

Incorporating Integrated Units into Primary

School English Teaching in China

Approved: Dr. Josh Anderson Date: _____

Suggested content descriptor keywords:

Integrated Units

English Teaching

Chinese primary school

CORPORATING INTEGRATED UNITS INTO PRIMARY
SCHOOL ENGLISH TEACHING IN CHINA

A Seminar Paper

Presented to

The Graduate Faculty

University of Wisconsin-Platteville

In Partial Fulfillment

Of the Requirement for the Degree

Master of Science in Education

English Education

By

Xiyuan Zhang

2024

ACKNOWLEDGMENTS

Two years ago, I found myself standing in a lush green environment, surrounded by branches reaching out of the window, buds sprouting new life. It was a symbol of the changes that were about to unfold in my life. As I look back on this period, my heart is filled with a deep sense of gratitude and reflection.

Once, I had thought that I had all the time in the world. However, those two years passed in the blink of an eye, teaching me a valuable lesson about the brevity and preciousness of life. In that time, I faced many challenges and difficulties, but I also emerged stronger and more resilient. This growth and improvement would not have been possible without the careful guidance and support of Dr. Josh Anderson.

Dr. Anderson was not just my academic advisor; he was also a trusted friend. Whenever I faced a dilemma or sought advice, he patiently listened and offered insights that were invaluable to me. His wealth of knowledge and experience were a constant source of inspiration and motivation, driving me to pursue my academic goals with determination and focus.

At the same time, my boyfriend, Cooper, was the solid support in my life. His unwavering encouragement were my constant source of strength. No matter what challenges I faced, Cooper was always there, silently accompanying me, giving me the courage to face each day. His presence made me realize the importance of cherishing every moment and living life to the fullest.

Reflecting on this period, I realize that life is a precious gift. In this rapidly changing world, it's easy to get caught up in the hustle and forget to appreciate the people and moments that matter most. Cooper, with love, has been the constant reminder of this truth. He is not just

my boyfriend; he is my partner in life, the driving force behind my continuous growth and progress.

As I look forward to the future, I am committed to pursuing my academic goals with the same passion. I know that with the support of Cooper, I will continue to learn and grow, creating more beautiful moments that will shape my life.

I want to emphasize the importance of cherishing every moment who make a difference in my life. In this rapidly changing world, let us all strive to find our own direction, pursue our dreams, and create a beautiful life filled with love and happiness.

Abstract

CORPORATING INTEGRATED UNITS INTO PRIMARY

SCHOOL ENGLISH TEACHING IN CHINA

Xiyuan Zhang

Under the Supervision of Dr. Josh Anderson

TABLE OF CONTENTS

	Page
APPROVAL PAGE	i
TITLE PAGE	ii
ACKNOWLEDGMENTS	iii
ABSTRACT	v
TABLE OF CONTENTS	vi
CHAPTER	
I. INTRODUCTION	1
Statement of the Problem	
Definition of Terms	
Purpose of the Study	
Significance of the Study	
Delimitation of the Study	
Methodology	
II. REVIEW OF LITERATURE	5
The Connotation of Unit Integrated Teaching	
The Importance of Unit Integrated Teaching in English Teaching in Primary Schools in China	
The Main Problems of Unit Integrated Teaching in English Teaching in Primary Schools in China	
Summary	
III. CONCLUSIONS AND RECOMMENDATIONS	16
The Practical Approach of Unit Integrated Teaching in Primary School English in China	
Application Cases of Unit Integrated Teaching	
REFERENCES	61

Chapter I Introduction

Chinese primary school English teaching is increasingly emphasizing the cultivation of core English abilities. The curriculum should be student-centered and based on educational objectives. The curriculum concretizes educational policies into the core competencies that should be emphasized in this course, reflecting the requirements for cultivating correct values, basic characteristics, and key abilities.

Unit Integrated Teaching has broken through the limitations of scattered subject knowledge and low subject abilities in current learning practices. It also weakens the singularity of teaching. This is the key way to achieve core competitiveness. Unit Integrated Teaching focuses on “synthesis” and takes the unit as the overall content, conducting framework interpretation and systematic learning. This teaching method is guided by a broad perspective. Through feedback from comprehensive tasks, students learn to reflect. This also carries out the concept of lifelong learning for students. Unit Integrated Teaching is necessity for moral education and quality education. It aims to solve problems, guide students to engage in exploratory learning style. In that case, it creates stages of deep learning and core abilities.

Statement of the Problem

The importance of Unit Integrated Teaching is obvious. However, as a teaching viewpoint was later proposed, there must be some confusion in practical application. Firstly, for elementary school students, their interest duration is relatively short. They found it difficult to maintain sustained learning interest in long-term abstract unit teaching. Students may give up due to insufficient learning motivation. Secondly, due to the large number of knowledge points involved in the unit, students are unable to effectively integrate and apply each knowledge point.

Thirdly, teachers may encounter problems in mastering course progress and difficulty. Sometimes, teachers often make the teaching content too lengthy or too simplified, making it difficult for students to understand. Meanwhile, the evaluation criteria for the main tasks are also vague. Teachers cannot plan goals and requirements in advance. In this situation, students are not clear about their status and the qualities they should achieve. Therefore, the study will focus on addressing the following questions:

1. What principles should the Unit Integrated Teaching follow in English teaching in primary schools in China?

2. What are the advantages and disadvantages of the Unit Integrated Teaching in primary school English teaching in China?

3. How to solve the problem of Unit Integrated Teaching in primary school English teaching in China?

Definition of Terms

Unit Integrated Teaching: A teaching model that takes the theme of each unit as a clue, runs through various lesson types and other related activities in each unit, continuously deepens students' understanding and memory of the content of each lesson type, and comprehensively develops their English language ability, especially in the application of language ability. (Xiucheng & Tong, 2005)

Purpose of the Study

The purpose of this study is to explore how to guide the selection and organization of course content. Unit Integrated Teaching should be closely connected to real life, reflect the

characteristics of the times, and focus on the development of students. The content of the organization is theme oriented, discourse based, and integrates language, culture, language skills, and learning strategies. All of these exist in the form of units. Therefore, the sub-objectives of this study are as follows:

1. To review the practice and application of current unit themed teaching
2. To overview of the framework concept of unit theme teaching method
3. To provide the problems and difficulties in implementing unit teaching methods
4. To develop ways for teachers to design courses in practical application

The research results have important value in improving students' English subject literacy. Through Unit Integrated Teaching, students internalize language and cultural knowledge in practical activities. Students can apply their knowledge to solve real-life problems and form correct attitudes and value judgments.

Significance of the Study

For teachers, teaching methods directly affect classroom efficiency. Unit Integrated Teaching is more in line with the rules of language teaching. Therefore, it can present students with a clear teaching idea, enabling them to quickly understand the tasks of a class. It is rigorous and reasonable for teachers to deal with the classroom structure, thereby enhancing learning interest and improving classroom efficiency.

By connecting the content of the entire textbook unit, the teacher designs language knowledge and functions into the classroom through appropriate scenarios. In this way, students are pushed to continuously use their learned knowledge to understand new content. It is an active method for students to construct new knowledge systems within the existing knowledge system, and maintain their enthusiasm for learning. It can also be flexibly applied according to changes

in the textbook. Although the unit based teaching method is proposed for topics as the unit, there are different types of teaching materials in each unit. However, its purpose is to grasp the teaching materials as a whole, so that students can have a comprehensive understanding and master the material as a whole after learning it.

Delimitation of the Study

The delimitation of the study is primary school English in China. Because the study will combine with traditional Chinese culture. This kind of topic will be analysed in research, it is limited to this group of second language learners.

Methodology

This study mainly explores the application of unit comprehensive teaching method through literature review. Firstly, by reviewing the existing research results and current situation, clarify the existing teaching background and principles. Next, this study will analyze the challenges faced in implementing unit comprehensive teaching based on actual situations. Finally, this study will explore reasonable solutions based on this issue and outline the framework for instructional design.

Chapter II Review of Literature

In China, the teaching of English in primary schools has gradually shifted its focus towards cultivating core subject competencies, encompassing both teachers and students. This shift marked a crucial direction in talent cultivation strategies from a student perspective, while also representing an inevitable requirement of educational reform from a teacher's professional development. Furthermore, the emphasis on core competencies in primary school English teaching is a significant measure towards integrating humanities into English education at this level in Chinese primary school English teaching. Integrated unit teaching, guided by the concept of core literacy, served as a particularly important aspect of this integration. By leveraging core competencies, the integration of diverse teaching strategies within integrated unit teaching acted as a fulcrum for classroom transformation, playing a pivotal role in curriculum development and teaching practice. Consequently, the implementation of integrated unit teaching in primary school English in China is imperative. Exploring strategies for reforming integrated unit teaching held immense significance in promoting the new curriculum reform.

The Connotation of Unit Integrated Teaching

It is imperative for teachers to explore teaching methods in integrated units, actively engage in comprehensive teaching activities such as thematic learning and project-based learning. It strengthened the internal connections between knowledge, and facilitate the establishment of a robust knowledge structure. This entailed adhering to the principles of quality education in English teaching in Chinese primary school, emphasized subject practice activities and personalized teaching in teaching design.

