

Innovative Practices and Case Studies of Senior High school English Listening Teaching in the Context of the New Curriculum Standards

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Abstract

This paper aims to explore the innovative practices and case analyses of senior high school English listening teaching in the context of the new curriculum standards. The research focuses on the new requirements of the new curriculum standards for senior high school English listening teaching and analyzes the importance of listening skills as well as the challenges faced by traditional listening teaching models. Through methods such as literature review, teaching practice observation, and case studies, the paper delves into innovative practice strategies including material selection and integration, activity design and implementation, and technology integration and application. Taking situational teaching and task-based teaching as examples, the paper evaluates the effectiveness of these strategies in enhancing students' listening skills through specific case analyses. The research finds that innovative teaching strategies can significantly improve students' listening proficiency and stimulate their interest in learning. Based on this, the paper proposes improvement suggestions such as optimizing teaching strategies, integrating teaching resources, and strengthening teacher training, aiming to provide useful references and inspirations for senior high school English listening teaching. This study holds significant importance for promoting the reform and development of Senior high school English listening teaching.

Keywords

New Curriculum Standards; Senior High School English Listening Teaching; Innovative Practices; Case Analysis

1. Introduction

1.1 Requirements of the New Curriculum Standards for senior high school English Listening Teaching

The new curriculum standards for senior high school English listening instruction focus not only on the cultivation of basic listening comprehension abilities but also emphasize the enhancement of students' critical thinking, cross-cultural awareness,

and autonomous learning capabilities.

Anderew said that students should be able to accurately understand key words, phrases, and sentences in listening materials, grasp the overall structure and main idea, and identify and comprehend detailed information.

Beyond basic understanding, students need to infer the speaker's intentions, emotions, attitudes, and cultural implications behind the words. Bialystok noted that they should also be able to understand rhetorical devices such as humor and irony.

Students should be trained to analyze and evaluate the reliability of listening information, judge the speaker's stance and implied meanings, and form their own opinions and judgments.

Through listening materials, students should gain insights into the cultural customs, social phenomena, and ways of thinking in different countries and regions, enhancing their sensitivity and adaptability in cross-cultural communication.

The new curriculum standards outline more detailed requirements for the selection of listening materials, aiming to ensure their authenticity, diversity, suitability, and educational value.

Materials should include dialogues, speeches, radio broadcasts, and television programs from real-life scenarios, ensuring students are exposed to authentic English pronunciation and expressions. These materials can be sourced from English-speaking countries' news broadcasts, television programs, movie clips, etc., immersing students in a real language environment.

Listening materials should cover a wide range of genres, including news, stories, popular science, interviews, and academic lectures, as well as voices from people of different regions, ages, genders, and occupations. This can broaden students' listening horizons and improve their language adaptability.

The difficulty of listening materials should be selected based on students' learning stages and levels, ensuring they are challenging but not overly difficult. Additionally, Cary proposed that the content should be positive and suitable for students' age and cognitive development.

Listening materials should incorporate values education, social responsibility awareness, environmental awareness, and other content, conveying positive energy and valuable information through listening training. For example, materials introducing environmental protection knowledge and social public welfare activities can be selected to educate students while they are training their listening skills.

The new curriculum standards emphasize interactivity, practicality, and innovation. Teachers should design listening tasks with clear objectives and specific steps, such as filling in tables based on recordings, drawing mind maps based on listening content, and writing summaries after listening to lectures. Jack mentioned that these tasks can stimulate students' learning interest and promote their autonomous learning and problem-solving abilities. Additionally, teachers can utilize modern technology, such as virtual reality and online interactive platforms, to provide stu-

dents with richer listening resources and interactive opportunities.

The new curriculum standards advocate a diversified evaluation system. Besides traditional listening test scores, it should also include immediate feedback, peer evaluation, and self-evaluation. These methods can comprehensively evaluate students' listening abilities and progress, while encouraging them to self-reflect and adjust. Furthermore, teachers can establish listening growth portfolios to record students' training situations and progress, providing strong support for their learning.

1.2 Teaching Strategies

(1) Situational Teaching

Situational teaching is a student-centered strategy that emphasizes combining learning content with students' real-life situations, enabling students to learn and apply listening skills in real or simulated contexts. In senior high school English listening instruction, teachers can utilize virtual reality technology, multimedia teaching resources, and other means to create real-life scenarios such as shopping, traveling, and seeing a doctor, allowing students to learn and apply listening skills in specific contexts. This can enhance students' practical language application abilities and deepen and broaden their listening comprehension.

