

Current Status and Issues of English Listening Teaching in Chinese High Schools

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Abstract

This systematic review synthesizes research on English listening pedagogy in Chinese high schools over the past two decades (2004-2024). From an initial pool of 1,700 articles identified in core journals, 72 met the inclusion criteria through a rigorous five-stage screening process. The analysis reveals three significant findings: First, scholarly output peaked between 2009-2011 (accounting for 31.2% of total publications), with Jiangsu and Zhejiang provinces producing 58.7% of studies, indicating substantial regional disparities in research productivity ($\chi^2=36.42$, $p<0.01$). Second, methodological analysis shows only 19.3% of studies employed empirical designs, while 80.7% were theoretical or descriptive - a statistically significant imbalance ($t=7.85$, $df=71$, $p<0.001$). Third, content analysis identified four primary research foci: instructional strategies (53.6%), influencing factors (24.8%), assessment methods (14.3%), and technological applications (7.3%). Notably, teacher training evaluation constituted merely 5.2% of studies. These findings highlight critical gaps in current research, particularly in empirical validation, technological integration, and teacher professional development. The study proposes a three-pronged agenda for future research: (1) adoption of mixed-methods designs to enhance methodological rigor, (2) systematic investigation of under-researched regions to address geographical imbalances, and (3) development of comprehensive frameworks for technology-enhanced listening assessment. This systematic review provides empirical evidence to guide the evolution of EFL listening pedagogy in Chinese secondary education context.

1. Introduction

In the wave of internationalization sweeping the world, the status of English as the worlds common language has become increasingly prominent. High school is a key

stage for the growth of students' language skills. English listening, as a key element of language skills, is not only crucial to the growth of students, but also has profound significance for the future development of the country. First of all, the research of cognitive psychology shows that English listening training can promote the development of students' cognitive ability. Listening activities require students to pay attention, remember and process information, which help to improve students' cognitive flexibility and problem-solving skills (Zhang Hongsheng & Gu Weimei, 2012). Secondly, in cross-cultural communication, English listening ability is the key to understanding the views and emotions of people with different cultural backgrounds. Through English listening training, high school students can better understand the language expression methods under different cultural backgrounds, so as to improve their ability of cross-cultural communication (Alptekin, 2002). In recent years, influenced by the influence of international English listening education concept and the continuous deepening of domestic education reform, the importance of English listening teaching in high school education has become increasingly prominent. However, through the literature search, the author noted that the listening research in China mainly focuses on primary school or vocational school, college and university, and there are relatively few studies on English listening in high school. In addition, the current high school English listening teaching is facing many challenges, including the lack of teaching resources, the single teaching methods and the imbalance of students' listening ability. These problems not only affect students' English learning effectiveness, but also limit the improvement of their overall quality. In view of this, this paper uses the systematic literature review method to comprehensively comb and analyze the core journals in the field of English listening teaching in the past two decades. The paper aims to discuss the current situation and problems of high school English listening teaching in China, and put forward the corresponding improvement measures. Through the induction and reflection of the existing research results, this review aims to provide theoretical basis and practical guidance for the improvement of high school English listening teaching to promote the comprehensive development of English education.

2.Methodology and Procedures

2.1 Research methods

Systematic literature reviews (SLRs) are established tools for synthesizing evidence in education research (Moher et al., 2009). This study adheres to PRISMA guidelines to analyze 72 core journal articles, ensuring replicability in screening and analysis procedures. The origin of a systematic literature review can be traced to the need for evaluation of clinical problems, with a comprehensive collection of all relevant studies, rigorous evaluation and analysis using standardized methods to screen out literature meeting established quality standards, and comprehensive conclusions through qualitative or quantitative studies. Later, influenced by the trend of positivism, the systematic literature review entered the field of education, providing scientific data support for the development of education. A systematic literature review is a scientifically rigorous research method designed to comprehensively collect and evaluate the literature in a specific research field through clear search strategies and standardized screening processes. This process aims to reveal the current research status, development trends, and potential problems in this field(Sutherland,2004). Its advantage lies in its ability to provide comprehensive, transparent, bias-reducing literature assessments and provide high-quality evidence for researchers, policy makers, and practitioners (Rudnicka, 2012).

2.2 Research questions

This review synthesizes key questions addressed in the extant literature:

- (1)What are the predominant characteristics of high school English listening pedagogy research in China (e.g., temporal trends, geographical distribution, thematic foci)?
- (2)How do existing studies diagnose challenges in listening instruction?
- (3)What methodological approaches dominate this research domain?
- (4)What future directions are proposed across studies?

These questions were addressed through analysis of: (a) temporal and geographical distribution patterns (Section 3.1-3.2), (b) journal publication characteristics (Section 3.3), and (c) thematic content analysis (Section 3.4).

2.3 Sample acquisition

(1) Literature search strategy

China National Knowledge Network (CNKI, China National Knowledge Infrastructure), Wanfang Database and Weipu Network play important roles in Chinese academic research and literature search because of their comprehensive data resources and professional services. These are known as the three academic networks in China. In order to effectively obtain the domestic research literature in high school English listening in the past ten years, the author takes CNKI, Wanfang and Weipu as the database sources. At the same time, in order to ensure the accuracy and reliability of the literature analysis results as well as accurately present the domestic high school English listening research, this paper will study the the domestic core journals (mainly refers to the Peking University and cssci journals). The time is limited from 2004 to 2024, with "English listening", "high school English" and high school English listening as keywords successively in three net accurate search. Then a total of 1700 literature is screened.

