

Practical Dilemmas and Solution Paths in High School English Classroom Teaching under the New Curriculum Standards

Qin Shumei

College of Foreign Studies, Guangxi Normal University, Guilin, Guangxi, China

Abstract: This study employs methods such as literature review and logical analysis to systematically examine the practical dilemmas and solution paths in high school English classroom teaching under the New Curriculum Standards. It elucidates the core concepts of the New Curriculum Standards and identifies several practical challenges in current high school English teaching. These include the tug-of-war between core competencies and examination-oriented efficiency, the formalization and superficiality in exploring thematic meanings, process distortion and the illusory prosperity of the activity-based learning approach, the disconnection and ambiguity in the integration of teaching, learning and assessment, and the constraints on teachers' professional autonomy along with their role anxiety. Based on these findings, the study proposes solution paths: to reconstruct a consensus on educational goals and build a bridge between competency cultivation and examination preparation; to delve deeply into the textual fabric for a more profound exploration of thematic meanings; to focus on authentic learning and transform activities from performance to constructive processes; to innovate evaluation paradigms, making assessment a navigator for learning; and to empower teacher development by fostering a supportive ecosystem for professional growth.

Keywords: New Curriculum Standards Concept; High School English; Classroom Teaching

1. Introduction

The promulgation and implementation of the English Curriculum Standards for Senior High Schools (2017 Edition, Revised in 2020) mark a formal entry of China's high school English education into a phase of deep transformation centered on core competencies [1]. This transformation is by no means a simple

adjustment of teaching strategies; it is a systemic reform involving the reshaping of educational values, the restructuring of curriculum content, and the reconstruction of teaching paradigms. It represents a fundamental shift in understanding what it means to teach and learn English, moving away from a narrow focus on linguistic knowledge towards a holistic view of education that prioritizes learner development in cognitive, cultural, and ethical dimensions. The conceptual system advocated by the New Curriculum Standards—characterized by "theme-based guidance, discourse-based support, activity-based progression, and competency-based orientation"—provides a clear top-level design for breaking free from the constraints of traditional knowledge-based teaching and cultivating students' key abilities and essential dispositions. The conceptual system advocated by the New Curriculum Standards—characterized by "theme-based guidance, discourse-based support, activity-based progression, and competency-based orientation"—provides a clear top-level design for breaking free from the constraints of traditional knowledge-based teaching and cultivating students' key abilities and essential dispositions. However, an inevitable consequence of any profound educational reform is the tension between the advanced nature of the concepts and the complexity of practice, a gap that urgently needs to be bridged. This gap is not merely theoretical; it manifests in the daily reality of classrooms, where teachers struggle to reconcile innovative pedagogical approaches with entrenched institutional expectations and the relentless pressure of high-stakes examinations. Within the realistic context of persistent pressure from the National College Entrance Examination (Gaokao), the high school English classroom has become the most intense field where old and new educational concepts clash, and ideal designs collide with practical constraints. This paper aims to penetrate the surface of concept advocacy, confront the most

genuine dilemmas at the frontline of teaching, and, based on an analysis of their causes, explore viable solution paths with practical potential. Within the realistic context of persistent pressure from the National College Entrance Examination (Gaokao), the high school English classroom has become the most intense field where old and new educational concepts clash, and ideal designs collide with practical constraints. This paper aims to penetrate the surface of concept advocacy, confront the most genuine dilemmas at the frontline of teaching, and, based on an analysis of their causes, explore viable solution paths with practical potential. By doing so, it seeks to contribute to the ongoing conversation on how to effectively implement curriculum reform in ways that are both faithful to its vision and responsive to the realities of the high school context.

2. Interpretation of the Connotation of the New Curriculum Standards Concept

The conceptual innovation embedded in the English Curriculum Standards for Senior High Schools (2017 Edition, Revised in 2020) represents far more than piecemeal modifications to teaching methods; it signifies a systemic restoration and structural reconstruction of the educational value of the English subject [2]. This reconstruction is predicated on a view of language education not as the mere acquisition of a set of skills, but as a formative process that shapes learners' intellectual and moral sensibilities. Its connotation can be encapsulated as "one core, dual pathways, and an integrated cycle": with English subject core competencies as the ultimate goal, it advances through two practical pathways—the exploration of thematic meanings and the activity-based approach to English learning—relying on the synergistic mechanism of the integration of teaching, learning, and assessment. Together, these elements drive a profound transformation of instruction from knowledge transmission to competency cultivation. Its connotation can be encapsulated as "one core, dual pathways, and an integrated cycle": with English subject core competencies as the ultimate goal, it advances through two practical pathways—the exploration of thematic meanings and the activity-based approach to English learning—relying on the synergistic mechanism of the integration of teaching, learning, and assessment. Together, these

