

Practical Study on Junior High School English Listening and Speaking Teaching based on the English Learning Activity View

-- Taking Section A 2c-2e of "A Day in the Life" in Unit 6, Grade 7, Volume 1 of Go for it! (People's Education Press Edition) as an example

Jiixin Dai

School of Foreign Languages, Hubei University, Wuhan, 430000, Hubei, China

Abstract: *The Compulsory Education English Curriculum Standards (2022 Edition)* stipulates that greater emphasis should be placed on assessing students' listening and speaking skills, which has compelled English teachers to direct their focus toward listening and speaking instruction. However, current teaching practices in listening and speaking classes are still plagued by issues such as fragmented and overly formulaic activities. How to address this problem has become a critical consideration for English educators. Listening and speaking lesson represents a fundamental component of junior high school English teaching and serves as a key vehicle for developing students' communicative competencies in these areas. This paper takes Section A 2c-2e of "A Day in the Life" from Unit 6 of the PEP edition Go for it! (Seven Grade, Volume 1) as a case study. Through an analysis of teaching content, instructional procedures, and post-teaching reflections, it elaborates on the integration of the English learning activity approach into listening and speaking teaching. The aim is to resolve existing challenges in junior high school English listening and speaking lessons, enhance students' listening and speaking abilities and provide practical insights for English teaching practice.

Keywords: The View of English Learning Activities, Junior High School English, Listening and Speaking Teaching.

1. Introduction

1.1. Research Background

1.1.1. The Requirements of English Curriculum Standards for Compulsory Education (2022 Edition)

The English Curriculum Standards for Compulsory Education (2022 Edition) [7] advocates for the implementation of an English learning activity approach that integrates learning with reflection and emphasizes application and innovation. Rooted in the philosophy of "learning through experience, applying through practice, and innovating through transfer," this approach encourages students to engage with authentic contexts and problems, activating prior knowledge to participate in a series of interconnected and progressively layered language learning and application activities. These activities include exploratory learning, practical application, and creative transfer, all centered around the exploration of thematic meaning. Listening and speaking skills, as vital components of linguistic competence, play a key role in developing students' core competencies. Integrating listening and speaking teaching through structured learning activities facilitates deeper engagement with thematic meaning, thereby enhancing students' holistic language proficiency.

1.1.2. Current Challenges in Junior High School English Listening and Speaking Instruction

Currently, there are numerous issues in junior high school English listening and speaking lessons, which are mainly reflected in the following aspects: teaching activities are fragmented and overly procedural. The lead-in phase fails to activate students' prior knowledge and effectively connects it

with the teaching content. The pre-listening stage lacks effective guidance for students. Students completely unprepared for the listening materials. The while-listening phase merely stays at the level of obtaining textual information, neglecting the understanding and construction of the meaning of the content. The post-listening stage fails to closely integrate with students' daily lives, lacks scenarios for practical application, thus making it difficult to achieve the goals of practical use, knowledge transfer, and innovation [10]. These problems hinder the effectiveness of listening instruction in cultivating students' core competencies. To improve junior high school English listening and speaking teaching and enhance students' core competencies in the English subject, teachers should conduct in-depth research on the integration of listening and speaking instruction and strengthen the connections between listening and speaking components in the classroom [1]. Under the guidance of the new curriculum standards, the key to achieving this goal is to put the concept of English learning activities into practice in order to enhance the efficiency and effectiveness of English listening and speaking lessons.

1.1.3. The Need for English Communication in the Context of Globalization

Against the backdrop of advancing globalization and informatization, English, as a vital tool for international communication, makes the cultivation of listening and speaking abilities particularly crucial [3]. Globalization has turned the world into a "global village" and leads to increasingly frequent cross-cultural communication scenarios. The junior high school stage as a critical period for language acquisition, sees the development of listening and speaking skills enabling students to break through language barriers and engage in international dialogues in a more direct

manner. Listening and speaking abilities stand as the primary skills in cross-cultural communication, with their essence lying in fostering students' competence to accurately comprehend information and appropriately express viewpoints within multicultural contexts [8]. Such abilities extend beyond mere language forms; they further involve an understanding of the cultural backgrounds and communication habits of English-speaking countries—for instance, the differences in usage scenarios between euphemistic and direct expressions in English. They serve as a fundamental bridge for cultural mutual learning.

