

Study of English Grammar Teaching Practice in Senior High School under the Background of New Curriculum Standards

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Abstract

The English Curriculum Standards for Senior High Schools (revised in 2020, 2017 edition)(hereinafter referred to as the "New Curriculum Standards") advocates a three-dimensional dynamic grammar view of "form-meaning-use", which is oriented by language application. Under the guidance of thematic meaning, English grammar teaching in high school can try to start from the four levels of "introducing the theme, exploring the grammatical form", "exploring the theme, identifying the grammatical form", "expanding the theme, exploring the grammatical rules", and "sublimating the theme, applying the grammatical rules", so as to enable students to understand, analyze, summarize and use the grammatical rules in the context of the theme, and cultivate their comprehensive language application ability. Therefore, this paper expounds the basic principles that should be followed in grammar teaching practice under the background of the new curriculum Standards, and designs a teaching case of modal verbs in senior high school English grammar based on this principle, so as to explore the combination and application of the basic principles in the teaching of new curriculum standards and senior high school English grammar teaching.

Keywords

Grammar Teaching; Subject Context; Activity View of Learning.

1. Introduction

The "New curriculum Standard" points out that the specific goal of ordinary high school English curriculum is to cultivate and develop students' language ability, cultural awareness and thinking quality, learning ability and other subject core qualities after receiving high school English education. English curriculum content is the basis for developing students' core English literacy, including six elements: topic context, discourse type, language knowledge, cultural knowledge, language skills and learning strategies. Language knowledge, as one of the six elements of the curriculum, is an important part of senior high school English learning, and grammar is the essence of language knowledge. The goal of English grammar teaching in senior high school is to enable students to further consolidate and expand the existing grammar knowledge, learn to properly use the grammar knowledge in the specific context to understand and express meaning, and further develop the awareness of English grammar. The New Curriculum Standard advocates a three-dimensional dynamic grammar view of "form, meaning and use", which is oriented by language application. It points out that English grammar teaching in senior high school should be "guided by thematic meaning, supported by discourse, and integrated with language knowledge, cultural knowledge, language skills and learning strategies" to develop students' subject core accomplishment. It can be seen that grammar teaching should rely on the text, highlight the context, guide students to acquire grammar rules in use, and develop grammar awareness. At present, there are the following problems in English grammar teaching in high school: teachers pay too much attention to and emphasize the form of grammar, ignoring the meaning of grammar and the use of grammar in context; Grammar teaching is out of the context of the unit subject, often through single sentences or multiple

choice questions repeated practice; Grammar teaching is mainly taught by teachers, and students are less guided to explore independently. Grammar exercises are not interesting; Let's wait. Taking modal verb teaching as an example, this paper tries to explore how to carry out grammar teaching correctly under the background of the new curriculum standard.

2. Second, Grammar Teaching Principles under the Background of New Curriculum Standards

2.1. Focus on the Topic Context and Carry Out Teaching Around the Topic Context

A topic provides a topic scope or context for language learning (Xu Qiujuan, 2020). The New Curriculum Standard points out that the six elements of curriculum content include subject context, language knowledge, cultural knowledge, discourse types, learning strategies and language skills. Among them, the latter five teaching contents should be learned on the basis of building thematic context, and the learning of grammar knowledge belongs to the learning of language knowledge, and it should also be learned in the thematic context. All aspects of grammar teaching should be carried out around the topic context, so that students can immerse themselves in a more authentic and friendly topic context and learn through autonomy, cooperation and exploration. The implementation of this principle requires teachers to embed the theme in the design of each teaching activity, and gradually deepen the theme as the difficulty of the activity increases. Embedding thematic context in grammar teaching can change the traditional mechanical and boring grammar learning way to a certain extent, so that students can perceive, get familiar with and master the meaning and usage of grammar knowledge in the context, so that they can better apply it to real situations in life.