elements drive a profound transformation of instruction from knowledge transmission to competency cultivation. The internal logic of this conceptual system is manifested as a shift from symbolic learning to meaning construction. It requires instruction to move beyond the isolated focus on discrete knowledge points such as vocabulary and grammar, instead guiding students to develop integrated competencies that merge language ability, cultural awareness, thinking quality, and learning capability through authentic language use and deep cultural engagement. Therefore, the essence of the New Curriculum Standards concept is to advocate a pedagogy that combines immersion with construction, transforming English learning into a meaningful journey where students explore the world, understand themselves, participate in society, and achieve spiritual growth in the process.

3. Practical Dilemmas in High School English Classroom Teaching under the New Curriculum Standards Concept

3.1 The Tug-of-War Between Core Competencies and Examination-Oriented Efficiency

Theoretically, the cultivation of core competencies is a long-term strategy, concerning students' holistic development and lifelong learning abilities. In reality, however, Gaokao scores serve as the most direct and indisputable hard for evaluating teaching effectiveness by students, parents, schools, and even society [3]. This creates a powerful feedback loop: high scores are equated with good teaching, which in turn reinforces the prioritization of test preparation above all else. These two goals—competency cultivation and examination success—should not be mutually exclusive, yet given the constraints of limited time and energy, they are often placed on opposite ends of the scale, forcing teachers to make difficult trade-offs. These two goals should not be mutually exclusive, yet given the constraints of limited time and energy, they are often placed on opposite ends of the scale, forcing teachers to make difficult trade-offs. The direct consequence of this tug-of-war is a "schizophrenia" in teaching objectives. In lesson plans, the objectives are written ly and comprehensively according to the New Curriculum Standards, covering all aspects of competencies. For

instance, a lesson plan might proudly list objectives related to critical thinking and cultural appreciation, but in the classroom, the teacher, pressed for time and mindful of the upcoming exam, might focus predominantly on test-taking techniques. Instruction in reading comprehension may rapidly narrow from in-depth discussions aimed at fostering critical thinking and multicultural understanding to training in test-taking tricks like locating key words, analyzing complex sentences, and avoiding question traps. Writing instruction may also regress from encouraging personal expression and logical coherence to rote memorization of templates and vocabulary and sentence patterns. However, in actual teaching practice, especially during the senior year review phase, these objectives are often quietly replaced or simplified. Instruction in reading comprehension may rapidly narrow from in-depth discussions aimed at fostering critical thinking and multicultural understanding to training in test-taking like locating key words, analyzing complex sentences, and avoiding question traps. Writing instruction may also regress from encouraging personal expression and logical to rote memorization of templates and vocabulary and sentence patterns. Teachers inwardly recognize the importance of competencies but cannot bear the risks students might face due to falling behind in scores. This fragmentation between value identification and action choices creates widespread anxiety and a sense of powerlessness, making competency goals in high school all too easily degenerate into a beautiful yet hollow slogan. This is not a failure of teacher will, but a symptom of a system where the structural incentives do not align with the stated goals of reform. the result is a pervasive sense of cynicism or resignation, where teachers feel they are forced to perform reform in name while adhering to traditional practices in substance.

3.2 Formalization and Superficiality in the Exploration of Thematic Meanings

The New Curriculum Standards advocate for a theme-oriented approach to integrating curriculum content and implementing unit-based holistic teaching. However, in the high school context, the implementation of this concept is prone to veer towards two extremes: either "labeling" or "going through the motions. " "Labeling" refers to teachers assigning a grand

thematic title to an entire unit or a single text, such as "Man and Nature, " "Ethics of Science and Technology, " or "Cultural Heritage, " yet this theme lacks an organic and in-depth connection with the subsequent specific teaching activities. the theme is like an ill-fitting coat, awkwardly draped over the original teaching of knowledge points, failing to truly play a role in leading, integrating, and deepening the learning content. Students' perception of the theme often remains confined to the PPT title during the lead-in phase, after which they quickly sink back into the familiar analysis of vocabulary, grammar, and textual structure, and the exploration of the thematic meaning is superficially halted. "Going through the motions" manifests as a superficial engagement with the exploration process itself. High school texts, especially those in the selective compulsory phase, are rich in ideological content and complex in linguistic structure, providing excellent material for in-depth exploration. Yet, their potential to provoke genuine inquiry and reflection is often squandered because the exploration is treated as a box to be ticked rather than a journey to be undertaken.