1.1.4. The Necessity of Cultivating Students' Listening and Speaking Abilities

The English Curriculum Standards for Compulsory Education (2022 Edition) categorizes language skills into five components: listening, speaking, reading, writing, and viewing, with listening and speaking placed at the forefront. It emphasizes that students should perceive changes in speakers' pronunciation to understand their emotional attitudes, and through continuous imitation and practice, be able to express their viewpoints accurately in appropriate ways. The standards explicitly state the need to “attach importance to the synchronous development of listening and speaking abilities,” adjust the overall structure of English assessment, gradually increase the proportion of listening and speaking test items, and create conditions for organizing listening and speaking examinations. Currently, a lot of cities such as Beijing, Shanghai, Guangzhou, and Jiangsu have incorporated human-computer dialogue into the examination scope of senior high school entrance examinations and college entrance examinations. Wuhan is set to include oral English in its unified oral English assessment in 2026. Therefore, it is highly necessary to enhance the English listening and speaking abilities of junior high school students in Wuhan.

2. Theoretical basis

2.1. The Perspective of English Learning Activities

In a broad sense, the perspective of English learning activities refers to the fundamental perspectives and

viewpoints on English learning activities. Its essence lies in being a set of viewpoints or perceptions rather than a direct methodology. This perspective holds that students should be the implementers and practitioners of the perspective of English learning activities. In a narrow sense, the perspective of English learning activities as referred to in the New Curriculum Standards is one that takes the development of students' core competencies as its ultimate goal [9]. It explicitly states that English learning activities constitute the basic organizational form of English classroom teaching and the main approach to achieving classroom teaching objectives [11]. It advocates that classroom learning activities should be based on students' existing knowledge backgrounds, enable students to enhance their learning abilities, improve their thinking qualities, and strengthen their cultural awareness in the process of analyzing and solving problems. The Curriculum Standards (2022 Edition) puts forward the idea of “organizing and implementing teaching by adhering to the perspective of English learning activities.” Subsequently, Wang Qiang provided a definition of this perspective. Wang Qiang notes that “the perspective of English learning activities” refers to a process where, under the guidance of thematic meaning and with discourse as the basis. Students engage in the integrated learning of language knowledge and cultural knowledge [6]. Through a series of activities—including learning and understanding, application and practice, and transfer and innovation—that promote the integrated development of language, culture, and thinking. Students are helped to adopt active, cooperative, and inquiry-based learning approaches. By applying acquired language knowledge, language skills (listening, speaking, reading, viewing, writing) and various learning strategies, students acquire cultural knowledge, understand cultural connotations, compare cultural similarities and differences, absorb cultural essence, develop logical, critical, and innovative thinking, cultivate inner spirit, and strive for the unity of knowledge and action. She further emphasizes that when designing lessons, teachers should structure activities in a progressive and spiraling manner, moving through the three categories of activities: learning and understanding, application and practice, and transfer and innovation. This study primarily draws on Wang Qiang's conceptual definition of the perspective of English learning activities.

Table 1. Classification of Activities in English Lessons

Learning and understanding	Discourse-based learning activities such as perception and attention, acquisition and organization, generalization and integration.
Applying and practicing	Learning activities that delve into the discourse, such as description and interpretation, analysis and judgment, internalization and application.
Transferring and creating	Learning activities that go beyond the discourse, such as reasoning and argumentation, criticism and evaluation, imagination and creation.

