

# **Study on the Application of Open Five-step Teaching Method in High School English Teaching**

**Shuqing Feng**

Shandong Guanxian Education Bureau, Guanxian, Shandong, 252500, China

**Keywords:** Five-step teaching method; High school English; English listening teaching

**Abstract:** Five-step teaching method is a common teaching method in high school English teaching in China. The rational application of five-step teaching method can enable students to learn step by step, promote the play of teaching role and the cultivation of learning ability. Therefore, in the process of reforming and innovating high school English listening teaching, it is necessary to also pay more attention to the five-step teaching method, and try to creatively apply the five-step teaching method in English listening teaching practice, so as to promote the overall improvement of the quality of high school English listening teaching.

## **1. Introduction**

At the stage of high school English learning, listening teaching takes up a large proportion in high school English teaching and is an important component of high school English teaching. Through the English listening teaching, it can help the student to develop the listening and the spoken ability, and it is also very helpful to enhance their ability in communication. Therefore, in the teaching of high school English listening, we should actively explore the application of open five-step teaching in high school English teaching, strengthen students' attention to the learning of high school English listening, and help students get all-round development in high school English.

## **2. It is a common obstacle for high school students in English listening**

In the English teaching of senior high school, the listening comprehension of senior high school students has many obstacles. Because of these obstacles, they hinder the improvement of their English performance and level. They basically have the following four obstacles:

### **2.1 Weak knowledge of the actual use of the language**

In the teaching of English, especially in the study of English listening, there are a lot of problems in English details in the book, especially the pronunciation. In the pronunciation of spoken English, some punctuation processing, weak reading, continuous reading, etc., as well as some negligence for the reasonable neglect of the words such as the subject and the guest, have brought certain difficulties to English listening. The lack of such knowledge needs to be supplemented by the process of listening, reading and writing in the continuous practice of listening practice.

### **2.2 Listening skills, especially the test skills are weak**

In English listening, it is different from the daily listening of the text of your own text. For the listening of the test, these have certain regularity. Most students cannot distinguish between the English listening test and the daily English learning. So many students don't have any effective test skills in the English test. The rhythm of listening is often just about listening to English texts. Therefore, in the exam, students' listening ideas often cannot keep up with the rhythm of the tape, which affects the hearing effect.

### **2.3 Relevant cultural background knowledge is not deep enough**

For high school students, their daily task is to study a lot of subjects, so they have to take into account all the subjects, so the learning of English related cultural background in high school is

almost zero. However, in English listening, it covers a wide range and has a complex background. However, students do not have enough profound cultural background knowledge, so it poses some challenges to their English listening.

#### **2.4 Psychological quality of students needs to be improved**

For high school students, they are facing great pressure brought by the college entrance examination, while English listening tests the students' reaction ability and adaptability. Therefore, if students are not able to answer questions calmly in high school English learning, it is easy for them to be impatient in English listening, and in the subsequent learning of English will often have the impact of self in-confidence. Therefore, teachers should pay attention to the cultivation of students' psychological quality in English teaching.

### **3. Five-step teaching method**

In order to strengthen the cultivation of students' learning ability and the improvement of their self-study ability, the application of the five-step teaching method in high school English teaching has made obvious achievements. For the five-step teaching method, it does not exist alone. It requires students to have certain English foundation. In teaching, the five-step teaching method takes students' cognition and emotional cognition as the basis, and its application in high school English teaching has certain steps and stages. Through the guidance of high school teachers, students can help students to learn English step by step, and make some explorations in English learning, effectively promoting students' comprehensive ability in English learning. Under this premise, the application of the five-step teaching method is divided into five important steps.

#### **4. The application and effect of five-step teaching method in high school English teaching**

The rational application of the five-step teaching method in high school English listening teaching can help students effectively promote the ability of independent learning and the development of comprehensive aspects. On the other hand, through the five-step teaching method, the quality of teaching for teachers has also been greatly improved.