The cultivation of “core competencies” necessitated a shift in teachers’ focus from mere knowledge impartation to the development of literacy skills. Firstly, knowledge impartation existed a discrepancy between the core competencies and the learning content of the English subject, necessitating the establishment of a bridge to bridge this gap. Secondly, attaining the core literacy of the English subject cannot be achieved in a single class, which necessitated a departure from the traditional isolated teaching schedule. Thirdly, there was no explicit core competency for teaching English as a subject; rather, students acquire this knowledge through authentic learning experiences. To foster these core competencies, English teaching must reorganize the learning content and promote integrated unit teaching, by integrating the cultivation of core competencies throughout the entire learning process. This approach elevated the teaching proficiency of teachers and enhance the learning outcomes of students, enabling them to develop their core abilities through active learning and exploration.

Therefore, under the guidance of core competencies, teachers must also strive to enhance their professional abilities, particularly in terms of thematic knowledge and teaching design skills. They must profoundly comprehend the significance of subject knowledge in cultivating students’ literacy and devise a pathway from knowledge acquisition to the development of literacy skills.

The Importance of Unit Integrated Teaching in English Teaching in Primary Schools in China

1. The establishment of the integrated unit teaching concept served as a regulatory framework for teaching requirements.

The outline meticulously pointed out the teaching prerequisites for each phase of primary school English, encompassing the learning progression of English competence across various age

brackets. The teaching objectives of each stage were intricately interconnected, forming a cohesive whole. The revised version of China's "New Curriculum Standards for Compulsory Education Primary School English" aligned with the evolving trends of societal informational and economic globalization. It recognized English as a pivotal information carrier and integrated English education into the strategic development of basic education, making it a fundamental aspect of civic quality education. Consequently, the new curriculum standard shifted the focus from traditional grammar and vocabulary emphasis to students' core competence in English learning. It advocated a teaching approach rooted in students' cognitive capabilities, focusing their comprehensive language proficiency through task-based methodologies. This approach aimed to transform language learning into a comprehensive process, encouraging students to cultivate a positive affective disposition, think critically, engage actively, and enhance their cross-cultural awareness under their independent learning abilities. The course design principles and content standards remained committed to the principles of reasonable grading and gradual progression, always prioritizing students' agency. In this way, students were enabled to select learning modalities that suited their individual needs with flexibility and openness. It is evident that the implementation of integrated unit teaching is imperative for realizing the objectives outlined in the curriculum framework.

2. Implementing integrated unit teaching is necessary for cultivating core competencies.

English is the predominant language utilized in foreign language instruction throughout the fundamental education phase in China. The embrace of English teaching ideologies and methodologies inevitably influenced the evolution of the English core literacy curriculum

education. Furthermore, the quality of elementary school English instruction was inextricably linked to the achievement of quality education objectives. Integrated unit teaching, undoubtedly, represented a tangible reform and practical endeavor rooted in core literacy. In promoting integrated unit teaching, it was imperative to possess a comprehensive understanding of the textbook's logical framework and the demands of the curriculum standards. It was equally important to clarify the cognitive level and personality traits of the students targeted by the textbook. The number of units must be flexibly determined based on the prescribed class hours. Subsequently, in determining the corresponding logic of a large unit, it was crucial to accurately grasp the textbook tasks based on the pertinent requirements of core literacy, and structure the pertinent content and key knowledge. Immediately following was the design and learning of the large unit, and the entire process must remain rich in logic, aligned with the cognitive laws of students. This process typically encompassed learning intentions, learning goals, learning processes, evaluation, and reflection. The entire process could visually reflect the professionalism of teaching activities and integrated the real-world context demanded by core literacy. It could be asserted that the implementation of the core literacy path in primary school English teaching reform was imperative for cultivating students' core literacy. The ideological essence of core literacy must always inform the teaching of integrated units.

3. Implementing integrated unit teaching is a means to improve teaching quality

The current situation presented several concerns. Firstly, the content of some textbooks may not be suitable for the cognitive abilities of primary school students in China, thereby hindering their interest in learning English. Secondly, the extensive material covered often exceeded the allotted teaching hours, necessitating the adoption of small unit teaching methods.

Integrated unit method, however, tended to result in students having a superficial understanding of English knowledge, particularly in areas such as grammar and sentence structure. This limited their ability to delve deeper into western culture and develop patriotism. In essence, this method was inefficient in utilizing limited teaching resources, overlooking the importance of fostering students' personalities and thoughts. Consequently, student engagement remained low, teaching became passive, and the quality of English instruction suffered.

By contrast, integrated unit teaching offered a potential solution. It enriched the teaching content, increased flexibility in teaching methods, and ensured a more reasonable and targeted evaluation of teaching effects. Moreover, it allowed for a more rational selection of primary school English textbooks, tailored to local needs. The systematic and targeted method to teaching content was particularly beneficial. Most importantly, integrated unit teaching enabled multi-level teaching based on students' actual needs, effectively expanding the scope of teaching materials and making them more relevant and engaging. This subtle method encouraged students to actively engage with English learning, fostering autonomous learning skills. Integrated unit teaching provided a broad platform for students to deeply appreciate the deep cultural background of language.

The Main Problems of Unit Integrated Teaching in English Teaching in Primary Schools in China

The implementation of English teaching remained in its nascent stages, with a protracted reform trajectory that poses numerous challenges. This was evident in the absence of humanistic teaching ideologies in large-scale teaching units, which hindered the achievement of educational objectives. Consequently, it became susceptible to overlooking students' requirements during the

teaching process, ultimately leading to an inability to cater to teachers' needs. Furthermore, the associated evaluation methodologies were excessively homogenous.

1. Teaching design was lack of humanistic teaching philosophy

The English curriculum exhibited a dual character of humanistic and instrumental facets, with core literacy considering the humanistic context embedded within the subject as a crucial indicator. Although the integrated unit teaching method inherently carried humanistic undertones and has been effectively employed in Chinese language courses, the English curriculum lagged behind in both related research and teaching methodologies. Presently, there was a scarcity of research on the humanistic dimension of integrated unit English teaching, primarily concentrated on the early and high school stages. The application of humanistic teaching practiced in primary school English classrooms remains limited, and there was a dearth of exploration on the humanistic teaching path in large unit primary school English in research literature. In contrast to the instrumental aspect of English teaching, humanism was an imperative for both students' and teachers' capabilities. It underscored the importance of students' thinking skills in English classrooms, emphasized their emotional experiences and learning interests, and played a fundamental role in promoting their comprehensive development and overall quality enhancement. Consequently, the absence of humanistic teaching concepts in the initial stages of primary school English teaching reformed in China was likely to impact students' grasp of English knowledge and hinder the progress of the instrumental English curriculum.

2. It is Difficult in achieving teaching objectives

The significance of English education to individuals and the nation cannot be overstated. However, in practical teaching, disparities in students' knowledge base and cognitive abilities had the potential to hinder teachers' efficiency and enthusiasm. The mutual influenced between teachers' and students' interest in teaching and learning was profound. A low teaching efficiency could lead to a shift in teaching methods that may not effectively stimulate students' interest in learning. Over time, this may resulted in a decrease in students' interest in English learning and an increase in the difficulty of achieving teaching objectives.

In the context of primary school English teaching in China, it was noteworthy that students' interest in English learning tended to decline as they progressed through the grades. Current primary school English teaching, in terms of content, was predominantly focused on traditional skills such as listening, speaking, reading, and writing, particularly on reading and writing words and sentences. Teachers' mindsets were often limited by exam-oriented education, emphasizing the instrumental nature of English courses and relying excessively on score-based evaluation. Additionally, the frequency of school events related to English learning tended to decrease as students advance in grade.

It was evident that the overall environment of primary school English teaching in China was not conducive to achieving the teaching objectives aligned with the cultivation of core competencies. Some teachers erroneously equated the teaching objectives of primary school English with those of middle and high school stages, neglecting the cultivation of students' thinking qualities, cultural awareness, and other critical aspects. This misalignment led to a lack of integration in teaching objectives and a diminished effectiveness of English teaching.

3. Teacher Neglected the needs of students during the teaching process

The instruction of English in Chinese primary schools was a methodical, humane, and instrumental educational endeavor, necessitating a particular focus on fulfilling the physical and psychological requirements of the students. However, in practical implementation, educators were inclined to disregard these needs, making it challenging to comprehend the students' psychological states and thought patterns, and even more so, their spiritual aspirations and requirements. The underlying cause of this predicament was multifaceted. Firstly, numerous primary school English teachers lacked an understanding of large-scale teaching techniques, possessed an inaccurate comprehension of educational objectives, and were devoid of substantial experience, which resulted in the English classroom transforming into a stage for teachers to guide and perform rather than engage students. Secondly, the disparity in student ability levels prevented teachers from accurately comprehending their students. When devising large-scale teaching plans, there was a significant divergence from the actual classroom environment, leading to an inability to execute the pre-designed lesson plans. This led to teachers experiencing significant frustration, decreasing their attention toward students, and creating a vicious cycle. Over time, the physical and mental well-being of teachers has been neglected, resulting in a significant number of primary school English teachers being understaffed and varying in proficiency levels. English teachers encountered significant pressure in their professional lives, experiencing wide disparities in the amount of effort they expended and the rewards they received. Aside from dealing with the stress imposed by schools and students, numerous teachers must also endure pressure from parents, leaving them both physically and mentally exhausted, which ran counter to the aim of fulfilling student needs.

