

Acknowledgements

How time flies! As my time at Henan Normal University comes to an end, all kinds of feelings well up in my heart, including sadness and gratitude for my time there and for my teachers, as well as longing and anticipation for what lies ahead.

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摘要

《义务教育英语课程标准（2022版）》明确提出要推动实施单元整体教学。单元整体教学强调教师围绕单元主题，对单元内容进行必要的整合，引导学生探究每个单元的主题意义，逐步建构围绕单元主题的深层认知、态度和价值判断，促进其核心素养的达成。目前，关于英语单元整体教学的研究多是从理念、实施步骤、和教学策略等方面进行分析探讨，而对实际教学过程中的调查性研究相对比较缺乏；以高中和小学阶段的英语教学作为研究对象较多，以初中英语教学为研究对象的较少。因此，本研究针对初中英语单元整体教学的现状展开调查。

本研究以郑州市一中国际城中学为例，对该校初中英语单元整体教学现状展开调查研究。本研究以这所初中的31名英语教师为研究对象，展开了为期三个月的深入调查。本研究通过问卷调查、课堂观察和访谈等方法，主要调查以下两个问题：（1）初中英语单元整体教学的现状如何？尚存在哪些问题？（2）造成这些问题的原因是什么？

调查发现，大部分教师对于单元整体教学有一定的理解并持较好的态度，但是仍存在部分教师对于单元整体教学的认识薄弱、缺乏深入了解的问题。在具体的实施中存在如下问题：（1）单元整体教学运用环节简单，部分教师在教材分析、学情分析、教学目标制定等方面缺少有关单元整体教学的设计；（2）在课时划分方面，教师更倾向于按照教材顺序划分，没有关注到文本的整合和内容重构；（3）在教学重难点的呈现上，虽然在一定程度上指向单元话题，但是各个课时的教学重难点较为浅显；（4）在教学过程方面，部分教师实施英语单元整体教学的形式较随意，程序固化。造成上述问题的原因主要在于：教师缺乏单元整体教学的认识，从而导致教师无法很好的进行单元整体教学；教师的角色多样性，学校任务的多样化，从而导致教师没有足够的时间与精力来安排单元整体教学；由于学生情况的复杂性，从而导致教师很难实施单元整体教学的目标。

调查结果对于现行初中英语单元整体教学有一定的启示意义，有助于教师反思教学实践，有助于改善英语课堂碎片化教学的现象，有助于推动学生核心素养的提升。

关键词：单元整体教学；初中英语；调查研究

Abstract

Unit integrated teaching is strongly encouraged by *the English Curriculum Standards for Compulsory Education (2022 Version)*. Unit integrated teaching emphasizes that teachers should integrate the unit content around the unit theme. Teachers should assist students in exploring the purpose of each unit's theme, so that students can gradually build deep cognition, attitude and value judgment around the unit theme, so as to promote the achievement of students' core competencies. At present, most studies on English unit integrated teaching are analyzed and discussed in terms of concepts, implementation steps, and teaching strategies, while there is a relative lack of investigative studies on the actual teaching process. There are more studies on English teaching in high school and primary school, while there are fewer studies on middle school English teaching. Therefore, this study investigates the current situation of English unit integrated teaching in junior high school.

This study takes Zhengzhou No.1 Middle School Guojicheng Campus as an example to investigate the current situation of English unit integrated teaching in the middle school. Thirty-one English teachers in this middle school are used as the subjects of this study, and the investigation lasts for three months. This study investigates the following two main questions through questionnaires, classroom observations and interviews: (1) What is the current situation of English unit integrated teaching in junior high school? What are the problems? (2) What are the causes of these problems?

The study reveals that the majority of teachers have a favorable understanding of and attitude toward unit integrated teaching, but there are still some teachers who have a weak understanding of it and lack in-depth knowledge of it, and there are still problems in the specific implementation of the following: (1) the application of unit integrated teaching is simple and easy, but some teachers lack its design in the analysis of instructional resources, the assessment of learning environments, and the development of instructional goals; (2) in terms of the division of lessons, teachers prefer to follow the sequence of the material and do not pay attention to the integration of texts and the reconstruction of content; (3) in the presentation of the key and difficult points of teaching, although it points to the unit topic to a certain extent, the most important and challenging lessons to cover in each class period are rather superficial; (4) in terms of the teaching process, some teachers implement English unit integrated teaching in a more casual way

and with old-fashioned procedures. The main reasons for the above problems are as follows: teachers lack the understanding to use unit integrated teaching, which leads to teachers not being able to teach unit integrated teaching well; the diversity of teachers' roles and school tasks, which leads to teachers not having enough time and energy to organize unit integrated teaching; and the complexity of students' situations, which makes it challenging for teachers to carry out integrated teaching goals for the unit.

The findings have implications for English unit integrated teaching of current junior high school, helping teachers to reflect on their teaching practices, helping to improve the phenomenon of fragmented teaching in English classrooms, and helping to promote students' core competencies.