2.2. English Listening and Speaking Competences in Junior High School

The English Curriculum Standards for Compulsory Education (2022 Edition) divides the stage goals of

compulsory education into three levels. Among them, English learners in the junior high school stage are required to achieve the third-level stage goals, with specific requirements for listening and speaking competences as shown in the following table:

Table 2. Academic Stage Goals to Be Achieved by Junior High School English Learners in the Learning Process

Performance	Main contents
Perception and accumulation	1. Be able to identify the meanings conveyed by phonetic features such as different intonations and rhythms; be able to understand short oral expressions with clear pronunciation and slow speed, and obtain key information. 2. Accumulate common idiomatic expressions and basic ways of exchanging information in daily life. 3. When listening to or watching radio, film, or television programs related to a specific theme and delivered at a slow speed, be able to identify their themes and summarize the main information.
Acquisition and construction	1. Be capable of recording key information centering on the content of discourses in the process of listening, reading, and viewing, and achieving an overall understanding and brief summary of the main content. 2. Be able to make inferences about characters, locations, time, etc., based on key words heard or read. 3. Be able to spell words in accordance with pronunciation rules and phonetic symbols.
Expression and communication	Be able to engage in daily communication with others on relevant topics using the acquired language, with basically correct pronunciation, intonation and word choice, and relatively coherent expression.

2.3. English Listening and Speaking Teaching

The English Curriculum Standards for Compulsory Education (2022 Edition) proposes that the design of classroom teaching activities should facilitate students' authentic communication and dialogue in English around themes. Ling Xuqun suggests that listening and speaking teaching should adopt integrated instruction, enable students to perceive and apply theme-related language in thematic contexts, practice listening and speaking strategies through activities, and internalize cultural knowledge, thereby promoting the coordinated development of knowledge, skills, cultural awareness, and logical thinking [2]. Students with different understandings of the thematic meaning of listening materials engage in communication and discussion to express their own viewpoints, which deepens their comprehension of the thematic meaning and achieves the teaching goal of enhancing speaking through listening.

Luo Zhihui points out that listening and speaking, as receptive and expressive skills respectively, are crucial for implementing subject core competencies [5]. When designing listening and speaking teaching, teachers should take thematic meaning as the core, connect the structural and semantic aspects of discourse content, and appropriately develop and apply educational technologies to carry out progressive language practice activities. Lu Fengjia argues that listening and speaking teaching should create authentic language contexts closely linked to students' lives, and promote the development of students' thinking and logic by continuously thinking about and solving problems related to their reality [4]. Meanwhile, through group cooperation to complete various learning tasks, teachers can help students identify their strengths and weaknesses by means of appropriate evaluation mechanisms.

Based on the above theoretical support, this lesson example adheres to the principle of taking thematic meaning as the guide in English teaching. It provides students with listening input by setting specific contexts and integrating textbook content. After classroom instruction, students will conduct oral expression on relevant topics using the content, structures, and knowledge learned in class through group cooperation to cultivate their listening comprehension and oral expression abilities.

3. The Analysis of Teaching

The perspective of English learning activities provides strong support for teachers to integrate curriculum content and guide students in conducting in-depth learning [7].

Drawing on the concepts of this perspective, this paper takes the listening and speaking lesson in Section A 2c-2e of Unit 6 "A Day in the Life" from Grade Seven, Volume One of the People's Education Press English textbook as an example. Starting from the learning objectives, it elaborates on how to effectively design and implement listening and speaking teaching activities based on the perspective of English learning activities.

3.1. The Analysis of Teaching Contents

The source of text: The text is selected from Section A 2c-2e of Unit 6 "A Day in the Life" in Go for it! Grade 7, Volume 1, published by People's Education Press.

The theme of unit: This text falls under the theme group of "Being and Doing" within the category of "Person and Self", covering sub-thematic content including "self-awareness, self-management, and self-improvement".

