

Analysis of the View of English Learning Activities under the Guidance of the Concept of New Curriculum Standards

Kefan Zheng

Sichuan Normal University, Chengdu 610000, China

Abstract

The English Curriculum Standards for General High Schools (Revised 2017 Edition 2020) proposes in the Implementation Suggestions section that high school English teachers should actively practice the activity view of English learning in the classroom to promote the realization of the curriculum objectives of core literacy cultivation. The standard clearly points out that activities are the basic form of English learning, and the activity view provides a strong guarantee for realizing the English curriculum goals and an effective way to improve the effect of high school English classrooms. English learning activities are characterized by comprehensiveness, relevance and practicability. Therefore, it is of great significance to explore and study the view of English learning activities under the guidance of the concept of the new curriculum standard in order to upgrade and optimize the high school English classroom and enhance students' learning efficiency in English classroom.

Keywords

New curriculum standards; English learning activities; high school English.

1. Introduction

Activity theory is a psychological theory that takes "activity" as the logical starting point and center to study and explain the occurrence and development of human psychology. "Activity" is the subject's efforts for a specific goal. The activity view of English learning is an important concept based on the activity theory combined with the characteristics of the English subject itself, such as the nature of the curriculum, the objectives of the curriculum, the content of the curriculum and so on.

The development of activity theory is mainly divided into three generations. The core figure of the first generation of activity theory is Vygotsky. The idea of mediation proposed by him became the ideological basis of activity theory. Mediation theory believes that there is a mediator between the stimulus and the response of human behavior, that is, the secondary stimulus. Mediation is a tool for humans to carry out activities, which is divided into material and psychological tools. However, Vygotsky's theory only puts forward the important concept of mediation, which has not been systematized, and the unit of analysis still remains in the individual rather than the group.

The central task of the second generation of activity theory was Vygotsky's student Leontsev. His research extended the framework of activity theory and proposed a hierarchy of activities: activity, behavior, operation.

The third generation of activity theory is represented by the activity model theory proposed by the Finnish scholar Engstrom, who proposes principles that activities must conform to: they must be presented in the simplest, originating structural form; they must be analyzed for their dynamism; they must be seen as environmental, ecological phenomena; and they must be seen as culturally regulated phenomena.

The main ideas of activity theory are as follows: to know and understand “activity” needs to be unified with “consciousness”; activity is a combination of internalization and externalization; activity is oriented to the object and purposeful; activity is hierarchical; the idea of contradiction is the core of activity theory.

Based on the activity theory, the activity view of English learning points out that English learning activities in the English classroom need to be hierarchical, logical and contextual; it emphasizes the relevance of English learning activities to the objectives of the disciplinary core literacy, the content of the curriculum, the actual life of students and other elements. Exploring the activity view of English learning is of great significance in improving the efficiency of the English classroom and realizing the objectives of the curriculum.

2. The Connotation of the Activity View of English Learning

So what is the essence and connotation of the activity-based view of English language learning? The key to the activity-based view of English language learning is activity. Gao Hongde (2018) points out that activity is the basic form of human survival and development, and it is the process of mutual communication and influence between people and people, and between people and things around them. And students' learning activities mainly refer to the process of acquiring knowledge, skills and values and realizing their own growth. Based on the above basic concepts, the concept of English learning activities refers to the fact that English teaching should be designed to promote the development of students' core literacy in the English language discipline, and that English learning activities should be designed around thematic contexts, based on multimodal discourse for learning and understanding, application and practice, and transfer and innovation; students can participate in hierarchical, logical, and situational English learning activities in the classroom to deepen their understanding of the meaning of the theme, acquire language knowledge and skills, compare cultural differences and similarities, and form their own growth. Students can deepen their understanding of the meaning of the topic, acquire language knowledge and skills, compare cultural differences and similarities, form correct values and promote their ability to analyze and solve problems by participating in hierarchical, logical and contextual English learning activities. It can be seen that the activity-based view of English learning is one of the effective classroom implementation methods that aims to enhance students' learning and teachers' teaching efficiency through a series of hierarchical, logical and contextual English learning activities with activities as the core.

The activities under the ELL concept are mainly divided into three categories: learning and understanding activities, application and practice activities, and transfer and innovation activities. These three types of activities are progressive, interacting and developing each other to promote the design and implementation of an efficient English classroom.