2.2. Teaching and Assessment based on the View of Learning Activities

Activities provide a channel for language learning. The New Curriculum Standard points out that the concept of activity learning should be advocated in foreign language teaching. Under the guidance of the theme context, language learning should be carried out step by step through activities such as learning and understanding, application and practice, transfer and innovation. Grammar knowledge, as one of language knowledge, should also follow this activity view. In the grammar teaching guided by activity learning view, grammar knowledge is promoted by subject context and grammar learning activities. This process not only tests students' grammar knowledge, makes grammar teaching more efficient, but also truly practices the activity view of learning. Ye Yanling pointed out (2019) that the implementation of this principle requires teachers to set learning comprehension, application practice and transfer innovation activities based on students' learning situation and thinking ability, which not only allows students to complete learning in the development of activities, but also allows students to actively participate in the process and provide more opportunities for language learning and use.

2.3. follow the "Form - Meaning - Use" Three-Dimensional Dynamic Grammar View

The view of English grammar advocated in the New Curriculum Standard is a three-dimensional dynamic view of "form-meaning-use" oriented by language application. In the use of language, phonology, vocabulary, grammar, discourse and pragmatic knowledge are always intertwined, which together form an important basis for the meaning construction of discourse themes. Therefore, when learning grammar knowledge, students should not only stay in the single content of grammar knowledge, but should integrate grammar knowledge and other language knowledge to learn together, using other language knowledge as a medium to learn grammar knowledge, and use grammar knowledge as a means to learn other language knowledge. We should properly use the grammar knowledge in the specific context to understand and express

the meaning, and enhance the awareness of English grammar. In addition, the learning content of grammatical knowledge should not only stay at the formal level, but also focus on the understanding and learning of grammatical meaning with the help of discourse knowledge and the understanding and learning of grammatical functions with the help of pragmatic knowledge. In order to implement this principle, teachers should attach importance to presenting new grammatical knowledge in the context of discourse, guide students to observe the use occasions, expression forms, basic meanings and pragmatic functions of grammar items in the context of discourse, help students learn to apply grammar knowledge to understand and express meaning in the context of discourse, and guide students to constantly strengthen the awareness of accurate, appropriate and appropriate use of language forms.

2.4. Create Real Context to Promote Grammar Teaching

The biggest problem of grammar teaching for students has always been boredom, which is largely due to the lack of subject context and real context. When students learn grammar, they are often divorced from the actual scenes in real life, which easily leads to the difficulty for students to understand the function of this grammar on one hand, and on the other hand, even if they understand this grammar, it is difficult for them to use this grammar knowledge point independently in the real situation. The purpose of studying grammar is to understand and communicate better. Therefore, in grammar teaching, teachers should create subject contexts related to grammar teaching, and create new grammar knowledge in the created specific context. By designing a series of interlocking teaching task chains from shallow to deep, teachers should guide students to perceive the form and structure of grammar knowledge in the real context. By completing a number of graded tasks in the communicative scene to explore the meaning of the subject and apply the grammatical knowledge, the author can acquire the grammatical ability in the pragmatic environment and promote the implementation of the task chain of grammar teaching.

2.5. Take Students as the Center and Cultivate Students' Independent Learning Ability

Grammar teaching under the background of the new curriculum standard should follow the student-centered principle and give full play to the role of teaching resources in the new era to cultivate the advantages of students' autonomous learning ability. The development of information technology opens up a new teaching mode of flipped classroom based on micro lesson for English grammar course, and also provides various resources for students' autonomous learning. Rich teaching resources such as "micro-lessons" can enrich students' contact with multiple information and enhance the timeliness of students' learning. The application of "micro-lesson" to English grammar teaching by teachers combined with modern educational technology can innovate the teaching content and form and make the teaching idea keep pace with The Times. Students should make full use of the learning resources in the micro-course of college English grammar to make it a beneficial supplement to traditional classroom learning. When integrating "micro-lessons" into English grammar teaching, teachers should play a good role as an assistant, create more opportunities for students to learn independently, guide students to learn by using learning resources such as managing micro-lessons, improve the efficiency of independent learning, gradually place more learning responsibilities in students' own hands, and teach students how to learn. Develop a good habit of independent learning, so as to form the ability of independent learning.

3. A Case Study of Grammar Teaching Practice under the Background of New Curriculum Standards

The following is an example of the Using Language section of Unit 1 of the second volume of Optional Compulsory English for high school students in the new 2020 Foreign Study edition.

