An Analysis of High School Students' Satisfaction with High School English Teaching under the New College Entrance Examination Reform: Evidence from a Senior High School in Hebei Province

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Abstract: The purpose of this experiment is to analyze whether the current high school English education theory is in line with the current educational practice after conducting a survey and statistics on the satisfaction of students in a high school in Hebei Province with the actual English teaching. This can provide data support and reference for future scholars' educational theories. This experiment uses the questionnaire survey method, starting from the two dimensions of the teachers themselves and the procedural elements of English classroom teaching, and uses the Likert scale to explore the specific situation of classroom teaching. After the survey, students' satisfaction with teaching was 4.46 points (out of 5 points), which shows that students are generally satisfied with the current teaching. However, this questionnaire also has the disadvantage of less subjects. There may be a slight deviation from the actual. It can be seen that the use of English teaching method in high school is more appropriate. These educational concepts can continue to be used in the future.

Keywords: English teaching; educational theory; satisfaction

1. Introduction

With the introduction of the new college entrance examination reform, the "General High School Curriculum Plan" pointed out that the task of general high school education is to promote the comprehensive and individual development of students, prepare students for social life, prepare for higher education and career development, and provide students with lifelong development. Lay the foundation[1]. However, under the current situation of top-down education and teaching theory instillation, the English teaching models in most regions of the country are similar, lack innovation, and cannot effectively meet the needs of high school students for English learning. Most high school English teaching is limited to the level of reading and writing, which cannot meet the characteristics of English pragmatics, and cannot meet the needs of students to study abroad. The current situation is worrying[2]. In order to change this teaching situation, many domestic scholars have also proposed a variety of teaching theories, adopting an online and offline hybrid teaching model, combining task teaching with autonomous learning, and cultivating students' autonomous ability in English learning [3] , or cited new theories to support the reform of English. For example, the scaffolding teaching model proposed by psychologist Bruner: first establish a situation to help students more easily accept the learning of new knowledge, and then with the continuous improvement of students' cognitive level, teachers gradually withdraw support and let students learn independently[4]Or Bergmann (2011) defines "flipped classroom" as follows: In a personalized teaching environment, teachers are the real guides of students' learning, students are responsible for their own learning, and students can review the saved teaching content anytime, anywhere. Do a review. This kind of teaching mode that mixes constructivist learning and direct explanation is the flipped classroom[5].This definition comprehensively introduces the concept of flipped classroom from the perspectives of teachers and students. These teaching methods can greatly improve the current teaching situation. In addition, this study also uses the multimodal theory introduced by Bao Hua: Modality refers to a mode that can use different organs to perceive the real world around. It plays an important role in modern society and life, and it also involves various human senses, such as vision, hearing, touch, taste, smell, etc; And people can acquire knowledge by using various external body media such as human ears, eyes, hands, tongue, nose and other external tools, means,