4. The evaluation method for supporting facilities was single

In order to enhance the quality of education, a comprehensive evaluation system was necessary for every stage of the curriculum. Presently, the teaching of English in primary schools in China was undergoing a transformation towards large unit teaching, aiming to improve students' self-confidence in language learning, their critical thinking skills, and preserve cultural heritage. Initial results from the implementation of large unit teaching have been promising, with textbooks generally adhering to the standards of core literacy courses. Teachers have demonstrated a solid understanding of the design principles behind large unit teaching. However, there was a need for diversity in the evaluation methods for supporting materials, as the current approach remained predominantly monolithic. The initial intention behind teacher evaluation and assessment was to promote professional growth and enhance teaching efficiency. However, the current evaluation methods have become increasingly utilitarian, solely relying on student scores as a metric for teacher performance. Integrated unit teaching disregarded the significant efforts teachers made in addressing students' physical and mental needs during the teaching process.

Consequently, in daily teaching practices, this evaluation system effectively pressured school administrators and teachers to prioritize grades, leading to a narrow focus on achieving high scores within limited timeframes. This neglected the critical importance of attending to students' physical and mental well-being, as well as the cultivation of their thinking abilities. Using grades as the sole criterion for assessing student performance placed undue pressure on students, potentially causing a loss of interest in learning. In extreme cases, this may even give rise to conflicts between teachers and students. This malicious competition posed a significant obstacle to the further development and implementation of large unit teaching.

Summary

The overarching theme of the unit has emerged as the focal point of discussion within the context of its comprehensive teaching approach. In terms of the overall teaching methodology for English units, there existed a diversity of interpretations among educators. For instance, some teachers interpreted it as an aggregation of distinct components within a unit, encompassing comprehensive vocabulary instruction, dialogue practice, textual comprehension, light-hearted phraseology instruction, and exercise-based consolidation. While this teaching method appeared to embrace the concept of “overall” in every facet, it overlooked the crucial interconnectedness between these facets and the nature of the courses themselves, which was the linchpin of holistic unit teaching.

Based on this understanding, we defined integrated unit teaching as an educational model that leveraged the thematic threads of a unit to inform and guide various lesson types and ancillary activities within that unit. This method aimed to progressively deepen students’ comprehension and retention of the content within each lesson type, while enhancing their listening, speaking, reading, and writing skills, particularly their capacity to apply these skills in practical contexts. The key elements of this method include:

1. Alignment of all lesson types with the central theme of the unit.
2. Activation of students linguistic senses in every class, ensuring equal emphasis on listening, speaking, reading, and writing.
3. Reinforcement of key linguistic knowledge, particularly novel vocabulary and expressions, through diverse methodologies, enabling students to comprehend, master, internalize, and appreciate their usage.

Upon completion of the unit, students should possess a comprehensive mental map of the unit’s content, enabling them to seamlessly integrate their newly acquired knowledge with

prior understandings, thereby engaging in fluent, topic-related conversations - a true testament to their linguistic proficiency.

Chapter III Conclusions and Recommendations

The Advantages of Unit Integrated Teaching in Primary School English in China

Upon careful examination, it is evident that it deviates from conventional teaching approaches, focusing more on textbook management than on individual classroom techniques. In terms of structural sophistication, this approach surpasses other methodologies. Consequently, I am persuaded that it possesses the following merits:

1. Unit integration teaching contextualizes the classroom

The integration of “teaching”, “learning”, and “environment” is essential in language instruction. The provision of adequate language input to learners and the possession of internal language processing mechanisms within the learner. Only then can natural communication ensue. To this end, learners must be exposed to authentic language environments that closely resemble their own lived experiences.

The approach to English unit instruction emphasizes the creation of diverse scenarios tailored to textbook requirements, such as job interviews, shopping excursions, and tourist guides. This method fosters the utilization of multimedia technology, enhancing students' exposure to real-world contexts both in and out of the classroom. This immersion in authentic settings cultivates English-thinking abilities, deepens comprehension of linguistic knowledge, and refines pragmatic skills.

2. It assists students in constructing a coherent knowledge framework is crucial.

The classroom curriculum is centered on a specific theme, with interconnected elements across various units. This allows students to develop a comprehensive understanding of the

material, enabling them to apply their knowledge effectively and innovate within a unified framework. Through practice exercises, new vocabulary is seamlessly integrated into students' existing knowledge systems, thereby enhancing their familiarity with the material. Furthermore, the expansion and supplementation of related topics broaden students' perspectives and significantly improve their capacity to flexibly utilize the concepts covered in the unit.

3. Teachers are able to adjust their approach in accordance with alterations made to the textbook, demonstrating adaptability and flexibility.

Although the unit integration teaching approach focuses on individual units, encompassing diverse types of educational materials, its ultimate objective is to facilitate a holistic comprehension of the textbook. This comprehensive approach ensures that students not only acquire a thorough understanding of the linguistic knowledge within the unit, but also familiarize themselves with and comprehend the material itself. Consequently, when confronted with analogous materials in the future, students will be equipped to utilize their acquired knowledge to express themselves verbally. Irrespective of the textbook's structure, the unit-based teaching method can be equally effective in fostering the development of various language skills among students. Its flexibility allows for tailored applications, thus adhering to both the demands and principles of language instruction.

4. It is capable of effectively fostering the abilities of students.

The English integrated teaching method promotes active learning among students through the setting of teaching scenarios and tasks, reflecting the teaching philosophy of “student-centered”. It helps to cultivate good learning habits and abilities among students, laying

a solid foundation for lifelong learning. Taking grammar teaching as an example, using the unit whole teaching method, we are not imparting language knowledge to students, but connecting with the textbook to present all the content that has already appeared in the textbook to students, allowing them to understand language and apply it to daily life.

The integrated approach to English teaching encourages active engagement from students by employing teaching scenarios and tasks that align with the “student-centered” pedagogy. This method fosters positive learning habits and abilities among students, thereby establishing a solid foundation for lifelong learning. When considering grammar teaching as an illustrative example, the implementation of the unit whole teaching method does not merely involve imparting linguistic knowledge to students. Instead, it involves connecting with the textbook to present all relevant content that has been previously introduced in the textbook. This approach allows students to gain a comprehensive understanding of language and apply it effectively in their daily lives.

The Practical Approach of Unit Integrated Teaching in Primary School English in China

Given the current approach of promoting primary school English textbooks in an integrated unit format, with each unit centered around a specific topic guiding its functional and structural content, it is imperative for students to achieve proficiency in the theme, language knowledge, cultural insights, language proficiency, and learning strategies encompassed within each unit upon its completion. Teachers, in turn, must prioritize topics, functional structures, and practical application tasks, with a particular emphasis on students’ English proficiency. This serves as the fundamental principle underlying the teaching of entire units. While distinct class types may prioritize the cultivation of specific skills, such as listening, speaking, reading, or

writing, it is crucial to recognize that this emphasis does not exclude other aspects but rather complements them, optimizing unit-based teaching and ensuring its overall objectives are met.

Based on the preceding considerations, I maintain that when implementing unit-wide teaching, it is imperative to fulfill the following requirements:

1. Teachers analyze the relationship between knowledge and other variables to understand how they interact and influence each other.

During the preparation phase for the lesson, it is imperative for the educator to thoroughly review the entire unit and meticulously organize the primary components of the unit, encompassing vocabulary, sentence structure, grammar rules, and even considering practice exercises. This approach ensures that key content is effectively reiterated during instruction, facilitating targeted learning outcomes. Consequently, students are enabled to promptly comprehend the vital elements of the unit, fostering a stronger linkage between novel and preexisting knowledge. Ultimately, this method enhances the overall efficiency of the classroom environment.

2. Teachers facilitate student discussions centered around the designated theme.

Prior to commencing unit instruction, it is imperative to engage students in pre-class discussions surrounding the unit's themes. During these discussions, students may encounter difficulties expressing certain ideas. In such instances, it is crucial for teachers to offer guidance by introducing the text's content and posing appropriate questions that stimulate students' thinking. Alternatively, teachers should introduce pertinent background knowledge related to the topic, thus laying a solid foundation for comprehending the textbook. Throughout this process,

teachers must capitalize on opportunities to introduce key elements of the entire unit, including new vocabulary and sentence structures, and pose questions ahead of time. When students engage with the text, the previously mentioned prompts will become activated upon hearing and reading, leading to a more effective and memorable learning experience compared to solely obtaining language information from the text.