KEY WORDS: unit integrated teaching; junior high school English; investigation

Contents

Acknowledgements	I
摘要	III
Abstract	V
Contents	VII
List of Tables	IX
Chapter One Introduction	1
1.1 Research Background	1
1.2 Research Purpose	2
1.3 Research Significance	3
1.3.1 Theoretical Significance	3
1.3.2 Practical Significance	3
1.4 Overall Structure of the Research	4
Chapter Two Literature Review	7
2.1 Relevant Definitions	7
2.1.1 Unit	7
2.1.2 Unit Teaching	7
2.1.3 Unit Integrated Teaching	8
2.2 Theoretical Foundations	10
2.2.1 Holistic Linguistics	10
2.2.2 Gestalt Psychology	11
2.2.3 Constructivism Theory	11
2.3 Previous Studies on Unit Integrated Teaching	12
2.3.1 Previous Studies on Unit Integrated Teaching Abroad	12
2.3.2 Previous Studies on Unit Integrated Teaching at Home	15
Chapter Three Research Methodology	23
3.1 Research Questions	23

3.2 Research Subjects	23
3.3 Research Instruments	23
3.3.1 Questionnaire	23
3.3.2 Classroom Observation	27
3.3.3 Interview	27
3.4 Procedure of the Study	27
3.5 Data Collection	28
Chapter Four Results and Analysis	29
4.1 Results and Analysis of Teachers' Understanding and Attitudes Towards Unit Integrated Teaching	29
4.1.1 Teachers' Attitudes Towards Unit Integrated Teaching	29
4.1.2 Teachers' Understanding of Unit Integrated Teaching	31
4.2 Results and Analysis of the Current Situation and Problems of English Unit Integrated Teaching in Junior High School	35
4.3 Results and Analysis of the Causes of These Problems	41
Chapter Five Conclusion	47
5.1 Major Findings	47
5.2 Pedagogical Implications	48
5.3 Limitations and Prospects for the Future Study	48
Bibliography	51
Appendix A: Questionnaire for Teachers	55
Appendix B: Teachers' Interview Outline	57
Appendix C: Records of Teachers' Interview	59
Appendix D: Classroom Observation Scale	63
攻读学位期间发表的学术论文目录	65
独创性声明	67
关于论文使用授权的说明	67

List of Tables

Table 3- 1	The Specific Dimensions of the Questionnaire	24
Table 3- 2	Reliability Statistics of Teachers' Questionnaire	25
Table 3- 3	KMO and Bartlett's Test for Questionnaires	26
Table 3- 4	KMO and Bartlett's Test for Dimension One	26
Table 3- 5	KMO and Bartlett's Test for Dimension Two	26
Table 4- 1	How Junior High School English Teachers Treated	30
Table 4- 2	Data Results for the First Dimension	32
Table 4- 3	Data Results for Teaching Objectives	33
Table 4- 4	Data Results for Teaching Activities	34
Table 4- 5	Data Results for Teaching Evaluations	35
Table 4- 6	Teacher A's Lesson Plan for the Entire Unit	36
Table 4- 8	Teacher B's Lesson Plan for the Entire Unit	37
Table 4- 9	Teacher B's Presentation of The Teaching Difficulties for The Unit	38

Chapter One Introduction

In this chapter, a total of four parts will be introduced: research background, research motivation, research significance and over structure of the research.

1.1 Research Background

Significant shifts in global trends, the era we live in from industrialization to information technology, and basic alterations in textbook creation have all occurred. Teaching has changed from the traditional knowledge-oriented curriculum to a literacy-oriented curriculum, and the value embodiment and inherent pursuit of curriculum reform at this stage is the implementation of subject core literacy. It is recommended that teaching be “based on the core literacy system for student development, clarify the goals of each discipline and each school level, strengthen the holistic approach, and enhance the effective vertical articulation and horizontal coordination of each related discipline and each school level. The academic core literacy has the characteristics of contextuality, transferability, comprehensiveness, and higher order, etc. It adopts a complete and profound unit design, focuses on the material as a whole, integrates teaching contents, focuses on teaching objectives, activates real situations and conducts scientific assessment, aiming to guide students from mastering knowledge and skills, enhancing thinking to personalized learning. Therefore, the unit integrated teaching pointing to the subject core literacy is an inevitable requirement for subject education to implement moral education, develop quality education and deepen curriculum reform, and it is also a key path for the subject core literacy to be put into practice.

The majority of English teachers have accepted the new curriculum concept since the *English Language Curriculum Standards for General Senior Secondary Schools (Revised Version 2020)* are adopted (hence referred to as the New Curriculum Standards), but the problems of fragmentation, superficiality and labeling of English teaching are still relatively prominent, and teachers have neglected the cultivation of students’ critical thinking and correct values (Wang Qiang, 2018). Nowadays, most classroom instruction is implemented in schools through lesson plans that emphasize basic academic attainment, which is somewhat disassociated from students’ personal and social life. Students’ traits and abilities are not directly reflected by the sheer mastery of knowledge and skills, and it may even stunt their development. Therefore, the holistic teaching and learning design based on the unit has given rise to new

educational expectations (Li Lei & An Guiqing, 2019).

In the course of my internship, the author discovers that while the school places a strong emphasis on unit integrated teaching in both teaching and research activities, conducting various types of practical research on unit integrated teaching, most teachers are still accustomed to designing the teaching plan according to the class time, based on the teaching knowledge of a single text, which results in a lack of connection between the knowledge in the unit and the scattered content. In the case of single-text lessons, students can only acquire fragmented knowledge, fragmented information, and cannot form a systematic and complete knowledge structure, not to mention being able to achieve in-depth learning. Teachers lack holistic awareness when teaching, using single-part lectures and single-lesson teaching, which easily leads to a haphazard repetition of knowledge and makes it difficult to form a systematic system, which is not conducive to the implementation of the core literacy of the subject.

1.2 Research Purpose

When learning a language, our ultimate goal is to use sentences to express meaning in an authentic context, so fragmented teaching appears to violate language learning laws and students' cognition. It is only through repeated repetition and consolidation in authentic contexts that students can better appreciate the use of language, which helps them to acquire the language, and this also contributes significantly to students' motivation to learn the language. The unit integrated teaching strategy is determined by its theme and focuses on developing authentic contexts, from complete to partial, in an integrated way that is suitable for the students' cognitive development and learning psychology.

