Exploration on the Development of "Audio English" School-based Curriculum in Junior High School

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Abstract: *With the development of globalization and the increasing demand for English application skills, English education in junior high school is facing new challenges. The purpose of this paper is to discuss the development and implementation of "Audio English" school-based curriculum. Through literature research and practical experience, this paper presents the importance of developing such a school-based curriculum and analyses the key elements to be considered in the development process. Meanwhile, through the presentation of implementation strategies, it demonstrates the effectiveness of the "Audio English" school-based curriculum in improving students' listening and speaking skills. The paper summarizes the feedback from the development of "Audio English" school-based curriculum in junior high school, and puts forward the future development direction and feasible suggestions. Finally, the paper emphasizes the importance of curriculum evaluation to ensure the continuous innovation and improvement of the school-based curriculum.*

Keywords: *School-based Curriculum Development, "Audio English" curriculum, Junior High School English Teaching*

1. Introduction

This part briefly introduces the background and significance of the development of "Audio English" school-based curriculum in junior high school.

1.1. Background of developing "Audio English" school-based curriculum

The English Curriculum Standards for Compulsory Education (2022 Edition) issued by the Ministry of Education has given a great impetus to the development and study of English-related school-based curriculum. At present, the listening and speaking level of junior high school students cannot meet the requirements of the curriculum standards. In the reform of English language teaching, the English-related school-based curriculum creates a multi-dimensional English learning platform for junior high school students.

The school-based curriculum is a vehicle for the implementation of the curriculum standards and the development of core competencies [1]. It can be seen that it is necessary to develop a school-based curriculum that can enhance the listening and speaking skills of junior high school students. "Audio English" curriculum is a core course of English language knowledge and skills for junior high school students, aiming to cultivate students' capacity to use English knowledge and skills skillfully in various situations. The development of this curriculum is important for improving students' language and cultural knowledge as well as pragmatic skills in compulsory education.

1.2. Significance of developing "Audio English" school-based curriculum

The theoretical significance of developing "Audio English" school-based curriculum is that it can broaden the research direction of junior high school English listening and speaking skills. Scholars in China have previously studied several ways to enhance students' English listening and speaking skills within the normal class, and this paper focuses on the development of the school-based curriculum and explores the development and implementation steps of the "Audio English" school-based curriculum, which broadens the path of junior high school English skills enhancement, and also broadens the content of related research in compulsory education, providing a new perspective for the development of junior high school English school-based curriculum.

The practical significance of this study is to cover various shortcomings of the English curriculum in

normal class, stimulating students' interest in learning, and reflecting the characteristics of local schools. From the perspective of the students, it can expand their English listening and speaking skills, fully explore their potential in learning languages, and cultivate their awareness of international participation and intercultural communication competence. As for the teachers, the construction of this "Audio English" school-based curriculum promotes the improvement of teachers' own qualities, and provides a space for them to exert their own wisdom in English teaching.

2. Literature review

This part mainly reviews some key terms and previous studies on relevant topics. Firstly, it elaborates the concepts of school-based curriculum, "Audio English" curriculum. Then, previous studies on curriculum development of school-based curriculum as well as "Audio English" curriculum development both domestic and abroad would be presented.

2.1. Key Terms

This paper focuses on the strategies for implementing the "Audio English" school-based curriculum in junior high school. The definition of the school-based curriculum and "Audio English" curriculum are clarified.

2.1.1. School-based Curriculum

School-based curriculum initially appeared in China is from the shifts in scholars' conceptions of curriculum and comprehensively promote the implementation of quality education [2].

Yuzhen Xu believed that a school-based curriculum is an independent development and implementation of the curriculum that combines resources from various aspects, based on the school's traditional culture, strengths, and the students' eagerness for knowledge and psychology [3]. Jinzhou Zheng believed that the school-based curriculum for education is very important, and gave an explanation of the school-based curriculum: firstly, school-based curriculum is contributing to the school; secondly, school-based curriculum is developing in the school; thirdly, it is based on the school [4].

2.1.2. "Audio English" curriculum

"Audio English" curriculum is a core course of English language skills for junior high school students, aiming to cultivate students' ability to use English knowledge and skills skillfully in various living environments, and it is also a school-based curriculum for junior high school students in M junior high school.

