

Integrative Teaching Approach in Junior High School English Course Under the Big Ideas Perspective -Take Unit Two I'll Clean up the City Parks as an Example

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Abstract

The new Curriculum Reform emphasizes junior high school students' learning and requires teachers to focus on guiding junior high school students' learning in the classroom. For junior high school English courses, teachers must improve students' language skills, deepen their minds, and develop their cultural awareness and independent learning ability. A good classroom atmosphere and a logical framework of knowledge can help junior high school students improve their English learning efficiency and increase their confidence in learning, thus promoting a beneficial learning cycle. Thus, junior high school English courses teachers must have a comprehensive knowledge of teaching and learning, optimize the teaching process and use appropriate activities to improve junior high school students' English ability. Teaching practice guided by the Big Ideas perspective helps students build the overall English knowledge framework. Therefore, teachers should focus on Big Ideas and integrate them with the unit content to make the course content focused and hierarchical so that junior high school students' English core competencies can be developed. This paper explores the integrative teaching approach to units in junior high school English courses from the perspective of Big Ideas. Based on the definition of Big Ideas and the practical value of the integrative teaching approach, the paper incorporates specific cases to illustrate how to practice the Integrative Teaching Approach, thus achieving a practical course.

Keywords: junior high school English courses, big ideas, integrative teaching approach, core competencies

1. Introduction

Under the contest of New Curriculum Reform, English teaching has undergone a significant transformation with its focus shifting to students, transforming teachers into instructors. This reform has put the educational concept of "People-Oriented," which indicates that the Curriculum Reform of English education in China has entered a brand new stage. The term "Big Ideas" was introduced in this Curriculum Reform. Although the report does not explicitly elaborate its meaning, the concept of Big Ideas is reflected in the nature of the English subject, curriculum content, and implementation.

Currently, teaching English subjects in China suffers from scattered knowledge structure, insufficient course content completeness, and a straightforward assessment process. Therefore, junior high school students' English capabilities are not fully developed. On the other hand, Big Ideas takes disciplinary literacy as the core goal and believes that course points should be closely connected, thus forming a complete knowledge framework, strengthening junior high school students' in-depth English learning, and cultivating junior high school students' independent learning ability. Based on the perspective of Big Ideas, this paper actively explores how to effectively carry out a unit integrative teaching approach by discussing specific cases of junior high school English courses teaching.

2. The Definition of Big Ideas Perspective

Big Ideas can be understood as the core concepts of courses. From the viewpoint of the subject's nature, Big Ideas reflect the subject's core knowledge, ideas, and values. It refines the scattered knowledge points to form a complete knowledge framework. Considering the knowledge characteristics, which is from shallow to deep, it could deepen junior high school students' understanding of English and be conducive to students' comprehensive knowledge of English. From the viewpoint of course content, Big Ideas is the skeleton and backbone of the

subject structure, setting the leading tone for the course content, establishing a logical and clear knowledge structure, facilitating the effective connection of each course point, and helping junior high school student's understanding of core concepts when applied to the teaching context. From the process and method point of view, Big Ideas is a principle and method to unify teaching and learning process, which can guide teachers' work, including teaching design and teaching content, help teachers determine teaching objectives, optimize teaching process, improve classroom learning efficiency, and create integrated learning activities. As a result, Big Ideas applies to all levels of teaching. In the case of integrative teaching of junior high school English courses units, Big Ideas is reflected in the subject nature and linguistic knowledge and teaching practice.

3. The Significance of Integrative Teaching Practice of Units in Junior High School English Course Under the Big Ideas Perspective

After taking students' actual academic performance, the teacher, under the guidance of Big Ideas theory, integrates and optimizes the existing teaching resources according to the curriculum requirements. Then, they must form a unit teaching with the unit theme as its core, sub-themes of each discourse interrelated, knowledge points instructed from shallow to deep, and teaching structure clear and complete. If successfully implemented, this practice would help students build the core values conveyed in the course. Therefore, the unit integrative teaching in junior high school English courses from the perspective of Big Ideas is of great importance.