In a conventional English classroom, the teacher only adds single piece of information to the textbook, so that students can listen without distractions. In the long run, this lack of innovative teaching mode will make students bored with the classroom and the teaching effect will not be improved. Students can learn regularly and step-by-step in accordance with the teacher's lesson plan by using the unit integrated teaching method to help them understand the subject matter. Students apply the knowledge to the classroom and to reality by implicitly absorbing it during the process.

By utilizing questionnaire, interview, and classroom observation, this thesis seeks to identify the issues with the present English unit integrated teaching in junior high school. It also makes effective recommendations for how to deal with those issues and advance the integration of core literacy in the

English classroom. It is expected to promote the penetration of students' core competencies in the English classroom. The goal of building moral education is always implemented through the application and invention of integrated teaching in English teaching design, which will enhance students' deep learning and ultimately improve their core literacy.

1.3 Research Significance

1.3.1 Theoretical Significance

Unit integrated teaching is a type of integrated teaching that uses the unit as the teaching content and the whole unit topic as the core to design and organize teaching activities as a whole. The organic integration of unit contents can make students slowly form a complete knowledge system and transfer knowledge to life to prepare for solving practical problems. It helps students build rational cognitive boards, improve their memory, retain and extract knowledge, and develop comprehensive language skills. The unit integrated teaching method helps teachers realize the unity of diverse teaching methods, the integration of time resources, and the multiplicative benefits of limited class time.

This study enriches the theoretical research on the unit integrated English teaching in junior high schools. As a whole, there is a glaring dearth of research on the comprehensive teaching and learning of English in junior high schools, both domestically and overseas. This makes it more difficult to reach and accomplish the objectives of junior high school English education. Through a survey of literature review, this study aims to define the meaning of the idea of unit integrated English teaching in junior high school. On this basis, combined with the in-depth exploration of the relevant practical situation, it can enhance public comprehension of junior high school English unit integrated teaching, so as to provide research help for related researchers.

1.3.2 Practical Significance

Front-line instructors have a variety of misconceptions about the unit integrated English teaching strategy used in junior high school. Many teachers do not know much about the theories related to unit integrated teaching, and lack holistic awareness in teaching, which leads to scattered teaching knowledge and lack of structure. This study investigates the current situation of unit integrated teaching of English in junior high school through an in-depth exploration of unit integrated teaching in junior high school English

teaching practice. In order to uncover the current issues with the unit integrated teaching of English in junior high schools, this study employs research methods like reviewing pertinent literature, questionnaire, classroom observation, and interview surveys. These methods are able to identify practice misconceptions and provide crucial references and guidance for front-line teachers in their particular teaching tasks. This is crucial for advancing the English education reform in institutions and raising the standard of English instruction in junior high schools. At the same time, understanding and practicing unit integrated teaching helps teachers to further study and grasp the teaching materials and interpret the standards, and improve their capacity for professional development. Meanwhile, through unit integrated teaching, teachers give students access to real-world situations, enriching learning resources and integrating knowledge structures, helping students construct a knowledge system in their minds, mastering language skills, promoting in-depth learning, and effectively cultivating students' core literacy.

Although the unit integrated teaching model of English in junior high schools has been practiced for a long time, it needs further improvement and refinement. The current state of junior high school English instruction is examined in this study, which can also pinpoint a number of implementation issues. Through the analysis and problem attribution of these problems, it can provide appropriate and operational countermeasures for further improving the practical use of this model.

1.4 Overall Structure of the Research

Five Chapters make up this thesis.

The first Chapter mostly consists of the introduction part, which mainly covers the background of the study, the purpose of the study, the significance of the study, and the framework of the thesis.

The literature review section, which primarily consists of four elements, is described in the second chapter. The first one consists of the definition of the fundamental concepts. The definitions of a unit, unit teaching, and unit integrated teaching are covered in detail in this section. The second one is the theoretical foundation part of unit integrated teaching, which are Gestalt psychology, holistic linguistics and constructivist theory. The third one is the status of domestic and international research on unit integrated teaching.

The third Chapter mainly describes research methodology, which contains a total of five sections. They are the research questions, the research subjects, the research instrument, the research process and the

data collection.

The fourth Chapter discusses this thesis' results and analyses; they are the results and analysis of the questionnaire, the results and analysis of the classroom observation and the results and analysis of the interview.

And finally, Chapter five offers a conclusion, which includes the major findings of this research, some pedagogical implications, and the limitations and prospects for the related research in the future.

Chapter Two Literature Review

This chapter focuses on the literature review of the thesis and contains four sections in total. Firstly, in order to have a clear understanding of the research content, the author defines the core concepts. In this part, the author defines three nouns, which are unit, unit teaching and unit integrated teaching. In addition, the author also introduces the characteristics and implementation steps of unit integrated teaching. Secondly, the author presents the relevant theoretical foundations to give the theoretical support to the thesis, including Gestalt psychology, Holistic linguistics and Constructivist theory. Finally, the author concludes by providing a thorough introduction to the state of unit integrated teaching research both domestically and internationally.

2.1 Relevant Definitions

This part contains three concept definitions, which are the definitions of unit, unit teaching and unit integrated teaching.

2.1.1 Unit

The understanding of “unit” is clearly stated in many dictionaries and books. *The Modern Chinese Dictionary* understands “unit” as a group of units within a whole that can call itself a paragraph or system. *The Modern Curriculum* puts forward that a “unit” is an institutionally constructed unit based on a textbook or a student’s learning experience, with the purpose of providing a paragraph for the student’s thinking. Guo Hua (2005) believed that unit refers to a whole composed of contents with strong internal links and common themes. Based on the above analysis and understanding of “unit”, “unit” mainly refers to the unit divided according to the curriculum standard or curriculum outline in the existing textbooks. In this study, we will expand the concept of “unit”, which is no longer limited to the traditional “unit” in textbooks, but refers to an organic whole formed by a number of learning contents that are intrinsically related or similar in nature around a learning theme or unit objective.