It will equip the students with English language skills that help them manage some practical activities in the English context, as well as help them have a better understanding of different kinds of culture between different countries in the English context and build great minds, good values, and personal ethics. Students will develop diverse skills in communication and insight through the well-selected independent learning material.

2.2. Previous Studies on School-based Curriculum Development

School-based curriculum development was proposed by two scholars, Furumark and McMullen, in an international seminar held in Ireland in 1973. They defined it as the planning, designing and implementation of curriculum by teachers in schools. Subsequently, school-based curriculum development became popular in western countries. According to Skilbeck, school-based curriculum development is the responsibility of school educators for planning, designing, implementing and evaluating student learning programs [5]. Marsh and other scholars believed school-based curriculum development as a type of curriculum development emphasizes "participation" in top-down democratic decision-making that focuses on shared decision-making among teachers and students [6].

Domestic research on school-based curriculum development started later than western countries, and in the 1990s, this term was introduced to China. Some scholars used 67 example stories to explain human values, emotions and development in the process of curriculum development, as well as confusions and countermeasures in curriculum development, providing rich reference cases for primary and secondary school teachers [7]. Zhexun Liao proposed a theoretical reflection on school-based curriculum development. The author believed that school-based curriculum development needs to focus on theoretical guidance, establish a scientific model of curriculum development, and continuously improve

and enhance it in practice [8].

In summary, school-based curriculum development is an important educational reform initiative that aims to improve the quality of teaching and the development of students' comprehensive abilities. By reviewing above literatures, it is necessary to further explore the practical experience and development trend of school-based curriculum development.

2.3. Previous Studies on "Audio English" Curriculum Development

The development of English speaking-related school-based curriculum in junior high school has been attracting much attention. In related studies, many scholars have explored different methods and strategies to improve students' listening and speaking ability. Yidan Li discusses the development of English debate as a vehicle for speaking lessons in high school school-based curriculum. She proposed debate as an effective teaching tool to help students improve their oral expression and develop critical thinking skills [9]. Based on the study of contextual pedagogy, Li Ling explored the practice of developing a school-based English-speaking program in high school [10]. She emphasized the importance of contextual pedagogy in speaking teaching and put forward some implementation strategies and suggestions for teaching activities. Zhenqiang Su presented some brief suggestions on the development of school-based teaching materials for "Audio English" Curriculum. He emphasized that the design of teaching materials should focus on cultivating students' practical language use ability and provided some suggestions and ideas. There also had a study focused on the development and practice of the school-based curriculum of spoken English for junior high school [11]. It introduced a teaching method of appreciating classics and interesting dubbing, and shared her experience and teaching results in the development and implementation of the school-based curriculum [12].

To summarize, these studies provide valuable ideas and strategies for "Audio English" school-based curriculum development. By adopting appropriate teaching methods and strategies, combined with the development of teaching materials, students' oral English proficiency can be effectively improved. However, further research and practice are still necessary to continuously improve the quality and effectiveness of "Audio English" school-based curriculum.

3. Implementation Strategies

This part mainly describes the implementation strategies of the "Audio English" school-based curriculum, including curriculum objectives, selection of teaching contents and materials, implementation plans and curriculum evaluation.

3.1. Curriculum Objectives

According to the requirements of English Curriculum Standards for Compulsory Education (2022 Edition), and taking the actual situation of the grade-7 students into account in M junior high school, we have set the objectives of the "Audio English" school-based curriculum as follows:

(1) To master British or American pronunciation more accurately, to improve pronunciation skills.

(2) To describe things and express opinions or attitudes clearly with Authentic spoken English.

(3) To acquire non-verbal ways such as stress and intonation to improve their expressive skill.

(4) To become proficient in the use of new vocabulary and phrases, as well as how to use these expressions in a standardized and rational way.

(5) To understand the language knowledge related to festivals and vacations in western cultures, and to cultivate intercultural communication awareness in junior high school students.

(6) Through simple audio-visual materials, not only to achieve the acquisition of the most basic information of the language, but also, more importantly, to convey positive energy, great ideas and correct values.

