

Design and Development of High School English Elective Courses based on the Reform of New College Entrance Examination

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Abstract

In the new round of college entrance examination English reform, the design and development of high school English elective courses has become a trend in basic education in the new era. The updating of teaching objectives, the formulation of teaching plans, the creation of teaching atmosphere, and the diversification of teaching evaluation have all become the important factors for the effective teaching of high school English elective courses. Based on the reform of the new college entrance examination, this paper analyzes the current status and problems of the opening of high school English elective courses in China, and points out that it is necessary to design and develop high school English elective courses around the new teaching objectives to meet the different needs of English learning, stimulate students' enthusiasm for learning, and promote the continuous improvement of students' comprehensive English ability.

Keywords

New College Entrance Examination; High School English; English Elective Courses; Design and Development.

1. Introduction

In 2018, Jiangsu, Hebei, Chongqing, Liaoning, Fujian, Hunan, Hubei and Guangdong launched the new college entrance examination reform plan, and each region made specific provisions on the way of English examination, especially the English listening in Shanghai and Beijing adopted the form of computer-based test, which further reflects the essence of English as a "communication tool" and poses a challenge to high school English teaching.

In the context of the reform of the new college entrance examination, strengthening the cultivation of students' international vision, intercultural communication ability and humanistic feelings has become the important thing that schools and teachers should consider. Therefore, in order to meet the needs of every student's all-round development, further study and employment options, enhance students' interest in English learning, and cultivate students' independent learning ability and innovation ability, it is necessary to actively explore the design and development of high school English elective courses, so as to better improve and cultivate students' core literacy in English subjects, meet the requirements of the new college entrance examination for cultivating students' comprehensive practical ability and language communication ability, and lay a good foundation for their future development.

2. The Current Situation and Problems of the Opening of English Elective Courses in High School

The standard of general high school English curriculum clearly puts forward the curriculum model of combining compulsory courses and elective courses in China's high schools [1], and makes specific provisions for the knowledge modules of compulsory courses and elective courses. The school should offer as many courses as possible for students to choose from, so that students with different potentials and interests can realize their development possibilities.

However, there are still the following problems in the opening and implementation of high school English elective courses in China.

2.1. Elective Courses are Not Valued

On the one hand, under the influence of the traditional teaching concept of examination-oriented education, many teachers only pay attention to the teaching of test-taking content in compulsory courses and ignore the teaching of humanistic literacy and international perspective in elective courses [2].

On the other hand, because most teachers lack in-depth understanding and research on the teaching requirements of elective courses, there are still great misunderstandings and deviations in their understanding of elective courses, believing that as long as the elective content is explained sequentially or selectively, it is equivalent to opening elective courses. Some teachers even use electives to review the content of compulsory courses or equate them with self-study classes.

2.2. Limited and Unsatisfactory Teaching

For high school English teachers, the design and development of elective courses is a new trend in teaching. At the same time, the textbook of elective course involves a variety of topics, requiring teachers to have a sufficient in-depth understanding of the content under the topic, which is a high demanding for the teaching level and quality of teachers. Therefore, teachers can only adapt to the requirements of elective courses and teaching requirements if they have sufficient knowledge reserves.

However, in the actual implementation of elective courses, on the one hand, because many schools do not provide macro guidance for the implementation of elective courses, many teachers only piece together the content related to the theme which selected from the Internet, do not consider the personality differences and learning needs of students, and directly copy the teaching methods of other teachers [3], and do not comprehensively and deeply grasp the content of the topic, which makes the teaching effect of the elective course unsatisfactory.

On the other hand, because teachers do not attach importance to elective courses and lack supervision and guidance for students, to a certain extent, the students take the elective courses as a way of extracurricular leisure and relaxation, and students' English learning interest, language ability, cultural quality, thinking quality and cross-cultural communication ability have not been effectively improved.

2.3. Elective Courses are Formalized

Elective courses are divided into two series, namely, "Elective I" (sequential elective courses) and "Elective II" (optional elective courses). The content and structure of sequential elective courses are basically the same as those of compulsory courses, and any elective courses are divided into language knowledge and skills, language application and appreciation. Schools at all levels and types should offer as many courses as possible for students to choose from to meet the original purpose of elective courses, even students with different potentials and interests can realize their development possibilities.

However, due to the imperfect management system of elective courses, the elective courses offered by many schools, especially arbitrary elective courses, are only a formality, and there is a phenomenon of coping. In order to increase the rate of further education, the elective courses offered by the school only select content closely related to the college entrance examination, making the elective courses a training course and review course of compulsory courses.