2.1.2 Unit Teaching

The Dictionary (1994) indicates that unit teaching is a system, a system of organizing related

knowledge for teaching based on unit topics. Unit teaching is defined in the book *Dictionary of Education* as a teaching method that divides materials and activities into complete units for teaching activities (Gu Mingyuan, 1988). This instructional approach uses the subject unit as the teaching topic, places a strong emphasis on the independence with which students can acquire knowledge and experience, and pays close attention to the integrity of that knowledge and experience. In addition, besides understanding unit teaching as a teaching method or teaching system, some scholars define it as a form of teaching. For example, according to Xiao Jianming (2003), “unit teaching” is a style of instruction in which the curriculum is divided into units based on the teaching materials. It is a teaching method that deepens students’ understanding, mastery and knowledge of the content they are studying, thus developing students’ learning abilities in a comprehensive manner and improving teachers’ teaching efficiency in a comprehensive manner. This teaching method aims to change the misconception of fragmented knowledge and simple memorization, and to respect the individual differences of students.

Based on the above analysis and understanding of “unit teaching”, in our opinion, unit teaching highlights the unit as the fundamental educational unit and centers on the predetermined unit learning theme, focuses on the teaching objectives of the unit, and grasps, plans and assesses the unit as a whole based on the analysis of the curriculum, teaching materials and learning situation. However, in practice, there is a phenomenon of “name but not reality” in unit teaching. In response to this phenomenon, educators have proposed the concept of “unit integrated teaching” to emphasize the holistic nature of unit teaching.

2.1.3 Unit Integrated Teaching

Unit integrated teaching is a pedagogical model used in the teaching of the subject, and practical work on this model is understood from three perspectives.

Firstly, as a teaching method, unit integrated teaching focuses on the inner connection between the parts of the material, and attempts to learn the contradiction and sameness of knowledge by studying these connections. Subsequently, these laws are applied to understand the entirety of the textbook, with the parts driving the comprehension of the whole. It is a technique of instruction that places an emphasis on the integrity of knowledge and opposes ignoring the comprehensive understanding of the subject. The unit integrated teaching is to carry out teaching design, implementation and evaluation with the unit as the basic

unit, emphasizing the integrity and orderliness. A unit of learning is a comprehensive learning event or learning tale, not a collection of several literature on a single subject (Cui Yongkuo, 2019), a unit of learning that includes objectives, content, process and assessment (Tang Qing, 2018).

Secondly, as a way of content organization, unit integrated teaching as a whole carries out unit theme teaching through certain organization of teaching content. Under the guidance of the concept of “unit integrity”, teachers prepare lessons and teach, and penetrate this overall idea into teaching evaluation. Instead of being limited to teaching in accordance with the arrangement order or fixed content range of the teaching materials, the teaching content organized in this way focuses on the relationships between the units and calls for teachers to actively integrate the teaching materials to create a comprehensive knowledge system. Wei Wei (2013) points out that English unit integrated teaching means that the teaching of English subjects is organized into core units, each of which has a distinct theme, and then the teaching content is planned as a whole around the unit theme, tapping into the main line of the unit, drawing up the general teaching objectives, finding the important and difficult points of teaching, and creating conditions for each section of the unit to be taught as a whole.

As a teaching model, taking its application in English teaching as an example, unit integrated teaching is a new English teaching model based on the old holistic teaching method for several types of lessons such as dialogue, language learning, reading and writing in each unit. The focus of unit integrated teaching is “unit”, which integrates integrity, relevance, ladder and comprehensiveness, that is, to highlight the integrity and relevance of content and process, to design a technological learning procedure with reasoning gradient, and to pay attention to the level and comprehensiveness of students’ learning. Changing the emphasis on teaching students fragmented knowledge such as words, phrases, and key sentences, we grasp English subject knowledge in a holistic manner. Moreover, it attaches importance to the connections among the parts and tries to use these connections to promote the mastery of overall knowledge and improve students’ English listening, speaking, reading and writing skills in a comprehensive way, instead of one-sided training of individual skills. It is a new teaching mode that uses each unit as a teaching unit and carries out unit theme teaching, whose content is often based on the central idea of the teaching materials, students’ thinking characteristics, students’ learning manners and other elements.

In this thesis, unit integrated teaching is a process in which the teacher prepares a unit of teaching

materials based on the analysis of the teaching materials and learners' learning needs, with the theme as the core and the unit as the basic unit of lesson preparation, focusing on four aspects: teaching objectives, teaching content, teaching process and teaching evaluation, that is, grasping the teaching objectives of the unit as a whole, organizing the teaching content of the unit as a whole, designing the teaching process and teaching methods of the unit as a whole, arranging teaching practices as a whole, designing the unit of thematic activities as a whole and providing evaluation feedback.

2.2 Theoretical Foundations

This study uses Holistic linguistics, Gestalt psychology, and Constructivist theory as the theoretical underpinnings for its theoretical analysis.

2.2.1 Holistic Linguistics

Goodman (1986) advocates holistic language teaching. Holistic language teaching is not simply a method or technique of language teaching, but a set of educational theoretical principles about language, language learning, language teaching, content and learning environments. The emphasis in holistic language instruction is on the whole and the reality that speaking, listening, reading, and writing are integral parts of language learning. Holistic language teaching rejects the division of language into phonics, vocabulary, grammar, etc. It opposes the teaching of only one skill and emphasizes the holistic character of linguistic abilities. By using various strategies for speaking, listening, reading, and writing, students can steadily develop their language knowledge and skills. Unit integrated teaching is a teaching concept that combines the aforementioned concepts. It follows the principle of integrity in the development of teaching objectives, the choice of teaching materials, the design of the teaching process, and the implementation of teaching assessment.