3.2. Teaching Contents and Materials

In order to reach the preset objectives of the "Audio English" school-based program and take into account the actual problems of M junior high school students' spoken English, the teaching contents and

materials can be set as follows:

The first part is the phonetics part. In this part, students will be allowed to review the International Phonetic Alphabet (IPA), correct inappropriate pronunciation one by one, and carry out training in stressing and breaking sounds and vocabulary spelling. Based on the audio picture books, teachers carry out single-sentence follow-reading training, and instruct students to learn pronunciation skills such as sense-group, pauses and continuous reading.

The second part is called Listening and Speaking Training. Teachers adapt the "NYSE: LAIX" App for group listening and speaking, and carrying out situational dialogues to promote the improvement of speaking skills.

Finally, students will come to the simulated context, and carry out speaking training around designated topics to help students enrich their language knowledge, understand relevant English culture and cultivate their cultural literacy.

3.3. Implementation schedule

Table 1 presents the time schedule of this school-based curriculum, with a total of 11 periods divided into three parts, and each period has different topics.

Table 1: The class schedule for "Audio English" school-based curriculum.

1. Phonetics (2 period)	Vowel and consonant training
	Accent intonation training
2. Listening and Speaking (6 period)	Interpersonal Communication
	Daily Climate
	Campus Life
	Traveling
	Dining Manners
	Supermarket Shopping
3. Simulated Context (3 period)	Traffic Safety
	Important Festivals
	Sports Meeting

In this "Audio English" school-based curriculum, it is also set up the following advanced levels of understanding and internalization, for example, identify the core information, intercultural communication awareness, great idea and good values. In M junior high school, 1 period of class per week, 40 minutes per class period.

3.4. Curriculum Evaluation

The evaluation in class should be given timely feedback on students' performance, such as answering questions, participating in the process of activities, etc. Teachers should give feedback on students' grammatical knowledge in their answers. If there are any problems, teachers will instruct students to correct them in time and encourage students to say their answers again. Teachers should also give feedback on the content of the students' answers in order to promote the development of students' thinking ability. Finally, through the evaluation process, teachers need to understand and pay attention to the negative emotions that students have and give suggestions to reflect the consistency of teaching-learning-evaluation and achieve the effect of assessment for learning.

Practical assignments are evaluated in terms of content, language and structure, with rich and interesting content; students need to have reasonable and fluent expression, and use linguistic knowledge correctly; each aspect is divided into three parts: self-assessment, other assessment and teacher's assessment.

The evaluation of "Audio English" curriculum gives full play to the main role of the students, combining formative and summative evaluation, with formative evaluation accounting for 60% and summative evaluation accounting for 40%. The total score is 100 points. The students' score is then converted into A, B, and C three assessments. The top 10 percent of the total score is assigned Grade A, the top 11-60 percent of the total score is assigned a B grade, and the remaining 30 percent of the total score is assigned Grade C.

4. Conclusion

Through the explore, research and practice on the development and implementation of the "Audio English" school-based curriculum in junior high school, it comes to the following conclusions:

The development of a "Audio English" school-based curriculum for junior high school students is very necessary. Because traditional English teaching focuses too much on reading texts and learning grammar, students are relatively weak in listening and speaking. Therefore, developing a set of courses can better develop students' listening and speaking skills.

The development of the "Audio English" school-based curriculum should be combined with the actual needs of students. In the process of development, we should fully consider students' levels, interests and learning objectives, and rationalize the content and difficulty of the curriculum. Only according to the actual needs of students can we effectively improve their listening and speaking ability.

Curriculum design should emphasize practicability. In the classroom, we have to improve students' listening ability through various forms of speaking practice and listening training. Some activities such as situational dialogues, role-playing and group discussions can be designed to increase students' opportunities for oral expression. At the same time, it is also necessary to provide rich and varied listening materials so that students can listen to English of various speeds and accents.

Evaluation and feedback should be strengthened. In the course of implementing the course, we have to carry out regular assessment to understand the progress of students' listening and speaking and give timely feedback. Students' listening and speaking levels can be assessed through speaking tests, listening tests, homework and other forms in order to adjust teaching strategies and methods in time.

In conclusion, the development of the "Audio English" school-based curriculum for junior high school is of great significance in improving students' listening and speaking ability as well as their personal ethics and correct values. Through appropriate curriculum design and diversified teaching methods, students' listening and speaking abilities can be better developed and their English application skills can be improved. At the same time, it is also necessary to pay attention to evaluation and feedback and adjust the teaching strategies in time in order to optimize the teaching effect.

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