

## Exploring the Teaching of English Listening in Junior High School from the Perspective of Krashen's Input Hypothesis Theory

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**Abstract:** Listening teaching is an essential part of English teaching in junior high school, and is also an important and difficult part of English teaching, which has a great significance in challenging the teaching level of junior high school English teachers. Good listening skills are the main foundation for students to learn the subject of English well and also facilitate the acquisition of relevant language skills. Students need to spend a lot of time and effort on listening in order to master the listening part of the teaching. Combined with relevant practical experience, in English education at the junior high school level, for the perspective of Krashen's input hypothesis theory, it is necessary to explore the teaching content in English listening teaching accordingly, under the premise that students have more time, and appropriately increase the listening power to help students improve their overall English literacy. In view of this, this paper puts forward a few strategies to promote English listening teaching for junior high school students for reference.

### 1. Introduction

It is difficult for students in junior high school to complete the amount of English listening that is required by the new curriculum if they only rely on the textbooks, and the textbooks cannot meet the requirement of improving students' listening skills. This conclusion is based on the practical experience of English teachers who have worked in junior high schools. In this regard, English teachers in junior high schools should take into account the unique circumstances of each student, give careful consideration to the goals of teaching English in junior high schools, and organise and summarise the texts in English textbooks from the perspective of Krashen's input hypothesis theory. This involves viewing the texts in the textbooks as the central focus of education and constructing listening teaching training both inside and outside of the classroom around this central focus.[1]

### 2. The concept of listening instruction

Students are led to listen to a large number of English texts of various structures and forms through a variety of different forms of listening training such as reading through, reciting, memorising, and memorising in the classroom. Listening teaching is based on the premise of adhering to the existing syllabus of junior secondary English textbooks. Taking the listening content as the main subject, the students' cognitive level as the basis, and the textbook articles as the focus, listening teaching leads students to listen to a large number of English texts. Students of varying levels are able to build listening beliefs by completing one small goal after another, which allows them to experience the difficulty of learning English through listening. In this paper, "listening instruction" refers to the identification of relevant listening topics based on the content of junior high school English textbooks. [2] This is done from the perspective of Krashen's input hypothesis theory, which stands in the perspective of the input hypothesis theory. In order to effectively tap into students' listening potential

through novel listening modules, to motivate students to learn, to enhance students' authentic experiences in the listening process, and to promote the continuous improvement of students' English language skills, the tried and tested teaching method of listening teaching is as follows: to compile and summarise the content of English textbooks and listening teaching texts in the presence of themes; to compile and summarise the content of listening teaching texts in the presence of themes. The use of experimentation in the teaching of English listening in junior secondary schools not only enriches the connotation of listening teaching and develops students' listening thinking, but it also enables students to become familiar with a large number of vocabulary and grammar terms related to the same topic, and it makes them feel more at ease when listening to similar or similar English texts.[3]

Krashen, a famous American linguist, put forward five important hypotheses on second language acquisition in the 1980s, which are acquisition learning hypothesis, natural order hypothesis, supervision hypothesis, input hypothesis and emotion filtering hypothesis.

The acquisition hypothesis states that language learning can only be achieved through unconscious practice and experience. The natural order hypothesis points out that the order of language learning cannot be changed by learners and teachers. The surveillance hypothesis states that language functions as an output rather than a new natural language; The affective filtering hypothesis states that learners should avoid negative emotions such as fear and embarrassment as much as possible.

### **3. Definition of the Krashen input hypothesis theory**

The hypothesis of Krashen on the acquisition of a second language is currently one of the most well-known and widely used theories in the industry. It is composed of five hypothetical principles, the most far-reaching and widespread of which is the hypothesis theory principle, which contains four elements of attention: input material should be understood, input material should be relevant, input material should be in sufficient quantity, and input material should conform to the 'i+1' principle. Among these five hypothetical principles, the hypothesis theory principle is the most influential and widespread. When we are at a loss to select appropriate English language learning materials, we could find that this notion is beneficial.[4]

### **4. Require students to prep efficiently**

Every student should leave their time spent in school having mastered the fundamental ability of effective pre-study, which is also an essential component of the standard lecture delivered by the English instructor. Not only does it emphasise the subjectivity of students' learning, which motivates them to take the initiative in their education and develops a passion for it, but it also encourages students to develop good self-learning skills and listening abilities. According to Krashen's theory, English teachers need to do a good job of directing students through the process of asking them to pre-study efficiently, establishing listening subjects, and assigning listening tasks. They also need to do a good job of designing listening topics. In general, the following should be included in the listening tasks: first, reading, spelling, and writing the words and vocabulary found in the textbook after having first listened to the words and vocabulary. Second, reciting the text of the textbook while listening to an audio recording of it and then attempting to do so after the recording. Third, participating in listening activities in groups or working independently to determine the text's core idea, central idea, and important words. Fourth, being familiar with the book's grammar ahead of time, attempting to comprehend it, and learning how to apply it throughout the process of listening to the text. Fifth, Complete the listening exercises by giving them your full attention and consideration. The majority of the time, the listening assignments consist of the following: first, completing the post-lesson exercises after listening to the material. Second, completing exercises that need you to fill in blanks based on the information presented in the text. Third, constructing sentences utilising important words and phrases from the reading assignment. Fourth, after having listened to the entire text, translating the substance of the text in order to have a better understanding of what the text is saying in general. After doing effective pre-reading, students generally have a general understanding of the main idea and content of the article, are familiar with the majority of the words and grammar

in the article, and the majority of them are able to recite the article aloud proficiently. Additionally, students are able to solve the listening tasks through independent study or group discussion and deal with some of the difficult questions after the lesson. These establish a strong foundation for excellent later learning of English and are therefore essential. Students can talk to one another about issues and work together to find solutions. Additionally, each group of students can send a representative to talk to other groups about the issues and exchange their perspectives. Before beginning each new session, the students will have circumnavigated the majority of the hurdles that stand in the way of effective listening instruction thanks to this method.[5]