Based on the inspiration of holistic linguistics, we will find that teachers today teach unit integrated teaching, with their teaching philosophy, teaching ideas and teaching methods based on the holistic development of students, with an integrated curriculum system and knowledge and experience to enhance students' comprehensive literacy as a criterion, so as to develop a complete personality. This means that the current teaching and learning situation, which is based on a fragmented approach to teaching and learning that focuses on the development of a particular literacy of students, must be broken. From a holistic

perspective, teachers will integrate teaching resources more according to students' personality characteristics and cognitive development rules, formulate teaching plans that are in line with students' overall development, and foster the development of students' English competencies and English literacy in a hierarchical and graded manner within the context the overall structure of the unit (Zhang Tian, 2017).

2.2.2 Gestalt Psychology

Gestalt psychological theory is the forerunner of modern cognitivist learning theory. Gestalt theory advocates the study of direct experience and behavior, emphasizing the holistic nature of experience and behavior, believing that the whole is not equal to the sum of its parts, but will be more than the sum of its parts. This theory advocates a holistic view of dynamical structure in the study of mental phenomena. Gestalt theory proposes a structural or holistic conception of what is apparent in conscious experience. It emphasizes that the whole is the foundation and the parts are dependent on their place in the whole, that the whole cannot simply be understood in terms of the sum of its parts, that perception is not the combined result of the addition of sensations, and that thought is not a single association of ideas (Wang Peng, 2009). Learning is not through association of many scattered ideas, but to suddenly understand the overall organizational structure. In the unit integrated teaching, teachers can use Gestalt theory as a guide, combine the characteristics of unit integrated teaching, pay attention to the guidance from the point to the surface, increase students' motivation and excitement for learning, broaden their cognitive boundaries, foster their thinking, and successfully improve classroom instruction on the basis of activating curriculum resources and methods. In conclusion, Gestalt theory can give the unit integrated English teaching the essential direction and support and aid in students' development of integrated abilities. The theme integrated teaching based on the unit elements is conducive to the formation of a diversified and all-round cognitive system for students, and promotes the internalization of their knowledge and skills.

2.2.3 Constructivism Theory

The fundamental perspectives of the knowledge view, student view, and learning view are all included in constructivism theory. The constructivist view of knowledge is that knowledge is not static and unchanging, but is in a complex procedure of change. Therefore, in teaching, teachers should not just impart solid knowledge to students, but should let students feel how knowledge is generated through the

construction of appropriate problem situations, so as to achieve students' re-creation of knowledge (Piaget, 1970). Deep learning theory suggests that appropriate contexts should be created to create the right culture to achieve internalization of knowledge and thus promote deeper development of students. According to the constructivist perspective on education, students don't show up to class with blank slates. Students have their own unique cognitive base and learning style and should use this prior knowledge as a growth point in the learning process, linking the learning content to their own experience. Theoretically, unit integrated teaching is likewise based on constructivist theory. Constructivist theory believes that human cognition develops together with experience, and knowledge is the reorganization and reconstructing of experience, a continuous process of mental construction, the process of experience, discovery and creation. In order to encourage students' "reorganization" and "creation" of their own information as well as interaction, connection, intermingling, and integration between new and existing knowledge, it is simple to excite students' prior knowledge. Constructivist theory is also the theoretical basis for teaching the unit integrated teaching.

2.3 Previous Studies on Unit Integrated Teaching

Both domestic and international scholars have studied unit integrated teaching to some extent, and this section will analyze and discuss relevant domestic and international research on unit integrated teaching.

2.3.1 Previous Studies on Unit Integrated Teaching Abroad

The author learns from reading a substantial amount of literature that unit integrated teaching is the focus of international research that is divided into three stages: the embryonic stage of unit integrated teaching, the development stage of unit integrated teaching, and the deepening research stage of unit integrated teaching.

Firstly, there is the embryonic stage of unit integrated teaching. Unit teaching can be traced back to the late 19th century in Europe and America, from the New Education Movement in Europe and America. De Crowley, one of the initiators of the movement, puts forward two teaching principles-integration and interest center, and advocates that the curriculum should be classified into different teaching units according to certain standards in school education, and carry on the educational teaching in the form of "unit teaching". He founded the stage of deepening research on unit integrated teaching "School of Life" on

the outskirts of Brussels, during which he reformed the form of “unit teaching” in his institution, and under the banner of completeness of the learning content and process, he opposed the unnatural division of the material. He argued that this method is not in line with the psychological and cognitive development of students, that the structure of knowledge is not easily mastered, and that it does not lead to the development of a certain spirit of cooperation in learning.

Unit integrated teaching is also inextricably linked to holistic education, which began in the 1970s with the rise of modern humanist educational thinking. It is concerned with the holistic nature of the educational process and was first widely used in the sciences and the arts, and then gradually applied to language teaching. In the 1980s, Goodman (1986) of the University of Arizona published *What's Whole in Whole Language*, proposing the Whole Language Approach, which is closely related to the unit integrate teaching, and which elaborates on the meaning of the whole in holistic linguistics. Under Goodman's influence, other scholars abroad have begun to offer their own insights into holistic language teaching. Weaver (1988) lists the following as essential components of comprehensive language instruction: (1) students learn to read and write as much as they learn to speak; (2) instruction in which teachers place more emphasis on student learning; (3) the backdrop of holistic, real-world literacy events fosters the development of pupils' literacy abilities and methods. Froese (1991) provides an operational definition of holistic language: “Holistic language is a child-centered and literature-centered method of language instruction that tries to involve kids as much as possible in real-world communication situations.” Rigg (1991) believed that language is a complete individual, which cannot be separated. If language is separated into independent components, its integrity will be lost. Dechant (1993) describes what many scholars see as holistic language, noting that as a dynamic, evolving movement, holistic language is often described as: “a new professional skill and a new perspective on reading and writing; a philosophy of learning, teaching, and language; a mindset, belief system, and attitude about how children learn attitudes; a mindset, belief system, and attitude about how children learn; a way of thinking that supports natural learning and meaning as central to reading and writing; an integrated approach to literacy instruction; a belief system that guides instructional decisions; a paradigm shift, a viewpoint on language and literacy learning and acquisition that differs greatly from that of the conventional classroom.” Genesee (1994) emphasizes that language teaching must be carried out as a whole, and language skills should be taught at the same time, not divided into