3.1. Introduction of the Unit Theme

The module of this unit is "Human and the nature", and the theme context is healthy eating in "Human and the nature". Healthy diet is a topic that students often come into contact with in their daily life. The topic of this unit involves the food and table culture of different regions, and this unit is divided into 7 sections. The third section of this unit is the learning of grammar knowledge, which is Using Language. The Starting out section combined with the viewing activity of "Viewing" guides students to view multi-modal means, such as videos and food pictures, into the topic of food culture and activates students' relevant ICONS and interests. The Understanding section is a discourse in which a child introduces his family's experience of American and Chinese food culture through his self-description. The Grammar section contains "Modal verbs", which are respectively presented to be able to, have to, had better, dare, need, can, might/may, must and other modal verbs, all of which are related to diet health.

3.2. Target Grammar Structure

The objective of this unit is to teach modal verbs to be able to, have to, had better, dare, need, can, might/may, must.

3.3. Teaching Objectives

Through this course, students will be able to:

- (1) Understand and match the meaning and function of modal verbs;
- (2) Identify sentences that contain modal verbs;
- (3) Fill in the appropriate modal verbs according to the context of the text;
- (4) Translate healthy eating suggestions with modal verbs according to the context of the text;
- (5) Complete the healthy eating letter with modal verbs and complete the role play activities according to the letter.

3.4. Teaching Steps

Stage 1: Independent study before class

In the pre-class stage, the teacher needs to select or record a 5-10 minute micro-class video containing the modal verbs to be learned in this class, and send the list of pre-class learning tasks and the micro-class video to the students through the student-teacher communication platform such as QQ. According to the list of pre-class learning tasks, students watch micro-lesson videos to learn independently. In class, the teacher will summarize and explain the learning situation of the students according to the pre-class learning task list and supplement.

Table 1. Pre-class study task list

Task: Watch and summarize the grammar rules of the micro-lesson video

Modal Verbs	Usage and differences
able to do & can	
might & can	
have to & must	
had better	
dare & need	

Stage two: Practice in class.

Step 1: Learn to understand.

Activity 1: Match the form and meaning of modal verbs. In this step, students based on the Understanding of A Child of Two Cuisines in the text of the Understanding ideas section in the previous part of the unit, try to figure out the meaning of the modal verbs expressed in these sentences in the text. Matching can reduce the difficulty of students' understanding of meaning to some extent, and is suitable for students' understanding of the meaning and function of modal verbs in the preliminary stage.

Table 2. Conversation examples

a ... I was able to hold a knife and fork - and chopsticks!
b. But there are still some dishes that Dad dare not try even after many years of marriage to my mother.
c. ... Mum and I just have to find a way to get him into the kitchen!
d. ... we 'd better not eat too much roast food as it may make us suffer from heat inside our bodies, ...
e. "You needn't try it if you don't want to," Mum said, ...
1. be afraid to do something
2. not be necessary to do something
3. give advice to do or not to do something
4. be necessary or give strong advice to do something
5. have the ability to do something

Activity 2: Read and sketch sentences with modal verbs. This is a text recommended for health training application software. In this part, students need to quickly read and sketch out the sentences containing modal verbs in the text and think about the meaning of these modal verbs in the sentence or the text.

Table 3. Conversation examples

Heath Eating Trainer
If you dare not try a "painful" diet to stay healthy. This new app is the perfect solution - and you needn't pay for it! The app works by quickly showing photos of different food. All you have to do is select the photos of healthy food. Then you'll be able to train your brain to select healthy food in real situations. So, if you're a sugar addict and aren't able to say no to chocolate or cola, you had better download it now!

Activity 3: Clarify modal verb structure and its usage. On the basis of perceiving modal verbs again in the above two activities, the teacher systematically sorted out and explained modal verbs again based on the students' completion of the pre-class learning list.

[Intention statement] : The two activities in this stage are based on students' discourse learning about healthy eating, and perceive the form, meaning and function of modal verbs in the overall context of the unit; However, flipped classroom does not mean that teachers do not explain knowledge points, but supplement explanations after students learn independently. Therefore, after the two activities to perceive grammar knowledge, the teacher will timely explain the structure and usage systematically, and guide the students to build a knowledge system of modal verbs in a timely manner.

