Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 14, No. 2, 2025

Instructional Design for Junior High School English Listening Based on Content and Language Integrated Learning

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Abstract: With the advent of the information society, junior high school English teaching faces new challenges and opportunities. As a crucial component of English learning, listening comprehension not only enhances students' auditory understanding but also improves their practical language application skills. However, existing English listening instruction often suffers from a disconnect between linguistic knowledge and real-world content. To address this issue, this paper designs a junior high school English listening teaching plan based on the Content and Language Integrated Learning (CLIL) theory, in alignment with the language proficiency requirements outlined in the "Compulsory Education English Curriculum Standards (2022 Edition)." By integrating life-oriented topics and authentic language contexts, the plan aims to help students acquire linguistic knowledge through listening comprehension while stimulating their language production abilities. This paper elaborates on the CLIL-based English listening instructional design from perspectives such as teaching objectives, task design, and activity arrangements, providing an innovative teaching model for junior high school English educators.

Keywords: Content and Language Integrated Learning; Junior High School English; Listening Instruction; Instructional Design; Cross-Cultural Communication.

1. Introduction

With the continuous advancement of junior high school English education, listening, as one of the four fundamental skills in English learning, has garnered increasing attention. The core objective of English listening instruction is not only to enhance students' listening comprehension but also to cultivate their comprehensive language application abilities. In traditional English listening teaching, students often focus primarily on exam preparation, neglecting the cultural and communicative functions embedded in listening.

According to the requirements of the “Compulsory Education English Curriculum Standards (2022 Edition) [1]", the core competencies to be developed in students through English courses include language proficiency, cultural awareness, cognitive skills, and learning abilities. The "Standards” also emphasize that English teaching should promote the holistic development of students' listening, speaking, reading, and writing skills, with particular attention to fostering language application capabilities. In this context, listening instruction should not only impart linguistic knowledge but also enhance students' language application abilities through authentic contexts and task-driven approaches.

During the junior high school stage, students' language development is at a critical juncture, and the cultivation of listening skills holds significant importance for their subsequent English learning. However, current junior high school English listening instruction faces challenges such as the separation of content and language, as well as monotonous teaching methods, which fail to stimulate students' interest or fully realize the practical functions of language learning.

Therefore, this paper proposes a junior high school English listening teaching model based on Content and Language Integrated Learning (CLIL) theory, integrating the language proficiency requirements outlined in the "Compulsory Education English Curriculum Standards (2022 Edition)" from the perspective of instructional design. This model aims to enhance students' listening skills through authentic language use while simultaneously improving their listening comprehension abilities and cross-cultural communication competencies.

2. Literature Review

Content and Language Integrated Learning (CLIL) originated in Europe and has since been widely adopted globally. CLIL is an instructional approach that combines subject content with language learning, aiming to enhance students' linguistic proficiency and subject knowledge.[2] Under the CLIL framework, language learning is not merely skill training but emphasizes the practicality and authenticity of language use through interdisciplinary content. [3]

The core characteristics of CLIL theory can be summarized as follows:

1. Equal Emphasis on Content and Language: CLIL prioritizes both language knowledge acquisition and the importance of learning content, with the two complementing each other. Through specific subject matter, students learn how to use language in context.

2. Integration of Language Learning with Practical Tasks: By adopting a task-driven learning approach, students not only acquire language skills but also deepen their understanding and application of language while completing concrete tasks.

3. Interdisciplinary Integration: CLIL instruction breaks the boundaries of single disciplines through interdisciplinary integration, making language learning more relevant to real-life situations and practical issues. [4]

Applying the CLIL model in junior high school English listening instruction enables students to engage with richer subject content during listening activities. This approach stimulates interest in language learning while fostering cross-

cultural communication skills and critical thinking abilities.

3. Junior High School English Listening Teaching Design Based on CLIL Theory

In the junior high school English listening teaching design based on the CLIL theory, teachers should not only focus on the training of listening skills but also emphasize stimulating students' learning interest through engaging and challenging content. The specific teaching design is as follows:

3.1. Teaching Objectives

According to the requirements of the “Compulsory Education English Curriculum Standards”, the teaching objectives for English listening include language objectives and communicative objectives. The teaching objectives designed in this paper are as follows:

Table 1. Instructional Objectives Table

Overall Objective		Specific objectives
Communication objective	Through listening activities, cultivate students' cross-cultural awareness and English language communication skills.	a. Students can understand and articulate content related to festivals and cultural customs; b. Students can effectively discuss and communicate with peers through listening tasks.
Language objective	Students can comprehend English pronunciation and intonation related to daily life, and are able to understand and recognize different accents and speech rates.	a. Students can understand vocabulary, phrases, and sentence patterns related to festivals, such as "waste," "pollution," "put up a Christmas tree," "think about new ways of celebrating," etc.; b. Students can master relevant listening comprehension skills during the listening process, such as prediction, inference, and information extraction.