listening, speaking, reading and writing. Since then, language researchers in nations like Australia, Canada, the United States, and New Zealand have gradually become interested in the holistic teaching theory. As a result, the theory is getting more and more developed and finding a place in language education reforms all over the world. Brockman (1994) suggests that language should be seen as a whole and that learners cannot fully understand language when it is broken down into different skills. Before learning a language, learners should first perceive it as a whole. In order to highlight the harmony of “science,” “humanism,” and “creativity,” holistic education highlights the holistic nature of the educational process and gives more attention to the development of students’ humanity while emphasizing “humanism” and “humanism”. The unit integrated teaching highlights that teachers should, based on the analysis of teaching materials and learners’ learning needs, set the teaching objectives of the unit as a whole and refine its sub-class objectives, organize the teaching contents of the unit as a whole, design the teaching procedure and methods as a whole, arrange the teaching time as a whole, and design the homework of the unit theme activities as a whole, which is the best interpretation and embodiment of holistic education.

Secondly, there is the development stage of unit integrated teaching. At the beginning of the 20th century, Dewey put forward the teaching mode of unit teaching. His student, Kilpatrick, puts forward the “unit teaching method”, advocating that students should decide their learning goals and contents according to their own interests, acquire relevant knowledge, and improve their ability to solve practical problems in the unit content learning they choose. After that, the unit teaching method gradually formed a complete theoretical system and developed into a teaching theory. In the 1970s, Bloom put forward the theory of mastery learning, which explicitly advocates the implementation of teaching by means of units, with the unit teaching objectives as the basis for the division of teaching content into units, and then by the continuous division of the unit teaching content, so that it becomes the appropriate capacity of specific content, through such a teaching process can achieve the students’ knowledge of mastery and thus the achievement of the unit teaching objectives. This theory has made significant contributions to the growth of unit teaching.

Finally, there is the stage of deepening research on unit integrated teaching. In the early 1990s, due to the continuous deepening of linguists’ research on the overall language teaching theory, the teaching methods related to it also emerged gradually. The book, *Whole Language in Perspective*, published by

Edelsky (1993), further elaborates on whole language teaching as a progressive process of learning a language as a whole from which parts are differentiated. In the late 1990s, thematic holistic language teaching emerged. It emphasizes learning around the theme and pays more attention to the whole process of learning than the result, which can effectively stimulate students' interest in learning (Marianne, Celce-Murcia, & Elite Olshtain, 2000). Christina and Theuerling (2004) details how to implement holistic language teaching in *Using Thematic Units to Teach English to Speakers of Other Languages*, in which they describe in detail the design steps for holistic language teaching: 1. Pick a topic; 2. Select Themes; 3. Find related reading; 4. Introduce Supporting Grammar; 5. Focus on Idioms; 6. Create a Culminating Activity; 7. Resource; 8. Assessment. It has had a profound impact both at home and abroad.

In addition to theoretical research, action research on Integrated Thematic Teaching (ITT), which is related to the Whole Language Approach, has also emerged. In the course of his research, Henry made the observation that teachers should incorporate a variety of teaching materials, such as visual and aural teaching resources, to help students learn and transform their learning styles so that they can become active learners instead of passive learners. An action research study by 'Thematic Units for Primary Grades' at the University of Southern California, USA, also points to the need for teachers to use all resources to integrate the curriculum so that students can learn and use the language as a whole within the themes of the unit, which will help them to master the language (Zhang Tian, 2017).

To sum up, unit integrated teaching abroad is a dynamic development process. Although researchers have different perspectives on unit integrated teaching, they have the same understanding of unit integrated teaching. Many studies abroad point out the effective application of unit integrated teaching in English teaching, and propose that unit integrated teaching can stimulate students' interest in learning and play a positive role in students' mastery of coherent language.

2.3.2 Previous Studies on Unit Integrated Teaching at Home

Compared with foreign countries, the research on unit integrated teaching in China starts late, but it is developing at a faster pace. The domestic research on unit integrated teaching can be roughly divided into two aspects: the theoretical research stage of unit integrated teaching and the practical research stage of unit holistic teaching.

(1) Theoretical Research Stage of Unit Integrated Teaching

The theoretical research stage of unit integrated teaching is roughly divided into two stages. It consists of two parts: the embryonic stage of unit integrated teaching and the deepening stage of unit integrated teaching.

Firstly, it is the embryonic stage of unit integrated teaching. Unit integrated teaching is inseparable from unit teaching. Early in the 20th century, unit teaching began to take root in China. Liang Qichao proposed to use the week as a unit to teach articles, and to implement the group teaching method, so that articles could not be taught one or two at a time, but in groups, with multiple weeks combined as a group, which became the germ of unit teaching in China. As early as the 1930s, Mr. Ye Shengtao advocated the use of textbooks for lower elementary school students to form a unit for every few lessons, and the units would correspond to each other to suit the learning psychology of children. Since then, the tradition of writing textbooks by units has been carried on to this day.

Secondly, it is the deepening stage of unit integrated teaching. In this stage, it consists of a study of the definition and implementation steps of the unit integrated teaching.