3.3 Process Distortion and the Illusory Prosperity of the Activity-Based Learning Approach

The activity-based approach to English learning often falls into the predicament of "illusory prosperity" in practice, where classrooms appear lively with diverse activity formats, yet students' language and thinking fail to undergo genuine and challenging developmental processes. This distortion primarily stems from the fictitious nature of the situations created [4]. Many so-called authentic situations are divorced from students' real-life experiences and communicative needs, lacking the ambiguity and uncertainty of outcomes inherent in genuine tasks. Consequently, language use degenerates into a refined reproduction of predetermined sentence patterns, rather than output generated to meet authentic communication demands. A deeper issue lies in the logical disconnects within the activity chain. the progression from learning and comprehension to transfer and innovation is not a natural transition; gaps often emerge due to the absence of essential application and practice phases aimed at giving intellectual concreteness to thought. the essence of this "prosperity" is a lack of depth in thinking

and a flattening of cognitive processes. the successful implementation of the activity-based approach hinges on making each activity a necessary step for solving new problems or meeting new challenges arising from the previous one, thereby developing language ability through the resolution of authentic problems where linguistic complexity advances in tandem with cognitive sophistication. The theme is like an ill-fitting coat, awkwardly draped over the original teaching of knowledge points, failing to truly play a role in leading, integrating, and deepening the learning content. Students' perception of the theme often remains confined to the PPT title during the lead-in phase, after which they quickly sink back into the familiar analysis of vocabulary, grammar, and textual structure, and the exploration of the thematic meaning is superficially halted. Without carefully designed scaffolding activities that bridge the gap between basic comprehension and creative application, students are often left stranded. They may be asked to perform a complex task like a project or a debate without having been given the linguistic tools, cognitive strategies, or collaborative skills to succeed. the essence of this "prosperity" is a lack of depth in thinking and a flattening of cognitive processes. the successful implementation of the activity-based approach hinges on making each activity a necessary step for solving new problems or meeting new challenges arising from the previous one, thereby developing language ability through the resolution of authentic problems where linguistic complexity advances in tandem with cognitive sophistication. Without carefully designed scaffolding activities that bridge the gap between basic comprehension and creative application, students are often left stranded. They may be asked to perform a complex task like a project or a debate without having been given the linguistic tools, cognitive strategies, or collaborative skills to succeed. the essence of this "prosperity" is a lack of depth in thinking and a flattening of cognitive processes. the successful implementation of the activity-based approach hinges on making each activity a necessary step for solving new problems or meeting new challenges arising from the previous one, thereby developing language ability through the resolution of authentic problems where linguistic complexity advances in tandem with cognitive sophistication.

3.4 Disconnect and Ambiguity in the Integration of Teaching, Learning and Assessment

The integration of teaching, learning, and assessment is a key mechanism for ensuring the implementation of core competencies, intended to embed evaluation throughout the teaching process, serving diagnostic, motivational, and facilitative roles [5]. However, in high school classrooms, the assessment component is often the weakest link, exhibiting significant lag and ambiguity. On one hand, there is a disconnect between assessment and teaching. In many classrooms, evaluation remains concentrated on paper-and-pencil tests administered at the end of a unit or semester. These tests largely follow traditional question formats, focusing on discrete linguistic knowledge and isolated skills. This severely mismatches the competency-oriented teaching activities attempted in the classroom. Project-based learning and critical thinking discussions, which teachers painstakingly design, cannot be effectively validated in such final exams, undoubtedly dampening the enthusiasm of both teachers and students for engaging in instructional reform. Here, the powerful inertial force of assessment as a "baton" often pulls teaching back towards the test-prep track. On the other hand, there is ambiguity in immediate classroom assessment. Teachers lack clear, operational evaluation tools and language for assessing competency dimensions manifested in students' classroom discussions, presentations, and writing, such as qualities of thinking, cultural understanding, and collaboration skills. Feedback often remains at the level of vague praise like "Good!" or "Interesting idea!", or simple corrections of linguistic errors. Students cannot clearly discern their strengths from such feedback, nor do they know which specific direction to improve in next time. This severely mismatches the competency-oriented teaching activities attempted in the classroom. Project-based learning and critical thinking discussions, which teachers painstakingly design, cannot be effectively validated in such final exams, undoubtedly dampening the enthusiasm of both teachers and students for engaging in instructional reform. Here, the powerful inertial force of assessment as a "baton" often pulls teaching back towards the test-prep track. When assessment does not reflect the valued competencies, the message sent to teachers and students is that these competencies are, in