The content of text: It is essential for teachers to analyze teaching content and students' current situation prior to instruction. According to the teaching suggestions in the English Curriculum Standards for Compulsory Education (2022 Edition), the analysis of teaching content should be conducted from three dimensions: What, Why, and How. Specifically, this involves examining what constitutes the theme, content, communicative context, functions, and strategies of the listening discourse; what underlying implications the listening discourse conveys, such as the speakers' intentions, emotional attitudes, or value orientations; and what characterizes the discourse in terms of textual features, content structure, and linguistic traits. The teaching content of this unit revolves around describing time and daily routines, a topic that is closely aligned with the lives and interests of seventh-grade students who have just entered junior high school. The listening discourse for this lesson consists of an everyday conversation, primarily depicting an interview conducted by Lu Jiaqi, a student reporter at the school, with Tom. Regarding "What," the discourse is accompanied by an illustration showing a male and a female student in a school corridor. The content comprises a dialogue between Lu Jiaqi, acting as a school reporter, and Tom. Lu Jiaqi inquires about the time of Tom's getting up, to which Tom responds that he wakes up around 6:50 a.m. He further mentions having breakfast at 7:10 a.m. and going to school at 7:50 a.m. Lu Jiaqi asks when Tom returns home, and he replies around 5:00 p.m. When questioned about his activities after returning home, Tom states that he plays basketball, has dinner at 6:30 p.m., and then does his homework. Lu Jiaqi also asks about his bedtime, and Tom answers 9:30 p.m. Lu

Jiaqi considers this too early, but Tom explains that “early to bed and early to rise” is a good habit. Concerning “Why,” the discourse, presented as part of a junior high school English listening and speaking lesson, focuses on Lu Jiaqi’s interview with Tom. Through this dialogue, learners gain insight into the interaction between the two students in the school corridor, particularly the scenario of the girl conducting an interview. Centered on time management, daily activities, and habit formation, the dialogue aims to help students understand the importance of time management, daily routines, and study habits. Using listening tasks as a vehicle, this lesson builds on previous listening activities by presenting an interview about Tom’s daily schedule, enabling students to learn about the routines of foreign students. Through this lesson, students can enhance their time management skills, learning to arrange their time reasonably without procrastination or waste; develop good living habits such as early sleep and early rising, regular meals, and appropriate exercise; improve their English listening and speaking abilities through dialogue practice, thereby boosting their interest and confidence in English learning; and acquire comprehensive benefits including enhanced time management, improved living habits, better language skills, and the cultivation of good study habits. As for “How,” the discourse takes the form of a dialogue between Tom and Lu Jiaqi, in which Lu Jiaqi interviews Tom about his daily activities. The dialogue is divided into two parts: in the first, Lu Jiaqi introduces herself, asks for Tom’s information, and prepares to start the interview. In the second, she inquires about Tom’s daily schedule, including his wake-up time, return time, post-school activities, and bedtime, with Tom responding to each question. This section contains phrases describing activities such as “get up,” “have breakfast,” “go home,” “play basketball,” and “do homework”; sentence patterns for asking about the time of regular activities, such as “What time do you usually do...?”; adverbs of frequency like “usually” and “sometimes”; and proverbs such as “Early to bed, early to rise.”

The significance of topic: The theme of this unit aims to cultivate students’ understanding of the significance of sound time management and daily habits for personal development, emphasizes time management and self-management in daily life. Through depicting the daily schedules of different children, it demonstrates how they effectively arrange their time to balance academic study and leisure activities. Such content is intended to help students comprehend the importance of proper time management and daily habits to their personal growth. In the teaching process, teachers can guide students to plan their own daily schedules, reflect on their living habits, and learn how to conduct themselves and handle affairs, thereby facilitating self-improvement.

4. The Analysis of Students’ Learning Situations

4.1. Students’ Existing Capabilities and Proficiency Levels

In English teaching, teachers must not only attain a thorough familiarity with the teaching texts but also gain a certain understanding of students’ learning situations. Such understanding encompasses students’ existing knowledge basis, age-specific characteristics, learning abilities, learning attitudes, and cognitive styles, among other aspects. The students in this lesson are seventh graders in the first semester. Having completed primary school education, they have