According to the research on the definition of unit integrated teaching, Peng Xiucheng (2005) believes that unit integrated teaching is a teaching mode that takes the unit theme as the main line, formulates unit teaching objectives, optimizes and organizes unit teaching content, designs related activities as a whole, and comprehensively develops students' listening, speaking, reading and writing abilities. Sheng Qunli (2010) believes that unit integrated teaching means using the curriculum standards as a guide, taking the unit as the basic unit and grasping the global content of the unit on the basis of a step-by-step teaching design in order to achieve the best teaching effect. Wei Wei (2013) points out that unit integrated teaching means that the teaching content of English subjects is taught in units as the basic unit. Each unit has a theme of its own. The teacher plans the teaching content around the unit theme, explores the main lines of the unit, draws up the general teaching objectives, identifies the important and difficult points of teaching, and creates conditions for each section of unit integrated teaching. Different scholars give different definition studies, and the relevant definitions given are based on unit themes, curriculum standards, and teaching content as the basis for classification. However, in general, there is greater agreement that language should be learned as a whole. Because meaning and context are conducive to students' perception of language, and help cultivate students' motivation and enthusiasm for learning (Cheng Xiaotang, 2011).

The definition of unit integrated teaching continues to be standardized and detailed, which facilitates front-line teachers to better grasp its definition and clarify their theoretical knowledge.

With regard to the research on the implementation steps of unit integrated teaching, Ma Lan (2012) proposes five steps: “study the curriculum standards and analyze the teaching materials; integrate the content of the unit and compile the objectives; analyze the learning starting point and gain insight into the learning situation; pre-determine the assessment requirements and formulate the measurement; select teaching strategies and form a plan”, the first three of which are aimed at establishing the objectives of the unit. As for the unit teaching design, Zhong Qiquan (2015) proposes in the article *Unit Design: A Fulcrum to Pry the Transformation of Classroom* that the unit should be taken as the development unit in the course teaching development and design. The unit plan can guide the planning of class hours, and it should be taken as the precondition for the division of class hours. Zhong Qiquan(2015) suggests that unit design generally follows the “ADDIE model”, which is Analysis, Design, Development, Implementation, Evaluation. A seven-step framework for unit design development proposed by Li Gang (2018): selecting unit topics, screening large concept clusters, identifying key concepts, identifying key questions, writing unit objectives, developing learning activities, and designing assessment tools. Li Lei and An Guiqing (2019) analyze the basic process of unit instructional design from a specific case of unit instructional design, including the following aspects: establishing a unit theme that is inductive and close to real life, designing unit objectives that include students’ learning contents and learning methods, selecting unit contents that are close to the unit theme and fit the unit objectives, implementing unit instruction that focuses on students’ self-learning experience, and conducting unit instructional evaluation that focuses on students’ higher-order thinking development and various forms of evaluation. According to Liu Wei (2020), a unit is a group, and integrated unit teaching is composed of three steps: objective design, assessment design, and process design. To promote unit integrated teaching, we should combine macro and micro thinking modes to determine the goal. Wang Chun (2021) proposes a basic path for implementing unit integrated teaching: (1) teachers should determine the objectives of the unit based on the teaching theme; (2) teachers should design the activities of the unit based on the real situation; (3) and teachers should implement the evaluation of the unit based on the effectiveness of the objectives. To sum up, there are various studies on the implementation steps of unit integrated teaching. The different implementation

pathways proposed by different scholars provide front-line teachers with a variety of theoretical studies on implementation strategies. The above articles are all theoretical research on the steps of implementation of unit integrated teaching. They study the implementation steps of unit integrated teaching from different perspectives, such as curriculum standards, teaching process, teaching design, and teaching content, each with a different emphasis.

Based on the above studies, scholars put forward various models and frameworks for unit integrated teaching from a holistic perspective based on their understanding of the unit, the learning situation and teaching resources, and fully explore the principles and paths of unit integrated teaching.

(2) Practical Research Stage of Unit Holistic Teaching

In addition to conducting theoretical research on unit integrated teaching, some scholars do not limit their horizons to the theoretical aspects of unit integrated teaching in English but also focus on the practice of unit integrated teaching.

The practical research on unit integrated teaching can be divided into teaching design, teaching strategies and teaching practice, as follows:

With regard to the teaching design of unit integrated teaching, From the standpoint of a holistic unit, Fan Wenhui (2020) suggests a holistic approach for teaching English grammar in senior high schools, which is conducive to meeting the contingent requirements of grammar teaching, promoting the integration of the six elements of core literacy, and helping to optimize the overall function of teaching. Wang Chunhua (2022) explores the integrated teaching of picture books from the perspective of unit integrated teaching in the following aspects: the setting of teaching objectives for picture books, the connection of theme and context, the choice of knowledge content, and the guidance of learning strategies. To a certain extent, research in instructional design provides front-line teachers with teaching ideas that can lead to the integration of unit integrated teaching in different lesson types. The design of different lesson types for unit integrated teaching can provide teachers with different teaching horizons and promote the development of teachers' professional abilities.

