

## 普通高中英语课程课标 2017 版英语版本的解读

The current round of reforms to the English curriculum aim to end the following practices: first, over-emphasize the transmission and explanation of knowledge about grammar and vocabulary. Second, neglect to develop students' ability to use language for real.

In their place, the reforms aim to establish a curriculum that: First, develops students' comprehensive language competence. Second, motivates students' interest and is relevant to their life experiences and cognitive level. Third, promotes task-based teaching methods. Fourth, involves students in experiential, practical, participatory and cooperative learning. Fifth, develops students' positive attitudes, thinking skills, practical abilities, cultural awareness and autonomy through the language learning process.

As for the nature of the New Curriculum, the new English curriculum strives to accomplish far more than just help students learn English. At one level, learning English should involve helping students to: First, develop a certain level of comprehensive language competence and the ability to use language for real communication. Second, master certain basic language knowledge. Third, master listening, speaking, reading and writing skills.

However, at another level, the curriculum should also serve students' all-round development, providing them with opportunities to:

First, strengthen their interest in studying English. Second, grow in self-discipline, perseverance and self-confidence. Third, improve their cooperative, investigative and thinking abilities. Fourth, develop their memory, imagination and creativity. Fifth, adopt good study habits and effective learning strategies. Sixth, develop as autonomous and lifelong learners. Seventh, build moral integrity and a healthy outlook on life. Eighth, establish both national spirit and an awareness of and respect for cultural differences. Ninth, broaden their horizons and enrich their life experience. Tenth, take part in cultural life. Eleventh, develop as individuals.

When it comes to the basic principles of the New Curriculum, the curriculum promotes quality education (as opposed to exam-orientated education) and the all-round development of the students. To promote quality education, particular attention must be paid to: First, value each student's feelings. Second, stimulate students' interest in studying English. Third, help students gain a sense of achievement and self-confidence.

The curriculum must go beyond developing students' comprehensive language competence to include areas such as improving students' ability to contribute to cultural and social life, developing students' practical abilities, and fostering students' creativity.

The curriculum objectives are holistic and flexible. The fundamental

aim of the new English curriculum is to develop students' comprehensive language competence. This aim is broken down into five general objectives. These objectives are then divided into nine ability levels with descriptors provided for each level. The five general objectives are as follows: Language Skills, Language knowledge, Attitudes to Learning, Learning Strategies, and Cultural Awareness. This design allows students to progress systematically through each level whilst meeting the full range of the curriculum's demands.

Students are put at the center of the curriculum and individual differences are respected. Students' must be at the heart of the new curriculum. For example, their developmental needs must be the central consideration when developing Curriculum objectives, the teaching and learning process, the assessment process, as well as Teaching and learning resources. When implementing the curriculum each student must be allowed to develop individually under the guidance of the teacher.

The curriculum promotes activity-based methods, experiential and participatory learning. It also promotes task-based learning whereby, under the guidance of the teacher, the students gain a sense of achievement by reaching the goals of the task. Task completion will involve the following types of learning: Sensory, Experiential, 'Hands on'/practical, Participatory, Cooperative learning. In order to improve

their ability to use language for real communication, students should also be able to first adjust their learning strategies and control their emotions, and second, form positive attitudes towards learning.

The curriculum recognizes the important role of formative assessment in promoting students' development. The assessment system should combine formative with summative assessment. The purposes of assessment should be to: first, promote students' comprehensive language competence, second, encourage and motivate students, third, help students become more autonomous learners, fourth, benefit students' healthy personal development, fifth, give teachers useful feedback from which to develop teaching and learning, and sixth, inform the ongoing development and perfection of the English curriculum.

Formative assessment should be an important part of the English teaching and learning process with a particular emphasis on encouraging students' active participation in learning and improving students' self-confidence.

Summative assessment should focus on testing students' integrated language skills as well as their ability to use language.

The curriculum expands the range of learning resources and opportunities available. The curriculum should strive to use and develop resources whose content is realistic, close to the students' lives,

contemporary, healthy, rich and varied. Therefore, active use should be made of audio visual materials, print media, and the Internet. Students should be encouraged to take responsibility for finding, using and developing learning resources themselves.

As for the Curriculum Design, the curriculum follows the international practice of dividing the general objectives into different ability levels. When designing these nine levels, consideration was given to the following four aspects: the nature of language development, the different needs of different age groups, the needs of different ethnic groups and areas, and the economic imbalances that exist in China. The aim is to have designed a system that is holistic and flexible.