3. Teachers meticulously examine the intricate connections that exist between various units.

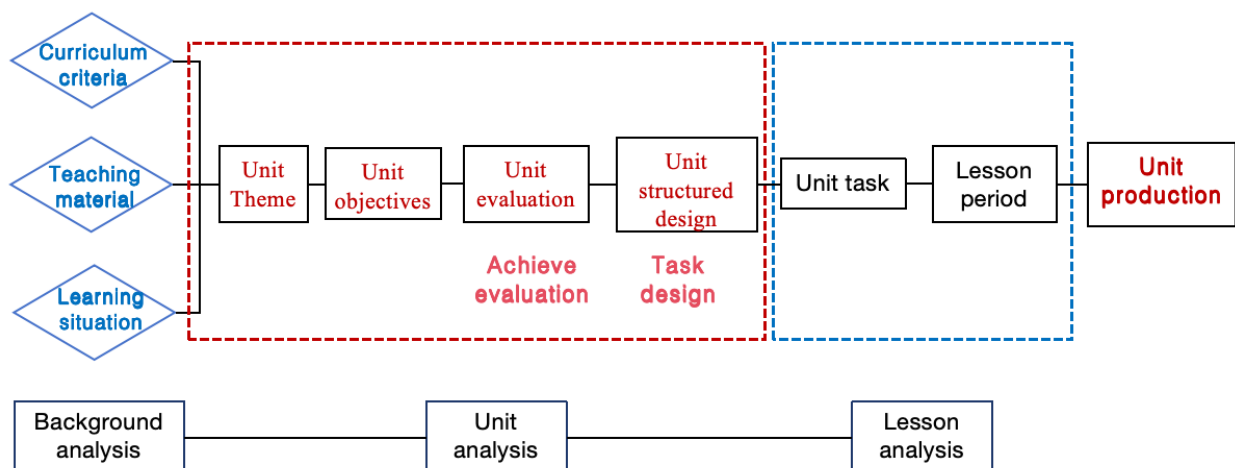
In the teaching process, teachers must not only treat each unit as an integral part, but also strive to consider the content of the entire middle school curriculum as a unified whole. This is because vocabulary, sentence structures, and grammar used in daily communication are fundamentally present throughout the middle school years. By maintaining a comprehensive understanding of the entire middle school curriculum, teachers can facilitate frequent reviews of previously learned material, and advance the introduction of new content. This approach aims to enhance the reproducibility of language knowledge, thereby benefiting students' examination performance and communication skills. However, achieving this objective requires a gradual and methodical process.

4. Teachers are capable of enhancing and broadening the scope of content and language presented.

It is advisable to furnish students with additional extracurricular resources pertaining to the subject matter of the present unit. The greater exposure students receive to materials related to a particular topic, the nearer they will be to the authentic context, thus facilitating

comprehension and deepening their recall of the taught material. Despite the similarity of topics, diverse materials offer distinct vocabulary, enabling students to acquire additional content. This approach enables them to construct a relatively comprehensive informational network on the topic, which in the long run, whether for listening, speaking, reading, or writing, will furnish a rich reservoir of fresh vocabulary, thereby enhancing their linguistic dexterity. Additionally, familiarity with the topic makes learning more seamless, kindling interest in academic pursuits and bolstering a sense of accomplishment.

When designing teaching, teachers may consult the following process for guidance:



Unit integration teaching is an approach that encourages students to engage actively in a structured learning process, where they personally delve into the exploration of knowledge, immerse themselves fully, and gradually organize their understanding into a coherent and systematic framework. This teaching method is facilitated by teachers, who design organized activity sequences centered around the logic of knowledge and skill structures, to promote the development of systematic thinking among students.

The structured design of unit integration teaching often employs a “reverse design” approach, emphasizing the consideration of student participation, development, and

demonstration of understanding as opposed to the traditional focus on teaching methods. Reverse design involves approaching teaching from the perspective of the desired learning outcomes, prioritizing student learning rather than teacher teaching. In essence, it shifts the focus from the teaching process to the student's acquisition of knowledge and skills.

Incorporating the structured design of unit integration teaching, it is imperative to meticulously allocate teaching activities into specific class hours for execution. The allocation of unit lesson hours must align with the comprehensive vision of the unit, commencing from the holistic objectives of unit teaching. It is crucial to consider the entire teaching context, encompassing every step and component of the teaching activities within the broader framework of the teaching system. This allocation should avoid one-sided emphasis on any particular aspect. The unit teaching design not only emphasizes the coherence of the whole, but also underscores the connectivity between its constituent parts, highlighting their relevance. Given the extensive content and intricate design involved in the structured teaching approach for larger units, it is advisable to divide the teaching process into distinct stages. Each stage should further be segmented into specific class hours. This ensures that the teaching activities throughout the unit are coordinated by the integrated unit, while maintaining relative independence and interconnectedness among the stages and class hours. Consequently, during the design phase, it is crucial to strike a balance between considering the overall perspective of the unit and attending to the coherence and preparation required between the divided stages and the class hours within each stage.

Application Cases of Unit Integrated Teaching

Teachers engage in a teaching behavior that is grounded in educational and teaching principles. This behavior involves the meticulous analysis of curriculum standards, teaching

content, and student situations. This analysis serves as the foundation for setting learning goals, selecting appropriate teaching strategies, and meticulously designing engaging teaching activities.

1. Background Analysis

(1) Curriculum criteria

The teacher is responsible for elucidating the directive function of the curriculum standard pertaining to the present lesson. A thorough examination of the textbook is imperative, ensuring a precise comprehension of the fundamental principles and implied meanings of the educational content. Furthermore, a meticulous dissection of the principles and prerequisites outlined in pertinent documents, including the curriculum standards for core competencies in the subject matter, is also necessary. Nevertheless, teachers must refrain from solely relying on pre-existing materials and instead exercise independent thinking, grounded in their analysis of curriculum standards, textbooks, and the current learning environment.

(2) Teaching material

Teachers possess the capability to concentrate on the fundamental skills and competencies pertinent to their subject matter, while providing interpretations of knowledge within a designated knowledge or ability framework.

The content of English courses is firmly rooted in real-world applications, reflecting contemporary trends, novel societal advancements, and recent technological breakthroughs. The structuring of this content adheres to a central theme, encompassing various discourse types while incorporating educational demands encompassing linguistic proficiency, cultural

awareness, communication skills, and effective learning strategies. This comprehensive approach is presented in a structured, unit-based format.

(3) Learning situation

Simultaneously, educators offer precise, unambiguous, and empirically grounded assessments of educational circumstances. The instructional material may not be appropriate for all learners, hence it is imperative for teachers to acknowledge the variations among students during the instructional planning process. Ideally, a pre-assessment should be administered to students prior to commencing a lesson, to gain insight into their prior knowledge, comprehension of novel concepts, and academic capabilities. Therefore, the challenges that students may face in their learning process, stemming from the gap between their current abilities and the acquisition of novel knowledge, necessitate the teachers' deliberation and presentation of practical solutions.

Teachers ought to initiate their approach from the standpoint of the learners, and provide a precise delineation of the concepts that have been mastered, the level of comprehension achieved, and the methodologies employed in the acquisition of knowledge.

2. Unit Analysis

(1) Unit theme

In the realm of English education, a thoroughgoing analysis of the curriculum is paramount. It serves to clarify teaching objectives, rationalize teaching content planning, and facilitate effective student guidance. Unit themes occupy a pivotal position in this analysis. By focusing on these themes, educators can gain a firmer grasp of the curriculum's overall context, thereby enhancing the targetedness and efficacy of their instruction.

In essence, unit themes constitute the central topics or themes of each teaching unit. They not only serve as a condensed reflection of teaching content but also serve as a crucial compass for students' learning objectives. Consequently, when designing English courses, teachers must undertake thorough research on textbooks, extract the themes of each unit, and furnish students with a distinct and unambiguous learning directive.

Upon determining the unit theme, teachers must further refine it into lesson-specific themes and objectives. This necessitates a thoroughgoing analysis of the teaching content for each lesson, extraction of key learning points, and their seamless integration with the unit theme. By doing so, teachers can guarantee that each lesson is tightly aligned with the unit theme, ensuring a coherent and orderly learning process for students.

Moreover, when formulating lesson themes and goals, teachers must take into account the unique circumstances and learning needs of their students. Students possess diverse English backgrounds, learning interests, and abilities. Therefore, teachers must find appropriate learning goals for each lesson based on the specific circumstances of their students, ensuring that every student can achieve meaningful learning outcomes in the classroom.