environment and other communication media on various consciousness interfaces. Multimodality is a mode of perceiving and reflecting information through vision, hearing and other senses. In life, multimodality can be said to be widely used. Humans use a variety of senses to communicate and interact with other objects, so as to obtain multifaceted and multi-level information about the world. At the same time, human beings also perceive the experience of the outside world to human beings through their body's vision, smell, hearing, etc; Similarly, the human body can also perceive its internal state. All human behavior discourse belongs to the category of multimodality from the fundamental attribute. Multimodal teaching refers to a teaching method and process, in which teachers choose and use multiple modes to achieve teaching objectives.[6].There is also the theory of multiple intelligence introduced by Li Jing: the theory of multiple intelligence believes that intelligence is multiple. There are not only differences in intelligence between individuals, but also differences in intelligence among individuals themselves, and there are differences in strengths and weaknesses of multiple intelligence among individuals. Gardner pointed out through research that each of us has at least eight kinds of intelligence, including verbal intelligence, logical intelligence, musical intelligence, spatial intelligence, physical intelligence, interpersonal intelligence and self-knowledge intelligence, as well as naturalistic intelligence and existential intelligence. These intelligence exist in individuals through different structural combinations and degrees, so as to construct individuals with their own characteristics that are different from other individuals. Classroom teaching behavior is an essential condition for the realization of classroom teaching activities. Teaching behavior can ensure the realization of teaching content and teaching objectives, and promote students' knowledge learning and intellectual development. The theory of multiple intelligence is closely related to education. At the same time, the relationship between the teaching ideology advocated by the theory of multiple intelligence and teachers' classroom teaching behavior is also closed and separable. The theory of multiple intelligence and the constructivist education ideology agree that the status of students in teaching should be "upgraded". Students should abandon their passive acceptance in previous teaching, and students should be placed in the main position of teaching activities in teaching, According to students' cognitive level and thinking level, the theory of multiple intelligence requires teachers' teaching behavior to be consistent with the new teaching ideas. The theory of multiple intelligence holds that each student has multiple intelligence coexisting, but the reason why there are personality differences between people is that there are advantages and disadvantages between the multiple intelligence that exist in each person.[7] Finally, the author also referred to Sun Jingshu's introduction of portfolio evaluation method: portfolio evaluation is an expressive evaluation method developed abroad, and different people in China use different titles, such as "file evaluation", "course portfolio evaluation", "student learning achievement file evaluation", "work collection item evaluation", "growth record bag evaluation", etc. The portfolio evaluation technology aims to provide information about the actual level of students' learning, attach importance to the process of students' development, and try to judge the advantages and development possibilities of each student from multiple angles and aspects. Some domestic scholars' understanding of portfolio evaluation can be divided into the following aspects: portfolio evaluation aims to collect and organize students' works purposefully and systematically to show the quality and progress of works; Portfolio evaluation is an evaluation strategy to purposefully collect personal learning efforts, progress, and evidence of achievements in knowledge, skills and emotions, and purposefully collect them in the data archives for evaluation; Portfolio evaluation is a purposeful evaluation of individual students from various angles and levels within a period of time. Collect the proofs of students' learning participation, efforts, progress and achievements, organize them, and evaluate the students' performance according to the scoring standards through the cooperation between teachers and students; 3 Portfolio evaluation is a purposeful collection of students' data into an archive, which shows the development and achievements of students' learning in the semester or academic year by works, including students' participation in the selection of archive content, criteria for the selection of archive works, criteria for portfolio evaluation, and students' self-examination; Portfolio evaluation refers to that teachers ask students to actively collect, organize and reflect on the files of learning achievements for a period of time according to teaching objectives and plans to evaluate their efforts, progress, growth, etc.[8]However, these teaching methods are proposed from top to bottom, lack of analysis of students' recognition of the teaching methods, and it is impossible to judge whether the teaching methods can really meet the students' learning needs. This research will use the method of questionnaire survey to gradually analyze the satisfaction of teaching methods. Finally, put forward your own views and suggestions.

2. Experimental Design

This experiment adopts the method of questionnaire survey. The content of the questionnaire is adapted from the "Survey on Satisfaction of Classroom Teaching of Civil Aviation Business

English"[8].Using the method of Likert scale, taking a middle school in Hebei Province as an example, a sample of 141 samples for data analysis. This study took the form of filling out the questionnaire online, and used the questionnaire star as a tool for distributing the questionnaire and finally returning the questionnaire. Finally, 141 questionnaires were recovered, and reliability and validity analysis was carried out by SPSS. The two key quantities that determine the validity of this questionnaire are the KMO value and the Bartlett value. If the KMO value is greater than 0.8, the validity of the questionnaire is good. The KMO value of this questionnaire was 0.816. The validity of the description is good. After the Bartlett test, a p value of 0 less than 0.05 indicates good validity. The reliability analysis should first analyze the alpha coefficient. If the value is higher than 0.8, it means that the reliability is high, if it is between 0.7-0.8, it means that the reliability is good, and if it is between 0.6-0.7, it means that the reliability is acceptable. If it is lower than 0.6, consider deleting it; in the second step, analyze the CITC value again. If the CITC value is lower than 0.3, the item needs to be deleted; in the third step, if the value of "the deleted alpha coefficient" is significantly higher than the alpha coefficient, then Consider removing the item and reanalyzing it. Through step-by-step screening, there are a total of 12 remaining questions, namely: your professional knowledge and skill level of teachers, your awareness of teachers' classroom teaching goals, your overall situation of high school English classroom teaching, your arrangement of teachers' teaching content, and your management of teachers' classroom teaching , the classroom teaching atmosphere you create for teachers, your preparation for teachers, your teaching methods for teachers, your classroom teaching effect for teachers, your classroom teaching expression for teachers, your extracurricular guidance for teachers, your teaching methods for teachers classroom teaching organization.

3. Results and Discussion

After summarizing and sorting out the above 12 questions, the following data are obtained: the satisfaction rate of students with teachers' professional knowledge and skill level is 91%, the satisfaction rate with classroom teaching goal awareness is 87%, and the satisfaction rate with the overall situation of senior high school English classroom teaching 85%（as shown in figure 1), 88% satisfied with teachers' teaching content arrangement, 83% satisfied with teachers' classroom teaching management, 83% satisfied with the classroom teaching atmosphere created by teachers, 89% satisfied with teachers' preparation of lessons, and 89% satisfied with teachers' lesson preparation. The satisfaction rate of teachers' teaching method is 83%, the satisfaction rate of teachers' classroom teaching effect is 83%, the satisfaction rate of teachers' classroom teaching expression is 89%, the satisfaction rate of teachers' extracurricular guidance is 84%, and the satisfaction rate of teachers' classroom teaching is 84%. The organizational satisfaction rate was 83%. According to the above data, it is not difficult to see that the teachers of this school have high professional knowledge, are good at planning course content, have a good ability to control the field, have a sense of responsibility, and have a harmonious relationship between teachers and students. This also shows that under the background of the prevalence of exam-oriented education, this school and other schools represented by this school have created a good English learning environment from the perspective of students, and laid a good foundation for the life-long development of students.