acquired a certain foundation of linguistic knowledge, including phonetics, vocabulary, and grammar. Additionally, in the previous lesson, they have mastered three ways to describe time: for on-the-hour times, they use “o’clock” after the hour; for times with more than 30 minutes, there are two expressions—either “hour + minutes” or “(60 - minutes) + to + (hour + 1)” (i.e., expressing the time as “minutes to the next hour”); and for times with 30 minutes or less, they can use either “hour + minutes” or “minutes + past + hour”. As a result, students are relatively familiar with the expression of time in the listening text. Many basic vocabulary items and sentence patterns in this lesson have been encountered by students in previous studies, enabling them to better comprehend the content of the listening text, complete the corresponding learning tasks, and effectively build connections between new and existing knowledge by leveraging what they have already learned. This unit is the sixth formal unit of the course. Students have previously learned expressions related to special questions with “What” and “When” as well as their responses, thus possessing a certain grasp of these linguistic knowledge points. Meanwhile, seventh graders have developed good memory and imitation abilities, which provides them with a certain foundation for imitating stress in this lesson. It is necessary to offer students ample encouragement and guidance to stimulate their interest in English learning.

4.2. Potential Difficulties that Students May Encounter

In terms of language skills: During listening and speaking activities, some students may fail to obtain information quickly and accurately, nor can they express themselves precisely and proactively.

In terms of language knowledge: A number of students may be unable to use special questions correctly when answering, nor can they accurately describe their daily lives and time plans.

In terms of learning strategies: Some students may not consciously take notes, summarize key points, or actively participate in group activities in class.

In terms of affect and attitude: A portion of students lack sufficient interest in English learning, requiring teachers to create appropriate teaching contexts and offer active encouragement.

5. Establishing Teaching Objectives

Based on the analysis of the listening discourse and students’ learning situation, the teacher has formulated hierarchical and interrelated learning objectives. From the perspective of core competencies in English as a subject, the teacher has put forward the learning requirements for students in this lesson. The following learning objectives are set for the lesson:

1) Firstly, students should act as knowers and listeners, being able to understand the general idea of the text and grasp detailed information.

2) Secondly, students should act as reporters and speakers, being able to correctly pronounce the stressed parts of the text and perform role-plays based on the listening discourse.

3) Finally, students should act as thinkers and sharers, being able to understand the importance of time management and learn to improve learning efficiency.

6. Teaching Process

This lesson is a listening and speaking lesson. In its design, the author intentionally incorporates the concept of the English learning activity approach in order to better enhance students' listening and speaking proficiency through English activities. The lesson follows the traditional PWP model, divided into Pre-listening, While-listening, and Post-listening stages. A Lead-in stage is added before the Pre-listening stage, and a summary and homework stage are included after the Post-listening stage.

6.1. Lead-in

To begin with, in the Lead-in stage, the author designed a review activity. Through presenting photos on the screen, which integrate the time of day with students' daily activities, students are guided to express the time shown in the pictures in English. This activity design enables them to review the knowledge from the previous lesson and further incorporate new knowledge, thus laying the groundwork for subsequent listening and speaking tasks. Meanwhile, the teacher guides students to articulate different ways of expressing the same time, which helps exercise their divergent thinking and oral expression abilities.

6.2. Pre-listening Prediction

In the Pre-listening stage, the author designed an activity where students are guided to guess the main idea of the listening text based on the questions presented on the whiteboard. The two questions served as clues for this guessing process: Q1: What is the relationship between these two speakers? Q2: What are they talking about in this

conversation? The design of these two questions is intended to arouse students' curiosity to speculate on the gist of the listening text, lay the groundwork for subsequent extensive and intensive listening activities. Meanwhile, students are given time to discuss the answers to these questions with their peers, which helps broaden their thinking and foster their ability to collaborate with classmates.

6.3. While-listening Stage

6.3.1. Activity 1: Listening for the Main Idea and Perceiving the Text Content

In the While-listening stage, students are required to identify both the main idea and detailed content of the listening text. The understanding of the main idea hinges on answering the two questions posed in the Pre-listening stage: "What is the relationship between these two speakers?" and "What are they talking about in this conversation?" By finding the answers to these two questions, students will grasp the main idea of the listening text.

