Analysis of Normalized High School Listening Training under the New Model of Listening College Entrance Examination

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Abstract: *This article is based on a regular high school in Shandong Province under the background of the new college entrance examination reform. The purpose is to analyze conventional listening training, combined with research methods such as data analysis and field research, and comprehensively using literature analysis and questionnaire survey methods. The research subjects are teachers and students of the school. This article uses a random sampling method to organize and analyze the data, in order to understand the main problems in the standardized training of English listening for students in the new college entrance examination listening mode, as well as the analysis of daily training results for improving students' listening skills and cultivating listening abilities in the context of the new college entrance examination, especially after the reform of the English listening examination. It also highlights the impact of the new college entrance examination reform on the adjustment of teaching methods for high school English teachers New requirements for enhancing student interest.*

Keywords: *Listening mode; Train; High School*

1. Introduction

Since 2020, Shandong Province has implemented a new listening college entrance examination model under the new college entrance examination model, which involves taking two exams a year at the same time. The highest score of the candidate is ultimately included in the final score of the college entrance examination. In the context of this mode, there are new requirements for the abilities of college entrance examination candidates. On the one hand, this change is beneficial for improving some exam scores, while on the other hand, it also puts higher demands on the duration of attention and psychological state of candidates[1].

This article aims to analyze the relevant data of normalized listening training in an ordinary senior high school, explore the improvement of students' grades after daily training in high school under the background of the new college entrance examination, and explore the new requirements for English subject teachers in the context of normalized English listening training under the new college entrance examination.

2. Discussion content

Overview of the New Model of Listening College Entrance Examination

2.1 Analysis of the Listening College Entrance Examination Model under the Background of the New College Entrance Examination

As the second education province to participate in the new curriculum reform, Shandong Province has fully implemented the new college entrance examination reform system since 2020, which is the 2017 cohort of candidates. The listening test in the English college entrance examination has changed from the original conventional examination method and one exam per year to two exams per year. The two exams are on the same day, and the highest score from the two exams is taken and included in the final English score of the candidates in the college entrance examination. The two exams have completely identical question types with little difference in difficulty[2]. Candidates need to complete

two sets of listening tests in the same exam room, sitting in the same seat, with a 20 minute interval. The listening college entrance examination is scheduled to be held on January 8th every year, with a six-month interval from the summer college entrance examination.

In the new college entrance examination mode, candidates can have greater room for error tolerance and opportunities for flexible adjustment. They can adjust and correct themselves in a timely manner based on their specific conditions, such as physical factors, state, psychological characteristics, etc., to ensure the optimization of listening scores and other aspects in the two sets of test questions to the greatest extent possible; Secondly, in this mode, candidates can make flexible choices based on the subtle differences between the two sets of questions or audio difficulties, while maximizing their strengths and avoiding weaknesses to improve their listening scores; In addition, for some students who have a lower degree of adaptation and need a longer time to enter the listening state, the two sets of test questions also provide ideal conditions for them to better enter the ideal listening state and achieve better listening scores[3].

However, it is worth noting that in the context of this mode, the mentality of candidates is more easily affected, especially when the first set of questions have difficulties, accents, and strange questions, the confidence of candidates in the questions and themselves is greatly affected, which can easily affect the problem-solving state of the second set of questions, leading to a decrease in accuracy, and even problems such as poor performance in the exam.

At the same time, due to the limitations of the examination room management system, candidates are not allowed to leave the listening examination room without special circumstances during the interval between two listening sessions (20 minute rest time), which to some extent causes physiological fatigue for some students, especially those with relatively short attention span, resulting in difficulties in answering the second set of questions[4].

2.2 Analysis of test question types and comparison of difficulty levels

After the reform of the new college entrance examination, all exam questions are multiple-choice questions, with a total of 20 questions and 1.5 points per question, totaling 30 points. Among them, the first 1-5 questions are read once for each question, and the last 6-20 questions are dialogues, with each dialogue paragraph read twice. The options and questions are printed in the corresponding positions on the test paper[5]. It is worth noting that each of the first 5 listening audio segments corresponds to a sub question, while in the following (6-20 questions), each audio segment corresponds to 2-3 sub questions.

In this question type mode, the first 5 questions require candidates to have a high level of reaction ability and listening state. Candidates need to complete the reading of the questions and options in a short time, and enter a focused listening state within the specified time. In actual data analysis, we can also see that in terms of overall error rate, the error rate of the top 5 questions is generally high, and the degree of improvement is relatively low;

On the other hand, in listening conversations, due to the increase of idle and interfering information, higher requirements are placed on the information control and precise positioning ability of candidates[6]. That is, candidates need to be able to timely judge the shift of the speaker's language focus on the basis of choosing answers, in order to complete different questions under the same listening material.

In addition, in the setting of listening difficulties, the question with the lowest accuracy is often set in a relatively backward position, such as around question 20, which also has corresponding requirements for the duration of the candidate's attention concentration.

