

A Study on Learning-Material Orientation from the Perspective of the New English Curriculum Standard for Senior High School

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Abstract: *With the fulfillment of the revision of the English Curriculum Standard for Senior High Schools, the new English Curriculum Standard for Senior High Schools(2017 edition), with respect to the revised guiding ideology, basic principles or main contents, embodies that English textbooks are changing from “teachers-oriented teaching materials” to “students-oriented teaching materials”, which makes learning-material orientation become an inevitable trend in the reform of English textbooks. Currently, this trend is certainly consistent with the background of learning society, in which more emphasis will be laid on the learning of students. Consequently, this research mainly focuses on the theory of learning materials and studies its concept, current situation, and effective approaches to promote learning materials of English textbooks through case studies, interviews, and surveys combined with the English curriculum standards of ordinary senior high schools in order to enhance the in-depth understanding of learning materials from the perspective of the new English curriculum standards of senior high schools.*

Keywords : *learning-material orientation, the new English curriculum standard, the reform of English textbooks, senior high school*

I. Introduction

The 19th National Congress of the Communist Party

of China clearly pointed out that it is necessary to fully implement the party’s educational policy, implement the fundamental tasks of cultivating people with noble morality, develop quality-oriented education, promote education equity, and train socialist builders and successors with all-round development of morality, intelligence, physique, and beauty. Therefore, the state has spared no effort to develop education and paid so much attention to the main students of education.

According to Sulaiman, an alien scholar, he has ever mentioned that since curriculum implementation occurs mostly in the classroom and teachers are the key players in the implementation process, and the initial concern should be teachers’ perceptions towards the new language curriculum (Sulaiman, 2017). Therefore, it is of significance to keep abreast with the reform of the English curriculum. In the newly revised English Curriculum Standard for Senior High Schools (2017) in China, some points are emphasized, such as promoting the reform and innovation of the talent training mode by improving the ideological, scientific, contemporary, systematic, and guiding nature of the curriculum in the guiding ideology; being persistent in reflecting the requirements of the times, attaching great importance to students’ individualized and diversified learning and development requirements, focusing on developing students’ core competence, adhere to scientific argumentation, emphasizing following the laws of students’ physical and mental development, and being close to students actual life with respect to the basic



principles. In addition, the revision of the curriculum plan advocates that the training goal of ordinary senior high schools is to further improve students' comprehensive quality and focus on developing core competence, and the selection of teaching content also requires combining students' age characteristics and subject characteristics, which all reflect that China's English curriculum standards for senior high school emphasize and highlight students' dominant position, and concentrate on the transformation of the current English textbooks in senior high school from "teaching materials serving teachers" to "teaching materials serving students' learning". Taking one latest study carried out by Liu Yiyang as an example, who has ever devoted himself to the research on the evaluation of ordinary high school English curriculum standards in China, he proposed that task-based language teaching methods require teachers to play the role of facilitator and guide instead of a leader (Liu, 2018). Consequently, it is not exaggerating to say that the transformation of English teaching and education is inexorable under the background of the New English Curriculum Standard.

According to a study by Yu Yuanfang, it is strongly recommended that classroom teaching be communication-oriented and student-centered in the implementation of the new English curriculum and pedagogy standards in China (Yu, 2009). In view of this current phenomenon, an increasing number of people fix their eyes on the learning-material orientation. As a result, this present research studies the concept, current situation, and some effective ways to promote learning materials from the perspective of the new English curriculum standard for senior high schools.