At the same time, due to the constraints of teaching management, teacher conditions, school costs and other factors, most schools do not have sufficient conditions to open a large number of elective courses for students to choose, which objectively leads to many schools and teachers

still only invest energy and time into compulsory modules and compulsory series I. sequential elective modules for the college entrance examination.

2.4. Elective Courses are Exam-oriented

The design and development of high school English elective courses is conducive to expanding and extending the teaching content around the core literacy of English subjects, and organizing teaching according to students' individual differences. With the acceleration of internationalization, the importance of English has gradually become prominent, which has led to the emphasis on English grades. However, subject to the pressure of further education, many teachers, in order to overly pursue immediate teaching effects, only take the initiative to seriously research and explore the opening of language knowledge and skills courses [3], and take the teaching content of elective courses as a repetition, supplement and training of language knowledge in compulsory courses, or give corresponding knowledge explanations and special skills training for the college entrance examination. This kind of elective course for the purpose of taking the test not only has boring teaching content, but also loses teaching flexibility, which can easily lead to an increase in students' academic burden, contrary to the current call of "reducing the burden on students". Students can only blindly learn for the sake of learning, which is not conducive to the all-round development of students.

3. Exploration of the Design and Development Strategy of High School English Elective Courses

Under the background of the new college entrance examination reform, how to design and develop high school English elective courses, implement the requirements of the new curriculum reform, achieve the all-round development of students, and improve the effectiveness of high school English elective course teaching, the following are some supposed strategies.

3.1. Raise Awareness of Elective Courses among Schools, Teachers and Students

Elective courses are not chosen by schools or teachers, but by students. The standard of general high school English curriculum emphasizes that elective courses should be more committed to allowing students to learn selectively and promote students' individualized development. Therefore, the design and development of elective courses should combine students' learning requirements and development needs so as to achieve the real purpose of elective courses and realize the development of students' differences and personalities [2].

3.2. Improve the Quality of Teachers

The quality of teachers affects the quality of elective courses. Therefore, on the one hand, schools should guide the implementation of elective courses. On the other hand, teachers should have a sense of lifelong learning, not only to improve their teaching level and expand their knowledge through continuous learning, but also to conduct more teaching reflections and gradually become a qualified research-oriented teacher.

3.3. Elective Courses Should Be Offered based on New Teaching Objectives

Affected by the reform of the new college entrance examination, the teaching objectives of high school English elective courses have also been updated.

The first is to cultivate students' language ability, including systematic language knowledge and flexible language communication ability.

The second is to enhance students' cultural literacy, which is manifested in the understanding and mastery of traditional Chinese culture, as well as the extensive cognition and value

judgment of cultural phenomena such as customs, lifestyles, traditional customs, literature and art, behavioral norms and ideological concepts of major western countries.

The third is to improve students' critical thinking ability, which is also an important goal of the core literacy cultivation of English subjects.

Therefore, high school English elective courses should develop rich, systematic and diverse elective courses around the new teaching goals, such as language courses, cultural courses and speculative courses, so as to avoid single knowledge explanation or simple art appreciation, and integrate knowledge expansion, skill training and quality improvement [4].

3.4. Properly Handle the Relationship between Compulsory Courses and Elective Courses

The new college entrance examination reform provides ideas for dealing with the relationship between compulsory English courses and elective courses.

First, the teaching resources and content of compulsory and elective courses can be integrated based on themes [5]. For example, after completing the compulsory courses of basic grammar and rhetoric, etc., students can further deepen grammar and rhetoric through elective modules so that students' writing and expression can be more advanced.

Second, the elective courses can be designed and developed based on expansion, and new question types such as fill-in-the-blanks, continued writing, etc. can be made more in line with the requirements of the new college entrance examination reform.

3.5. Establish A New Evaluation System

The new standard of general high school English curriculum and the new college entrance examination propose to establish a diversified evaluation system so as to achieve the goal of fairness and justice [6]. It is unreasonable and unfair to use one standard to evaluate different students. Therefore, teachers should transform a single evaluation standard into multiple evaluations [7], and add self-evaluation and mutual evaluation to the evaluation stage, so that students can understand their own learning situation, see their progress and shortcomings, and at the same time improve their thinking ability in mutual assessment, improve their language communication ability through communicating with each other, and then achieve the goal of language teaching.

4. Conclusion

In conclusion, the design and development of high school English elective courses under the background of the reform of new college entrance examination has become inevitable, and it is necessary to coordinate and handle the relationship between high school English compulsory courses and elective courses based on the high school English curriculum standards, constantly explore the role of elective courses, stimulate students' interest in English learning, and promote the realization of the reform goals of high school English elective courses.

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