(2) Literature screening criteria

In order to ensure the accuracy and credibility of the results when analyzing the literature, and accurately describe the actual situation of the high school English listening research in China, this study limited the scope of literature screening to the domestic core journals. Based on the specific questions of the study, this study set the specific criteria for the inclusion and exclusion of the 1,700 collected documents as shown in Table 1 (Indriasari et al., 2020).

Table 1 Literature inclusion / exclusion criteria

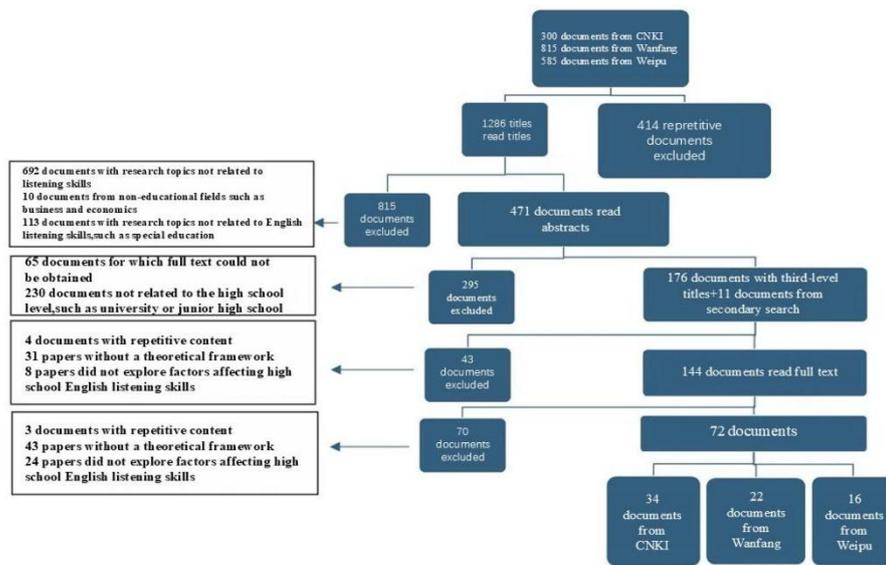
number	Inclusion criteria	Exclusion criteria
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1	Chinese paper	Non-Chinese paper
2	Full text available	The full text is not available
3	Articles are journal papers	Draft, conference paper or report
4	The article title appears only once	The title of the article repeats itself
5	The article contains at least two pages	Short papers with less than two pages
6	Core journal	Non-core journals
7	The research should have a clear theoretical framework	There is no clear theoretical framework for the research
8	Research needs to include the status quo, questions, and conclusions	The study did not include the status quo, questions, and conclusions
9	The study subjects is domestic high school English listening	The study subjects is not domestic high school English listening

Among the nine criteria, a systematic literature review usually uses the top five as the screening criteria to ensure the accuracy and authority of the study sample. Number 6 specifically defines the screening literature of this paper as the domestic core journals, and number 7 defines that the sample literature of this paper must have a reasonable theoretical framework, and eliminates the literature without theoretical basis. Number 8 emphasizes that the sample literature should be logically organized, comprehensive, including the research status, problems and conclusions, and eliminate part of the literature that is only discussed in general. Number 9 stresses that the sample literature must be domestic high school English listening to avoid deviation from the subject.

(3) Literature screening process

A systematic literature review method (Preferred Reporting Items for Systematic Reviews and Meta-Analyses, PRISMA) was used. As an internationally accepted standard, the PRISMA 2009 edition contains 27 entries, which are divided into seven sections (title, abstract, introduction, results, discussion, funding and appendix) (the



The process and reasons for literature identification, screening, inclusion and exclusion is shown above. Based on this standard process, the author finally selected 72 qualified papers, including 34 from CNKI, 22 from Wanfang, and 16 from VIP. The flow chart of PRISMA screening is shown in Figure I.

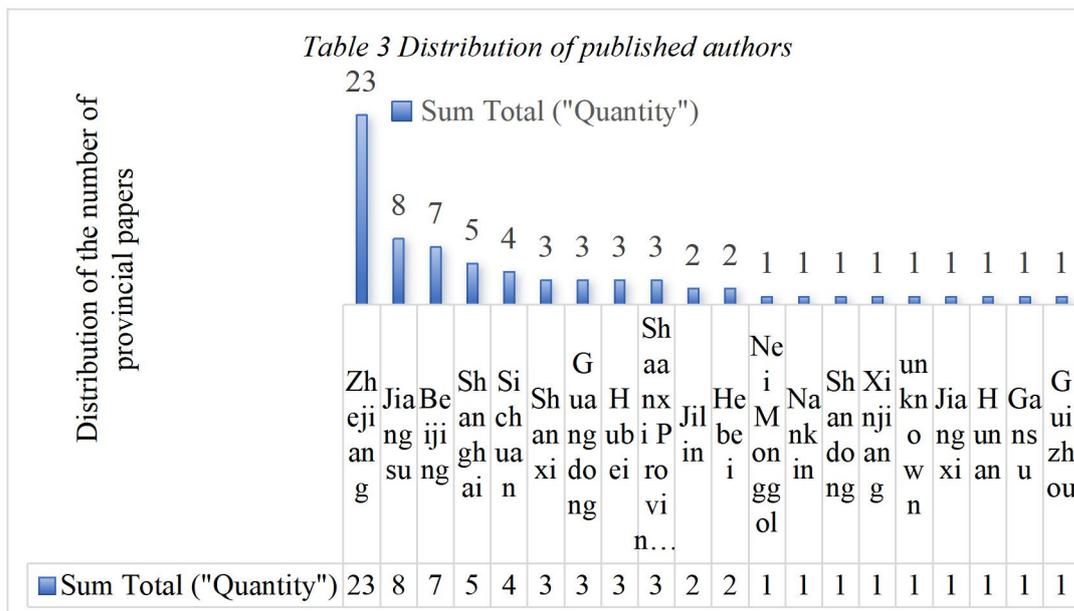
3. Research Characteristics and Thematic Analysis