II. Literature Review

A. Definition of Learning Materials

According to Duan Cheng, a scholar in China who has studied the overall research about the learning materials of English textbooks claimed that the concept of learning-material orientation was first put forward by the Textbook Research Center of Japan in 1987 in its research report on *The Reform of Textbook Content and Layout* (Duan, 2019). "Learning-material orientation" of teaching materials refers to a trend of reform and transformation of teaching materials; that is, the main service objects of

teaching materials change from teachers' teaching to students' learning. There are similarities between "learning materials" textbooks and traditional textbooks, both of which are basic, scientific, systematic, and typical, but there are some differences as well. The former also has five basic characteristics: life, inquiry, thinking, balance, and openness. Then in 1995, according to a study conducted by GaoCangxiang, he proposed that the textbook "learning materials" have five functions, which are arousing learning desire, prompting learning topics, prompting learning methods, promoting learning individualization, and consolidating learning, respectively. All these revolve around the development of students, which is consistent with the core idea in China's national English curriculum standards that requires teaching to serve the development of every student. As a result, the research on learning materials has begun attracting so much attention from scholars.

B. Related Researches on Learning Materials in China

When it comes to the domestic studies of learning materials from 1999 to 2019, the number is still rising gradually, covering a wide range of educational classes and subject areas. However, with respect to English, the number of studies is still relatively small, and it is very scarce to study learning materials in combination with the new English curriculum standards for high schools. Nevertheless, its theoretical contribution to the connotation and characteristics of learning materials cannot be ignored. For example, XieXiaoyun, a well-known scholar in China, who has dedicated her life to educational research for many years, made a more in-depth study on "learning materials" of textbooks in 2006 (Xie, 2006). After that, to put forward convincing research on learning materials of English textbooks, Chen Xueqin did both theoretical research and empirical investigation on this related field in 2008 (Chen, 2008). At the beginning of her study, she put forward the transformation challenges that textbooks are faced with, defined the meanings of "learning materials" and "teaching materials," respectively, and then found the theoretical basis for designing learning materials from the constructivism theory and developmental psychology theory. Subsequently, Huang Yiqun inherited the previous research achievements in the connotation and

characteristics of “learning materials” of English textbooks in 2012. Taking the experimental textbook “New Goals” of Junior English published by PEP as an example, this paper expounds on the transformation of textbook “learning materials” from theory to practice (Huang, 2012). Besides, Liu Chunyu conducted research that adopted the theory of “learning materials” to analyze the experimental textbook of English Curriculum Standards for ordinary senior high schools in Sichuan Province in 2016 (Liu, 2016). Also, in the same year, Zhu Jiewho has been engaged in the research of learning-material orientation of English textbooks, expounds not only the necessity of learning materials of English textbooks in secondary vocational schools from the need of improving the current situation of English teaching in secondary vocational schools and adapting to the rising trend of learning materials of English textbooks but also expounds the possibility of learning materials of English textbooks in secondary vocational schools from the aspects of subject teaching theory, constructivism theory, developmental psychology theory, the experience of domestic and foreign research achievements and national policy support and guidance (Zhu, 2016).

C. Related Researches on Learning Materials Abroad

Meanwhile, a large number of researches about the learning-material orientation of English textbooks have been carried out in foreign countries. For example, Arga, claimed in his latest research that human beings are less concerned with their environment so that some negative environmental impacts are caused by their actions. Consequently, based on this issue, his study seeks to see the influence of environment-based teaching materials in social studies learning to improve the eco-literacy of students of primary school teacher education (PGSD, Pendidikan Guru Sekolah Dasar) study program (Arga, 2019). And then, Jimenez, a foreign researcher, conducted a relevant study about learning materials by centering on several motivating factors of teachers in developing supplementary learning materials. His findings revealed there were ten motivating factors that help teachers to develop supplementary learning materials, namely, helps them to deliver the lesson easier, motivates learners, receives recognition and achievement (Jimenez, 2020). Also, Nevia Pradani, another foreign researcher mainly focused on the difficulties of

learning materials in chemistry so that he held on the fact that the chemistry should be taught by inquiry strategies must be supported a program that is able to visualize particulate material aspects in an electrolytic cell, such as Augmented Reality (Nevia, 2020).