(2) Task-based Teaching

Task-based teaching is a strategy centered on tasks, emphasizing language learning through task completion. In senior high school English listening instruction, teachers can design listening tasks with clear objectives and specific steps, such as filling in tables based on recordings, drawing mind maps based on listening content, and writing summaries after listening to lectures. These tasks can stimulate students' learning interest and motivation, promote their autonomous learning and problem-solving abilities. Additionally, task-based teaching can cultivate students' cooperation spirit and team collaboration abilities, improving their overall quality.

(3) Communicative Language Teaching

Communicative language teaching emphasizes that the purpose of language learning is to achieve effective communication. In senior high school English listening instruction, teachers can encourage students to use listening information for oral expression and communication through group discussions, role-playing, debates, and other activities. This can improve students' language communication fluency and accuracy, enhancing their confidence and expressive abilities. Meanwhile, communicative language teaching can cultivate students' cross-cultural communication abilities, enabling them to better adapt to language communication needs in different cultural backgrounds.

1.3 Challenges of Traditional Senior high school English Listening Teaching Models

The traditional senior high school English listening teaching models encounter various challenges. Teaching methods are often monotonous, lacking interactivity and authenticity, with unreasonable difficulty levels and insufficient systematic training. Mangubhai noted that the teaching environment is plagued by inadequate time allocation and outdated equipment. Students face weak foundations in listening, limited vocabulary, inaccurate pronunciation, and a lack of interest and motivation. Teachers sometimes neglect listening's importance, hold outdated ideologies, and fail to assess students' levels or teach according to their aptitudes. These challenges hinder the effectiveness of listening teaching and students' overall English abilities, necessitating deep analysis and exploration of innovative solutions.

1.4 Innovative Teaching Strategies

Innovative teaching strategies are crucial for senior high school English listening instruction. Teachers should focus on material selection, activity design, and technology integration. Materials should be authentic, diverse, and targeted to students' weaknesses and interests. Activities should promote interactivity, participation, and practicality, such as group discussions, role-playing, and real-life simulations. Modern technology, including speech recognition, online listening platforms, and intelligent learning software, should be fully utilized to provide richer resources, real-time tracking, and personalized learning. Lots of case studies showed that these strategies not only improved students' listening comprehension but also enhanced their learning efficiency, motivation, and ability to apply skills in real-life situations.

2. Research Significance

2.1 Theoretical Significance

Exploring innovative practices of senior high school English listening teaching under the new curriculum standards enriches the existing theoretical framework and provides new perspectives for its development. This research advances English teaching theory, enriches educational psychology and language acquisition theory, and promotes interdisciplinary integrated research.

2.2 Practical Significance

Analyzing innovative practice cases provides practical strategies for teachers to improve English listening teaching quality and students' listening comprehension. This research enhances students' autonomous learning ability, promotes teachers' professional development, optimizes educational resource allocation, and strengthens sociocultural awareness and cross-cultural communication skills.

3. Literature Review

3.1 Current Research Status in China

Recent research focuses on optimizing strategies, with Su Shoujuan and Wu Kezhong advocating flexible adjustments based on content and diversified teaching methods to enhance student skills and engagement.

Lian Weiyu and Zhu Xiaodong discuss selecting materials relevant to students' lives, reflecting current trends, and integrating them into a systematic training system to improve comprehension and communication.

Domestic researchers explore innovations like online resources, competitions, and gamified learning to enrich training forms and boost student participation and outcomes.

3.2 Current Research Status Abroad

Schema Theory and the Cognitive Approach are widely used, with Adnan emphasizing their role in forming complete schemas and understanding cultural contexts in listening comprehension.

Foreign research highlights Task-Based Language Teaching (TBLT) for real-world practice and improved abilities, alongside flipped classrooms and cooperative learning for further proficiency gains.

Foreign researchers prioritize testing methods that reflect actual listening levels, proposing oral tests and listening diaries for a comprehensive understanding of student abilities.

3.3 Theoretical Foundations

(1) Schema Theory

Schema Theory holds that people form schemas in their brains to understand and remember information. In senior high school English listening, teachers can utilize this theory to help students construct schemas on various topics and teach listening strategies like prediction and reasoning.