2.3 Analysis of normalized training data

According to the data from six listening tests for third year high school students, the school mainly uses three standards to measure their listening level, namely average score, full score rate, and 27 point rate (i.e., within two small questions wrong). The training is mainly conducted with an interval of about 7 days, interspersed between the completion of regular tasks in students' normal academic tasks, with high frequency and normalization as the main focus. Collective training is adopted to calculate the student's achievement rate and error types.

The test adopts a simulated listening test, which is slightly more difficult than the actual listening test. Therefore, there may be a situation where the overall data is lower than the actual data of previous

years' college entrance exams[7].

In addition, the data for this training mode is collected from the entire English teacher team, generated and statistically printed by each class's English teachers through online data collection software, and published anonymously. This data is an important indicator reference for the English teaching team, and also provides strong data support for the next stage of task assignment, exam arrangement, etc.

However, at the same time, high-frequency data collection tasks have become significant tasks and challenges for the teaching staff, posing new requirements for all teachers and students.

2.4 Comparative analysis of student growth trends

As shown in tables 1 and 2, after about 40 days of regular training, the overall change in students' grades shows a fluctuating trend.

Table 1: Improvement of Student Grades with Normalized Training

date	2023/9/29	2023/10/6	2023/10/13	2023/10/27	2023/11/3	2023/11/10
Average score	27.1187	27.0813	26.0762	27.7634	26.6327	27.3138
Full score rate	0.20	0.21	0.16	0.31	0.17	0.29
27 points rate 1)	0.69	0.69	0.55	0.79	0.61	0.70

Note: 1) The 27 point rate is a self-developed standard for defining excellent students in the school, and therefore presented separately as special data.

Table 2: Trends of Student Grades with Normalized Training
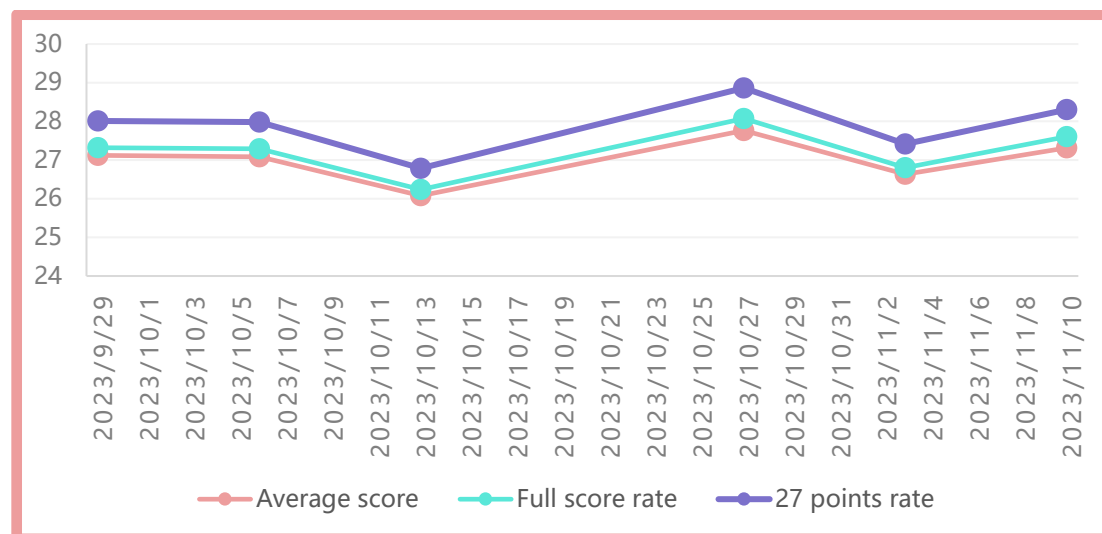
The data in Table 1 shows the average score, full score rate, and 27 point rate of students since the last six training sessions. By reading and analyzing the table data, we can see that after 43 days of regular training, the average score of students showed an overall upward trend, increasing from the original 27.1187 to 27.3138. Table 2, on the other hand, provides a clearer and more intuitive display of the student's performance changes during the training period through the use of lines. The overall trend was positive, but the improvement was small, and some students did not make much progress; The overall full score rate of students is on the rise, increasing from the original 20% to the current 29%, with a significant increase;

According to the 27 point rate, the overall fluctuation of this indicator among students is relatively high, with a significant difference between the peak value of 79% and the minimum value of 55%.

From the comparative analysis of student growth, it can be seen that the difficulty of the questions has a significant impact on student performance, and at this stage, student performance fluctuates significantly, with a trend of widening the gap between the two poles; In addition, the average score improvement speed of students is slow, and the training efficiency is relatively low;

From this, it can be seen that the normalized training mode adopted by the school has a certain effect on improving students' short-term grades, which is beneficial for students to improve their grades in a relatively short period of time. However, the improvement in grades is limited in magnitude and the overall fluctuation is large, which is not conducive to the cultivation of students' long-term stable mentality.

3. Understanding and Reflection on Teaching Models

In the process of analyzing normalized training data, we can see that the school mainly uses behaviorism as the carrier and listening and speaking as the main training method in student listening training. It advocates improving student performance through repeated and high-frequency training, and adopts mechanized and theoretical methods to achieve the goal of improving average scores and full score rates.