After that, a meaningful research conducted by Ünal in 2020, was to help pre-service English language teachers (PS-ELTs) to design vocabulary learning materials for a web-supported situated learning (SL) environment but also to have them learn the vocabulary they used to prepare those materials in the web-supported SL environment (Ünal, 2020). Also, based on the various learning materials, Cheah mainly focuses on the effective multimedia learning materials, and holds that multimedia has shape the future of education by providing the flexibility to the learners beyond the class room setting and also in terms of location, size, space and time (Cheah, 2020). Moreover, as an indispensable part of society, the instructional materials of science field has been studied by Genisa who fixes his eye on the implementation of socio-scientific issues (SSI) as an alternative in science learning and his study revealed that how the distribution patterns of SSI implementation are dominated by argumentation and decision making in SSI research (Genisa, 2020). Meanwhile, Halvoník, one of few scholars who lay emphasis on the learning materials online, studied the e-learning materials in his recent research, the main purpose of which is to define and confirms a set of formal rules compiled into framework which can be used as a tool for building e-learning materials (Halvoník, 2020). Recently, a foreign study conducted by MAHIR, pays attention to the types of learning materials in mathematics which has attracted less attention of researches all the time and this study mainly focuses on student satisfaction levels regarding the learning materials such as printed Mathematics I course book, e-book, e-seminars, e-exam, e-learning, face-to-face learning (Mahir, 2021).

More importantly, as vital components of English learning, writing and translation are increasingly focused by scholars, so that Mantasiah studied the effect of foreign language learning material development based on the semantic feature analysis model and found that there was a significant increase on the student’s learning achievement both in writing class and translation (Mantasiah, 2020). It is

obvious that even the learning materials in foreign countries may be modified and bolstered, which actually witnesses the significance of studying the learning-material orientation under the background of learning society.

D. Summary of Previous Researches on Learning Materials

To sum up the above researches, it is not difficult to see that most of these studies on learning materials of English textbooks tend to be theoretical researches, which provide a lot of theoretical support for later researches, but to a certain extent, they lack practical operability and understandability. However, although the research scope is narrow, biased towards the theoretical level, and subjective, and the suggestions on compiling teaching materials and teachers' use of teaching materials lack sufficient data support, it also provides guiding suggestions for the transformation from "teaching materials" to "learning materials". However, these are just the tip of the iceberg in the study of "learning materials" in English textbooks. Just as Li Qiang mentioned, researchers can also study the "learning materials" of English textbooks at different levels, instead of being confined to a certain set of textbooks (Li, 2011). At the same time, the in-depth analysis of the nature of "learning materials" in English textbooks, and its combination with teaching practice should be required to strengthen in order to achieve the expected goals.

III. Research Design

A. Research Materials

By virtue of the literature review, a general understanding of the theoretical framework can be attained such as the connotation and characteristics of learning materials, as well as the achievements and shortcomings of current researches, the most obvious of which is that there are many theoretical studies and lack of empirical research. According to this, this study collects effective data and information through interviews and case studies, and studies the learning materials of English textbooks based on the new high school English curriculum standard, so as to deeply understand the current situation, problems and ways to improve the learning materials of high school English.

B. Research Questions

In this study, three research questions were raised as follows.

Q1: Is learning-material orientation of English textbooks beneficial to improve the quality of English teaching in senior high schools?

Q2 : Is there any positive or negative correlation between learning-material orientation of English textbooks and the English learning efficiency or academic performance in senior high schools?

Q3 : What are the main ways to improve the quality of learning-material orientation of English textbooks in senior high schools?

C. Research Participants and Methods

This study focuses on three research questions, taking the English teachers and students of Grade Two in Suining No.2 Middle School in Sichuan Province as the research participants, and the case study as research method. Taking Yang Jun, an English teacher of Grade Two and Zhang Li, a student in his class, as a case study, which investigates their current situation, influence and valid path of promoting the learning-material orientation of English textbooks under the background of new high school English curriculum standard, and makes a data observation on the current situation of teachers and students under the condition of English learning-materials orientation, and then draws a conclusion, and studies whether the learning-material orientation of English textbooks is conducive to English language teaching and English language learning.