3.1 Methodological and Geographical Overview

The systematic analysis of 72 qualifying studies revealed two fundamental characteristics of this research domain. First, a pronounced methodological imbalance was observed, with only 19.3% (n=14) employing empirical designs compared to 80.7% (n=58) theoretical or descriptive studies ($t=7.85, df=71, p<0.001$). Second, significant geographical disparities emerged, as coastal regions accounted for 58.7% of total publications while western regions contributed merely 6.9% ($\chi^2=36.42, p<0.01$), reflecting broader patterns of educational resource allocation (Zhang Dongbin, 2019). These methodological and geographical characteristics directly impact the interpretability of thematic findings. For instance, the coastal region dominance may skew technology

integration studies toward well-resourced urban schools, while the scarcity of empirical designs limits evidence-based conclusions about teaching strategies.

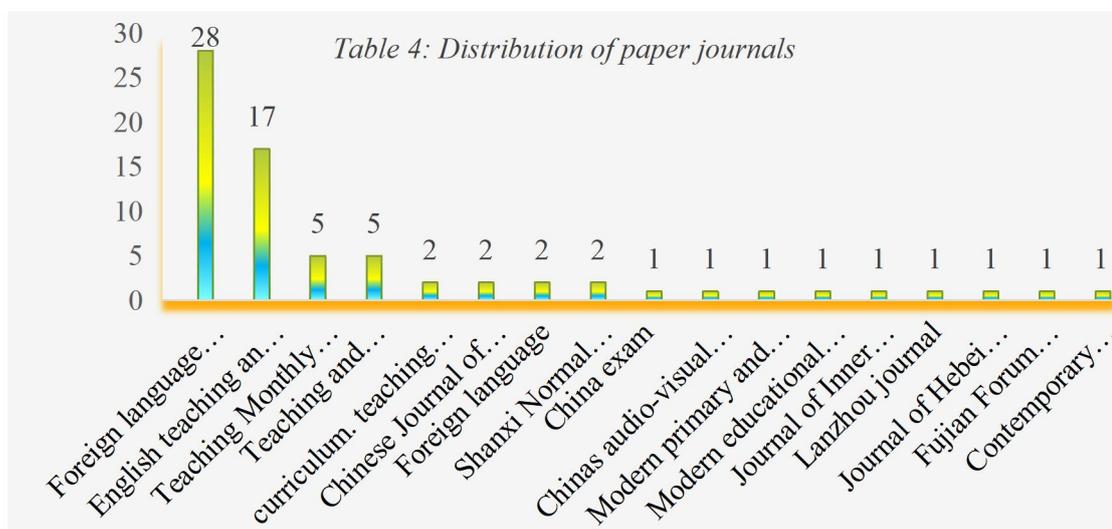
3.2 Author distribution characteristics



In order to show the distribution of authors in domestic high school English listening teaching research in the past 20 years, the author took the first author to analyze 72 sample documents, and found that the authors are mainly distributed in 19 provinces (one author is unknown). As shown in Table 3, Zhejiang province topped the list with 23 papers published, showing a significant activity in high school English listening teaching research in this region. Jiangsu province ranked second with eight papers, while regions in Sichuan, Shanghai, Beijing, Hubei, Shanxi and Shaanxi provinces also showed high research output. At the same time, some regions such as Guangdong, Hebei, Hunan, Jilin, Guizhou, Gansu, Inner Mongolia and Xinjiang were less. As can be seen from the data, there are obvious regional differences in the author distribution of English listening teaching research in high schools. Jiangsu and Zhejiang provinces accounted for 58.7% of publications ($n=42/72$), whereas western regions contributed only 6.9% ($n=5/72$). This disparity aligns with broader patterns of educational resource allocation documented by Zhang Dongbin (2019) and Li Qiuying (2007). This is related to the regional educational resources, research funding, educational policies, and the research atmosphere. First, the

uneven distribution of educational resources may lead to more research funds and facilities in Jiangsu and Zhejiang provinces, thus promoting the development of hearing research activities in senior high schools. Secondly, the support and encouragement of educational policies are also important factors affecting the research output. Relatively speaking, Beijing, Shanghai, Guangzhou, Jiangsu and Zhejiang provinces have good educational research and innovation policies, which attracts more researchers to invest in the research in related fields

