

Application Research on the English Writing Based on Unit Integrity Teaching Pedagogy in Junior High School

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Abstract: This study aims to explore ways to improve the writing ability of junior high school English learners guided by the Unit Integrity Teaching method. This article will take Go for it! (Grade 7) Unit 5 Why do you like pandas? for example to show an overall teaching design from the perspective of the Unit Integrity Teaching. The overall teaching design of the unit starts from the interpretation of teaching materials, analysis of learning situation, target positioning and teaching activity design, so as to found ways to improve students' writing level and develop students' core competences.

Keywords: Unit Integrity Teaching pedagogy; Junior High School English Teaching; Written.

1. Introduction

"Unit integrity Teaching" is a structured whole covering clear themes, objectives, tasks, situations, activities, evaluations and other elements, focusing on major themes or tasks, and comprehensively planning and implementing multiple lesson types [4]. The implementation of the overall teaching of the unit is a secondary development of the national curriculum. It aims to establish curriculum awareness, break the order of teaching materials, integrate and reorganize the unit content as necessary, and form an integrated, relevant and developmental unit education blueprint. And it can help teachers to implement the cultivation of core competences, and realize the education of disciplines to a greater extent.

2. Significance of teaching writing guided by the Unit Integrity Teaching method

2.1. Theriotic significance

In general, the research of overall unit teaching in junior high school at home and abroad is still obviously insufficient. To a certain extent, this is not conducive to the achievement and realization of the goal of junior high school English education. Considering the objectives of English education in the compulsory education stage and the requirements of the English curriculum standards in the compulsory education stage, this study will examine the overall teaching in English of junior high school from the perspective of unity of instrumentality and humanism, starting from the teaching of English writing in junior high school, so as to form a rich and deepening of this concept, and provide reference for the thinking and exploration of English teaching in the compulsory education stage.

2.2. Practical significance

The "English Curriculum Standards for Compulsory Education (2022 Edition)" proposes to promote the implementation of the overall teaching of units. Teachers should guide students to gradually construct and generate in-depth cognition, attitudes and value judgments around the unit theme based on the learning of the content of each discourse and the exploration of the meaning of the theme, so as to promote the achievement of their comprehensive

achievement of core competences [1]. However, there are some problems with teaching English writing in junior high school: the structure is chaotic, there is nothing to say, and there are frequent language errors. At present, students are in a shallow learning state, which makes it difficult to achieve the integrated development of core competences. Therefore, it is of great significance to strengthen the integrity of unit teaching and teach junior high school English writing from the perspective of the Unit Integrity Teaching, so as to improve students' writing ability.

3. Current Situation of English Writing in Junior High School

Students' English writing training should always run through the whole process of English teaching, and students' English writing ability is also an important standard to measure students' English application ability and comprehensive English level. Therefore, English teachers should pay attention to students' problems in English writing in junior high school English teaching, actively seek measures to solve problems, and help students improve their English writing ability. In junior high school English teaching, there are mainly the following problems:

3.1. Fear of writing in English

Some students are visibly impatient when they hear the words "writing" or "written expression", and some students even reject writing to the point of fear. In fact, compared with Chinese writing, English writing is not difficult, and the requirements for content are relatively low. Compared to English reading, the speed of English writing is relatively slow, students have enough time to conceive, and there are corresponding texts to imitate. Therefore, the key to improving students' English writing ability is to enable students to correctly understand and treat English writing and eliminate students' fear.

3.2. Lack of language knowledge

In the process of writing, students often use extremely simple words or phrase because they usually accumulate too little vocabulary, or lack a certain understanding of language knowledge. In addition, grammar rules are also a headache for many students, and these rules are very important in

writing, they are related to sentence structure, coherence, and cohesion in the discourse. Therefore, in the students' writing training, we often find some phenomena that the words do not reach the meaning, and even Chinese English expressions will appear.

3.3. Lack of effective cohesion and coherence in the discourse

Traditional English teaching puts language knowledge first, ignoring the chapter structure and paragraphs of the article, so what students write often lacks the center, the logic is not strong, there are few topic sentences, occasionally there are topic sentences, and the following content is not enough to support the explanation of topic sentences. Therefore, it leads to the following problems: the overall content of the article lacks consistency and coherence, the students' knowledge accumulation is not enough, the organization is not clear, the handwriting is not neat, etc., and there is no priority or secondary in the content arrangement. So, after reading it, sometimes teachers don't know what to do.

3.4. Bound by Chinese thinking

In the teaching of English writing in junior high school, students are most often required to write according to the given topic and the prescribed number of words, which makes students' writing form a fixed pattern. Students often imitate examples and write without their own ideas. In addition, students do not develop the habit of writing in English, which greatly limits students' writing ability.

3.5. Insufficient attention and single evaluation method

In junior high school, the teaching tasks are heavy, the content is large, and the writing training is relatively complicated, so teachers generally do not specialize in writing training. Writing is usually used as reading homework, which makes teachers' guidance unable to keep up, evaluation is not timely, and does not really improve students' writing ability. In addition, it is generally adopted in the form of peer evaluation and teacher selection, and students cannot get professional feedback in time. In addition, when teachers evaluate students' essays, the evaluation indicators often focus on the accuracy of grammar, vocabulary, spelling, etc. [3].