From the viewpoint of theoretical value, Big Ideas is based on the educational concept of People-Oriented; Educate People with Virtue, which aims to cultivate young people with correct values. By establishing the core theme of the English unit, teachers analyze the inner connection of each sub-theme, further deepening the potential value of Big Ideas under such a theme. Based on the course content, teachers guide junior high school students to form good moral qualities and establish correct values, thus achieving the fundamental purpose of cultural education.

In terms of practical value, Big Ideas helps teachers clarify teaching objectives, integrate teaching contents, optimize the teaching process, and realize integrative teaching. Teachers take unit topics as the core to integrate scattered knowledge points to form a logical and clear knowledge network so that students learning efficiency can be effectively improved. On the other hand, through the teaching practice of integrating units, teachers can help students form unit Big Ideas, which allows them to see unit topics from different perspectives. By carrying out diversified teaching activities in thinking about questions and solving them, they can acquire core knowledge and establish an orderly and complete knowledge structure, further building the unit Big Ideas and enhancing their English capabilities.

4. Ways to Implement the Unit Integrative Approach in Junior High School English Course Under the Big Ideas Perspective

In recent years, China's education has paid more and more attention to the development of junior high school students' core capabilities, the basis of which is the curriculum., Teachers prioritize textbooks, dependent on which set their main learning objectives and instruct students to understand the core topics through thematic contexts. The text types, language knowledge, and cultural knowledge facilitate their understanding of courses and raise their English level. Language skills and learning strategies benefit students to understand the content of the course further, learn in-depth, and consolidate what they have learned. It can be seen that rich and diversified curriculum content is the basis for implementing the unit Integrative Teaching practice of integrating units from the perspective of Big Ideas.

4.1 Determining Teaching Orientation

The teaching practice of integrating units in junior high school English courses under the guidance of Big Ideas should include not only specific knowledge within the textbook but also guide junior high school students to absorb the underlying information the passage intends to convey. In the teaching process, students are expected to appreciate the intrinsic value of the content of the discourse. They can learn English knowledge from multiple dimensions through diversified teaching activities and integrate fragmented knowledge points into a framework. In the unit summary, they can comprehensively sort out the knowledge points conducive to their long-term memory of actual content and promote learning. The arrangement of junior high school English courses in the People's Education Press edition clarifies themes and overall framework, providing a good foundation for the unit integrative teaching approach in junior high school English courses from the Big Ideas Perspective.

The unit's theme is Volunteer Activities, whose content is based on this core theme. Starting from the topics related to volunteer activities that junior high school students are familiar with, the teacher will first arouse their interest in the topic and review the vocabulary they have learned before. Then the teacher introduces the

vocabulary needed to learn, laying a good foundation for the subsequent listening, reading, and writing sessions. To effectively combine what they have learned with real life, the course content introduces the topic of Helping People to students to establish the quality of caring. At the same time, as students are not familiar with some of the vocabulary in the text, the teacher can guide junior high school students to guess and familiarize the meaning of the vocabulary through word-formation.

To sum up, the Big Ideas of the unit Volunteer Activities is summarized as follows. Through the introduction and diversified teaching before the class, junior high school students can learn the basic knowledge, develop the essential skills and understand the voluntary activities around them. With in-class performance, students can understand that many people around us need our help, and starting from the small things could help others. In this way, students can understand the principle of "All for one, one for all" and further establish the idea of helping others. Under the guidance of Big Ideas, the structure of English course content is complete and deepened gradually, conducive to the achievement of the fundamental goal of establishing moral education.

4.2 Clear Teaching Direction

After determining the teaching orientation and the teaching practice of integrating units, teachers need to analyze each section of the unit and read the textbook to sort out the connection between each section to prepare for the subsequent teaching activities. There are specific requirements for the development of teaching activities: the design of teaching activities should conform to the cognitive rules of junior high school students and be developed to improve English core capabilities; in addition, when designing the teaching of primary English knowledge, the improvement of English skills, and understanding of learning strategies, attention should be paid to diversified teaching, enrich teaching forms, and guide students to think about problems from different perspectives, further to develop their knowledge and opinions on core topics.

