

# FLTRP 2019 Edition of New High School English Textbooks In-depth Analysis

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## Abstract

In English classroom teaching, teaching material is an important carrier of knowledge, bearing the responsibility of transferring knowledge to students systematically, and playing an indispensable role in teaching, so the study of teaching material has important theoretical value and practical significance. Textbook preparation should be based on the curriculum standards stipulated in the curriculum objectives and curriculum content, the implementation of the concept of core literacy, to the theme as the guide, the use of real language materials, and can take into account the different ability levels of Chinese students, in line with their language learning rules. On the basis of the requirements of the curriculum standards, the content of the textbook should be close to the actual life and needs of students, and the form should be as flexible and diverse as possible. This paper takes FLTRP (2019 edition) new English textbook for senior high school as the research core, and makes an in-depth analysis of the guiding ideology, major changes, arrangement system, characteristics of the textbook and enlightenment of this edition, aiming at providing teachers and students with a more comprehensive understanding and application. And further improve the quality of writing and use of senior high school English textbooks, and provide good suggestions for the use of new textbooks.

## Keywords

High School English; English Textbook; FLTRP Edition.

## 1. Introduction

### 1.1. FLTRP (2019 Edition) High School English Textbook Concept and Guiding Ideology

(1) With the goal of cultivating students' comprehensive language application ability, it promotes students' cognitive and emotional development while developing language knowledge and skills, helps students improve their awareness and understanding of the target language, enables them to have a deeper identification with the native language and culture, and enhances their ability to communicate in two languages.

(2) Take students as the center, provide students with inquiry, discovery, task-based and other learning methods, and guide students to learn independent learning.

(3) Based on functional and task-based outline, theme-function-structure-task is the writing principle, subject matter is the outline, and the use of competent tasks is the goal, avoiding isolated language exercises.

(4) Combine learning and acquisition, consciously input explicit knowledge and create context, and pay attention to the meaning and understanding of information to produce acquisition.

(5) The combination of process and result, through the process of learning to achieve learners with language results.

## 2. FLTRP (2019 Edition) New Senior High School English Textbooks New Textbooks Major Changes

There are great improvements and significant changes in the theme content, unit structure and overall features of the new textbooks for the 2019 Foreign Study edition, which are reflected in:

(1) According to the requirements of the new curriculum standards, the new textbook more systematically and comprehensively presents and covers the three thematic contexts of "man and nature", "man and society" and "man and self" and their supporting topics. It also adds a large number of new materials with vivid topics and distinct themes. Each unit presents the same topic from different perspectives, that is, the sub-topics are rich and vivid. Each unit presents and deepens the topic in a cross-complementary way.

(2) The new textbook substantially reconstructs the unit structure to better conform to the basic laws and processes of thematic exploration, cognitive development and language learning in the whole course of unit learning. The unit structure is as follows: Take book1 unit 1 for example: 1. starting out is about everyday life in a British school. understanding ideas about the tensions and awkward events of the first day of high school. Listening-speaking Club Activities Listening-Speaking Club Activities Listening-Speaking Club Activities Listening-Speaking Club (reading+writing) using language (grammar+vocabulary Interview, share problems and experience, and review any suggestions presented to the principal by presenting ideas in the form of diary. The content is presented in different forms such as video, continuous and non-continuous text, listening, pictures, etc. The language is local, easy to understand, and the topic is from simple to profound.

(3) The revised textbook should be more distinctive in its overall characteristics, that is, close to the real and developing world; Close to a living, diverse society; To thinking, growing students. For example, book1 unit 1 A New Start, guaranteed

Tu Youyou's study and Zhong Nanshan's spirit lead the new generation of Chinese youth to find the right role model and achieve the educational goal of moral education and cultivating people.