Step two: Apply practice.

Activity 1: Read the following passage and fill in the appropriate modal verbs. In this activity, students need to fill in the blanks according to the meaning and functional usage of modal verbs learned in the previous activity on the basis of full understanding of the previous activity. The sentences that need to be filled in are table manner tips under the topic of the unit.

Table 4. Practice 1

While going on your first trip to the UK is exciting, new and different customs can also be confusing. Table manners are no exception. But don't worry-here are some tips:

- You _____ wait until everyone else has been served before you start eating.
- Sometimes there are so many knives and forks that you _____ pick them up in case you get it wrong. The trick is to start with the ones on the outside.
- When you finish your meal, you _____ place the knife and fork together on your plate with the handles at the four o'clock position.
- Table manners, however, can differ in different situations. For example, you _____ use a knife and fork when eating a hamburger or pizza. Just remember: when in Rome, do as the Romans do, and you will _____ enjoy the local cuisine!

Activity 2: Translate sentences according to the following prompts.

Table 5. Practice 2

Here are some diet tips which is a doctor gives to his patient. But the patient is an English, the doctor is a Chinese. Please translate the following tips for the English patient.

Tip 1: It's best not to eat junk food and other unclean things.

Tip 2: Drink pure water instead of soft drinks.

Tip 3: Three meals a day must be balanced nutrition.

Tip 4: Exercise for about an hour every day

The two activities in this step are intended to familiarize yourself with the function and usage of modal verbs by filling in the blanks and translating them in the text. The difficulty of activity 1 and Activity 2 is gradually increasing, which helps students master the usage of modal verbs step by step from easy to difficult. In addition, the design of activity 2 also lays the sentential foundation for the micro-writing in the next step.

Step 3: Migrate innovation.

Activity 1: Micro-writing. In this activity, students were asked to assume the role of Rose and write a reply to a request made by their best friend Lisa.

Table 6. Writing Requirements

Here are some diet tips which is a doctor gives to his patient. But the patient is an English, the doctor is a Chinese. Please translate the following tips for the English patient.

The requirements are as follows:

- (1) Health is important
- (2) Maintain a balanced diet and physical and mental health
- (3) Exercise every day

Note: About 80 words; Use some of the modal verbs learned in this lesson

Activity 2: Role play.

This activity requires students to be divided into groups of 2. The two students take turns to play the roles of Lisa and Rose. The student who plays the role of the advising party gives suggestions to the advised party Lisa according to the letter written above, and Lisa should give corresponding responses according to the suggestions. Ask students to be able to read the tone of voice when giving advice.

[Design intent] : The two activities in this session are intended to help students consolidate and produce discourse and dialogue with modal verbs. Activity 1 is closely related to activity 2 in the previous section. With the foundation of the previous section, students will not feel too

difficult to complete the two activities in this section. Activity 1 focuses on guiding students to complete the output of writing skills, while activity 2 focuses on guiding students to complete the output of speaking skills, and the content and difficulty of the two activities are connected with each other.

Stage three: Review and consolidate after class.

After class, teachers can assign homework to students in batches according to their mastery of the teaching objectives in the course. For students who have a good grasp of the content of this lesson, the teacher will assign comprehensive questions combining grammar knowledge with listening and reading. For students who have a weak grasp of the content of this lesson, the teacher will assign basic questions for modal verb usage exercises. In addition, according to the different questions of different students after class, short micro-class videos are made and provided to students in a targeted way, so that students can check the gaps and make up for them to deepen their understanding.

4. Conclusion

Since the development of foreign language teaching, grammar knowledge has been the focus and difficulty in senior high school English teaching. In the grammar teaching classroom under the background of the new curriculum standard, teachers should learn the form, meaning and function of grammar knowledge based on the topic context and guided by the view of learning activities. Teachers should get rid of the bondage and restriction of traditional teaching mode, update the teaching concept, and make good use of the integration of modern information technology and foreign language teaching. Lead students to explore the meaning and application forms of grammar, and gradually develop students' ability to learn independently, master grammar learning methods, and promote their comprehensive English level.

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