The clear teaching direction should be in line with the cognitive rules of junior high school students. The design of the units in the junior English textbook follows the cognitive rules of junior high school students. It starts with the volunteer work that junior high school students are familiar with and triggers students' active discussion on volunteer activities. Then, students could learn to guess the word meaning through a thank-you letter. After that, it could guide the junior high school students to think about volunteer activities, deepen the theme, understand the kindness of helping each other and broaden students' minds. Students could discuss and cite the good deeds around them. It can be seen that the teaching process of this unit is a process of information input and output, in which junior high school students not only learn the basic knowledge of English but also exercise their English ability by thinking about the problems and expressing their opinions, which is conducive to junior high school students' cultivation of core capabilities. If we were to clarify the direction of teaching, it is necessary to follow the cognitive rules of junior high school students and describe the inner connection between the unit and develop students' understanding of the unit theme. Based on Big Ideas, teachers can effectively link the sub-concepts of each section and facilitate junior high school students' English proficiency, efficient absorption of English knowledge, and achievement of their teaching objectives. After sorting and integrating the unit's content, it was found that there is a progressive relationship between the sections of each unit and the core themes of the unit.

This unit introduces the listening and speaking part of the lesson by asking junior high school students what they know about volunteer activities and stimulating their discussion on the topic. Then, it guides students to pay attention to volunteer activities, learn the questions and answers about volunteer activities, think about the reading materials, and familiarize them with related vocabulary. After that, it leads junior high school students again to sort out and review the words, phrases, and grammatical knowledge learned during the reading process, helping them take in crucial information in the discourse. After a brief review of vocabulary and grammar, it can effectively help students reduce the difficulty of listening. The listening and discussion section helps students to correct the mistakes in spoken English and exercise their ability of oral expression in English. After consolidating their knowledge in the listening and speaking parts, junior high school students are guided to sort out and integrate the critical parts around the core theme of the unit and use the vocabulary and grammar they have learned to complete the writing activities. Finally, junior high school students are guided to use what they have learned to introduce volunteer activities to others in emails, letters, and advertisements, express their profiles and evaluations of volunteer activities and practice their comprehensive English skills. Setting systematic and well-organized teaching objectives can improve junior high school students' English thinking ability and broaden their depth of mind and cultivate junior high school students' moral quality.

4.3 Exploring Core Values to Promote Integrated Teaching

This unit is based on the topic of volunteer activities. The textbook sets the content of the impact of volunteer activities on life and society and sets the content of students' self-expression. The former can deepen students'

minds and guide junior high school students to establish the concept of helping others. The latter one guides junior high school students to use what they have learned to perform and show related contents and express their own opinions in class, which reflects the instrumental and humanistic nature of English learning, further cultivates junior high school students' thinking ability, and promotes junior high school students' deep understanding of the topic. Also. The sections are interconnected and complemented by introducing topics and consolidating knowledge.

In the teaching process, it is essential to develop activities around the unit's theme and pay attention to the use of thematic contexts. In this unit, students mainly study the usage of sentence patterns, verb phrases, and infinitive forms of verbs regarding providing help. The verb phrases in this unit are not challenging to learn individually. However, it is easy to make mistakes when similar phrases are studied together, so creating a context for learning is especially important. In this unit, phrases related to "put" appear several times. By creating a context, junior high school students can distinguish similar phrases and learn them in a thematic context, reflecting the principle that language knowledge should be presented, learned, and used in an authentic context.

5. Conclusion

Under the background of the New Curriculum Reform, China pays attention to cultivating talents. Taking English as an example, teachers should focus on cultivating junior high school students' English capabilities and students' listening, speaking, and reading. Writing skills should be developed in balance. To improve the status of our junior high school students' Non-speaking English and Cramming Teaching Methods, schools, teachers should follow the educational philosophy of People Oriented, teaching junior high school students with a developmental perspective, thus ultimately achieving the educational purpose of cultural education. In this way, teachers are required to change the way of teaching, which is to explain fragmented knowledge out of context. In this paper, we study the teaching practice of integrating units in junior high school English course from the perspective of Big Ideas, using Unit Two, I'll Clean Up the City Parks as an example, explores the teaching practice of integrating units from three aspects: defining teaching start point, clarifying teaching objectives, and exploring core values to promote integrated teaching and learning and provide references to teaching activities.

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