## 3. FLTRP's New High School English Teaching Material (2019 edition) Arrangement System

The 2019 edition of FLTRP's senior high school English textbooks consists of 10 volumes: 1-3 volumes for compulsory courses, 4-7 volumes for optional compulsory courses, and 8-10 volumes for improvement in selected courses. Each volume contains 6 units and appendices, for a total of 60 units and 10 appendices. Each unit covers a different topic, including family life, cultural customs, natural environment protection, social culture, modern science and technology, literature and art, and making friends. Each module includes "Starting out", "Understanding ideas", "Using language", "developing ideas", "Presenting ideas" ideas), self-reflection (Reflection), and Project practice (Project). Among them, functional application is divided into three parts: Grammar, Vocabulary and Listening and Speaking, and thinking development is divided into Reading and Writing. These modules all reflect the application of pragmatic knowledge and the cultivation of pragmatic competence.

(1). Activation of teaching background. The background activation section of FLTRP's senior high school English textbook (2019 edition) mainly uses multi-modal discourse such as video, text, pictures and tables to preheat and introduce unit teaching, so as to activate students' existing background knowledge and language knowledge, stimulate students' interest and arouse students' enthusiasm for learning.

(2). Understanding the meaning of the theme. The theme understanding in FLTRP Senior High School English textbook (2019 edition) provides students with sufficient and novel reading

materials. The texts and reading activities can meet students' reading needs, deepen their understanding of the topics, and cultivate their cultural awareness and thinking quality.

(3). Use of language functions. Take grammar learning as an example. The grammar section of FLTRP Senior high School English textbook (2019 edition) mainly uses the methods of discovery and induction to teach students grammar knowledge and improve their language skills, while laying the groundwork for real life language communication and strengthening the application of grammar knowledge in various contexts. In terms of vocabulary, FLTRP senior high school English textbooks (2019 edition) are mostly developed by creating situations and using mind mapping, so that students can not only learn through fun, but also understand that different words should be used in different contexts and occasions when facing different people with different status. The same Chinese meaning may correspond to several English words, and different words will be used in different situations. By learning these words, students can master different situations and improve their language ability. In terms of listening and speaking, FLTRP Senior high School English textbooks (2019 edition) mainly rely on listening exercises. While improving students' listening comprehension ability, interactive and argumentative learning methods are adopted to improve students' oral expression ability and exercise logical thinking.

(4). Development of thinking. Focusing on reading, FLTRP senior high School English textbooks (2019 edition) guide students to read more realistic and pragmatic materials in daily life, further present unit topics from different perspectives, mobilize students' logical thinking and critical thinking, and test students' mastery of the text content through some judgment and table questions. Through reading, students can understand the lexical meaning and pragmatics of words based on the context, as well as some idiomatic expressions and idiomatic expressions, so as to improve students' language sense and pragmatic ability. Secondly, the writing section. FLTRP's Senior high School English textbook (2019 edition) mostly starts with the creation of situations and topics, which is an expansion and creation of the theme content. It can mobilize and cultivate students' creative thinking, help students practice the correct application of relevant vocabulary and grammar, and help students express themselves correctly in life situations. To improve students' language application ability. The writing section presents gradient exercises, which include basic sentence pattern exercises to consolidate students' mastery of basic sentence patterns, and sentence pattern exercises that require high ability to exercise and improve students' English expression ability.

(5). In terms of opinion expression. FLTRP senior high school English textbook (2019 edition) mainly adopts viewpoint expression

Discussion, selection, speech, debate and other oral forms of expression. Teachers usually lead students to open or semi-open activities in small groups, allowing students to produce outputs based on previous input in the unit. After mastering what they have learned in this unit, students can communicate with their peers by correctly using language knowledge according to the context of daily life. This helps students to work together, show their individuality, and fully express their understanding and understanding of the theme.

(6). Self-reflection. Self-reflection in FLTRP Senior high School English textbook (2019 edition) lists the learning objectives of this unit. Through self-evaluation and summary, students can find out their own strengths and weaknesses, which is conducive to cultivating their own reflective consciousness and improving their independent learning ability.

(7). Project practice. The project Practice section of FLTRP's Senior high School English textbook (2019 edition) adopts the form of group cooperation. The section provides students with real context and tasks, and cultivates their ability to acquire, sort out and integrate information, as well as their ability to work together and apply what they have learned.

