this premise, junior middle school English teaching should abandon the traditional indoctrinate teaching mode, and constantly explore the teaching methods to adapt to the characteristics of students' development and the needs of social development. Fundamentally solve the problems and drawbacks in junior middle school English teaching, effectively improve the level of teaching, to ensure that students' language ability has been comprehensively improved.

3.1 Competitive Teaching Method

The application of competition method in junior middle school English teaching should run through classroom teaching activities and the whole process of English teaching and evaluation. For example, by organizing oral competitions in front of the whole class, teachers can help students develop their oral skills by setting topics and constructing English speeches and situational dialogues. Classroom listening competitions can effectively understand students' preview of what they have learned in class. For example, teachers can play a recording related to the text content before learning new content, and then ask students to answer questions in groups. In addition, students' psychological characteristics should be fully grasped and competitions should be integrated into teaching activities in competitive English teaching.

3.2 Hierarchical Teaching Method

Hierarchical teaching refers to the principle of teaching according to the relationship between dependent and independent variables in the learning system under the guidance of a given learning theory, as well as the actual situation of classroom learning activities, and meaningfully overlapping learning objects and objectives to implement different levels of guidance and education for learners. English teaching in secondary education emphasizes teaching all learners so that learning activities and content match the development of all learners and promote their individual and well-rounded development.

3.3 Research-based Teaching Method

The research-based learning model introduced in junior middle school English education refers to a new teaching model that takes students as the main body of teaching and conducts systematic research on a certain subject or research project under the guidance of teachers. In the learning process of research and discussion, students can effectively master the teaching content and use the knowledge to solve problems. Research-based learning mode emphasizes students' active exploration of learning content, which is conducive to students' active learning and conforms to the new curriculum reform standards.

For example, in the new curriculum standard English textbook, each learning unit contains some sections, such as "Welcome to the unit", "Reading", "Word power", "Grammar and usage", "Task", "Project" and "Self-assessment". Teachers can adjust the teaching order on the blackboard according to the actual learning content. They can take "Task" as the first step to organize learning and guide students into the conflict stage of inquiry-based learning mode, and help students form the willingness of active learning through thinking. They can take the "Reading", "Word power", "Grammar and usage" sections as components of the framework stage of the inquiry-based learning mode to help students acquire the necessary knowledge of English vocabulary and grammar in the process of independent learning, and encourage students to solve problems by reading English articles and English independently.

The content of the “Project” and “Self-assessment” tasks is presented as an applied phase of inquiry-based learning, with students performing various exercises to consolidate the knowledge they have acquired independently.

3.4 Situational Teaching Method

Anyone’s learning activities always come out of a specific background into the state of learning. This background is the relationship between learners and the surrounding environment and people. junior middle school students are very young, lively and active. There are many factors affecting their learning state. Therefore, teachers should pay attention to the creation of situations and contexts in classroom teaching to attract students to quickly enter the state of learning, while ensuring that students always maintain a high spirited, positive and enterprising spirit in class.

3.5 Network Teaching Method

The information technology of the 21st century is changing the way people live, learn and even think at an astonishing speed. The computer and the Internet have become the products of the Times, making full use of the network resources. The openness, interactivity and global nature of learning materials in the network environment have had a great impact on foreign language learning. Multimedia visual teaching methods can narrow the distance between students and English teaching content.^[5] All language demonstrations are accompanied by appropriate photos, animations or vivid process representations, thus avoiding abstract explanations and boring exercises and greatly improving students’ interest in learning English. Therefore, teachers should make use of the simulation, imagery and intuitiveness of modern teaching tools to effectively improve the quality of junior middle school English teaching.

4. Conclusion

According to the teaching system of the new curriculum standards, junior middle school English teachers not only need to correctly understand the reform spirit of the new curriculum standards and English teaching concepts, but also need to make clear the ultimate goal of language teaching and determine the teaching content according to the actual needs and learning characteristics of students. Only in this way will they build English classroom effectively and improve the teaching effect.

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