practice, less important than test scores. Teachers lack clear, operational evaluation tools and language for assessing competency dimensions manifested in students' classroom discussions, presentations, and writing, such as qualities of thinking, cultural understanding, and collaboration skills. Feedback often remains at the level of vague praise like "Good!" or "Interesting idea!", or simple corrections of linguistic errors. Students cannot clearly discern their strengths from such feedback, nor do they know which specific direction to improve in next time.

3.5 Constraints on Teachers' Professional Autonomy and Role Anxiety

The effective implementation of the New Curriculum Standards ultimately depends on the creative interpretation and application by frontline teachers. However, high school teachers are currently facing unprecedented role conflicts and professional anxiety, becoming perplexed subjects within the reform process [6] the New Curriculum Standards place higher demands on the teacher's role: teachers are not only transmitters of knowledge but also curriculum designers, learning facilitators, resource developers, and assessment innovators. This requires teachers to possess profound subject literacy, a broad cultural perspective, exquisite teaching design skills, and a sustained spirit of research and reflection. Yet the reality is that high school teachers generally bear a tremendous burden of teaching loads, immense pressure related to college entrance exams, and interference from various non-teaching affairs. They are exhausted from coping with daily teaching and test preparation, lacking sufficient time and energy to deeply study the curriculum standards, develop resources, or meticulously design competency-oriented unit teaching, let alone engage in systematic teaching experiments and reflection. Furthermore, the "standard answer" mindset that often appears during the reform process also leaves teachers feeling constrained. Various training sessions, teaching competitions, and inspections sometimes implicitly promote a certain ideal teaching model, which places new shackles on teachers. Teachers worry that their practice deviates from the correct path, and thus, in the process of imitation and cater, they gradually lose the courage and space for personalized, creative practice based on their students' specific learning

situations. This restriction of professional autonomy causes the implementation of the New Curriculum Standards to sometimes degenerate into another form of formalized performance, rather than a deep exploration rooted in the true essence of education. This is a daunting expectation, especially when contrasted with the reality of teachers' working conditions. Yet the reality is that high school teachers generally bear a tremendous burden of teaching loads, immense pressure related to college entrance exams, and interference from various non-teaching affairs. They are exhausted from coping with daily teaching and test preparation, lacking sufficient time and energy to deeply study the curriculum standards, develop resources, or meticulously design competency-oriented unit teaching, let alone engage in systematic teaching experiments and reflection. Rather than encouraging pedagogical experimentation tailored to local contexts, these mechanisms can foster conformity. Teachers worry that their practice deviates from the correct path, and thus, in the process of imitation and catering, they gradually lose the courage and space for personalized, creative practice based on their students' specific learning situations. This restriction of professional autonomy causes the implementation of the New Curriculum Standards to sometimes degenerate into another form of formalized performance, rather than a deep exploration rooted in the true essence of education.

4. Solution Paths for High School English Classroom Teaching under the New Curriculum Standards Concept

4.1 Reconstructing Goal Consensus: Building a Bridge Between Core Competencies and Examination-Oriented Efficiency

Resolving the opposition between core competencies and exam preparation requires abandoning the either-or mindset. The key lies in a cognitive restructuring: redefining Gaokao preparation as the process of optimizing the demonstration of core competencies within a specific assessment framework. In recent years, the Gaokao proposition has clearly reflected an orientation towards assessing higher-order thinking, cultural understanding, and authentic expression abilities. This indicates that at the top-design level, competencies and exams are no longer opposites but rather complement each