3.2. Task Design

Under the CLIL teaching framework, task-based language teaching (TBLT) is key to enhancing students' comprehensive language abilities. [5] The instructional tasks designed in this paper are:

3.2.1. Driving Component - Designing Communicative Scenarios to Stimulate Learning Motivation

In this segment, the teacher sparks students' interest in festivals and environmental protection by showing a video or news report about a "Green Christmas," while designing an authentic communicative scenario to raise awareness of the environmental impact of festive activities.

[Instructional Design 1]

The teacher plays a news report about Western festivals, covering environmental issues caused by Christmas, such as excessive waste of paper, food, and trees. Then, the teacher poses the question: "Do you know how the West celebrates Christmas? What do you think of these impacts on the environment?"

During this process, students gradually recognize the potential waste and environmental problems brought by festive activities through watching the video and engaging in discussions, while also developing an interest in the topic of "Green Christmas" or "Green Festival." By guiding students' thinking and stimulating their curiosity, the teacher helps them explore innovative ways to reduce the negative environmental impact of celebrations, preparing them for the subsequent listening comprehension and group tasks.

Teaching objectives:

1. Stimulate students' awareness of festival customs and their environmental issues.

2. Guide students to reflect on and discuss the environmental impact of festive activities.

3. To prepare the necessary knowledge and interest foundation for subsequent listening comprehension, cultural comparison, and cross-cultural communication tasks.

[Design Specifications]

This segment creates an authentic cultural context and task scenario, enabling students to spark interest in the topic of "Green Festival" before engaging in listening activities, while also fostering their cross-cultural awareness and attention to the impact of festive events. This approach not only enhances students' cultural consciousness but also stimulates their desire to engage in cross-cultural communication through English, thereby laying the groundwork for subsequent task-driven activities.

3.2.2. Facilitating the Process - Selecting Inputs to Facilitate Task Completion

During the facilitation stage, teachers assist students in acquiring the necessary linguistic and cultural background through targeted input materials, thereby supporting the successful completion of tasks.

Listening Activity: The Environmental Challenge of a Green Christmas

[Instructional Design 2]

The teacher plays a segment of news report on "Green Christmas," discussing the environmental issues brought by Christmas, such as paper waste, food waste, and tree deforestation. Students complete related multiple-choice and fill-in-the-blank tasks based on the content they hear.

The specific tasks are as follows:

1. Multiple-choice questions:

According to the listening material, the student selected the topic of this text:

a People shouldn't celebrate Christmas.

b Christmas could bring waste and pollution.

c All festivals create environmental problems.

2. Fill-in-the-blank task:

Students supplement the following sentences based on the provided materials to describe specific instances of Christmas waste:

“In the UK, people use about _____ kilometers of

paper for gifts."

"Millions of _____ are thrown away every year."

"People cut down nearly _____ million trees to use as Christmas trees."

"People are _____ plastic Christmas trees. They can create pollution, too."

"We should _____ about new ways of celebrating."

"Let's have a " _____ Christmas" this year."

Through this activity, students can understand and acquire vocabulary and sentence structures related to environmental protection in practical contexts, while also comprehending the negative environmental impacts of Western festive activities. After the listening activity, teachers provide feedback on students' performance to help them consolidate what they have learned, ensuring that students can effectively understand the environmental issues associated with festive customs.

Teaching objectives:

1. Helping students comprehend the environmental impact of festive activities through listening exercises.

2. Provide relevant language input to help students master English expressions for describing environmental protection issues.

3. To provide language support for subsequent group tasks and cross-cultural communication.

[Design Specifications]

This section provides students with relevant input through listening materials, enabling them to grasp related vocabulary and expressions while comprehending the content. It helps students accurately express their viewpoints in subsequent tasks and forms the foundation for language output.

[Instructional Design 3]

The teacher plays a segment of dialogue on how to celebrate Christmas in an environmentally friendly manner (refer to the materials below). Students complete the dialogue fill-in-the-blank task based on the listening content and match the completed blanks with the corresponding characters.

The specific tasks are as follows:

1. Listening comprehension fill-in-the-blank task:

Complete the following sentences based on the listening material:

a Let's not have a _____ on Christmas Day.

b We won't have a Christmas tree.

c Let's make a tree from old _____ .

d We could _____ a tree on the wall.

e How about using the _____ in the living room?

f But we'll wrap the gifts in old _____ .

2. Matching task:

Based on the listening content, match each sentence with the speaker:

a. Let's not have a big meal on Christmas Day.

b. We won't have a Christmas tree.

c. Let's make a tree from old boxes.

d. We could paint a tree on the wall.

e. How about using the big plant in the living room?

f. But we'll wrap the gifts in old newspapers.