4. Unit instructional design examples

Taking English book Go for it! (Grade7) Unit 5 Why do you like pandas? for example, writer will explain how to design the unit as a whole to improve students' English writing skills.

4.1. Decoding of teaching material

This unit belongs to the sub-theme of "Natural Ecology" under "Man and Nature", and the specific content is "Love Nature and Live in Harmony with Nature". Students develop a sense of caring for and protecting animals by describing animals, talking about students' preferences for animals, and explaining why. The whole unit consists of two parts, Section A and Section B, Section A through two scenes, "visiting the zoo" and "talking about pets", allowing students to learn to describe animals, express their preferences for animals and state why; The listening part in Section B reproduces the scene of "visiting the zoo", expands the relevant content of

Section A, and turns to the attention of "endangered animals" in the reading section, and cultivates students' animal protection awareness and humanistic literacy by reading the discourse on the protection of endangered animals "elephants".

There is a certain correlation and progression between the teaching content of each section, and the target language also has a certain reproduction, but the arrangement of some teaching content cannot meet the cognitive needs of students, especially the reading section and the writing section, which are not much related to each other, so teachers need to adjust the content of the teaching materials. Based on the above reasons, teachers need to construct a theme system based on the textbook unit, and adjust, supplement or delete the textbook content around the theme, so that the teaching of the whole unit is more integrated and the teaching effect is more significant [2].

4.2. Analysis academic situation

First of all, grade 7 students already have a certain foundation in English learning, and at the same time, they also have sufficient background knowledge on the topic of animals, and can make some simple expressions, but lack the language knowledge and ability to conduct in-depth discussions. Secondly, the functional language of this unit (why, where guided special interrogative sentences and their answers, etc.) has already been learned in the relevant units of Grade 7 (Volume 1), so the second focus of this unit is to create real task scenarios around the theme and allow students to communicate in the target language. Finally, the reading section of this unit involves endangered animals, and the previous teaching has limited support for this part, so the third teaching focus of this unit is to supplement relevant reading texts and increase language input to provide necessary assistance for the overall teaching output activities of the unit.

4.3. Goal setting

4.3.1. Objectives of unit

After learning this unit, students can:

Describe common animal names, origins, habits, characteristics, etc.;

Talk about preferences for animals and give reasons;

Focus on endangered animals, describe the status of endangered animals in simple English and propose rescue measures;

Collaborate with people to complete initiatives to protect endangered animals;

Form a sense of love for nature and protection of animals;

4.3.2. Objectives of each lesson

Lesson 1(section A 1a-2d):

Describe common animal names, origins, habits, characteristics, etc.;

Students are able to acquire relevant vocabulary and sentence patterns describing animals from audio texts;

Talk about preferences for animals and give reasons;

Students can understand animals in various ways and walk into nature;

Lesson 2(section B 1a-1d):

Students are able to use more adjectives to talk about their preferences for animals and give reasons;

Students are able to introduce their favorite animals in a variety of ways using simple language;

Students can deepen their understanding of animals and initially establish awareness of animal protection;

Lesson 3(section A2d-3c+ additional material)

Students can describe the habits, types, abilities, etc. of common household pets;

Students can express their preferences for common pets and state why;

Students can deepen their understanding of pets and cultivate a sense of caring for life;

Lesson 4(section B 2a-2c):

Be able to summarize the relevant descriptions of elephants in the text and why elephants are endangered;

Understand the key words, fixed collocations and sentence patterns in the discourse, and master the writing format and discourse content of the proposal;

Be able to think positively, providing suggestions and acting on elephant conservation;

Lesson 5(section B 3a-3b+additional materials)

Students can work in small groups to discuss giant pandas, including their habits, characteristics, values, current status and conservation measures

Write an initiative on the protection of pandas;

Strengthen students' awareness of protecting animals and reverence for life;

4.4. Teaching activity design

4.4.1. Lesson 1&2: introduce the theme

Lesson 1:

Step 1: Create context around the theme and lay the groundwork for language

The teacher plays a clip from Animal World to create a situation and ask the question, "What animals can you see in the video?" Activate students' existing vocabulary and teach new vocabulary through resources such as pictures and audio.

Step 2: Making sense of, sorting out, and integrating language

Teachers help students acquire the target language through a series of listening activities in the textbook. (Let's see the pandas /... Why do you like pandas /...? Because they are kind of interesting / cute... Where are they from? They are from China etc.)

Step 3: Practice and internalize knowledge

According to the language they have sorted out and refined, students use a two-by-two dialogue to talk about their preferences and reasons for animals, and describe the details of where they live.

Step 4: Create new contexts and transfer language

Students discuss in the target language and vote for the animal that they think best fits the class style and the class mascot. (Question: What animal can be the Class Mascot?)