## **5. Nurturing students' habits of organizing and summarizing**

According to the Krashen input hypothesis, the primary objective of listening instruction at the level of junior high school is to facilitate the rapid assimilation of the content being presented. As a result, teachers should discourage their pupils from adopting the strategy of interpreting and comprehending the text word by word as they listen to it because this method is inefficient. They need to follow the method of swiftly listening to the entire material, getting a handle on what it means, and then attempting to comprehend it on a deeper level. During the process of listening to the text, the instructor can direct the students to listen in accordance with a variety of habits and characteristics, utilizing a variety of forms of summarization, in order for the students to comprehend the information presented in the text, to acquire the information in a timely and accurate manner, and to cultivate good listening habits of thinking. Because the structure and content of each article that is listened to are quite distinct from one another, there are a great many distinct types of summarization that can be utilized in order to make sense of the act of listening.

## **6. Helping students to listen more and practice more**

In the past, teachers frequently required students to listen to texts broken up into chapters, paragraphs, and sentences. This not only made it difficult for students to comprehend the coherence of listening to texts, but it also did not encourage the development of good listening habits or listening thinking. From the vantage point of Krashen's input hypothesis, educators in the context of the new educational reform should adhere stringently to the educational requirements and objectives for teaching the texts in English textbooks, and they should take the content of the textbooks as the center in order to accomplish the primary goal of listening and coherent teaching. This will ensure that students receive an education that is both comprehensive and sound.

By understanding and positioning Krashen's input hypothesis theory, we can basically believe that it will have great value and significance for junior high school English teaching, and can provide the necessary theoretical basis and guiding principles for junior high school English teaching. Junior middle school education research and development department and teachers must combine the teaching situation, according to the specific situation of the analysis of the scene, constantly explore and practice input hypothesis to give theoretical guidance and enlightening significance, fully carry out the creative practice and improvement of junior middle school English teaching.

## **7. Teaching listening should reach into students' psyche**

Cultivating students with comprehensive and all-round literacy is one of the important requirements of current quality education. Standing under the perspective of Krashen's input hypothesis theory, English listening teaching at junior high school level is a set of scientific and systematic educational methods combined, which requires English teaching materials to be interesting, attractive, thoughtful, scientific and rational. English listening teaching and learning should integrate different attributes such as educational content, educational methods and educational objectives, in the process of teaching and learning for fun, to comprehensively improve the comprehensive quality of English of junior high school students. Therefore, teachers should do their best to explore the educational literacy factors in the teaching materials, use the knowledge points in

the teaching materials as the bearer, examine the time to infiltrate students with comprehensive literacy knowledge, and help students learn more knowledge outside the classroom while learning English knowledge. Students are encouraged to help those around them who are less fortunate, to learn about the Project Hope education in China, and to develop their love and kindness so that they can grow up to be useful people in building their country. By allowing students to listen to these issues on a regular basis, teachers not only nurture their ability to research and solve problems, but also help them to cultivate a noble sentiment. By teaching English listening, teachers can teach and educate at the same time, teaching students that they should be patriotic and friendly, positive and persistent, and other noble qualities.

## **8. Teaching deep listening to the content of English textbook articles**

The current method of teaching English in junior secondary schools results in the English listening curriculum nearly always suffering from a superficiality of form, process, and simplicity. This is according to the current practise of teaching English. The teaching methods of the teachers are typically the same or very similar regardless of the subject matter or format of the text that is being listened to, and the content elements of the English text are not assimilated or applied in any way, but rather are simply delivered in a straightforward manner. Some teachers merely demand students to have a fundamental comprehension of the material in the book, and they do not direct their pupils to develop a deeper grasp of the significant aspects of the material. A form of instruction that focuses solely on listening is guaranteed to have a detrimental effect on the future growth and development of the students. Therefore, in light of the Krashen hypothesis, English teachers should employ listening instruction to enhance the content of English textbooks in the classroom, and one of the most essential components of this is the design of the classroom itself. For the development of English teaching in China, vocabulary, grammar, reading, writing, expression and listening have all become important learning content and examination content in different periods, and listening teaching and students' listening effect has always been the focus of junior high school English teaching. In current junior high school English teaching, in addition to English learning through recitation, memorization, brush, dialogue and other ways, English teaching has not been able to use can continue to stimulate the interest of students, improve the classroom atmosphere, optimize the learning process, reduce teaching costs and improve the quality of teaching effective strategies.

## **9. Conclusion**

All in all, the reasonable use of listening teaching blocks in junior English listening teaching enables students to improve their listening training thinking more substantially. Through independent listening or group discussion, students not only improve their efficiency in answering questions, but also practise their English speaking and English expression skills and become proficient in listening and expression skills.

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