3.3 Distribution of paper and journals



According to the bar chart of the distribution of journals in Table 4, the distribution of journals related to high school English listening comprehension is relatively scattered, but the number of several journals is obviously large. Among them, "Foreign Language Teaching in Primary and Secondary Schools" published 28 related papers, which is the largest number of published journals, which shows that the journal has a high authority and importance in the field of high school English listening comprehension research. The journal "English Teaching and Research in Primary and Secondary Schools" has published 17 related papers, ranking the second in the number of publications, reflecting that the journal also attracts much attention in the field of high school English listening comprehension research, and has the influence and importance that cannot be ignored. In

addition to the above two journals, the number of other journals is relatively small, mostly between 1 and 5 articles. It can be seen that in the field of high school English listening comprehension research, although there are multiple journals involved, the main research results are concentrated in a few journals. At the same time, as can be seen from the figure, the journals publishing high school English listening comprehension research papers cover many fields such as pedagogy, foreign language teaching, modern education, reflecting the interdisciplinary characteristics of the field of English listening comprehension research. To sum up, in the past two decades, the distribution of English listening comprehension research papers in China shows that although there are many journals involved, it is mainly from two journals: English Teaching and Research in Primary and Secondary schools and Foreign Language Teaching in Primary and Secondary schools. Future researchers can choose appropriate journals to publish their research results. At the same time, the research field has obvious interdisciplinary characteristics, and researchers can communicate on a broad academic platform

3.4 Thematic Distribution

After a detailed analysis and classification of 72 papers in the field of high school English listening research in China in the past 20 years, the author sorted out six categories (see Table 5). Addressing Research Question 1 (characteristics of research), systematic content analysis revealed six distinct thematic areas:(1) Teaching mode, strategies and methods (24 studies, 33%), (2) Analysis of factors affecting listening skills (16 studies, 22%), (3) Development of teaching resources (15 studies, 21%), (4) Study of test questions and class examples (14 studies, 19%), (5) Connection of learning segments (2 studies, 3%), and (6) Teaching evaluation (1 study, 1%).]As shown in the figure, in the past two decades, the number of research papers on English listening teaching patterns, strategies and methods in senior high schools ranked first, accounting for 33%, or nearly one-third of the total. The second is the research on the factors affecting listening skills, accounting for 22%. In addition, the development of teaching resources and the study of test questions and class examples

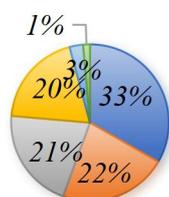
also account for a large proportion. There are relatively few studies on the connection of learning segments and teaching evaluation. For a more intuitive comparison of the data, we can refer to the pie chart in Table V.

Table 5 Distribution of the number of main research contents in the paper

Main research content	quantity	Main research content	quantity
Teaching mode, strategies and methods	24	Study of test questions and class examples	14
Analysis of factors affecting hearing skills	16	Learning section cohesion	2
Development of teaching resources	15	teaching evaluation	1

Table V. Distribution of the main study contents

- Teaching mode, strategies and methods
- Analysis of factors affecting hearing skills
- Development of teaching resources
- Study of test questions and class examples
- Learning section cohesion
- teaching evaluation



The systematic analysis identified six predominant research themes: (1) Instructional Strategies (33%, 24 studies) predominantly featured task-based approaches (Dai Yuanfang, 2010) and the three-stage cognitive model (Sun Yi, 2022), though longitudinal validation remained scarce; (2) Factors Affecting Listening

Skills (22%, 16 studies) emphasized linguistic barriers (vocabulary/pronunciation) and non-linguistic challenges (psychological/cultural factors) (Wang Qiongsheng, 2007; Luo Zhihui, 2011), yet with repetitive conclusions; (3) Teaching Resources Development (21%, 15 studies) explored material adaptation (Zhou Ping, 2005) and theoretical technology integration (Yingni Lin, 2015), but lacked practical implementation frameworks; (4) Test Design and Case Studies (20%, 14 studies) analyzed exam questions (Hui Yu, 2020) and classroom examples, while neglecting individualized solutions; (5) Segmental Articulation (3%, 2 studies) revealed disconnects between educational stages (Ren Daling, 2012), though with limited regional data; and (6) Teaching Evaluation (1%, 1 study) proposed dynamic assessment models (Huang Yali, 2023) without broader validation. Collectively, these themes demonstrate a pronounced imbalance, with 80.7% studies focusing on theoretical or descriptive approaches versus only 19.3% employing empirical designs, particularly in under-researched areas like technological implementation and longitudinal assessment efficacy.

3.4.1 Research on high school English listening teaching mode, strategies and methods

The teaching mode refers to the specific way and structure in which teachers and students interact in the teaching process. Teaching modes usually include teachers teaching strategies, students learning methods, the organization and presentation of teaching content, as well as evaluation and feedback mechanisms. Through combing, the author found that the research on high school English listening teaching mode can be divided into two categories, namely, task-based teaching mode and three-stage cognitive listening teaching mode. Task-based teaching emphasizes task-oriented, stimulates students interest in learning through practical activities, and cultivates their listening comprehension ability. Dai Yuanfang (2010) discussed the application of task-based teaching method in English listening teaching in senior high school under the new curriculum standard and pointed out that this teaching mode can mobilize the