(2) Unit objectives

Achieving the objective of “enabling students to proficiently solve quadratic equations with a single variable” is both precise and focused, giving students a clear understanding of the expected learning outcome. Secondly, teaching objectives must be actionable, meaning they must translate into specific educational activities and procedures. To reach the objective mentioned, teachers could devise a sequence of exercise questions, allowing students to gradually acquire the skill of solving quadratic equations with a single variable. Simultaneously,

teachers must adapt their teaching strategies flexibly based on students' performance to ensure smooth accomplishment of teaching objectives. Additionally, teaching objectives should be measurable, enabling the utilization of evaluation methods to assess students' achievement. In the context of the aforementioned mathematics course, teachers can assign homework, conduct class tests, and other assessments to verify students' mastery of solving quadratic equations. These evaluation results not only reflect students' learning progress but also offer valuable feedback to teachers, aiding them in enhancing teaching methods and strategies. By setting such objectives, we not only guide students towards more effective learning but also facilitate continuous improvement in teaching quality. Therefore, in the design of teaching plans, it is imperative to prioritize the establishment and evaluation of teaching objectives, ensuring the seamless flow of educational activities and the consistent enhancement of teaching efficacy.

(3) Unit evaluations

Adhere strictly to promoting learning via evaluation and teaching via evaluation, while seamlessly integrating evaluation throughout the entirety of English curriculum teaching and learning processes. Highlight the subjective initiative of students, steering them towards becoming designers, participants, and collaborators of diverse evaluation activities, and encouraging them to consciously utilize evaluation results for the purpose of enhancing their learning. It is imperative to prioritize guiding teachers in the scientific application of evaluation methods and results, providing timely feedback and assistance regarding student learning performance, reflecting on teaching behavior and effectiveness, and fostering mutual benefit between teaching and learning. Uphold the integration of formative evaluation and summative

evaluation, gradually establishing an English curriculum evaluation system that is characterized by diverse subjects, methods, and a literacy orientation.

(4) Unit structured design

After setting clear objectives for the unit, it is imperative to organize each lesson with precision. Given the unique teaching style of each session, the focal points and activities must vary accordingly. To maintain consistency between lessons and the unit's objectives, the design of teaching activities must be interconnected and complementary.

It is essential to articulate the core objectives of the unit, serving as a roadmap for designing tailored teaching activities for each lesson. For instance, if the unit's aim is to enhance students' reading comprehension, targeted reading exercises and discussion activities should be devised to gradually impart reading techniques and strategies.

Furthermore, the allocation of teaching activities must align with the varying focuses of different class types. In the initial lesson, students can be introduced to the topic through stimulating interest and posing questions. Subsequently, explanations, demonstrations, and interactive Q&A sessions can deepen their understanding of the content and knowledge points. In the subsequent lesson, practical exercises and assignments can be designed to elevate students' skill levels.

Moreover, the individual lessons' teaching activities must align with the unit's overall activities. Comprehensive activities spanning multiple class sessions can be introduced to foster students' ability to integrate and apply unit knowledge. Only through meticulous planning and preparation can we ensure optimal teaching effectiveness for each lesson.

3. Lesson Analysis

Teaching topics: Based on core competencies, guide students to enjoy happy holidays

Teaching background analysis

ITheoretical guidance

1. Play the leading role of core competencies

The English Curriculum Standards for Compulsory Education (2022 Edition) point out that teachers should implement the fundamental task of cultivating moral character and taking the cultivation of new era talents with ideals, abilities, and responsibilities as the starting point and foothold. Determine course objectives around core competencies, select course content, and innovate teaching methods.

2. Practice a combination of learning and thinking, and a creative approach to English learning activities

Teachers should adhere to the combination of learning and thinking, learning and application, and learning and creation, guiding students to connect with personal reality in transfer and innovation activities, apply what they have learned to solve real-life problems, and form correct attitudes and value judgments.

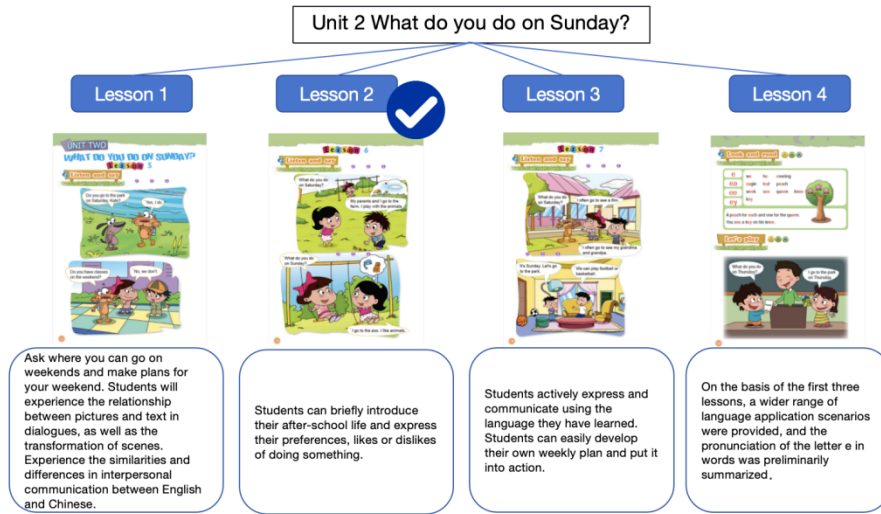
IITextbook analysis

1. Unit theme: Enjoy colorful week

This theme belongs to the category of "People and Self" and involves the sub theme of "Time Management" in the theme group of "Life and Learning".

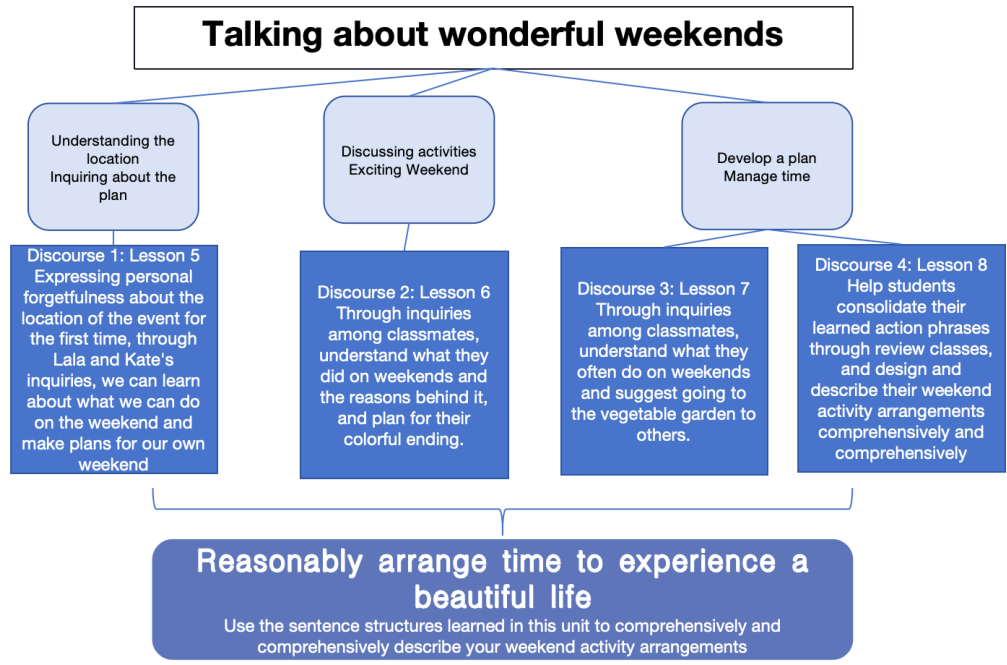
2. Unit Content Analysis

This unit involves three discourse types: daily short dialogues and monologues.



Through this unit of learning, students will need core language knowledge, skills, and strategies:

单元主题: Enjoy colorful week			
语篇	核心词汇	核心句式	技能与策略学习要点
fun places	地点: park、cinema、bookstore、museum	询问周末活动: Do you ...? Yes, I do./No, I don't.	<ul style="list-style-type: none"> 根据图片和标题, 推测对话的主题、语境及主要信息; 在语境中, 根据单词的音、形、义学习词汇。
fun activities	星期: Sunday、Saturday、Friday 活动: go to the zoo、draw picture、read books	询问、介绍周末活动: What do you do on Sunday? I ...	<ul style="list-style-type: none"> 询问和应答周末的活动。
fun plans	星期: Sunday、Monday、Tuesday、Wednesday、Thursday、Friday、Saturday 活动: go to see a film、go to buy books、go to see my grandparents	描述周末活动: What do you do on Sunday? I often...	<ul style="list-style-type: none"> 根据图片和标题推测故事的主要信息; 推断故事的画面、色彩、声音等传递的意义; 借助图片和核心语言讲述故事的主要内容。



III Analysis of learning situation

1. Cognitive characteristics

Second grade students have characteristics such as curiosity and good imitation, but lack rational thinking and weak logical thinking. Most second grade students have a strong interest in English.

2. Life experience

Students are familiar with daily activities and their own preferences.