(Justification: In the learning of this lesson, students can accumulate relevant vocabulary describing animals and sentence patterns to express their own opinions from listening texts; During the dialogue and discussion, everyone exchanged views, enriched and deepened new knowledge, and prepared materials for subsequent language output)

Lesson 2:

Step 1: Create an activity situation, review old knowledge, and input new knowledge

Teachers organize associative activities, with "animal" as the central vocabulary, to lead students to recall what they have learned, activate students' existing knowledge, and review language. Through the "Quick Tongue" activity, students use more descriptive adjectives to talk about their preferences for animals and why, while teaching new words.

Step 2: Listening training

Through the listening activities of teaching materials, teachers guide students to consolidate the target language, and further practice the internalization of the target language through two-pair dialogue.

Step 3: Language output

Teachers design the "Speak out your love" task, allowing students to introduce their favorite animals in various ways, including the name of the animal, where it grows, habits, etc., and the reason for liking.

(Justification: Teach new words and enrich language knowledge; Verbal output prepares for verbal output)

4.4.2. Lesson 3: Dig the theme

Step 1: Create situations and activate moods

Teachers play short videos about pets, introduce the sub-theme of Pets in the neighborhood, and let students share ideas about pets through free talk. (Do you keep a pet? If yes, what animal do you keep as a pet? If no, what animal would you like to keep as a pet? Why?).

Step 2: Summarize, sort out, and integrate information

Through multiple readings, teachers guide students to complete the extraction of text information in the textbook, including pet types, names, likes and dislikes and their reasons (kind, name, like / dislike, reason), and learn new languages through sorting out the detailed information.

Step 3: Role-playing

Teachers let students familiarize themselves with and memorize the language they have learned through role-based reading, vanishing games, etc., and finally let students practice and internalize the learned language through role-playing.

Step 4: Expanding and improving based on the theme

The teacher supplemented the reading text Poems about pets from Yilin English book in Grade7, through the simple activity (picture and text pairing), let them understand more about the description of pets. In this process, students will feel that animals (including pets) are not only cute and intelligent, but also friends of humans, and people should care for them and treat them well, so as to further deepen the theme and pave the way for the next sub-theme, Animals in danger.

(Justification: Understanding the significance and importance of animals (including pets) to people, deepen students' awareness of animal care, and prepare themselves ideologically for writing proposals)

4.4.3. Lesson 4&5: Expand the theme

Lesson 4:

Step 1: Create contexts and introduce themes

Teachers display endangered animals' posters, discuss the content of the posters with students through free talk, and introduce the theme "Animals in danger".

Step 2: Summarize, sort out, and integrate information

Students take a quick glance to get the main content of the reading text and determine the title. Students peruse the text, find relevant information about elephants, comb through and integrate detailed information to complete the mind map. Then in the process of combing through the detailed information, familiarize yourself with and learn some relevant expressions.

Step 3: Intake knowledge

With the help of mind maps, students use Fill the blank, Retell, etc. to familiarize and memorize the acquired language, and practice and internalize the learned language and relevant information in the form of group retelling.

Step 4: Give your own opinion

Students come up with more measures to save the

endangered elephant through group discussions and share them with the class.

Step 5: Create new contexts to use language

Elephant Day is coming, please work in a group to design a poster to echo the students' active efforts to save elephants.

(Justification: The use of mind maps can help students summarize knowledge points and make knowledge more visual; Group discussion gathers everyone's thoughts and broadens their thinking; The poster design activity allows students to make initial language output and pave the way for subsequent full-text writing)

Lesson 2:

Step 1: Create contexts and lay the groundwork for language

Teachers play panda-related videos and ask "What do you know about pandas?" This question leads students to "brainstorm" and activate what they have learned about pandas. At the same time, teacher presents the students' answers on the board in the form of a mind map.

Step 2: Supplement and expand around the theme

Teachers supplement the reading text "The WWF is working hard to save them all" presented in an English course book published by Foreign Research Institute, and through these "Why are pandas in danger?" What can we do to protect pandas? What do you know about the WWF?" to input knowledge about pandas, make up for the lack of teaching materials, expand ideas for later students' writing and provide language support.

Step 3: Focus on the theme and apply what you have learned

"International Day for the Protection of Rare Animals" is coming. After group discussion, students need write a proposal for the national treasure panda, calling on more

people to pay attention to giant pandas and protect them.

5. Conclusion

The new curriculum standard points out that to promote the overall teaching of the unit, teachers should strengthen their awareness of literacy, focus on the theme of the unit, and fully explore the value of education. Teachers should establish the goal and teaching line of unit education, deeply interpret and analyze the discourse and related teaching resources in the unit, integrate or reorganize the unit content as necessary, and form an integrated, relevant and developmental blueprint for unit education (Ministry of Education 2022). Writing is the embodiment of students' comprehensive English ability. Practice shows that the overall teaching of the unit can realize the effective use of teaching materials, guide students to systematically learn language knowledge around the unit theme, reserve writing materials, and improve writing ability.

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