Table 2. Listening Matching Task List

Dad	
Mum	
Mark	

Teaching objectives:

1. Listening Comprehension: Through task design, students can not only practice listening skills but also gain an in-depth understanding of the environmental issues that may arise during festive activities and the solutions for reducing waste.

2. Language Output: Through matching tasks and fill-in-the-blank exercises, students can master common environmental protection-related expressions such as "wrap gifts," "big plant," and "waste food."

3. Cross-cultural understanding: Through the dialogue content, students can better comprehend how Western families reduce resource waste during Christmas through specific actions, fostering environmental awareness.

[Design Specifications]

Help students understand how to adopt environmentally friendly measures during festive periods through listening materials. Provide relevant language input to assist students in mastering how to express ideas about reducing waste and pollution in daily life. Enhance students' listening comprehension and language output abilities through listening gap-filling tasks and matching activities.

3.2.3. Evaluation Phase - Language Output and Feedback

In this stage, students engage in language output through task-driven approaches, while teachers provide timely evaluation and feedback to facilitate the enhancement of students' language proficiency.

Task-driven approach—group discussions and presentations.

[Instructional Design 4]

Students engage in group discussions on innovative ways to celebrate festivals while reducing environmental waste and pollution. The discussions cover topics such as using eco-friendly materials for festival decorations, minimizing food waste, opting for recyclable materials, and replacing traditional gifts with e-cards. After completing their discussions, each group presents their proposals in English to the entire class, allowing other students to raise questions or offer suggestions. Through this activity, students not only apply the vocabulary and sentence structures accumulated from listening tasks but also demonstrate their cross-cultural thinking and innovative abilities.

Evaluation and Feedback:

1. Teacher Evaluation: The teacher provides positive feedback after group presentations, assessing students' accuracy in language use, creativity, and demonstration of cultural awareness.

2. Peer Evaluation: Students raise questions or provide suggestions to help other groups further refine their proposals.

3. Self-evaluation: After completing the task, students conduct self-reflection to assess their language output performance during the task, identifying areas of strength and aspects requiring improvement.

Teaching objectives:

1. Promoting students' language output through task-driven approaches to enhance their cross-cultural communication skills.

2. Provide immediate feedback to help students identify and adjust issues in language learning.

3. Through self-reflection and peer evaluation, enhance students' learning awareness and improve their language proficiency.

[Design Specifications]

This session promotes students' language output and intercultural competence through group collaboration, task presentation, and evaluation feedback. Meanwhile, feedback

from teachers and peers helps students identify and correct issues in language usage, boosting their confidence and motivation for improvement.

3.3. Discussion:

Through the organic integration of the driving phase, facilitating phase, and evaluation phase, teaching activities can effectively stimulate students' learning motivation, enhance their language proficiency, and improve their cross-cultural communication skills. The driving phase sparks students' interest in the topic, the facilitating phase provides support for task completion through listening and cultural input, and the evaluation phase helps students reflect on and refine their language abilities through task output and feedback. This well-designed task-driven teaching approach enables students to learn and apply English in authentic contexts, thereby enhancing their comprehensive language skills and cross-cultural understanding.

3.4. General Summary:

The excerpted content of this article primarily describes a junior high school English listening teaching design based on Content and Language Integrated Learning (CLIL). This design is divided into three main components: the facilitation phase, the evaluation phase, and the task-driven phase.

Facilitation Stage: The teacher plays news reports on "Green Christmas" and dialogues on environmental themes to provide targeted linguistic and cultural background input, helping students comprehend the environmental impact of festive activities and master English expressions for describing eco-issues. Students practice listening comprehension by completing multiple-choice questions, fill-in-the-blank tasks, and matching exercises while learning vocabulary and sentence structures related to environmental protection.

Evaluation Stage: After group discussions, students present their eco-friendly holiday celebration proposals in English, with feedback provided by the teacher and peers. This stage aims to enhance students' language proficiency through linguistic output and immediate feedback.

Task-Driven Stage: Through group collaboration and task presentations, students are encouraged to engage in language output. Concurrently, via teacher evaluations, peer assessments, and self-evaluations, students can identify learning challenges and implement corresponding improvements.

Overall, this instructional design aims to stimulate students' learning motivation through listening and cultural input, enhance their language proficiency and cross-cultural communication skills, while also helping students reflect on and improve their language application abilities through task-driven approaches and evaluation feedback.

4. Conclusion

This instructional design is based on the CLIL theory, integrating content and language teaching, which not only focuses on improving students' language skills but also fosters the development of their cross-cultural awareness. By combining real-life festive content with listening tasks, students can enhance their listening comprehension abilities while improving their language output through task-driven approaches. This teaching design not only aligns with the requirements of the "Compulsory Education English Curriculum Standards" but also helps students better grasp the practical application of English, laying a solid foundation for future language learning.

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