Learning comprehension activities are mainly characterized by the fact that they are based on discourse and mainly involve the development of students' abilities in perception and attention, acquisition and sorting, generalization and integration. For example, activities such as sweeping reading, skipping reading and summarizing the main idea of a text, which are common in English reading classrooms, belong to learning comprehension activities. These activities help students to grasp the important information of the text, establish the connection between the information, and form a new knowledge structure, so as to lay a cognitive foundation for perceiving the meaning of the language expression and understanding the cultural value carried by the discourse. When designing classroom activities, English teachers often start with comprehension activities to help students grasp the main meaning of the text and acquire important new knowledge, which will be conducive to the development of later practical application activities and transfer and innovation activities.

Application practice activities are characterized by in-depth discourse, mainly involving students' description and interpretation, analysis and judgment, internalization and application, such as prediction activities and analysis of text structure, which are common in the English classroom, belong to application practice activities. Such activities help students internalize the new knowledge they learn in class, consolidate the structure of the new knowledge, and apply what they have learned reasonably and appropriately, so as to improve their language proficiency and language skills. When designing this kind of activities, English teachers should dig deep into the content of the discourse, rely on the new knowledge accumulated and learned by students in the learning and understanding activities, and design classroom activities that can help students internalize and apply the knowledge, so as to consolidate what they have learned and really put what they have learned to use.

The transfer of innovative activities is characterized by transcending the discourse, mainly involving students' reasoning and argumentation, criticism and evaluation, imagination and creativity and other activities, such as the common classroom activities of judging the author's attitudes and opinions, analyzing the text of the rhetorical techniques, and exploring thematic significance belong to the transfer of innovative activities. These activities are not completely attributed to the text content, but based on the text content, but with another level of perspective to construct students' new knowledge and exercise their language skills. Transfer and innovation activities are conducive to students' comprehensive use of language skills, divergent thinking, creative problem solving and expression of opinions in new contexts, based on new knowledge structures, through independent, cooperative and exploratory methods, thus realizing in-depth learning.

3. Characteristics of Learning Activities under the View of English Learning Activities

According to the New Curriculum, the English learning activity concept refers to the fact that under the goal of promoting the development of students' core academic qualities, the English classroom is centered on thematic contexts, based on multimodal discourse, and based on the integration of the six elements of classroom content, which helps students acquire new knowledge, develop their abilities, and improve their qualities through the integration of language, thinking, and culture through learning and comprehending, applying, practicing, and transferring and innovating activities. Under the influence of the activity view of English learning, students can gain and consolidate new knowledge, feel the cultural connotation, evaluate the meaning of discourse, so as to form correct values, and can use what they have learned to analyze and solve problems in new contexts, improve their own abilities, and express their personal emotional attitudes and concepts creatively to realize the development of their own literacy. [It can be seen that the learning activities under the view of English learning activities are characterized by comprehensiveness and relevance.

1. Comprehensiveness of learning activities

The comprehensiveness of learning activities refers to the fact that the content, objectives, and abilities and literacy of English learning activities should be perfect, integrated and comprehensive. Specifically, English learning activities should integrate the six elements of curriculum content and promote the comprehensive development of students' core academic literacy.

2. Relevance of learning activities

Under the view of English learning activities, there are mainly three types of activities: learning and understanding activities, application and practice activities, which reflect the different stages of English teaching: text-based, in-depth text, and beyond the text. In actual teaching, these three stages are interrelated and connected, jointly promoting the English classroom and

realizing the goal of educating people in the classroom. Therefore, English learning activities need to reflect the hierarchy between these three types of activities, and also need to grasp the correlation between them, so that English learning activities can promote the classroom as a whole and effectively achieve the teaching goals. Under the view of English learning activities, the relevance of learning activities is mainly reflected in the relevance and hierarchy of activities, the consistency of the theme and context of the activities, and the relevance to students' real life.

4. A Case of Instructional Design under the View of English Learning Activities

The author chooses Understanding ideas “Like Father, Like Son” in Unit3 Family Matters of the Compulsory Study 1 of the Foreign Studies Society as a case study and designs a high school English reading lesson according to the connotation and requirements of the English Learning Activity View.

1. Main Learning Activities

(1) Learning comprehension activities

The first step is to create a situation around the theme context and lay the language.

Teacher creates a language situation about family conflicts and asks questions: focus on the title of the play “Like Father, Like Son”. Students discuss conflicts they have had with their fathers in their daily lives and how they are similar to their fathers. Through this activity, establish the connection between the classroom and students' real life.

Step 2: Summarize, sort and integrate the information.

① Students predict the content based on the title of the play; and get the main information of the text through quick skimming.

② Students read in detail to find the reasons for the conflict between father and son and their respective reasons, sort out and integrate the detailed information, use the mind-map approach to detail the text content, and familiarize themselves with and become familiar with some important linguistic knowledge by sorting out the details.