D. Research Procedure

The whole research process of learning-material orientation is mainly composed of three parts. The first part is a case study of an English teacher Yang Jun, studying the implementation of teaching tasks before and after learning-material orientation, the difference in completion and whether the teaching quality has been significantly improved, and learning about the implementation of the current learning materials by the teacher, Yang Jun through interviews.

The second part is a case study of Zhang Li, a second-year student in a senior high school, to study

whether her academic achievements and learning efficiency have been significantly improved under the condition of learning-material orientation of English textbooks, and to find out how the students feel about the English textbooks after learning-material orientation through interviews, which actually serves the purpose on whether there is a positive or negative correlation between learning-material orientation of English textbooks and English learning efficiency or academic achievement of learners.

The last part studies on how to improve the quality of learning-material orientation of English textbooks in senior high schools through consultation, interviews with teachers and students.

IV. Research Results and Discussions

To begin with, on the basis of the first research

question, whether learning-material orientation of English textbooks in senior high schools is conducive to improving the quality of English teaching, a case study was conducted for English teacher Yang, who has experienced constant reform and changes in English textbooks during his 15 years of teaching, and has a deep understanding of the changes. He gave the average score of English at certain final examination 10 years ago, which was in the early stage of learning materials of English textbooks. In addition, he also provided the average score of English at the latest examination, and this time it must be under the condition of generalization and popularization of learning-materials orientation in English textbooks.

The following table shows an obvious contrast between the teaching quality before and after the learning-material orientation of English textbooks.

Table 4.1 Comparison of English teaching grades before and after learning-material orientation of English textbooks

Types of teaching materials	Average score	Highest score	Lowest score
Pre-learning materials	88.7	133	67
Post-learning materials	98.6	146	92

From Table 1, it can be clearly seen that the average score, the highest score and the lowest score of English teaching grades in his class are extremely higher than those before the learning-material orientation in English textbooks. It can be easily inferred that the English teaching quality under this mode can indeed be significantly enhanced. After all, teaching results are a key point to measure the teaching quality.

Secondly, in terms of the second research question, whether there is a positive or negative relation between learning materials of English textbooks and students' learning efficiency in the senior high school, a case study was carried out for a student Zhang Li, who was not born with the trend of learning-material orientation of English textbooks coming into being. Moreover, even in the current

fields of various disciplines, learning materials do not spread across all disciplines. Therefore, in the case study of Zhang Li, this paper studies the comparison of her highest scores in different subjects before and after the learning-material orientation of English textbook learning, as well as the students' highest scores in junior high school and senior high school at different school ages, in order to observe whether the learning materials of English textbook learning covers all subjects under the new high school curriculum standard, that is, whether the learning materials of English textbook learning can improve the learning efficiency of all subjects equally, and whether the current English textbook learning is beneficial or harmful to improve students' English learning efficiency.

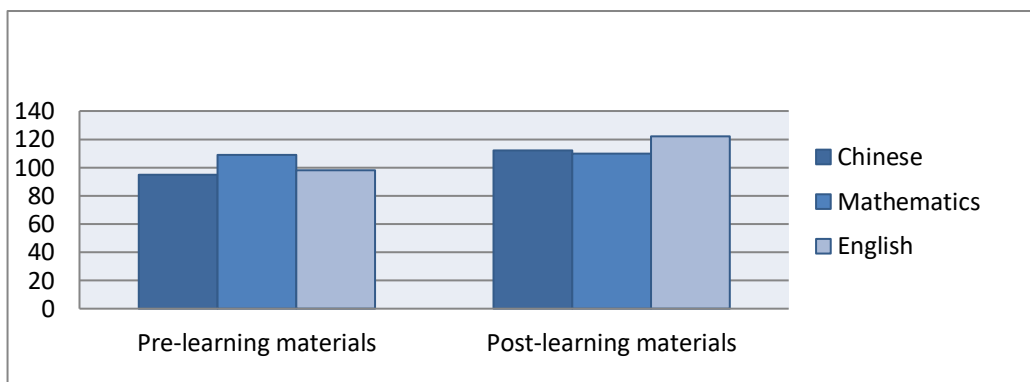
Table 4.2 Comparison of English learning achievements in different school-age stages