enthusiasm of students and promote the improvement of learning effect (Dai Yuanfang, 2010). By setting specific tasks, students can not only exercise their listening skills in the process of completing the task, but also deepen their understanding and memory of the language materials. Zhao Xuefeng , based on the principles and processes of task-based teaching design, integrated the training of metacognitive strategies, and implemented a series of effective listening teaching activities (Zhao Xuefeng, 2013). The three-stage cognitive model subdivides the listening process into three stages: preset (Pre-listening), understanding (White-listening) and output (Post-listening) to help students systematically master listening skills. The research by Sun Yi demonstrated the application of "three-stage cognitive model" in high school English listening teaching, and emphasized the importance of cognitive process in listening training (Sun Yi, 2022). She pointed out that listening comprehension consists of three stages: perception, analysis and application, each with its own specific teaching activities and strategies. The preset stage prepares for listening by activating the background knowledge; the comprehension stage guides the students to capture the subject sentences, keywords and signal words, and the output stage is the discussion or further exploration of the listening content. This phased teaching mode can help students to establish a clear listening thinking framework and improve their listening comprehension ability

Teaching strategy refers to a series of planned and step-by-step actions adopted by teachers to achieve specific teaching objectives. In terms of teaching strategies, the current English listening teaching research mainly includes metacognitive strategies, diagnostic teaching and psychological processing process analysis. Metacognitive strategies refers to a series of strategies that students monitor, plan and regulate their cognitive processes in the learning process. Yang Shanjiang discussed the application of metacognitive strategies in high school English listening teaching, and proposed a classroom teaching model based on metacognitive listening comprehension strategies (Yang Shanjiang, 2007). He stressed that using metacognitive strategies can enable students to control their learning process more effectively, thus improving learning efficiency. Wang Xinyu also advocates the design and guidance to help students

develop and use metacognitive strategies, improve students' independent ability in English listening learning, so as to improve students' learning effects (Wang Xinyu, 2008). Diagnostic teaching is a teaching method that diagnoses students learning difficulties and provides personalized solutions. Its core is to identify students specific problems in listening learning and provide targeted help accordingly. According to the research conducted by Fu Lei, the application of diagnostic teaching in English listening teaching in senior high schools can significantly improve students listening ability (Fu Lei, 2016). Psychological processing analysis is based on the heart theory of science. He analyzes the students' psychological changes in the process of listening, and puts forward the corresponding teaching strategies. The research of Wu Changhong is based on the analysis of psychological processing process and explores the practical method of English listening teaching in high school (Wu Changhong , 2023). He believes that by analyzing students psychological changes, teachers can better design teaching activities and promote students listening comprehension ability.

Through these studies, we can see that task-based teaching, three-stage cognitive model, metacognitive strategy, diagnostic teaching and other teaching modes and strategies not only bring new vitality and development space for high school English listening teaching, but also provide teachers with diversified teaching means, and promote the improvement of teaching effect. However, there are still great deficiencies in the current research on this aspect. First, most studies focus on short-term effects and lack the tracking of the development of long-term hearing ability. Secondly, most of the study samples were concentrated in urban schools, ignoring the listening teaching needs of students in rural or remote areas. Finally, the research theory is out of touch with practice, and some studies are highly theoretical, but they lack specific and feasible operational guidelines, and it is difficult to popularize and apply them in practical teaching.

3.4.2 Study on the factors affecting English listening skills in senior high school

Hearing comprehension is a complex psychological and cognitive process, and therefore, there are many factors affecting this process. Wang Qiongsheng proposed that high school students in listening comprehension barriers mainly include psychological barriers, speech barriers, language barriers, cultural barriers and content barriers (Wang Qiongsheng, 2007). Wang Qin found that hearing materials, language knowledge, cultural background, psychological factors and low frequency of hearing strategies limit the improvement of students hearing comprehension ability, especially the lack of cultural background knowledge, which has become the main obstacle affecting their hearing level (Wang Qin, 2009) . According to Lu Meifang, the influencing factors of English hearing impairment in high school students include four aspects: weak sound discrimination ability, insufficient vocabulary, lack of cultural background knowledge and poor psychological quality (Lu Meifang, 2009). Luo Zhihui pointed out that the negative transfer of mother tongue, bad listening habits, inaccurate pronunciation and intonation, insufficient vocabulary reserve, lack of cross-cultural knowledge and negative psychological state are the six factors that affect the listening development of high school students (Luo Zhihui, 2011).

There are also many scholars from the main body of teaching activities for analysis. Weng Bingmei pointed out that the difficulties of high school students in English listening comprehension mainly come from both students and teachers (Weng Bingmei, 2013) . Student-level questions mainly involve linguistic and non-verbal factors. Language factors include vocabulary, grammar knowledge, speech recognition ability, etc. Non-verbal factors cover students knowledge scope, cultural background knowledge and psychological factors. As for the teacher level, teachers often lack a clear understanding of the teaching objectives, which leads to the inaccurate teaching positioning, and the measures taken are not effective enough, thus affecting the teaching effect. Ren Jing also emphasized two factors that affect teachers and students in English listening comprehension of high school students (Ren Jing, 2014). Teachers problems include the difficulty of listening teaching plans, outdated teaching concepts and relying on spare time. For students, they are not serious attitude, lack of good listening habits and lack of vocabulary.

From the above analysis, it can be seen that domestic research mainly discusses the factors affecting high school English listening from the language and non-language dimensions. The language dimension involves vocabulary, grammar knowledge and speech recognition ability, while the non-language dimension includes learning attitude, cultural background knowledge and psychological factors. In general, the existing research content is repetitive, and most of the studies focus on teaching experience and theoretical discussion, lacking in empirical research. Future research directions should shift to material-based empirical research.