other. During the first and second years of high school, the instructional focus should be placed on solidly developing students' linguistic sensitivity, cultural understanding, and critical thinking through the exploration of thematic meanings and project-based learning. This constitutes the energy storage period for competencies. Entering the third year, building upon the accumulated competency foundation, students should be guided to systematically analyze the proposition logic, discourse characteristics, and response strategies of past Gaokao papers, accurately transforming their already developed abilities in analysis, evaluation, and creation into efficient problem-solving and expressive skills that meet specific testing requirements. Schools and teachers need to proactively explain this scientific path—"competencies as the foundation, exam-taking as the application"—to parents and society, building consensus, alleviating collective anxiety, and thereby securing valuable practical space and psychological support for teaching reform. This is not about ignoring the demands of the exam, but rather about reframing how we understand those demands. In recent years, the Gaokao proposition has clearly reflected an orientation towards assessing higher-order thinking, cultural understanding, and authentic expression abilities. This indicates that at the top-design level, competencies and exams are no longer opposites but rather complement each other. During the first and second years of high school, the instructional focus should be placed on solidly developing students' linguistic sensitivity, cultural understanding, and critical thinking through the exploration of thematic meanings and project-based learning. This constitutes the energy storage period for competencies.

4.2 Deepening the Textual Fabric: Achieving In-Depth Breakthroughs in the Exploration of Thematic Meanings

Changing the superficial exploration of thematic meanings requires teachers to shift from "teaching the textbook" to "teaching with the textbook," becoming deep readers of texts and wise guides for students' meaning construction. The core lies in teachers' in-depth lesson preparation. Before designing a unit, individual teachers or lesson preparation groups must conduct extensive reading and intertextual reading of all texts within the unit. This involves

not only understanding the surface information of the texts but also probing: What eternal human concerns or core contemporary social issues do these texts collectively point to? What emotions, attitudes, or values are the authors trying to convey through their unique stylistic and linguistic means? And what dialogues, supplements, or conflicts exist between different texts in terms of viewpoints, perspectives, or emotions? Based on this in-depth interpretation, an overarching question should be designed for the unit, along with interlocking sub-questions for each lesson. These questions should be open-ended and speculative, having no standard answers, yet capable of guiding students deep into the texts. Classroom teaching should revolve around these questions through discussions, debates, and writing, thereby integrating language learning with meaning exploration. Finally, when guiding students to explore thematic meanings, corresponding linguistic support must be provided. Teachers should consciously extract the exquisite sentence patterns, lexical collocations, and rhetorical devices used in the texts to express viewpoints, present evidence, and convey emotions, serving as a "toolbox" for students to express their own ideas. This ensures that the generation and expression of thematic meanings are always carried by precise and appropriate language, achieving the synchronous improvement of language ability and thinking quality. This process of intertextual reading transforms a set of individual texts into a coherent intellectual unit, revealing the connections and tensions that can be leveraged for powerful learning. Without this support, students may have sophisticated ideas but lack the linguistic means to express them, leading to frustration and a sense of disconnect between their thoughts and the language they are learning. Teachers should consciously extract the exquisite sentence patterns, lexical collocations, and rhetorical devices used in the texts to express viewpoints, present evidence, and convey emotions, serving as a "toolbox" for students to express their own ideas. This ensures that the generation and expression of thematic meanings are always carried by precise and appropriate language, achieving the synchronous improvement of language ability and thinking quality.

4.3 Focusing on Authentic Learning: Transforming Learning Activities from

Performance to Construction

For learning activities to truly take place, it is essential to puncture the bubble of illusory prosperity and return the context, tasks, and thinking processes to authenticity and depth. Create "intellectually honest" tasks. Avoid contrived situations fabricated solely for language practice; instead, design authentic cognitive tasks that inherently require English for thinking, communication, and resolution. Consolidate every step of the thinking ladder. When designing a series of activities progressing from comprehension to innovation, teachers must specify the micro-skills to be developed in each activity and design clear instructions and supporting materials. For example, before the aforementioned environmental protection project presentation task, the following steps could be inserted: first, analyze the strengths and weaknesses of multiple environmental protection project cases. Second, learn the core elements and common expressions used in project proposals. Third, conduct group brainstorming sessions, using mind maps to plan project details. Finally, draft and peer-review proposal drafts, providing evaluation rubrics. Each step builds a scaffold for students to climb, ensuring the synchronized development of thinking and language. Embrace the "generative" classroom. Reduce the excessive pursuit of preset procedures and standard answers, and increase the openness and inclusiveness of the classroom. Encourage students to voice different opinions, question the viewpoints presented in texts, and treat new questions and perspectives generated in the classroom as valuable teaching resources. The teacher's role shifts from that of a script director to an experienced hiking companion, journeying with students in the process of exploring meaning. For instance, instead of a simulated debate on a generic topic, students could research a local environmental issue, analyze different perspectives from authentic sources, and then write a letter to a local official proposing a solution. This task demands authentic language use for a genuine purpose. For instance, instead of a simulated debate on a generic topic, students could research a local environmental issue, analyze different perspectives from authentic sources, and then write a letter to a local official proposing a solution. This task demands authentic language use for a genuine purpose. This metaphor implies a relationship of shared exploration and