School-age stages	Highest score	Lowest score
Junior high school	110	96
Senior high school	139	106

From Table 2, there is no denying the fact that the highest and lowest scores of this student in junior high school are lower than those in senior high school. It can be evident that in junior high school, the trend of learning materials of English textbooks has not been popularized,

while Zhang Li's English academic performance was remarkably improved in senior high school on account of the further spread of learning-material orientation of English textbooks, with a leap-forward enhancement in both the highest and lowest scores.

Table 4.3 Comparison of the results of various disciplines before and after the learning-materials orientation of English textbooks learning



According to Table 3, the changing trend of students' academic achievements in Chinese, mathematics and foreign languages after the popularization of learning materials has become extremely apparent. In the table, it can be easily discovered that after the learning materials of textbooks learning, the Chinese and English scores have an obvious upward trend, while the mathematics scores have stagnated. It can be concluded that the learning-material orientation of textbook learning has not really spread to every subject, that is to say, the textbook learning trend has not played the same role in bolstering the learning efficiency of each subject. However, there is no doubt that the students' academic performance has increased significantly after the learning-material orientation of English textbooks. Therefore, the learning efficiency of the students is improved by the learning materials of English textbooks learning, which certainly conveys a message that there is a positive correlation between the learning-material orientation of English textbooks and English learning efficiency or English academic performance.

Finally, with respect to the third research question, some consultations for the teacher Yang Jun and the student Zhang Li should be made to get some personal practical suggestions and perspectives on how to improve the quality of learning materials of English textbooks in senior high schools. Based on the existing teaching experience and

learning experience, they deem that the selection, organization and presentation of teaching materials can be employed to boost the quality of learning materials of English textbooks in senior high schools.

As a teaching material of learning materials, it mainly has two characteristics in content selection and organization: one is to promote students' willingness to learn and easy to learn. Second, it is necessary to make students be willing to learn the contents presented in teaching materials from the bottom of their heart and provide convenience for students to learn.

Therefore, in the selection of teaching materials, they unanimously advocate that the teaching materials should be selected based on the actual life of students, but not completely limited to the daily life, yearning for the content of teaching materials within the scope of students' affordability, pursuing the content of teaching materials combined with basic and challenging characteristics and loving the open teaching materials, etc, all of which are well-founded. However, one thing that should be mentioned is that compared with science teaching materials, the materials of liberal arts teaching materials seem to be more in line with the choice of the above contents. What can account for this phenomenon is that the teacher, Yang Jun will make a questionnaire survey on students' degree of satisfaction with teaching materials of various subjects at

the beginning of each semester. The following table shows the degree of satisfaction for students in this class with teaching materials of Chinese, mathematics, English and physics in the latest semester, and it can be clearly

illustrated that the current learning materials in science teaching materials are far less popularized than those of the liberal arts teaching materials.

Table 4.4 the average degree of satisfaction in various disciplines (percentage)

Discipline	Living practicality	Personal experience	Fundamental and challenging content	Openness
Chinese	75%	82%	88%	90%
Mathematics	45%	55%	66%	52%
English	77%	80%	86%	89%
Physics	50%	52%	60%	50%

Therefore, it is not difficult to find that in order to effectively improve the learning materials of teaching materials, the selection of teaching materials should take into account students' actual life, students' ability or experience, and the foundation, challenge and appropriate openness of learning content.