(2) Constructivist Theory

Constructivist Theory emphasizes student-centered learning and active knowledge construction. Teachers can apply this theory by encouraging active participation, thinking, and discussion in listening training, helping students build an English listening knowledge system.

(3) Cognitive Load Theory

Cognitive Load Theory states that human working memory has limited capacity. Teachers can use CLT to design reasonable listening tasks that avoid excessive cognitive load, ensuring appropriate difficulty and information volume for students.

(4) Multimedia Learning Theory

Multimedia Learning Theory highlights the benefits of multimedia information for learning. Teachers can combine images, sounds, and text in listening training to improve students' comprehension and overall language proficiency.

3.4 Comparative Analysis of Domestic and Foreign Research

Both domestic and foreign research on senior high school English listening teaching emphasize material selection, teaching form diversification, and flexible strategies. However, differences arise in specific implementations:

Domestic research focuses on strategy implementation and teaching effect assessment, often through case studies, with an emphasis on comprehensive student proficiency evaluations. Foreign research emphasizes theory application and method innovation, exploring student-centered, practical approaches that enhance language communication and real-environment listening training.

Additionally, domestic research prioritizes materials that are life-related and contemporary to boost student interest. Foreign research focuses on authentic and contextual materials to improve listening comprehension and communication skills. These differences mirror varying emphases and trends in domestic and international English teaching philosophies.

4. Case Study: The Application of Situational Teaching in senior high school English Listening

4.1 Background Description

Against the backdrop of the new curriculum reform, senior high school English teaching is undergoing a profound transformation from traditional exam-oriented education to comprehensive quality education. This transformation emphasizes the cultivation of students' comprehensive language skills, particularly the balanced development of listening, speaking, reading, and writing. Among these, listening, as a crucial means of language input, necessitates innovative teaching methods.

Situational teaching, a student-centered approach, simulates real or near-real language environments, enabling students to learn and use language in specific contexts, thereby effectively enhancing their language perception and practical application abilities.

This case study selects Unit 2 Listening and Speaking "A Festival Invitation" from New Foreign Language Teaching and Research Press's senior high school compulsory textbook Book 2 as the teaching content. The unit revolves around the theme of festival invitations, aiming to equip students with vocabulary, sentence patterns, and expressions related to festival invitations through listening training, while also fostering their cross-cultural communication awareness and language practical skills. The choice of this theme is not only close to students' lives and easily resonates with them but also covers various social scenarios, providing abundant material for the implementation of situational teaching.

In actual teaching, to better help students understand the context of festival invitations, teachers can illustrate with the following real-life examples:

Example 1

Suppose a classmate from Australia invites you to join his/her family gathering to celebrate Christmas. In this scenario, students need to understand the celebration

methods of Christmas in Australia, the etiquette and customs of family gatherings, and how to politely accept or decline invitations in English. By simulating this scenario, students can exercise their listening comprehension skills while learning how to engage in social interactions in different cultural contexts.

Example 2

Suppose you receive an invitation for a family gathering during the Mid-Autumn Festival, a traditional Chinese festival, to taste mooncakes. In this scenario, students need to understand the cultural background of the Mid-Autumn Festival, the types and symbolic meanings of mooncakes, and how to express blessings and gratitude during the festival. By simulating this scenario, students can further deepen their understanding of traditional Chinese culture while improving their ability to express festival wishes in English.

4.2 Implementation Process

(1) Selection and Integration of Listening Materials

The listening materials are sourced from the audio resources accompanying the textbook, featuring a dialogue about festival invitations. Woods mentioned that when integrating the materials, teachers first analyze the structure and content of the dialogue to ensure it aligns with students' cognitive and language levels. Subsequently, teachers adapt and expand the dialogue based on teaching objectives, incorporating additional cultural background knowledge related to festival invitations and idiomatic expressions and slang to enrich the content of the listening materials and enhance students' language perception abilities.

(2) Activity Design and Implementation

Teachers use multimedia to display a series of images or videos of festival celebrations, prompting students to discuss their favorite festivals and celebration methods, sparking their interest and participation. Combining the above real-life examples, teachers introduce the theme of the lesson—festival invitations, and briefly explain the basic elements and social etiquette of festival invitations, paving the way for subsequent listening training.