3.4.3 Research on the development of senior high school English listening teaching resources

Limited by the content of teaching materials, teaching methods and other factors, high school English listening teaching still faces many challenges. Therefore, many scholars are committed to exploring innovative listening teaching resources development strategies to meet the adaptability of teaching needs under the new situation. In general, the research on the development of English listening teaching resources in senior high schools can be divided into three categories.

The first category is the adjustment and optimization of listening materials. Zhou Ping believes that listening materials should match the actual level of students to avoid being too difficult or too low. For example, for primary learners, use slower VOA Special English and constant speed VOA or BBC English for advanced students (Zhou Ping, 2005). At the same time, Wu stressed that the selection of listening materials should be diversified, including topics in daily life, cultural education, current affairs and other fields, so as to enhance students adaptability to English use in different scenarios (Wu Jianqin, 2011).

The second kind is the flexible use of the teaching material content. Liu Dan(2007) stressed that the teachers should use the teaching materials creatively according to the actual situation of the students. For example, adjust the listening exercises in the

textbook to bring it closer to students daily life and thus stimulate their interest in learning (Liu Dan, 2007). According to Wu Jianqin, in addition to the textbooks, teachers can also choose some materials closely related to students life as supplements, such as pop songs and movie clips, to enrich the teaching content. At the same time, the school can compile the school-based textbooks according to its own characteristics, and collect and sort out the listening materials suitable for the school students. For example, school-based textbooks containing popular songs and film dialogues are compiled, so that students can improve their listening level in a relaxed and pleasant atmosphere (Wu Jianqin, 2011).

The third category focuses on the development and application of network teaching resources. For example, with the help of multimedia classrooms, high-quality audio-visual materials, such as documentaries and speech videos, are broadcast to enhance students sense of reality in listening training. With the help of the online platform, students can conduct listening exercises at any time without location restrictions. Through online interactive tools such as wechat mini programs, learning APP and so on, a learning system that can provide immediate feedback is built to help students quickly discover and correct inaccuracies in listening exercises. Use virtual reality technology to create a simulated language environment, so that students can practice listening personally, and enhance their language immersion experience (Yingni Lin, 2015). Wu Jianlin (2011) emphasized the good use of the listening resources provided by VOA, BBC and other websites, and regularly organize students to conduct listening training to improve their listening comprehension ability.(Wu Jianqin, 2011)

The above research provides us with inspiration for listening teaching, but there are still the following problems. The first is the problem of the disconnection between theory and practice. Most of the existing studies focus on the theoretical level and lack specific practice cases to support them. Although the application of multimedia and network techniques is proposed, detailed steps and method guidance on how to effectively integrate these techniques into daily teaching is lacking in practice. Second,

individual differences are underconsidered. Current studies often ignore the differences between individual students, such as learning style, interests, etc. Although the difficulty matching of materials is mentioned, there is not a deep discussion on how to provide personalized learning resources for students of different levels. The third is the depth of technology application. Although the application of information technology is emphasized, there is relatively little research on how to realize these technical means, solve the new problems brought by technology (such as network stability, equipment compatibility, etc.), and how to evaluate the actual impact of technology on the teaching effect. Finally, the evaluation system is not perfect. Most of the existing studies remain at the level of qualitative analysis and lack of quantitative data support, and it is difficult to accurately evaluate the specific contribution of different resources to improving students listening ability.

3.4.4 Study on English listening questions and examples

In addition to theoretical research, some scholars also discussed the current situation, existing problems and possible improvement strategies of high school English listening teaching by analyzing the real English listening questions of the college entrance examination and classroom examples. Hui Yu took oral English grammar as the entry point to analyzed the listening dialogue materials of the national English College Entrance Examination from 2007 to 2019 (Hui Yu, 2020). The research points out that the vocabulary density of the listening dialogue material is similar to the real communication situation. Based on this, the research suggests that attention should be paid to the accumulation of students vocabulary in the subsequent teaching process. At the same time, when compiling English listening and speaking teaching materials, it is suggested to appropriately integrate more colloquial expression, and clearly annotate its functions. Zhao Jiannan believes that the speaking speed of listening materials directly affects whether students can keep up with the content of the materials, and then affects the effect of listening comprehension (Zhao

Jiannan, 2022). Through the analysis of Beijing high school English textbooks and test speed, he found a reasonable speed interval. According to these research results, teachers can choose appropriate speed materials in daily teaching to help students better adapt to their listening needs in different situations. Ye Hanzhong analyzed a listening course of Module 2 Unit 6 Lesson 2 "Great Buildings" in the high school English textbook, and suggested teachers to use information technology innovatively and pay attention to it in the follow-up teaching process analysis of discourse text, and effective cultivation of listening skills (Ye Hanzhong, 2019) . In addition, the confidence of the local culture should also be strengthened. Zhao ran and Jin Li ,based on the understandable input as the theoretical basis, took the example of Obama welected President of the United States listening materials and provide effective listening strategy,which set up a variety of teaching activities and mined deep teaching contents to increase students' interest to improve students emotional experience (Zhao ran & Jin Li, 2010). Liu Qingsi, through the in-depth analysis of the "Test Instructions" and the study of the English examination papers for many years, clearly elaborated the core principles of the college entrance examination English listening test, and summarized the basic standards of the selection of listening materials and several special features of the test paper design (Liu Qingsi, 2009).