In addition to the above selection and organization of teaching material content, the presentation mode of teaching material content is also particularly important. The so-called presentation mode of teaching material refers to what language is used to present the teaching material content. Just like a teacher's classroom language, if most teaching materials are adopted in a simple and direct way, they will be no different from the plain pronunciation and intonation of English teachers in the classroom. In the current English teaching classroom, an increasing number of students are discovered that their classroom enthusiasm

is closely related to teachers' teaching style.

After Zhang Li was interviewed, she summed up her own feelings about classroom learning and textbook learning as follows.

Many textbooks lack varied sentence patterns, but only single declarative sentences, which are used to sum up the laws of knowledge. Taking English teachers who teach grammar blindly as an example, they don't attach great importance to whether students are interested in it or not.

Therefore, more different sentence patterns should be chosen in English textbooks to show the contents of textbooks, such as interrogative sentences, which can cause students to think differently. To prove her idea, two different sentence patterns and their effects should be given and analyzed.

Table 4.5 Analysis of different sentences and effectiveness in English textbooks

Sentences	Examples	Effectiveness
Affirmativesentence	<i>This pen is yours. Look at this picture. Finish this homework.</i>	No doubt, command and someone must accept the fact.
Interrogative sentence	<i>Is this pen yours? What can we learn from this passage?</i>	Give sufficient room for doubt and thinking.

Therefore, based on Table 5, it can be discerned that the essential difference between interrogative sentences and affirmative sentences lies in whether they can arouse

students' thinking, and the contents of affirmative sentences are more established and stereotyped, while interrogative sentences give people room for doubt and thinking.

Meanwhile, the reason why the combination of various sentence patterns should be laid emphasis is to satisfy the need of different learners and serve the purpose of the cooperative, exploitative and initiative learning. Therefore, the way to show the contents in the process of learning materials of English textbooks should be able to attract students' attention and make students have the desire to explore and acquire knowledge, so as to promote the learning-materials orientation of English textbooks more effectively.

V. Conclusion

This study focuses on the problems, functions and ways of improving learning materials of English textbooks under the new English curriculum standard for senior high schools. There are three main findings:

1) Learning-material orientation of English textbooks for senior high schools is really beneficial to improve the quality of English education and teaching.

2) There is a positive correlation between learning-material orientation of English textbooks and students' English learning efficiency or English academic performance in senior high schools, and the trend of learning English textbooks is more obvious than other disciplines.

3) The way to improve the quality of learning-material orientation of English textbooks in senior high schools can be realized mainly through the selection and organization of English textbooks and their presentation.

Meanwhile, some implications will be induced through this research, be they in teachers, students or the Ministry of Education in China. For teachers, considering the great benefits and outcomes of learning materials on teaching quality and learning efficiency, English teachers should make full use of the current English textbooks to be in line with their teaching procedures and teaching activities, giving impetus on further professional teachers' development and more effective English teaching and education to be in response to the requirements of the New English Curriculum Standard. As to the students, with a positive correlation between learning materials in English textbooks and learning efficiency or academic performance, they should involve themselves in the learning of current English textbooks to discover the law and direction of textbooks and make greater progress in

their academic achievement. Last but not in the least, concerning the unbalanced popularization of learning materials in current discipline textbooks, the Ministry of Education or other relevant ministries should be monitors in the process of implementations of learning materials in various disciplines to guarantee the equal spread of learning materials in every subject.

Since the qualitative research is adopted in this study, the data sources are obtained through interviews, surveys and other channels, and the obtained data information may not be comprehensive enough, but it can show that the results of this research are authentic. In the future, more sample data sources can be collected in this research, making the research more comprehensive and more supportive. At the same time, this study does not have a deep understanding of the new high school English curriculum reform, so that it cannot be well combined with the learning materials of English textbooks. Therefore, in order to better conform to the trend of teaching material reform under the background of learning society, and have a more unique opinion on it, it is pivotal to make a more in-depth investigation and research on the new high school English curriculum standard in the future so as to better integrate the new high school English curriculum standard into the learning materials of English textbooks.

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