(3) Listening Training

Initial Listening: Teachers play the dialogue recording, asking students to listen and try to capture keywords and key information, such as the time, location, and activity content of the invitation.

Segmented Analysis: Teachers divide the dialogue into several parts, pausing after each part to guide students in analyzing its content, such as the invitation method, polite expressions for accepting or declining invitations, etc. At the same time, teachers encourage students to ask questions and engage in interactive discussions.

Re-listening: Based on the segmented analysis, teachers play the entire dialogue recording again, requiring students to listen and take notes, recording detailed information from the dialogue and attempting to summarize its main content and emo-

tional tone.

(4) Role-playing

Students pair up, each playing the role of the inviter and the invitee, simulating the scenario of sending and receiving invitations based on the dialogue content. Teachers can provide specific contexts and background information based on the above real-life examples, such as an Australian Christmas family gathering or a Chinese Mid-Autumn Festival family gathering.

During role-playing, students need to use the learned vocabulary and sentence patterns, combining the context for free improvisation, adding fun and interactivity to the dialogue.

After role-playing, each group presents on stage, with other students and teachers providing evaluations and suggestions to facilitate mutual learning and progress.

(5) Cultural Expansion

Teachers guide students in exploring the differences and similarities of festival invitations across different cultural backgrounds, cultivating their cross-cultural communication awareness. Combining the above real-life examples, students discuss in groups and share the festival invitation customs of other countries they know, broadening their horizons and enhancing their understanding and respect for different cultures.

(6) Summary and Reflection

Teachers guide students in summarizing the learning content and gains of the lesson, sharing learning insights and experiences. Students self-evaluate their performance in listening training, identifying their strengths and weaknesses, as well as future learning plans and goals.

(7) Determination of Assessment Methods

Assessment methods adopt a combination of self-assessment by students, peer assessment, and teacher assessment. Self-assessment by students focuses on their participation, comprehension abilities, and expression skills during listening training; peer assessment emphasizes the cooperative spirit and mutual help among classmates; teacher assessment focuses on an objective evaluation of students' overall performance, including the accuracy of listening comprehension, fluency of language expression, and manifestation of cultural awareness.

4.3 Insights and Reflections

(1) Effectiveness of Situational Teaching

Situational teaching significantly enhances senior high school English listening instruction by stimulating student interest and promoting contextual language use, improving perception and application abilities.

(2) Cultivation of Cultural Awareness

Integrating cultural content in listening training fosters cross-cultural communication awareness, enabling students to understand and respect multiculturalism

through real-life examples.

(3) Diversification of Assessment Methods

Combining self-assessment, peer assessment, and teacher assessment provides a comprehensive view of student learning, motivating autonomous development.

(4) Necessity for Continuous Improvement

Despite results, issues like comprehension difficulties highlight the need for vocabulary and speed training enhancements. Teachers must adapt strategies based on student feedback and introduce more real-life examples to boost engagement.

5. Conclusions, Implications and Suggestions

5.1 Conclusions

The study employed innovative teaching strategies like situational simulations, interactive listening training, and project-based learning. These strategies notably enhanced students' listening comprehension and learning interest. They diversified teaching methods, fostering active learning and improving language application abilities. After experimental teaching, students' listening scores rose, especially in understanding complex dialogues, capturing key information, and inferring implied meanings. Additionally, their self-confidence and enthusiasm surged, encouraging greater participation in classroom interactions and extracurricular English activities.

5.2 Implications for Teaching

Teachers should cultivate students' listening strategies like prediction, note-taking, and summarizing to enhance comprehension and memory. Encouraging active strategy application promotes autonomous learning.

Authentic listening materials like radio broadcasts and movie clips improve pronunciation, intonation understanding, and cross-cultural competence.

Teachers should leverage multimedia and online tools like listening platforms and speech recognition for enriched and efficient learning.

5.3 Suggestions for Improvement

Continuous strategy optimization based on student feedback is necessary, including exploring gamification to boost engagement.

Teachers should integrate diverse resources into a systematic teaching system, ensuring updates for practical, up-to-date materials.

Teacher training on the latest teaching philosophies, methods, and technology use is crucial for improving professional skills and service quality.

In summary, this study offers innovative teaching strategies and cases for senior high school English listening, aiming for ongoing research and strategy optimization for better outcomes.

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