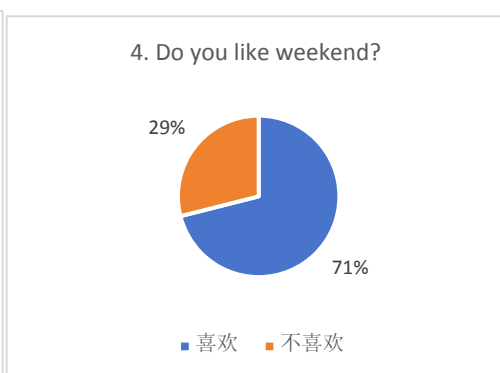
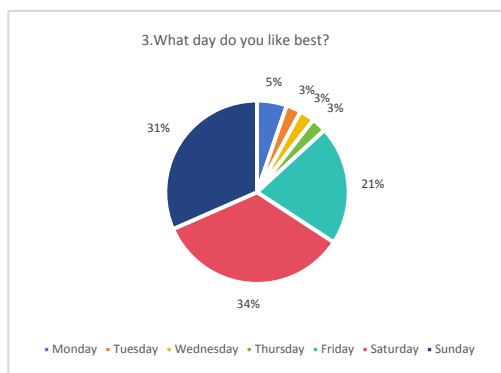
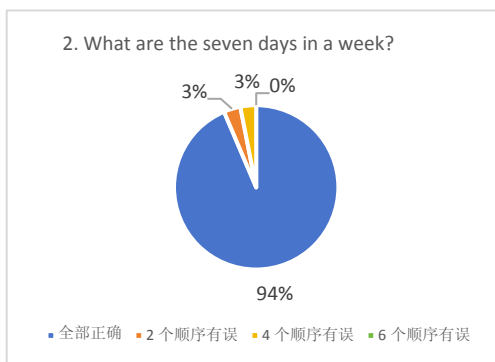
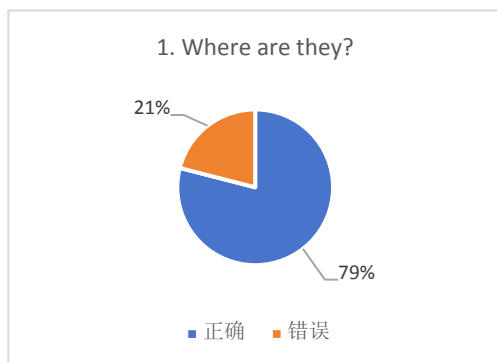
3. Language knowledge :

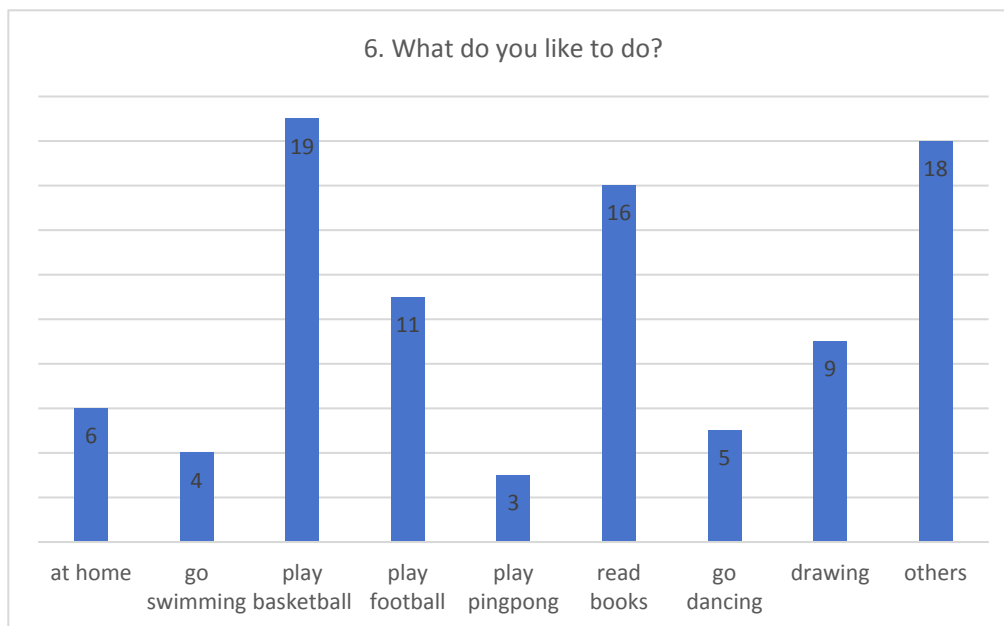
Grade	Topic association		Language and knowledge association
1	U5 I can sing.	U2 What do you do?	Q&A on being able to do something

	Discussing what can be done	Discussing what to do at different times of the day	What to do in the morning, afternoon, and evening
2	U1 What day is today? Discussing what can be done in a week		

4. Learning ability

This questionnaire is aimed at 38 students and is conducted in paper form.





The survey shows that:

Students have a rich extracurricular life. In addition, many students also engage in other activities such as watching movies, going to museums to write calligraphy, etc. However, students lack attention and expression towards campus life during the week.

In the question "Do you like weekend?", the survey result is far from the expectation, and students do not understand the meaning of weekend.

From this, it can be seen that:

Topic: Students have a variety of weekend activities, but do not master their English expression. Students have accumulated some experience in expressing things related to life in English.

Language knowledge: Students will not be able to express their weekend plans in English in the specific context of weekend activities.

Cultural knowledge: Students lack the ability to observe the truth, goodness, and beauty in life, and cannot perceive the beauty in life.

Language skills: Students are unable to fluently introduce their weekend life and express the reasons why they enjoy doing things.

Learning strategy: Students cannot establish connections between new and old knowledge, and some students are afraid to make mistakes.

5. Design of learning methods

What Students Learn: Students participate in other people's weekend activities. Students try to make their own weekly plans by reviewing their previous weekend activities and combining them with other people's weekend plans. Teachers guide students to pay attention to extracurricular life and enjoy happy holidays.

To what extent do students learn:

(1) Through listening tasks, perceive the content of the conversation, and obtain and organize several children's weekend activities. (Learning and Understanding)

(2) By reading and discussing, focus on a few children's rich weekend activities, describe the colorful weekend activities, and feel the beauty of the holiday. (Application Practice)

(3) Through group collaboration, create your own weekly plan, think about what you want to do, and perform and showcase in groups. (Innovation Transfer)

How students learn:

(1) Give students sufficient time to listen, watch, and speak, accurately grasp information worth exploring, guide group cooperation, use the form of question chains to guide students to compare and analyze key information in the text, and conduct in-depth questioning and exploration.

(2) Guide students to use blackboard writing to systematically organize and express textual

information, and explore the main content of dialogue from different aspects from shallow to deep.

(3) Set up scaffolding, guide students to pay attention to language, focus on themes, and guide them to use the language they have learned to express themselves in combination with reality.

III Key and difficult points in teaching

Teaching focus:

1. Students can understand and recognize the words park, class, Sunday, Saturday Wait.
2. Students can use "Do you...?" and "What do you...?" to answer weekend activities.

Teaching difficulties:

1. Students can correctly distinguish between singular and plural forms of words.
2. Students are able to plan their weekend activities.

IV Learning objectives

1. Through listening tasks, perceive several children's weekend plans and summarize and integrate their favorite activities. (Learning and Understanding)

2. Through reading and discussion, focus on the changes in locations on the way to school, farm, and community, and experience the diverse and talented weekend life of others.

(Application Practice)

3. Through group cooperation, experience the children's weekend life, plan your own weekend life, and perform and showcase in groups. (Innovation Transfer)

4. Based on existing dialogues, create new dialogues for presentation and select the best group. (Innovation Transfer)

VUnit Learning Design

Lesson hours	Unit evaluation objectives	Evaluation task	evaluation criterion	Evaluation method
1	Through listening tasks, understand the way of asking about weekend arrangements, retell stories between desk mates according to pictures and prompts, and predict where they can go on the weekend.	Students will understand the main idea of the conversation based on the protagonist's dialogue, use pictures and keywords to organize the story content, and discuss where they can go on weekends.	Can use pictures and keywords to organize information about weekend activities in conversations. Based on existing story information, use imagination to predict places and activities to go on weekends.	Performance evaluation Teacher student evaluation and peer evaluation

	<p>By reading and discussing, focus on exploring activities related to going to farm and zoo.</p>	<p>Continue the plot of Yangyang and Lingling going to the farm and zoo.</p>	<p>Enable students to experience interesting extracurricular life and enhance their interest in learning.</p>	<p>Performance evaluation</p>
<p>2</p>	<p>Continue writing the story and imagine the protagonist's story in the farm and zoo. Stimulate students' creativity and imagination, and perform in groups.</p>	<p>Cultivate the quality of unity and cooperation among students in the process of interpreting stories.</p>	<p>Cultivate students' innovative thinking ability in the process of writing and predicting stories;</p>	<p>Teacher student evaluation and peer evaluation</p>

3	Through independent cooperation and pre class preparation, showcase weekend plans in groups.	By studying Maomao and Lingling's weekend plans, students will introduce their weekend plans in groups.	Students experience the good values of independent judgment and respect for others.	Performance evaluation Teacher student evaluation and peer evaluation
---	--	---	---	--

VI Lesson Learning Design

Lesson type	Lesson objectives	Lesson evaluation	Learning content	Task Activity	Lesson assignment
-------------	-------------------	-------------------	------------------	---------------	-------------------