mutual respect, where the teacher is not the sole authority but a more experienced guide who offers expertise and support while respecting the learners' autonomy.

4.4 Innovating the Evaluation Paradigm: Making Assessment a Navigator for Learning

References

To transform assessment from a ruler for judging outcomes into a navigator for learning, it is necessary to achieve fundamental changes in its function, focus, and form. Firstly, assessment must be deeply embedded in the learning process. Develop and utilize performance assessment rubrics so that students understand what constitutes high-quality work from the very beginning of a task, thus using assessment to guide learning. Secondly, immediate feedback must transcend value judgments like "Good" and provide descriptive and diagnostic information. Finally, technology should be effectively employed to promote personalized and visualized assessment. Leverage learning platforms to record process data such as students' reading paths, writing revision processes, and turn-taking in oral interactions, generating individual learning profiles. This provides teachers with a basis for differentiated instruction and also helps students engage in metacognitive monitoring. A rubric, shared and discussed with students, makes the criteria for success transparent. It breaks down complex performance into its component parts, providing students with a clear roadmap for their work. Instead of simply praising a student's presentation, a teacher might say, "Your analysis of the character's motivation was insightful because you used specific details from the text. Next time, consider how you might vary your sentence structure to make your argument even more persuasive." This type of feedback pinpoints strengths and offers concrete, actionable suggestions for improvement. By seeing their own learning process visualized, students can reflect on their strategies, identify areas of difficulty, and take greater ownership of their learning.

4.5 Empowering Teacher Growth: Building a Supportive Ecosystem for Professional Development

Teachers are the ultimate executors and creators of reform. To alleviate their confusion and anxiety, it is essential to empower them from

both the external environment and internal motivation, building a supportive and developmental professional ecosystem. Reduce non-teaching burdens and safeguard time for professional thinking. Schools and education management departments should take practical measures to streamline administrative tasks such as meetings and paperwork, allowing teachers to focus their main energy on teaching research and student guidance. Days without meetings or dedicated teaching and research days can be established to ensure teachers have uninterrupted time for lesson preparation, discussion, and reflection. Build communities of practice to promote the generation of experiential knowledge. Shift away from top-down, training and encourage the formation of teacher learning communities based on lesson preparation groups, teaching research groups, or cross-school project teams. Focus on authentic teaching difficulties by conducting lesson studies, same topic, different approaches activities, and teaching salons. Through collaborative lesson preparation, classroom observation, and post-lesson discussion, collective wisdom can be stimulated, practical knowledge rooted in local contexts can be generated, and teachers' professional confidence and autonomy can be enhanced. Provide concrete, operational support resources for teachers attempting to implement the New Curriculum Standards concepts. For example, teaching research departments can develop and provide high-quality resources such as case libraries for unit teaching design, question banks for exploring thematic meanings, and templates for performance assessment rubrics. These resources are not meant for teachers to copy directly, but to serve as inspiration and scaffolds, lowering the threshold for innovation and the cost of trial and error. Reshape management evaluation and encourage innovation and exploration. Establish teaching innovation awards to encourage teachers to experiment boldly and allow for imperfections and temporary fluctuations during reform. Foster an organizational culture that values exploration and embraces error correction, enabling teachers to dare to move from safe mediocrity towards risky excellence. This is not a luxury but a necessity if teachers are to engage in the deep intellectual work required for meaningful

curriculum implementation. They represent a form of intelligent support that respects teachers' professional judgment while providing them with starting points and models. This shift in culture—from one that punishes failure to one that treats experimentation as a pathway to growth—is essential for unleashing the creative potential of teachers.

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