(8). Appendixes to the book. FLTRP Senior High School English Textbook (2019 edition) provides the appendices related to this book Communication bank, Vocabulary, Learning aid, vocabulary, vocabulary and vocabulary. Five parts, Names and places, Words and expressions, provide students with sufficient background knowledge, which is helpful to help students understand the single topic and content, and learn and master the key vocabulary and phrases of the unit.

It can be seen that based on the new curriculum standards, the humanistic version and the foreign research version of senior high school English textbooks present more pragmatic knowledge, which provides rich materials for teaching practice.

#### **4. Features of FLTRP's New High School English Textbooks (2019 Edition)**

(1). Strengthen vocabulary learning to reflect the thinking process of vocabulary mastery. The new textbooks not only pay more attention to vocabulary learning than the old textbooks, but also greatly change the way of vocabulary learning. The textbooks combine Vocabulary learning with Listening, speaking and Reading through Vocabulary and speaking, Reading and vocabulary, Listening and vocabulary and other sections. The learning of vocabulary is integrated into listening, speaking, reading and writing, which reduces the difficulty of learning, pays attention to pragmatics, and makes it easier for students to accept. In addition, the arrangement of vocabulary learning activities in each unit or project consists of identifying, understanding and using words from easy to difficult, which fully conforms to the law of students' learning and mastering new words.

(2). Adopt new ways of grammar presentation to improve interest in grammar learning. In traditional grammar, teachers usually explain grammar and then give students a lot of exercises. The grammar teaching in the new textbook makes students explore actively by means of discovery and induction. For example, in Module 4, Grammar 1, in order to enable students to master part of the rules of the present perfect, the editors have listed 6 typical example sentences. Each sentence will be followed by targeted questions. After answering these questions, students will quickly understand the time characteristics of the present perfect. This learning process adds exploratory fun to the original boring grammar study.

(3). Read a variety of subjects, pay attention to the cultivation of reading skills. The reading articles in the textbooks are rich in subject matter, with obvious characteristics of The Times, and close to students' life, so that students are willing to learn. For example, in Module 1, My First Day at Senior High School, students' transition from junior high school to senior high school has an adaptation process, which is fresh, exciting but a little overwhelmed. This article describes this kind of mentality, making students feel comfortable and natural. In addition, there are Internet and Meglev about modern science and technology, as well as A simple scientific report on the synthesis of arts and sciences, which have a strong sense of The Times, high practical value and sufficient knowledge. At the same time, some reading activities are designed to train students' corresponding skills in a purposeful way. For example, in Module 5 A Simple Scientific Experiment, after reading chapters, students fill in charts and graphs according to the content of the articles, which can cultivate students' ability to acquire and analyze information. For example, in Module 5 Reading and Vocabulary (Passage A), after summarizing the passage, choose a suitable topic to cultivate students' generalization ability.

(4). Combine listening, speaking, reading and writing. Although there are many items in each Module of the textbook, these items are very well combined. For example, Module 3 Listening is an interview, and the interview is a new lecture focused on this module

The content is written, and later Pronunciation and Everyday English are related to the content of Listening. Such integration makes students feel more comfortable with the new content, and teachers feel more productive with less.

(5). Task-based teaching provides a stage to develop and display students' abilities. This set of textbooks is designed to adapt to the tasks of each module, which first present the language knowledge to be mastered in this unit, train language skills, and then present the tasks to be completed after the characters, words, sentences, chapters and grammar have been trained. The design of task-based activities enables each student to learn and use English in real life situations. For example, Module 1 Task Writing a brochure about your school. In order to complete this task with high quality, students should not only learn some relevant language knowledge in this module, but also collect pictures and descriptions related to the school. In order to make the brochure perfect, students should also use computer skills or painting skills. In the process of operation, each student's ability and specialty will be fully displayed and improved.