Listening and Speaking	1. Understand the weekend activities of Kate, Guoguo, and Yangyang in the activities of watching, listening, and speaking. (Learning & Understanding)	Be able to obtain the main content of the conversation, understand the storyline of Guoguo and Yangyang going to the park together on weekends, and master	Learn about Lala, Kate, Guoguo, and Yangyang's previous weekend arrangements through dialogue.	Task 1: Sort out the story content by answering and retelling after listening;	Basic homework: Proficient in Lesson 5 dialogues
	2. Students act out dialogues in different roles and introduce the weekend arrangements of three children. (Application & Practice)			Task 2: Role play the dialogue content;	

	<p>3. Communicate your weekend activities within the group and introduce them to the whole class. (Migration & Innovation)</p>	<p>the expressi on of various places to go on weekend s.</p>		<p>Task 3: Conduct investigation s, presentations , and introductions through group collaboration .</p>	<p>Extension assignment: Based on the performance in class, communicate about your weekend activities (at least 4 on level A and 2 on level B).</p>
--	--	--	--	--	--

Reading	1. By reading the dialogue story and guiding through the question chain, obtain and organize relevant information about the dialogue; (Learning & Understanding)	Can read and obtain relevant information about the conversation and introduce the main content	Read the dialogue between Lingling, Yanguang, and Guoguo, and students will have a preliminary understanding of how to arrange weekend activities reasonably.		Basic homework: Proficient in Lesson 6 dialogues
---------	--	--	---	--	--

	<p>2. Based on the obtained dialogue information, express the main content of the dialogue; (Application & Practice)</p>	<p>of the conversation.</p>		<p>Task 1: Sort out the story content by answering after reading and retelling after listening;</p>	
	<p>2. Evaluate the weekend activities of Yangyang and Linking, as well as your own opinions. (Migration & Innovation)</p>			<p>Task 2: Collaborate in a group to express the weekend plans of three children;</p>	

	<p>3. Discuss your weekend plans in a group. (Migration & Innovation)</p>			<p>Task 3: In the story context, students plan their weekend activities.</p>	<p>Extension assignment: Improve your weekend plans through videos or tables (at least 5 activities on level A and 3 activities on level B)</p>
--	---	--	--	---	---

<p>Applicati-on</p>	<p>(1) By listening to audio and watching videos, perceive the story content of the conversation, and experience the activities that Guoguo and Maomao often do on weekends; (Learning & Understanding)</p>	<p>Accurat ely use new languag e to express one's weekly schedule .</p>	<p>Students learn more activities to express themselves. Students understand the precautions to be taken when making plans and arrangements, such as unexpected events, travel,</p>	<p>Task 1: Sort out the main content of the conversation through listening and reading;</p>	<p>Basic homework: Proficient in Lesson 7 dialogues</p>
---------------------	---	---	---	--	--

	<p>(2) Through group collaboration, engage in dialogue performances, analyze Maomao's frequent weekend and Sunday activities, and discuss the need to consider unexpected situations when making plans and arrangements (application &practice+migration &innovation)</p>		<p>and time.</p>	<p>Task 2: Collaborate in groups to express Maomao's weekend activities; Discuss the arrangement of Maomao's weekend plans;</p>	
--	---	--	------------------	--	--

	(3) Through group collaboration and communication, express one's weekly schedule (migration & innovation)			<p>Task 3:</p> <p>Discuss your week in groups and experience the rich life and activities.</p>	<p>Extension assignment:</p> <p>Plan your weekly activities (at least 2 activities per day on level A and 1 activity per day on level B)</p>
--	---	--	--	---	---

VII Problem framework

Task 1: Share weekend activities with classmates in a friendly manner

Question 1: What kind of story did the conversation tell?

Activity 1: Observe the theme map, guide students to analyze the main characters and locations in the story, and predict the plot.

Activity 2: Listen to the first recording and be able to understand the story through pictures.

Activity 3: Listen to the second conversation between Kate and Guoguo after school, experience the scene transition, and understand the basic information of the conversation.

Question 2: How to delve deeper into Kate, Guoguo, and Yangyang's weekend arrangements?

Activity 1: Follow up on the conversation, imitate the pronunciation and intonation, and deepen your understanding of the story.

Activity 2: Collaborate in groups to perform a story based on pictures and prompts.

Question 3: Why do Guoguo and Yangyang not have classes on weekends, and what can they do?

Activity 1: Present pictures of different scenes and guide students to recognize the scenes and words.

Activity 2: Discuss in pairs what activities Guoguo and Yangyang can do on the weekend.

Activity 3: Presentation by group representatives.

Task 2: Share a Happy Weekend Plan with Friends

Question 1: What are Yangyang and Lingling's plans for the weekend?

Activity 1: Watch a video to understand the conversation, identify the activities planned by Yangyang, and introduce the topic of this lesson.

Activity 2: Watch the video for the second time to understand the story content and clarify the order in which the story takes place.

Activity 3: Read the story carefully, train reading skills, and prepare for the subsequent retelling.

Question 2: Can you describe what happened to Lingling, Guoguo, and Yangyang?

Activity 1: imitate the text, standardize the pronunciation, deepen the understanding, and prepare for the retelling of the text.

Activity 2: Based on the pictures and prompts, retell the text and consolidate its content.

Activity 3: Through the design of the problem chain, guide students to deeply think about

the reasons why Lingling went to the zoo.

Question 3: Why did Miss Jinfenghua choose a small bed and chair after finishing her meal?

Activity 1: Sort out Yangyang and Lingling's weekend plans and stimulate students' imagination to plan their own weekend activities.

Activity 2: Group discussion, use your imagination, and plan your own weekend.

Activity 3: Group representatives present their reasons.

Task 3: Spend a wonderful weekend with family

Question 1: What are the weekends for Guoguo and Maomao?

Activity 1: Listen to the story and find out what Guoguo and Maomao often do on Saturdays.

Activity 2: Read the story and understand the arrangements made by Maomao and his father this Sunday.

Activity 3: Group discussion: Does Maomao and Dad go to the park every week.

Question 2: What is Maomao's Monday like?

Activity 1: Create a daily activity for Maomao on Monday, and students imagine Maomao's Monday activity.

Activity 2: Discuss and share your thoughts and reasons in pairs.

Activity 3: Group representatives present reasons.

Question 3: What are your plans for the week?

Activity 1: Students reflect on their plans for the week.

Activity 2: Share your weekend plans.

VIII Teaching methods and strategies

1. Grasp students' interests and hobbies, encourage them to engage in English learning, and encourage them to actively create and express themselves.

2. Add relevant picture books or action supplements to broaden learning and application channels.

3. Strengthen the cultivation of students' learning habits and help them establish good learning behaviors and methods. Cultivate students' ideological literacy, allowing them to understand expressions related to real-life situations and deeply appreciate the beauty of life.

4. Pay attention to the combination of reading and writing, and help students output the entire paragraph. Provide students with natural and authentic listening language input to help them accumulate vocabulary and actively engage in communication while understanding the meaning. In the context, the teacher guides students to engage in discussions and form methods to solve problems. Emphasize the experience, perception, and practice of students. Select situations that are close to students' daily lives and mobilize their multisensory participation in learning. Encourage students to speak up boldly and be willing to participate in learning activities. Utilize various forms to motivate students and help them enhance their learning confidence.

IX Teaching methods and strategies

1. Grasp students' interests and hobbies, encourage them to engage in English learning, and encourage them to actively create and express themselves.

2. Add relevant picture books or action supplements to broaden learning and application channels.

3. Strengthen the cultivation of students' learning habits and help them establish good learning behaviors and methods. Cultivate students' ideological literacy, allowing them to understand expressions related to real-life situations and deeply appreciate the beauty of life.



4. Pay attention to the combination of reading and writing, and help students output the entire paragraph. Provide students with natural and authentic listening language input to help them accumulate vocabulary and actively engage in communication while understanding the meaning.

In the context, the teacher guides students to engage in discussions and form methods to solve problems. Emphasize the experience, perception, and practice of students. Select situations that are close to students' daily lives and mobilize their multisensory participation in learning.

Encourage students to speak up boldly and be willing to participate in learning activities. Utilize various forms to motivate students and help them enhance their learning confidence.

XTeaching Design

Teaching objectives	learning activities	Teaching evaluation	Time allocation
----------------------------	----------------------------	----------------------------	------------------------

<p>1. Understand the weekend activities of Kate, Guoguo, and Yangyang in the activities of watching, listening, and speaking. (Learn to understand)</p>	<p>1. Students sing along with the song and perceive the learning theme: wonderful week.</p> <p>T: Nice to see you again, boys and girls What day is today? Are you happy today? Let's begin our class Today, we are talking about the wonderful weekend</p> <hr/> <p>We are going to talk about</p>  <p>T : First of all, let's sing a song, OK?</p> <hr/> <p>Let's sing a song</p>  <p>T : Today we are going to talk about the wonderful weekend.</p> <p>T : What is weekend? Saturday and Sunday, they are weekend.</p>	<p>Teachers observe whether students can participate in interaction and communication, obtain information about the week, and provide guidance.</p> <p>Observe whether</p>	<p>15min</p>
--	--	--	--------------



2. Students predict dialogue content based on pictures, such as "Who are they? Where are they? What is Kate going to do?"