6.3.2. Activity 2: Listening for Detailed Information and Exploring In-text Specifics

Subsequent to students gaining an understanding of the main idea, the teacher plays the recording again. Students are then asked to extract detailed information from the listening text based on the recording and the table displayed on the PPT. They need to fill in the names of activities and their corresponding times. Through this round of listening, students will have mastered both the main idea and detailed information of the text, achieved a comprehensive understanding of the textual content.

Table 3. Tom's Schedule of Time and Activities

Time	Tom's activity
6:50 a.m	
	have breakfast
7:50 a.m	
	go home
before dinner	
	have dinner
after dinner	
	go to bed

6.4. Post-listening Stage

As this lesson focuses on listening and speaking skills, the teacher has designed two speaking activities for the Post-listening stage. These activities aim to facilitate the transfer of information from the listening text while fostering students' oral proficiency. By leveraging the content of the listening material, the activities encourage students to apply what they have learned in a communicative context and enhance their ability to express themselves orally.

6.4.1. Activity 1: Identifying Stress and Role-playing

The first activity focuses on identifying stress. The teacher presents the listening text on the whiteboard and first plays

the recording of the opening sentence, guiding students to pinpoint the stressed words in it, then summarizes that stress typically falls on content words and words requiring emphasis. Following this, the teacher plays the recording of the entire text, prompts students to identify the stressed words independently before checking answers collectively at the end. This approach, which guides students to gradually discover stress patterns and identify stressed words on their own, fosters their awareness of autonomous exploration in learning-yielding more effective outcomes than one-sided lecturing by the teacher. Once stress has been identified, the teacher invites students to role-play the dialogue: one student takes the role of Lu Jiaqi, and the other that of Tom. The

primary aim is to verify whether students have grasped the concept of stress and can apply it in daily conversations. Finally, the teacher leads the whole class in evaluating their performance from three aspects: whether the role-play was delivered loudly, fluently and accurately, and whether there was good cooperation between the participants.

Table 4. Evaluation Criteria Table for Students' Role-Playing

Checklist	
Speak loudly	
Speak fluently	
Speak correctly	
Have an active cooperation	

6.4.2. Activity 2: Creating Dialogues

The second activity involves creating dialogues, with a primary focus on having students report their own daily schedules. First, the teacher summarizes the phrases and sentence patterns related to expressing daily activities that have been learned, guiding students to review the linguistic tools applicable to this task. Then, the teacher instructs students to work with their partners to create dialogues about their daily routines based on the table displayed on the whiteboard, and invites some students to present their dialogues to the whole class. Building on the evaluation framework used in the previous activity, the teacher asks classmates to assess the presenters' performances from six aspects: whether stress was used in the dialogue, whether body language was incorporated, whether greetings were included, whether daily schedules were inquired about, whether responses to such inquiries were provided, and other relevant elements.

This design aims to enhance the accuracy of students' language input and output, promote mutual improvement in speaking and listening skills, cultivate their autonomous learning and critical thinking abilities, and strengthen their sense of cooperation and classroom participation.

Table 5. Evaluation Criteria Table for Students' Dialogue Creation

checklist		yes/no
speaking tips	stressed words	
	body languages	
content	greeting & self introduction	
	asking about routine(time order)	
	answering about routine	
	others	

6.5. Post-class Summary and Review of Learned Content

In the summary session, the teacher leads students to review the content of the lesson using a mind map. This approach helps students construct a structured knowledge network, guide them from "fragmented learning" to "systematic construction" and from "knowledge memorization" to "ability transfer". Ultimately, it aims to achieve the coordinated development of students' language proficiency and comprehensive abilities.

6.6. Assignment Design for Knowledge Consolidation

In the assignment section, the teacher adopts a layered homework design. The first two tasks are mandatory: students are required to re-read and retell the content of the listening dialogue, as well as interview people around them about their daily activities. The third task is optional, designed for students with higher proficiency. It asks them to draw their own mind maps based on the one presented by the teacher and in combination with the knowledge they have acquired. This approach aims to respect students' individual differences and meet the learning needs of students at different levels.