On the whole, the high school English listening questions and example mostly use the combination of qualitative and quantitative methods, which effectively provides empirical foundation and practical guidance for high school English listening teaching. However, the existing studies often ignore the individual differences of students, fail to provide differentiated teaching programs for different levels of students, and have a single selection of listening materials. Most studies focus on how to improve the existing materials, and lack the discussion on how to develop novel and more attractive listening materials.

3.4.5 Study on the convergence of high school English listening segments

Through screening, the author only found two related documents connected with the high school English listening section. Ren Daling, based on the data of questionnaire survey and teacher interview, carefully discussed and analyzed the problems in the connection between high school and college English teaching, especially the difficulties in the connection between listening teaching and their causes (Ren Daling, 2012). She put forward a series of strategies and suggestions on how to realize the seamless connection between the two stages of listening teaching. These suggestions involve the reasonable selection of teaching materials at the school level to realize the teaching content in an orderly way; teachers should grasp the learning dynamics, help students to quickly adapt to the change of teaching role, and flexibly use various teaching methods to strengthen the cultivation of listening strategies; in addition, the government should strengthen the communication and cooperation between higher education institutions and secondary schools. Dong bin zhang(2019) used the method of questionnaire survey and interviews. He took grade nine students and teachers as the investigation analysis, and combined the results of the teachers to reasonable development and integration of teaching resources, who cultivated students' positive learning emotion, enriched students' language knowledge, improved their rapid understanding response ability and strengthened the oral English training (Dong binzhang, 2019).

Through questionnaire survey, interview and classroom observation, the two scholars revealed the differences in English listening teaching in goal setting, teaching content focus, teaching methods and learning strategies, which led to the difficulties of students in adapting to listening skills after entering a higher school. In addition, they put forward a series of coping strategies for these problems, including reasonable selection of teaching materials, understanding of students learning situation, flexible teaching methods, and strengthening the communication and cooperation between colleges and universities and middle schools. At present, there are few studies on the

connection of high school English listening segments, and there are the following deficiencies. First, the data has timeliness and geographical limitations. Both studies were based on data from 2012 and 2019, respectively, and the educational environment, textbook content, and teaching methods have changed substantially over time, which may affect the applicability of the study conclusions in the context. Furthermore, studies have focused on region-specific samples and may not fully reflect the national picture. Second, an in-depth quantitative analysis is lacking. Although the study used questionnaires and interviews to obtain data, it relied more on qualitative description for data analysis and lacked systematic quantitative analysis to support the conclusions. For example, no statistical software is used to deeply mine the survey results, making it difficult to accurately quantify a survey of the association between some variables. The specific implementation path of the final solution is fuzzy. Although the researchers have proposed multiple coping strategies, there is no clear explanation on how to implement them, what resources to support them are needed, and the expected results, which makes the recommendations relatively operational

3.4.6 Research on the evaluation of English listening teaching in senior high school

Teaching evaluation is of great significance in the educational process. It is not only a measure of students academic achievement, but also a feedback on the teaching quality and teaching process. Through teaching evaluation, teachers can master students learning status, and through this process, they can help students identify their own advantages and disadvantages, and encourage them to improve their learning strategies and improve their learning efficiency. In addition, evaluation helps teachers to examine whether their teaching methods and content are appropriate and whether they have achieved the established teaching objectives. According to the evaluation results, teachers can timely adjust the teaching plan, optimize the curriculum structure,

and ensure that the teaching activities more closely meet the needs of students, so as to improve the teaching effectiveness. Through the evaluation results, parents can have an insight into their childrens' learning status in school, which helps them to communicate more effectively with teachers and participate in the childrens' education process together. In addition, from a macro perspective, the data of teaching evaluation can also provide a decision-making basis for the educational administrative departments, which is used to formulate more reasonable educational policies and optimize the allocation of educational resources.

However, after screening, the author found that the evaluation of high school English listening is very few. Luo Zhihui stated in her article "The cultivation of selective attention strategy in high school English listening teaching" that students should be encouraged to actively reflect on the evaluation, and improve their strategic awareness (Luo Zhihui, 2014). Zhang Jing (2010) clearly mentioned in her article "Research on Guiding Students in Deep Learning in English Listening and Speaking Teaching in High School" that it is of great significance to evaluate students learning effectiveness (Zhang Jing, 2020). In addition, Huang Yali (2023) pointed out that the problems existing in the evaluation method of traditional English listening courses are mainly based on the final evaluation, which leads to the failure to find and deal with students problems in time (Huang Yali, 2023) . The author proposes a new evaluation model, in which listening evaluation runs through the whole process of listening teaching, and students are comprehensively evaluated through pre-class task intervention, in-class intervention guidance and interactive cooperation, and after-class interactive feedback between teachers and students. Research shows that the implementation of dynamic evaluation not only improves students listening performance, but also stimulates students interest in learning, and promotes the improvement of students recent development areas through interaction and cooperation.