##### **4.1 Introduction of hearing**

In English teaching, appropriate introduction of some listening exercises to help students find English learning methods in practice. For some new words and uncommon phrases that appear in English listening, they should be studied separately. On the other hand, when conducting English listening exercises, attention should also be paid to the cultivation of words such as students' plosives, continuous pronunciation, accent, and ellipsis. On the other hand, the early introduction of English listening is also crucial. For example, when it comes to the topic of travel, you can play some audio and video about the travel location in advance before the class to help students understand the cultural background in advance, and introduce some advanced vocabulary, phrases, etc. in advance. The before class listening training can better promote students' English study. And through this teaching method, students' interest in listening can be better cultivated, and students' enthusiasm for learning English can be strengthened. On the other hand, the early introduction before class helps the students to establish a certain frame in advance in their minds, which also has a certain promotion on the following listening exercises. Therefore, early introduction before class is very important for students.

##### **4.2 Complete the listening task by project**

In order to reduce the difficulty of students' English learning, in the English listening practice, the listening tasks can be completed by sub-projects, which requires the teachers to make certain preparations before class. When the teacher prepares, he can conduct actual analysis according to the requirements and difficulty of teaching, and carry out staged exercises for the practice of listening. When doing difficult listening exercises, teachers can help students practice through

repeated play. For some simpler listening problems, you can go over it and leave the spare time to some articles that are more difficult and longer. Through reasonable distribution, the phased teaching can ensure that students to follow the teacher's progress, develop their listening ability and the comprehensive ability of oral English through repeated practice of listening. A phased practice of English listening can quickly help students to build confidence in English listening, stimulate students' interest in English listening, and improve their English listening skills.

#### **4.3 Checking feedback**

After listening practice, teachers should check the English listening in time. If teachers only do listening exercises and there is no follow-up feedback, then there is no practical effect on the students. Only after listening practice, timely check and feedback the results can students summarize the problems frequently appearing in their hearing, find their own deficiencies, and then make some improvements. On the other hand, not only do students have to check their own results, but teachers should also make certain checks and feedback on the students' hearing results. In response to the students' questions, there are still problems in their own teaching methods, where they need to be improved. Some good teaching methods continue to be implemented and help other teachers apply. Through the timely feedback after the English listening practice, teachers can better help students improve their English learning ability and communication skills in daily life. Through the continuous development of students' comprehensive ability, it can play an important role in promoting the future development of English.

#### **4.4 Repeated training**

After listening practice, timely feedback can help students timely test their listening level, and the later stage is also crucial for repeated English practice. -- Through the summary of English error test questions, and finally repeated exercises based on some problems, through repeated practice of knowledge points, can help students find space for improvement in repeated exercises. Repeated exercises that have been focused on helping students improve their English learning ability and enhance the effectiveness of English listening learning are of great help to students' English proficiency. On the other hand, in the repeated training of English listening, the changes of some English word syllables and the repeated practice of some new words and conjunctions should be noted. Repeated training in English listening can help students better develop their English language sense and help them improve their English language proficiency.

#### **4.5 Language output**

For English learning, it is a language different from the mother tongue, but in the practice of English, listening, speaking, reading and writing are also indispensable. Through all aspects of high school English learning can effectively enhance the ability to learn English learning. In China, in order to cope with the college entrance examination, many English teaching only focuses on cultivating students' answering skills and ignores their language output. By enhancing students' language expression ability, it can help students improve their listening, speaking, reading and writing skills in the process of English learning. It is also of great help to English listening learning. In English learning, whether it is reading, listening or writing, they are complementary to each other. Through in-depth study on one aspect, one can improve the other aspects at the same time.

Students can make some daily English expressions through language output. Cultivating their language expression ability can enhance the learning atmosphere in English class. In class practice, teachers can organize some activities to cultivate students' language ability, such as some situational dialogues. Creation and expression of role helps students actively participate in English learning and cultivate their comprehensive English ability.

### **5. Conclusion**

In high school English teaching, the effective and reasonable use of the five-step teaching method is of great help to the cultivation of students' independent learning and the improvement of

their learning ability. This method also can help students learn English step by step. On the other hand, the cultivation of English listening comprehension promotes students' comprehensive development.

## References

- [1] He Shengkai. The application of "five-step teaching method" in English listening teaching in senior high school [J]. English on Campus, 2014(24):97.
- [2] Ye Jing. Analysis on the application of "five-step teaching method" in listening teaching [J]. Learning of Chinese, Math and English: English Teaching in High School, 2014(7):26~27.
- [3] Pu Shaofei. Application of five-step teaching method in high school English -- taking listening teaching as an example [J]. New Course Learning, 2014(04):70.