6.7. Post-lesson Discussion to Inspire Thinking

Finally, the teacher poses a thought-provoking question: How can we make the most of our time? Guiding students to reflect on this, the teacher shares two sayings with them: "A whole day's work depends on a good start in the morning" and "A whole year's work depends on a good start in spring." These proverbs, similar to the phrase "Early to bed, early to rise!" from the listening text, all aim to persuade students to cherish time and engage in more meaningful endeavors. By drawing such connections, the teacher reinforces the lesson's underlying theme of time management and encourages students to internalize the value of prudent time use in both their studies and daily lives.

7. Teaching Reflection

The post-lesson reflection on this lesson includes the following points:

7.1. Regarding Activity Design

In designing the "time management" activity, the teacher only stayed at the level of superficial understanding of "regular daily routines" and failed to explore in-depth issues such as "how to balance time for homework and exercise" and "differences in breakfast times across cultures". Although the teacher presented the proverb "A whole day's work depends on a good start in the morning", there was no guidance for students to connect this proverb with Tom's "waking up at 6:50", thus failing to transform the thematic significance from "cognition" to "personal action planning". In the dialogue creation activity, the teacher did not display examples of "extracurricular activity expansion" (e.g., "volunteer at the library") through PPT, but merely confined students to the repetitive framework of "waking up-going to school-returning home". This resulted in students' understanding of "daily activities" remaining within the scope of textbooks, failing to achieve the goal of "transcending the text and realizing innovative application" as advocated in the activity-based approach.

Teachers should broaden their thinking and construct a three-dimensional inquiry framework (text-life-culture) to deeply explore the thematic significance of time management. Instead of limiting to students' school life, they can introduce time management practices of people in different occupations, ways to balance time, and differences in breakfast times across cultures. Meanwhile, teachers should explore the profound connotations of proverbs to guide students in transforming their knowledge into actions. On the basis of understanding in-class texts, teachers should also guide students to read extracurricular texts, compare in-class and extracurricular texts, and achieve transcending the text and

innovative application.

7.2. Regarding Time Management

In terms of time allocation, the teacher should allocate sufficient time for students' discussions and thinking, rather than rushing to complete teaching procedures. Provide students with adequate discussion time; when necessary, teachers can participate in students' discussions, communicate with them, and inspire each other.

7.3. Regarding Teaching Content

This listening and speaking lesson focused more on training students' listening and speaking skills, pay insufficient attention to linguistic knowledge points. Meanwhile, the summary of common phrases and sentence patterns was mechanical, failing to expand students' thinking and even restricting their ideas and thinking.

Teachers can integrate more linguistic expressions into listening and speaking activities, such as expanding different expressions of the same word to introduce new knowledge to students. In the summary of common phrases and sentence patterns, instead of directly presenting knowledge, teachers should guide students to summarize together, so as to enhance students' classroom participation and promote their autonomous learning and thinking.

7.4. Regarding Teachers' Classroom Discourse

In the pre-listening prediction session, when the teacher asked, "What is the relationship between the speakers?" and students answered "interviewer and interviewee", the teacher only responded with "Good" without further asking, "Which details in the picture led you to this judgment?" This missed the opportunity to guide students to observe in-depth information such as "the reporter's note-taking action" and "the dialogue scene". When discussing time management, after asking "Is Tom's routine good?" and receiving a "yes" from students, the teacher did not continue to ask, "Which part of Tom's routine can you learn from? Why?" As a result, the teacher's evaluation remained superficial. Additionally, the teacher's evaluation language was overly simplistic and should be more specific and targeted, based on students' responses and characteristics.

In the pre-listening prediction session, teachers can adopt three-level questioning (fact-inference-connection): ① Fact: "What can you see in the picture?" ② Inference: "Why does the girl hold a notebook?" ③ Connection: "How does this detail help you guess their relationship?" This guides students to explore textual information more deeply.

8. Conclusion

In conclusion, the English Learning Activity View provides a scientific theoretical framework and practical guidance for

junior high school English listening and speaking teaching. With the deepening of teaching practice and research, it is expected to play a more important role in promoting the comprehensive development of students' English core competences.

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