According to the above experimental results, the author can infer that the school has implemented a diversified education model, which has aroused the enthusiasm of students to learn English through a combination of online and offline methods. This makes students generally satisfied with the teacher's English classroom teaching. At the same time, this also shows that advanced educational concepts have been applied to a certain extent.

Compared with the problems raised by predecessors in the research, that is, the challenge of English classroom teaching in high school is that the teaching method is single, and teachers cannot create a good English teaching environment for students. Lord, they seldom apply what they have learned flexibly, nor can they expand their thinking in English classes. When teachers teach students, they mostly focus on vocabulary explanation, reading comprehension and grammar teaching, and seldom help students. Provide an English-language communicative environment where students are truly involved[9].It can be seen that the results obtained through the student questionnaire are contradictory, which also shows that this research has impacted the previous stereotype of English classroom teaching in senior high schools, and is innovative and scientific, surpassing to a certain extent. previous research.

At the same time, this study does have certain limitations. For example, the number of samples collected is small, and they are all concentrated in one school and one region. There is no way to well represent the high school English teaching situation in a province or even the whole country. It is hoped

that future generations can expand the sample size on the basis of this study, conduct multi-regional questionnaire collection, and conduct a large number of data statistics in order to obtain a more reasonable and objective research result.
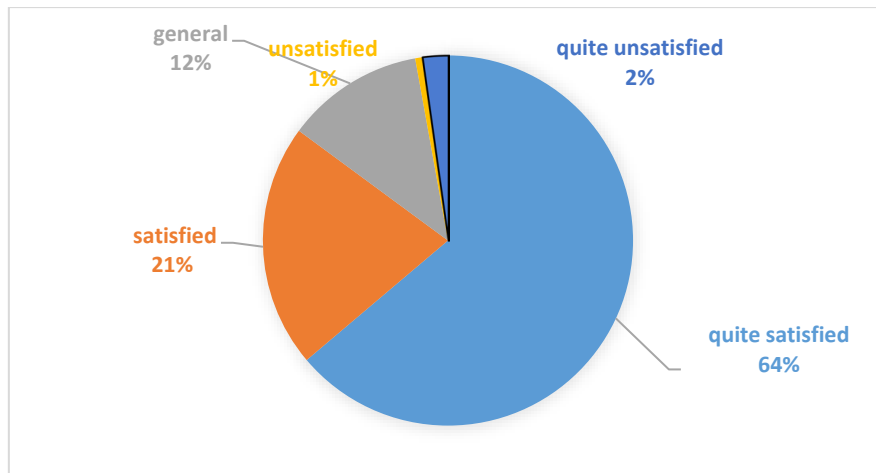

Figure 1: General situation of English classroom teaching in senior high school.

4. Conclusion

The purpose of this research is to take a high school as an example to analyze the situation of English classroom teaching in high school under the new college entrance examination reform. Through the questionnaire survey and data analysis, it can be seen that most of the students are highly satisfied with the teachers of the school, which also reflects that the teachers of the school are serious and responsible, the teaching methods are used properly, and they get along well with the students. This is conducive to analyzing the current situation of English teaching in senior high schools from a bottom-up perspective. At the same time, it also proves that many scholars have made relatively pessimistic estimates of English classroom teaching in high school. At present, there are still many high schools who practice the concept of serving the lifelong development of students. The construction of English classrooms from students has greatly mobilized students' learning positivity. It also solves the current problem of lack of data obtained from specific high school students. It is innovative to a certain extent and can provide a reference for scholars to conduct research on high school English in the future.

Inevitably, this study also has many limitations. For example, the sample size is small, and there is no way to objectively and truly reflect the situation of high school English classrooms in a raw powder or even in the whole country. And for the problem, there is no effective solution for the time being. It is hoped that in the future, scholars can enrich and improve on the basis of this research, and finally draw scientific and reasonable conclusions, and can put forward effective suggestions.

This research has a very bright prospect. In the future, the author can take more middle schools as examples to conduct research, and can discuss the differences in the data of the same problem in different schools, so as to summarize the problem and finally rise to the solution level.

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