The learning theory led by behaviorism emphasizes external stimuli and the learner's internal response to stimuli, consolidating learned knowledge through repetitive, mechanical, and repetitive practice. At the same time, learners themselves are important components of behaviorist learning theory in terms of the internal drive generated by the knowledge they learn, the connections between knowledge, and the reinforcement theory of learning outcomes. Analyzing and exploring the implications of behaviorist learning theory for high school English listening teaching has important theoretical and practical significance for English teaching.

In the teaching model guided by behaviorism, students usually need "positive reinforcement" learning stimuli to stimulate their learning ability and improve their cognitive level. However, the listening and speaking formed under the guidance of this viewpoint advocates that in the process of second language acquisition, teachers should repeatedly practice as the main training method, and through continuous training and repetition, students should learn how to use the second language and language habits.

In observing the actual operation of this ordinary senior high school, it is not difficult to find that this teaching model can indeed play a role in improving students' listening scores to a certain extent, but overall, it has also caused significant fluctuations in student performance. The reason for this is that the teaching mode has a weak consolidation effect on training results, and for stable training results, the continuous training time required by this mode is relatively long. It is difficult to achieve simultaneous improvement and consolidation of results in 43 days of training;

In addition, under the leadership of this teaching model, the training process of students is relatively dull and prone to develop aversion, which is also reflected in the actual research process. During conversations with students, many of them expressed a decrease in interest in listening and felt tired and anxious about repeated training; At the same time, we have also learned that many students have expressed that frequent training and limited knowledge acceptance have led to untimely error correction or inadequate reflection after training, thereby increasing the difficulty of improving grades. Through interviews with students, we can see that while this model improves grades in the short term, its inherent drawbacks cannot be ignored.

4. New insights from normalized training

In the process of data analysis, we have gained a clearer understanding of the behaviorism guided listening and speaking training method, and have also had a deeper reflection on new situations and challenges under the new college entrance examination model, including student training and improvement of teacher skills;

Firstly, normalized training plays an undeniable role in improving students' grades in a short period of time, and should be given full recognition and support; Furthermore, trend reasoning suggests that as training time increases, students' grades will be more fully consolidated, which is beneficial for them to achieve better results in the final English listening college entrance examination. Therefore, in the context of high pressure, tight time, and heavy tasks in the new college entrance examination, normalized training should be given sufficient attention and recognition;

However, we should also note that this training mode has an undeniable negative impact on students' mentality. Under the leadership of this mode, students are prone to fatigue from training, leading to a sense of disgust towards learning English listening. The learning of English listening is

also greatly influenced by the mindset during training. Therefore, it is necessary to take supporting measures to enhance students' interest in learning listening while ensuring training intensity and frequency, such as setting goals and providing appropriate rewards, explaining to each other among classmates Classroom problem-solving assistance is implemented in an equal manner, paired with regular training, both implemented simultaneously, to maximize the improvement of grades while stimulating and maintaining students' interest in listening;

In addition, this training mode has put forward new requirements for teachers due to its high training frequency and large single training volume. English teachers in high school generally face difficulties such as high work intensity and high task concentration. How to complete the summary and analysis of data, timely explanation and feedback of incorrect questions in a short interval of time have greatly added new burdens and challenges to teachers.

In the face of this situation, teachers should adopt a collective collaboration approach, complete the organization and analysis of a large amount of data through methods such as collective lesson preparation and preparation, colleagues helping each other, and other methods. They can also obtain an objective understanding of the distribution and trend of grades as a whole through comparative analysis between different classes with different characteristics, providing more detailed and effective references for the formulation of goals and implementation of plans in the next stage.

5. Conclusion

The reform of the listening college entrance examination in Shandong Province in 2020 has achieved a transformation from a simple examination evaluation to an important carrier of moral education and a key link in quality education by changing the examination form. This transformation from the traditional "knowledge based" and "ability based" evaluation to a comprehensive evaluation of "value led, quality oriented, ability focused, and knowledge based" fully reflects the supporting role of core literacy in the comprehensive development of students, promoting the reform of teaching methods in high schools and assisting in the development of quality education. Looking at high school English teaching, which includes the cultivation and development of English listening, speaking, reading, and writing abilities, it reflects that high school English listening teaching is a key teaching content in high school English teaching and plays a crucial role in English teaching.

In the context of the new college entrance examination listening reform, how to face the new situation and respond to new challenges has become a common task between teachers and students. In the context of tight time and heavy tasks in the college entrance examination, normalized training guided by behaviorism and based on listening and speaking methods is essential. However, at the same time, how to maintain student interest, how to consolidate training results for a long time, and how to improve students' core literacy from the most long-term perspective are also problems and challenges that teachers and students need to face together.

On the basis of analyzing the normalized listening data for training, we can obtain the overall trend of the training data and come up with new coping methods, that is, applying normalized training to long-term student training processes, so as to fully leverage its role in consolidating grades; In addition, attention should also be paid to the reasonable use of various incentive and assistance methods during the training process, advocating the formation of a collaborative situation of "mutual assistance between students, unity between teachers and students, and joint efforts between teachers and students", to ensure and consolidate the results of normalized training to the greatest extent possible.

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