(2) Applying practical activities

The third step is to practice and internalize the acquired linguistic and cultural knowledge.

Students use the structured knowledge that they have sorted out and refined in one sentence to apply the new language expressions they have learned.

Students use their new language expressions to express the content of the text in a dramatic performance and internalize their linguistic and cultural knowledge by showing the process of conflict between father and son and the resolution of the conflict.

The fourth step is to analyze and make predictions based on the theme and content and express students' personal opinions.

Students analyze the reasons for the conflict between father and son and the reasons for the resolution of the conflict according to the content of the text - the emergence of the conflict and the resolution of the conflict.

The students analyze the reasons for the conflict between the father and the son and the reasons for the resolution of the conflict.

Students analyze the reasons for the conflict between the father and son and the reasons for its resolution according to the content of the text - the creation and resolution of conflicts.

(iii) Students conduct group activities to discuss their son's college life, including new conflicts between father and son and ways to resolve them.

(iii) Students conduct group activities to discuss their son's college life, covering the creation of new conflicts between father and son and the ways to resolve them. Continue to deepen students' knowledge and awareness of the theme of this article.

(3) Transfer and Innovation Activities

Step 5: Analyzing and Evaluating the Meaning and Form of the Parts of Speech

Students analyze and discuss the linguistic features and rhetorical devices of the drama and summarize the literary features of the drama.

② Students express their views on the resolution of the conflict between the father and the son in the play and express their own opinions on how to resolve the conflict between their relatives.

(b) Students express their views on the resolution of the conflict between the father and the son in the play and how to resolve the conflict between relatives.

Step 6: Expand the existing contexts, imagine and create in new contexts related to the theme context, analyze and solve problems by applying what they have learned.

Analyze and solve problems by applying what they have learned.

① Setting the context: group activity. A student is now a community worker who specializes in regulating

One student is now a community worker who specializes in mediating family conflicts in the community. The other students act out the roles of different families, presenting the problems that may exist in different families, and make up drama scripts and performances.

② Discuss in small groups the best ways to solve family conflicts and choose representatives to share with the class.

2. Case Description

This case is an instructional design based on the English learning activity view. First of all, the case is based on the curriculum objectives of the core literacy of the English subject.

Firstly, the case is based on the curriculum objectives of the core qualities of the English subject, and integrates the four aspects of the core qualities into three types of activities to promote the improvement of students' qualities in a gradual and progressive manner; secondly, the case integrates the six elements of the curriculum content, and integrates the understanding of language knowledge, the development of language skills, the understanding of cultural connotations, the use of learning strategies, and the feeling of thoughts and emotions into three types of activities: learning and understanding, application and practice, and transfer and innovation. The activities are interrelated, comprehensive and relevant. At the same time, the activities designed in this case are related to students' real life, so that the thematic context - family conflicts - is deeply reflected in students' hearts, and at the same time, students are prompted to think about how to apply what they have learned in this lesson to solve the conflicts between themselves and their parents in real life. This case designs English learning activities according to the three levels of learning activities of the ELAC concept, which are targeted and relevant. The learning and understanding activities help students to acquire language knowledge in a structured and clear way; the application and practice activities help students to grasp and internalize knowledge in the process of practice; and the transfer and innovation activities help students to form correct values and to be able to apply what they have learned in real life.

5. Summary

The activities under the English learning activity view are comprehensive and relevant, requiring teachers to integrate the core literacy of the discipline,

The six elements of curriculum content and students' real life are integrated into the activity design. The English classroom under the view of English learning activities can help students

realize the goals of the curriculum and promote the development of their own literacy through learning and understanding, application and practice, and transfer and innovation activities in a hierarchical, logical and contextual way.

References

- [1] Ministry of Education of the People's Republic of China. English curriculum standard for general high schools (2017 edition revised in 2020) [S] Beijing: People's Education Publishing House, 2020.
- [2] Lv Turbanjiao, Liu Meifeng & Shi Lifan. (2007). An analysis of the development and application of activity theory. *Modern Educational Technology* (01), 8-14.
- [3] Gao Hongde. (2018). Exploration of the concept and practice of the activity view of English learning. *Foreign Language Teaching in Primary and Secondary Schools (Secondary)*(04), 1-6.
- [4] Zhang Zewen. (2019). Connotation, characteristics and value of English learning activity view. *Teaching and Management* (19), 47-50.
- [5] Wang Chunhui. (2019). The cognition and practice of English learning activity view. *Basic Foreign Language Education*(05), 32-38+106.