



An Analysis of Chinese High School English-Based Curriculum and Core Competency Development

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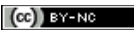
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ABSTRACT

With the deepening of the concept of "core competency", the teaching of English in Chinese high schools has gradually shifted from focusing on students' achievement to focusing on students' competency. The school-based curriculum, as an important supplement to high school teaching, plays a key role in improving the English core competency of high school students. Based on this, this paper firstly analyzes the background of Chinese high school English teaching under core competency and the significance of developing a school-based curriculum for high school English; secondly, effective development strategies will be proposed based on the basic ideas of high school English school-based curriculum design. It is hoped that the analysis in this paper will provide a reference for promoting the development and practice of a school-based curriculum for high school English in China.

Keywords: core competency, high school English, school-based curriculum

1. Introduction

The English curriculum standards for high school clearly put forward the concept of "English core competency" and set higher requirements for teachers' teaching abilities. However, in the current high school English classroom, teachers ignore the development of students' thinking and consciousness due to the focus on teaching materials and examinations and do not pay attention to students' subjectivity and the diversity of teaching methods, which seriously affects the quality of high school English classroom, which does not match the requirements of high school English under the new curriculum reform. Therefore, in order to effectively optimize high school English teaching, we must closely focus on the connotation of "English core competency" and actively develop high-quality school-based English courses as a supplement to the classroom, so as to help high school students improve their comprehensive quality step by step from the school-based English courses.

2. The Background of High School English Teaching Based on Core Competency

Along with the rapid development of economic globalization, more frequent exchanges between countries around the world in technology, military, humanities, and economic trade have begun to occur, which has increasingly highlighted the importance of English as a global language. At the same time, the importance and urgency of English education are becoming more and more prominent in some countries in the world where English is not the native language. For a long time, traditional English classes in China have often adopted the indoctrination and duck-fill teaching methods, which ignore the subjectivity of high school students in the classroom and only pay attention to training students in reading and writing, while neglecting the cultivation of their listening and speaking skills, making the quality of English teaching in China has been low. Therefore, how to effectively change this situation has become a problem that high school English teachers need to face and think about (Jing Wu et al, 2022).

3. The Significance of the Development of School-Based English Courses in High School

3.1 To Improve the Ability of Language Comprehending and Expressing

In the process of learning English, students need to engage in practical language use activities to gradually improve their English proficiency and skills through listening, speaking, reading and writing. Therefore, in order to effectively promote the use of English proficiency, during the high school years, high school students can choose the most suitable English school-based curriculum according to their own English learning ability level in order to further increase their interest in learning English, integrate what they have learned into real contexts, and acquire English meaning by understanding real contexts in order to express and communicate English effectively and accurately (Xiaomei Ye, 2022).

3.2 To Improve the Ability of Cross-Cultural Communication

The key significance of developing school-based programs in high school is to promote a more diverse and excellent cultural understanding, as well as better cultural exchange between China and abroad, promoting students' cross-cultural communication skills and thus developing their own humanistic qualities and values. By participating in the school-based program, students will become familiar with excellent domestic and international cultural knowledge and gain a deeper

understanding of domestic and international cultural connotations. And by comparing the cultural differences between home and abroad, students will also develop values with unique Chinese cultural concepts and will be able to effectively enhance their sense of social responsibility towards the Chinese nation.

3.3 To Improve the Thinking Ability of Analysis and Inference

Students are expected to develop good analytical and inferential skills in English thinking in the practice of mastering and applying English. The school-based curriculum, on the other hand, aims to enable high school students to gradually develop individualized English thinking characteristics of discernment, cognition and comprehension through various acts of thinking exercises in the practice of mastering and applying education. The content of the school-based curriculum involves questioning, criticism and innovation, all of which contribute greatly to the development of students' English thinking. Through their understanding of the school-based curriculum, students gradually acquire the ability to analyze a variety of complex information about English and culture in order to identify correct intellectual concepts and ideas, and gradually develop a basic awareness of using multiple thinking to study and solve practical problems (Qingfen Zhang, 2021).

3.4 To Improve the Learning Ability of Lifelong Development

The development of the English school-based curriculum will enable high school students to find English learning strategies that are more suitable for their development in the process of mastering and using English. At the same time, students can gradually realize the improvement of their English knowledge by participating in the English school-based curriculum, which will provide a better environment for the sustainable development of independent learning in the future. By reading the English school-based curriculum, students are able to stimulate a strong desire to learn English knowledge, as well as master more advanced overseas cultures and technologies in the learning process, thus laying a solid foundation for lifelong learning and growth.

4. The Basic Idea of Designing School-Based Curriculum for High School English

4.1 Focusing on Core Competency

A quality and qualified high school English school-based curriculum study must work toward improving students' English in the whole range of listening, speaking, reading, and doing, cultivate high school students to form good thinking qualities, and be able to guide them to be able to adjust their English learning strategies more independently and flexibly, expand students' English learning pathways, improve high school students' English proficiency, deepen their understanding of Chinese and foreign cultures in the context of globalization, and enable High school students can identify with and tolerate other outstanding cultures in the world while building cultural confidence (Junjun Zhang, 2019).

4.2 Focusing on National and Local Integration

The school-based curriculum is an effective supplement to classroom teaching, and its research and practice must be consistent with the purpose of teaching and educational policies. Therefore, the school-based curriculum and the nationally developed curriculum standards and textbook contents are not separated from each other but are complementary and consistent with each other in terms of curriculum goals and objectives. Therefore, in the process of offering school-based high school English courses, we should actively pay attention to new trends such as the development of national and local high school English curriculum reform, and research and develop a school-based curriculum that suits the actual situation of our school.