T : There is a bag. Kate has a school bag. She is going to school.



3. Students watch dialogue videos to verify predictions and understand the main content of the dialogue.

students can pay attention to the content of the pictures, guess the story content, and stimulate their association and imagination.

Observe whether students actively share their existing knowledge and experience on the topic, adjust their questioning methods as needed, and provide follow-up or encouragement.



1. What are they talking about?

They are talking about park.



T : Kate sees Lala , and can you guess what are they talking about?

4. Students watch the conversation for the second time and pay attention to the details: "What does Kate do on Saturday? How do you know that?" Students listen to the specific content of the conversation and understand Kate's specific activities to go to the park on the weekend.

Kate goes to the park on Saturday. How do you know that?



Do you go to the park on Saturday?

Yes, I do.



5. Students use the scenario created by the teacher to invite more friends to play together, and read out the dialogue content of Kate inviting Guoguo and Yangyang to

Observe whether students can answer questions and express themselves fully based on the recording.

Observe whether the students can identify the answers from Guoguo and Yangyang, as well as whether the two children can go to the park together, and provide guidance.

understand the main content of the conversation.

T : Lala and Kate go to the park on Saturday. They want to play with more friends. Kate want to play with Guoguo and Yangyang. Let's see.

T : Boys and girls, please open your book at page 12. Please find the answer in your book. Do they have classes on the weekend?

(Teachers can use gestures to prompt students, such as drawing out the number 12.

Teachers give students time to think and encourage them to take out pencils to draw circles)



T : Time is up. Do you have any good

Teachers identify problems and provide timely assistance based on students' understanding of vocabulary.

idea?

T : Can Guoguo and Yangyang go to the park on Saturday?

(In the conversation, two children said they don't have classes on weekends and didn't have a direct answer. Can they go to the park to play? The teacher can guide the students into a coherent scene.)

Do they have classes on the weekend?

P12



6. Students use pictures and dialogue content to understand vocabulary related to location and spell words, such as park, Cinema, Bookstore, and Museum. Students can expand the locations they can visit on weekends based on their existing experience, such as store, museum, gym, home, etc. Students can expand their weekend activities in different locations

Teachers guide and correct students based on their spelling and vocabulary expansion.

The teacher observes the students' follow-up reading, whether their pronunciation and intonation are accurate, and

based on their location.

T : Do you have classes on Monday to Friday?

T: Guoguo and Yangyang don't have classes on the weekend. Do you have classes on the weekend?

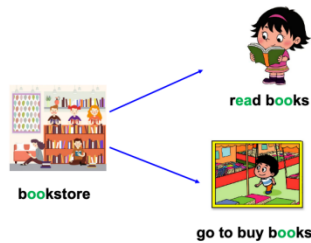
(The teacher helps students understand the meaning of 'have classes' and the meaning of having classes from Monday to Friday and taking weekends off.)

have classes

周一	周二	周三	周四	周五
语文	英语	数学	数学	语文
英语	语文	语文	英语	数学
数学	数学	英语	语文	英语
体育	美术	体育	音乐	自然
品德	自然	音乐	体育	班会
美术	体育	品德	自然	班会

T : What can you do in the bookstore?

What can you do in the cinema?



provides guidance and correction.



cinema



go to **see** a film

7. Students listen to the recording and follow the reading, engage in dialogue according to different roles, pay attention to pronunciation, intonation, linking, stress, etc.



T : Who want to be Lala/Kate/
Guogou/Yangyang?

[Design intention]: Review the knowledge learned in the past and motivate students. Activate the classroom atmosphere and create opportunities for students to speak English. Help students understand the dialogue content in the context, learn key vocabulary phrases and functional sentence structures in the dialogue. Students gradually understand the dialogue content from the whole to the details by watching video dialogues. Exercise students' English language abilities through listening and reading in various ways. Students develop their spelling ability and accumulate and expand vocabulary under the guidance of their teachers.

<p>2. Students act out dialogues in different roles and introduce the weekend arrangements of three children. (Application & Practice)</p>	<p>8. Students can replace their roles and engage in peer Q&A sessions. They can then organize and summarize the core language based on the blackboard.-Do you go to the park on Saturday, Kate? -Yes, I do./No, I don't.</p> <p>8. Students are divided into role-playing roles. Students with good grades can introduce the weekend activities of three children according to the prompts on the blackboard.</p> <p>T : How about them?</p> <div data-bbox="406 1423 852 1738"> </div> <p>(Teachers encourage students to evaluate from three aspects: loud, fluent, and</p>	<p>Teachers observe the communication situation of students using new language in context and answering questions, and provide feedback and correction based on their performance.</p> <p>Teachers observe whether they can express themselves loudly and fluently, and provide timely guidance.</p>	<p>10min</p>
--	--	--	--------------

	emotional. For each aspect that students achieve, they receive a star.)		
--	---	--	--

【 Design intention 】: Students can further understand the internalization of dialogue content through imitation and role-based reading, laying the foundation for language output. The teacher provides language support and picture words, and the students create them in groups before performing. The teacher and classmates give positive feedback.

<p>3. Communicate your weekend plans within the group and introduce them to the whole class. (Migration Innovation)</p>	<p>9. Students watch and listen to a short video of weekend activities prepared by the teacher, and circle on the survey form.</p> <p>Students can connect the weekend activities they hear. And, the two of them will talk in groups about the weekend activities of the classmates in the video.</p> <div data-bbox="381 703 760 982">  <p>1. Who is she? 2. What does she do on the weekend?</p> </div> <div data-bbox="381 1018 797 1333">  <p>Jiaxin's weekend</p> <p>Saturday: go to the museum, go to the sea</p> <p>Sunday: go to great grandma's birthday, go to Meizhou, play badminton</p> </div> <p>10. Students act as small investigators and investigate their weekend arrangements in small groups. And check the survey form, and each student should use the core language to communicate on weekend arrangements. For example, "Do you go to the city on Saturday?" The team leader summarizes the weekend activities of the group classmates on the group plan form.</p>	<p>Teachers guide students to establish awareness of a rich and colorful weekend life based on their responses and feedback on their weekend activities.</p> <p>Teachers observe the overall output of the group and the individual performance of different members within the group, identify strengths and weaknesses through student and teacher evaluations, and provide guidance.</p>	<p>15min</p>
--	--	---	--------------

【 Design intention 】: By creating real-life scenarios, students will learn to apply questioning to determine what they did on a certain day and provide corresponding answers. Through performance, cultivate students' interest in learning English, a positive attitude towards speaking English, and a sense of group cooperation.

References

- Ajayi, L. (2012). How teachers deploy multimodal textbooks to enhance English language learning. *TESOL J.*, 6(1), 16–35.
- Álvarez, J. (2016). Meaning making and communication in the multimodal age : ideas for language teachers. *Colomb. Appl. Linguist.*, 18(1), 98–115, from <http://dx.doi.org/10.14483/calj.v18n1.8403>.
- Cope, B. & Kalantzis, M. (2009). “Multiliteracies ”: New literacies , new learning, *Pedagog.* 4(3)164–195, from 10.1080/15544800903076044.
- Bialik, M. Bogan, M. Fadel, C. & Horvathova, M. (2015). Character Education for the 21st Century: What Should Students Learn?. Survey of Outcomes Measurement in Research on Character Education Programs.
- Deng, Z. J., Tan, X. L., & Mo, H. Y. (2010). Teaching practice and research on project-based teaching mode. *Journal of Hunan Engineering College*, (3), 91-93.
- Gu, Q, Rea, S, Hill, R, Smethem L and Dunford, J., (2014) Teaching Schools Evaluation: Emerging Issues from the Early Development of Case Study Teaching School Alliances. Nottingham, NCTL.
- Li, Z. (2020). 小学英语大单元教学法的困境与出路 [The Dilemmas and Solutions of Primary School English Large Unit Teaching Method]. *Teaching and Management*, 1004-5872(11), 108-110.
- Mackey, A. & Gass, S. M. (2005). *Second language researcrh: Methodology and design*. New Jersey: Lawrence Erlbaum Associates.

- Nabhan, S & Hidayat, R. (2018). Investigating literacy practices in a university EFL context from multiliteracies and multimodal perspective : A case study, *Adv. Lang. Lit. Stud.*, (9)6, 192–199, from <http://dx.doi.org/10.7575/aiac.all.v.9n.6p.192>.
- Tang, H. J. (2009). On cultivating the professional practical abilities of college students in “Fundamental English”. *Shandong Foreign Language Teaching*, (4), 49-53.
- Wu, Y. L. (2012). Theoretical and practical research of the project-based teaching mode. *Journal of Zhaoqing College*, (4), 93-97.
- Zhu, F. (2001). Research on project-based teaching mode in China—talking about the applicability of project-based teaching mode in China’s foreign language teaching. *Educational Theory and Practice*, (9), 54-56.