In general, there are few teaching evaluations related to high school English listening, and the lack of certain sample representativeness, so it is difficult to judge

whether the research results can be extended to a wider group of high school students. In addition, the current research mainly focuses on the short-term effect, and does not explore the potential impact of evaluation on students long-term development, especially the continuous promotion of students independent learning ability. Therefore, the research perspective can be expanded in the later stage. In addition to examining the short-term results, the performance of students in a longer time range should also be tracked, and the impact of evaluation on students long-term development, especially the formation of independent learning habits, should be discussed. In addition, researchers should also enrich the data sources. In addition to the feedback from teachers and students, they can also consider introducing third-party evaluation or using big data technology to analyze students learning behavior, so as to obtain a more comprehensive evaluation perspective.

4.Suggestions

In the past twenty years, Chinese scholars have put forward novel perspectives and profound insights in the field of high school English listening comprehension, both in terms of depth and breadth. The focus of research has changed from the initial discussion of grammar form to focusing on cultivating students pragmatic skills such as prediction and association, and began to introduce the theories of psycholinguistics and cognitive science to guide the specific practice of listening teaching. Despite the fruitful results, there are still some problems that deserve our further attention.

First of all, in terms of research topics, most of the research focuses on the interpretation of listening teaching strategies and methods, lacking of innovative research, and most of them are the induction of teachers personal teaching experience and lack of theoretical depth. Secondly, in terms of research methods, the current research means are relatively single, mainly based on non-empirical research, while the empirical research is relatively scarce. Even if there are empirical research, questionnaire survey and interview are mostly used, and there are few diversified and

scientific research methods that combine qualitative and quantitative, and dynamic and static complement each other. In addition, the research field is limited, with many studies on listening teaching, listening strategies and listening influencing factors, while the studies on listening test evaluation, the application of multimedia technology and listening teaching evaluation are insufficient. To sum up, although domestic scholars have made some achievements in the field of high school English listening comprehension, they still need to conduct in-depth research in the following fields.

Pay attention to the listening evaluation. A variety of evaluation methods, including a combination of qualitative and quantitative methods, such as standardized tests, classroom observation, peer evaluation, and self-reflection, are used to comprehensively evaluate students listening level. Implement dynamic evaluation, continuously monitor students performance in the listening learning process through pre-class task intervention, in-class interaction and after-class feedback and summary, and provide timely and targeted feedback and guidance. Second, deepen the empirical research. We will closely combine theoretical research with teaching practice, encourage front-line teachers to participate in the research, through action research method, long-term tracking experiments, verify the effect of different teaching modes, and summarize and promote the successful experience. Third, pay attention to regional balance. First, first of all, understand regional differences. According to different regions (such as urban and rural) and different school types (such as key schools and ordinary schools), the actual situation of students learning environment, teachers, teaching resources and so on is understood through research. According to the actual situation of different regions, the design of strong adaptability of the teaching program. For example, rural areas may require more basic listening training, while urban schools can increase the difficulty and introduce more real-world listening materials. Secondly, a resource sharing platform should be established so that students in remote areas can also access to high quality teaching resources, such as high quality listening materials, online courses, etc. The use of modern information

technologies, such as distance education and mobile learning resources, helps to shorten the educational gap between urban and rural areas and between regions. Fourth, strengthen the application of technology. Virtual reality (VR) technology is introduced to simulate real scenes, and VR technology is used to create an immersive English learning environment, so that students can practice listening in the virtual environment. At the same time, artificial intelligence (AI) is used to assist teaching. According to the learning progress and ability level of each student, a personalized learning plan is customized, suitable listening materials are recommended, and the difficulty is adjusted through intelligent algorithm to ensure that students are always in the best learning state. Monitor students listening exercises in real time, and provide immediate feedback to help them correct their pronunciation and comprehension errors, so as to quickly improve their listening ability. Fifth, improve the quality of teacher training. Education departments or schools should organize special listening teaching and training courses to teach teachers how to conduct listening teaching. Through the case analysis of real listening teaching, we help teachers to understand the practical application of advanced teaching concepts, and improve their ability to combine theory with practice. Organize teachers to visit demonstration schools or excellent teachers listening classes, observe the application of advanced teaching methods and technical means, and encourage the communication and consultation between teachers

5. Conclusion

After in-depth analysis, this review systematically addressed its four research questions by: (a) quantifying temporal/geographical trends through publication metadata analysis (Sections 3.1-3.3), revealing the 2009-2011 productivity peak and coastal region dominance; (b) cataloging instructional challenges through six-theme classification of 72 studies (Section 3.4), highlighting strategy repetition (33%) versus evaluation neglect (1%); (c) documenting methodological imbalances with 80.7% non-empirical studies (Section 3.4); and (d) synthesizing technology implementation proposals from 7.3% of studies (Yingni Lin, 2015). These persistent gaps demonstrate

that demand focused scholarly exploration. Existing studies highlight the crucial need for stronger empirical support of teaching methods, especially regarding their sustained effectiveness and practical application in varied classroom environments. The field must also confront substantial geographical biases in research distribution, where studies from coastal provinces vastly outnumber those from western and rural regions, creating significant limitations in applying findings nationwide. Additionally, the consistent disconnect between theoretical technological proposals and their classroom implementation calls for comprehensive frameworks to facilitate practical adoption, particularly for emerging tools like AI and virtual reality. These priorities recur throughout the literature (Fu Lei, 2016; Yingni Lin, 2015), indicating core challenges for advancing English listening instruction in Chinese high schools. The frequent co-occurrence of these issues across studies suggests they form an interconnected system of challenges that researchers must address collectively to drive substantial improvements in both theoretical understanding and classroom practice.

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