## **5. FLTRP (2019 Edition) New High School English Teaching Material Inspiration**

(1) First-line teachers must set up new concepts according to the characteristics of the new textbooks.

1. Establish the concept of lifelong learning. The new textbooks require teachers to be talents with comprehensive qualities. Teachers must strive to master a variety of skills such as listening, speaking, reading, writing, acting, drawing, singing, etc., so as to make our English classroom teaching more intuitive and arouse students' interest in learning. In addition, teachers must have a wide range of knowledge, can have a keen insight into modern science and real life, have an understanding of the hot topics of concern to students today, and design questions that can arouse the resonance of students' thoughts. Therefore, this requires that we must continue to learn more new and aging knowledge.

2. The transformation of teaching methods. Traditional foreign language teaching ideas believe that language learning is to learn a set of systematic linguistic knowledge, so teachers only need a piece of chalk and a mouth to pass language knowledge to students, students are only regarded as the container of knowledge, and the classroom teaching mode based on this is bound to be teacher-centered and teachers speak. However, the concept of the new textbook is that classroom teaching is a process of students' active participation, independent thinking, self-discovery and continuous innovation under the guidance of teachers, rather than a process of students simply passively accepting the ready-made views and conclusions provided by teachers and textbooks. Therefore, under the guidance of the new teaching concept, we should continue to reflect, practice, explore and build a new teaching mode that is conducive to cultivating students' innovative ability and improving teaching quality.

(2) Problems encountered in teaching and countermeasures.

As a new and bold attempt, the new high school English textbook also has its limitations, but as teachers, we can and have the ability to improve it.

1. The textbook has a large capacity and cannot be completed in the prescribed class time. We should accurately grasp the teaching focus on the basis of the bold choice of teaching materials. In this way, we can avoid failing to complete the task because we are worried about not having enough time. More importantly, teachers should optimize classroom teaching, improve teaching effect, and strive to eliminate inefficient teaching activities. Teachers should find efficiency from the classroom, and really optimize the way of classroom teaching.

2. The vocabulary is too large, and some new words are too small. Too many and too many words are an important factor that exacerbates students' fear of English learning. Many words are unfamiliar to teachers, who will forget them after looking them up and teaching them to students, because they are rarely used since then. In my opinion, such words can teach students to skip and tell them that the common words are what they need to master.

3. The listening part is difficult. Although the listening part of the new textbook is rich in forms, such as filling in the blank, judging the right or wrong, and arranging the order, the material is difficult, the reading speed is slightly faster, the speech is not clear, and sometimes the listening task is too difficult to set. If only according to the order of the textbook to listening, remote areas of the English foundation is weak students to say it will be a blow, the classroom will undoubtedly be dull, tasteless. However, teachers can build steps for students to reduce the difficulty. In the process of implementing listening teaching, I have adopted the following two methods to break through this difficulty. 1. Make predictions. Text prediction is a teaching method we often use, and we can also use it for more difficult listening. The Listening content can be predicted by pictures, words and tasks in the listening part. After the prediction, the students should be eager to verify their "prediction". At this time, the students also have the enthusiasm and have a certain preparation for the listening content, and the task will be relatively easy to complete. (2) Fill in the blanks with key words. For those listening tasks that cannot be completed by prediction, students can change the form of filling in the blanks. The key words in the listening materials can be left blank, and then the students can fill in the blanks by listening, which also achieves the purpose of listening.

## 6. Conclusion

The implementation of new textbooks for senior high school English foreign Studies has undoubtedly brought new challenges and opportunities to English teaching. In the face of these challenges, educators should actively respond to them and ensure good results by strengthening teacher training, developing teaching resources and guiding students to adapt to them. We hope that more front-line educators can share their practical experience and teaching experience, so as to provide more reference and support for the implementation of the new textbooks. In this era of constant change, educators should keep an open mind, constantly learn and innovate, so as to cultivate more globally competitive talents. The implementation of new curriculum standards and new textbooks for senior high school English foreign studies will inject new vitality into our education reform and promote English teaching to a higher goal.

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