4.3 Focusing on Universality and Particularity

When developing a school-based curriculum for high school English, schools should emphasize the universality and characteristics of school-based curriculum research in addition to the curriculum goals and objectives of the national curriculum and local curriculum research, which are complementary to each other and are in line with each other. In practice, we should not only learn from the successful experiences of other schools in developing and implementing school-based curriculum, but also carefully study the conditions in our own school, our own location, teaching

equipment, teacher strength and other reasons, so that the development and implementation of the school-based curriculum truly conform to the teaching reality of our school, so as to ensure a more targeted improvement of students' overall English ability (Li Gao, 2018).

5. Strategies for Developing School-Based English Curriculum in High Schools Based on Core Competency

5.1 Understanding the Needs of Teachers and Students

According to the curriculum objectives under English core competency, high schools should, first of all, base their English school-based curriculum on the development of a nationally unified English professional school-based curriculum and carefully develop the English professional school-based curriculum according to the actual situation of our school so that it can better adapt to the specific English knowledge needs of high school students in different regions and at different stages. Second, it is also important to clarify the competency requirements for teachers. Since teachers are the main participants in the school-based English curriculum, the teaching needs of teachers directly determine the effectiveness of the English school-based curriculum development. Therefore, schools should be flexible in their English school-based curriculum work to grasp the actual needs of teachers, as well as English teachers' suggestions and reflections in response to school subject settings, teaching reforms, teaching research work, etc.; and to the extent that the school's current English teachers' teaching levels, classroom teaching methods, and teachers' needs for English school-based curriculum research match. In this way, English school-based curriculum research can be targeted according to the specific situation of English teachers, so that they can better adapt to the requirements of the curriculum under modern core competency. Finally, it is important to understand student learning. High school schools also often incorporate their own developmental ideas into their school-based English curricula based on the differences that exist within the high school. In particular, as far as each high school is concerned, incorporating its own unique traditional cultural background, educational resources, and school ideology into the English school-based curriculum can adapt to high school English classroom teaching under modern core competency and flexibly set up high school English school-based teaching subjects because of its differentiated and diverse content.

5.2 Developing Diversified Materials

High schools are required to actively develop a variety of school-based English courses in conjunction with the national curriculum. First, develop a school-based English listening program. Teachers should select news reports from news channels or TED speeches and use them as listening materials and as listening school-based training to help high school students improve their listening in a step-by-step manner in the listening school-based program training. At the same time, teachers should carefully select targeted listening materials according to the English cognitive needs of students of all ages and respect their interest characteristics in conducting listening school-based training. Second, expand the English newspaper reading and writing program. Under the core competency of English, high school English teachers can, in addition to the English school-based program carried out in schools, carefully select the contents of English newspaper translation programs according to the actual situation of English teaching in schools and their levels at this stage, etc., in order to help them further expand their reading horizons and gradually improve their English reading and writing levels, etc. in effective school-based reading teaching. Again, teachers actively conduct school-based programs such as English speech contests in order to improve their English oral expression skills. With the core quality, teachers should pay more attention to the training of students' English oral expression skills in designing their classrooms. Based on this, when teachers offer school-based curriculum in spoken English, they should actively conduct English speech contests and English skit competitions according to students' actual situation to help them understand the humanistic background and national history knowledge of western countries, so as to improve their oral expression skills step by step. Finally, a school-based curriculum is offered based on Western culture. The core goal is that high school English teachers, in the process of developing school-based English courses, should also base on the characteristics of the English curriculum and take the initiative to develop a school-based curriculum corresponding to the Western ideas embedded behind it. To address this issue, schools can organize lectures and special movies to help high school students gain a deeper understanding of English through the content of the school-based curriculum, which is

based on Western culture. In this way, the curriculum tasks under the English core competency can be effectively achieved.

5.3 Strengthening Professional Guidance

In conducting school-based curriculum development for high school English, it is important to strengthen the training work for teachers as a way to improve the curriculum capacity of the teaching staff. First, change the teachers' concept of curriculum development. English teachers' ideas about school-based curriculum development directly determine the effectiveness of the English school-based curriculum. To address this issue, it is important to change the traditional English teachers' concept of classroom research and development so that teachers have sufficient passion and interest to devote themselves to school-based curriculum development to make school-based education in English more scientific and systematic. Secondly, schools can also help high school teachers improve their overall literacy step by step by organizing teacher fellowships to help them communicate and share experiences with other high school teachers. Again, schools can also commission relevant experts to train teachers in high schools on the techniques. In addition, discussions can be conducted based on problems that arise in the teachers' school-based programs, and suggestions for appropriate solutions can be provided so that the school teachers can further study the school-based programs. Finally, teachers are actively guided to use their spare time within the school to take the form of enrolling in refresher courses to help them further enhance their professional and educational level in the rechargeable curriculum and to promote better service to teaching.

6. Conclusion

In conclusion, in the context of core competency, schools should pay attention to the design and development of an English school-based curriculum as an effective supplement to the English classroom. Therefore, schools and teachers should develop an English school-based curriculum based on the current problems in the study of high school English school-based curriculum, based on the development principles of "complementarity, practicality, individualization, and diversity", analyze the needs of teachers and students, and develop English school-based curriculum from multiple perspectives to improve the overall quality of teachers, so as to continuously improve the quality of high school English school-based curriculum development. In order to improve the overall quality of teachers, we will continue to improve the quality of English school-based curriculum development in high schools in China.

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