Regarding the teaching strategies for unit integrated teaching, Zeng Yanwen (2015) points out that teachers should adopt the principles of core penetration, discourse commitment, and situation reproduction as the principles for teaching vocabulary in the unit. Teachers should follow the design ideas of analyzing

the main content of the unit, determining the stages of teaching the unit vocabulary, and using the corresponding teaching strategies. Teachers should realize the close integration of unit themes and vocabulary teaching. Teachers should enhance the recurrence of core vocabulary in all lessons of the unit. Teachers should encourage their students to communicate the unit's topics using the vocabulary they have learnt. Hu Run and Chen Xinzong (2020) suggest that teachers can use the following strategies in designing unit integrated teaching: (1) teachers should thoroughly comprehend how the elements fit together, investigate their relationships, and define the unit's topic; (2) teachers should integrate the unit content around the theme, taking into account the construction of meaning and language acquisition; (3) teachers should establish unit objectives according to the theme and curriculum standards; (4) teachers should design learning activities that point to the unit objectives based on unit integrated teaching; and (5) teachers should develop evaluation metrics and evaluate the unit learning effect against the unit objectives. In order to improve English speaking instruction in primary schools and successfully improve the teaching of English speaking, Jin Fan (2020) suggests five teaching strategies based on unit integrated teaching of English speaking. Zhou Yuan (2020) discusses the principles and strategies that should be followed in the implementation of unit integrated teaching under the theme in combination with the teaching cases of the English textbook of the People's Education Edition. Luo Haijun (2020) explores a strategy for teaching vocabulary lessons based on discourse in a holistic and progressive way in primary school English. The strategy can improve the efficiency of vocabulary teaching. Wang Yong (2021) discusses effective strategies for unit integrated teaching based on a thematic inquiry into meaning. In conclusion, several researchers cover various facets of study on unit integrated teaching strategies, which aid teachers in planning their lessons and giving them fresh teaching concepts.

For the implementation of unit integrated teaching, domestic scholars carry out some practical research. In recent years, the development of unit integrated teaching is in full swing in China. Since 2010, many places have started to implement unit integrated teaching, among which Shanghai implemented unit integrated teaching earlier, followed by Hangzhou, Changsha, Guangzhou, Jiangsu and other places. The main characteristics of unit integrated teaching are to integrate English teaching resources, pay attention to the accumulation of English language, optimize the English learning process, and ultimately improve the teaching effect and promote students' learning. He Qinghua (2018), taking unit integrated teaching practice

of Unit 4 Birthday in the sixth edition of primary school English of Beijing Normal University as an example, elaborates the content integration and teaching method exploration practice of primary school English textbooks. Zhang Xue (2022) carries out action research with 57 senior high school students as the research object to explore the promotion of unit teaching to students' deep learning. Lai Liying (2022) carries out research on the unit integrated teaching design and application of high school English units based on the concept of English learning activities. She makes certain inferences based on empirical research in an effort to improve the caliber and effectiveness of high school English instruction. Many scholars combine many concepts with unit integrated teaching for research. Qi Dier (2019) points out that holistic teaching of units based on thematic meaning is an effective way to integrate curriculum content, implement in-depth teaching, develop core literacy, and implement disciplinary education goals. Wang Qiang (2021), from the perspective of the big concept of the subject, discusses how to carry out unit teaching as a whole in combination with specific cases to cultivate students' core literacy in English.

The above research on the teaching design, teaching strategy and teaching practice of unit integrated teaching, although it carries out some discussions on many problems existing in the current unit integrated teaching, the research on the unit integrated teaching practice in junior high school is still very few, and the research on the unit integrated teaching design is slightly weak, and it still needs further systematic and theoretical research.

Taking a comprehensive view of the research at home and abroad, we have achieved quite positive results in the theoretical research and practical attention of unit integrated teaching. It has certain reference value for the application and exploration of unit teaching in the future. However, the following shortcomings exist in the existing studies: firstly, there are more theoretical discussions and less practical studies. Most of the researches on unit integrated teaching are analyzed and discussed in terms of concepts, realization paths, design principles, and teaching strategies, while the investigation research on the actual teaching process is relatively lacking. Secondly, more research has been conducted on English education at the high school and elementary school levels, and less research has been conducted on English teaching at the middle school level. There is not only a lack of integration of problems existing in the teaching process of teachers, but also a lack of research on relevant improvement strategies. On the whole, the studies and researches on the overall teaching of English units at the junior high school level are still weak.

Considering that education at the junior high school level is also an important part of the nine-year compulsory education, this is obviously not conducive to the achievement of the overall goal of English education at the compulsory education level. Based on the above shortcomings, this study will investigate and study the unit integrated English teaching in junior high schools to find out the problems in practice in order to promote students' learning and improve teachers' teaching efficiency. Therefore, in order to make up for this gap, this thesis takes the unit integrated teaching of Zhengzhou No.1 Middle School Guojicheng Campus as an example to investigate the current situation of unit integrated teaching of English in its junior high school, hoping to make some contributions to the in-depth study of unit integrated teaching.

Chapter Three Research Methodology

The study is conducted to investigate the current situation and problems of English unit integrated teaching in junior high school. The main purpose of this chapter is to state the methodology of this thesis. Research questions, research subjects, research instruments, the research procedure, and data collecting are the five sections that make up this chapter.

3.1 Research Questions

Based on the preceding analysis, the purpose of this study is to explore the current situation of the integration of English unit teaching in junior high school and to pinpoint the issues currently plaguing English instruction as well as their root causes. The following two questions will be discussed:

- (1) What is the current situation of English unit integrated teaching in junior high school? What are the problems?
- (2) What are the causes of these problems?

3.2 Research Subjects

31 middle school English teachers from a middle school in Zhengzhou City, the school where the author completed her internship, are the key subjects of this research. The author first uses a questionnaire to investigate their attitudes toward unit integrated teaching and their understanding of unit integrated teaching. Then, the author selects several English teachers as classroom observation and interview subjects.

3.3 Research Instruments

The current situation and issues with the implementation of English unit integrated teaching in junior high schools are examined in this study using both quantitative and qualitative research approaches. The author mainly uses the following research instruments: questionnaire survey method, classroom observation method, and interview method.

3.3.1 Questionnaire

The main contents of the questionnaire are shown in Appendix A. The questionnaire is designed by the

author by referring to the questionnaire in Wu Zhiqing's (2019) master's thesis and combining with the specific implementation steps of unit integrated teaching.

1. Dimensional Division of the Questionnaire

In this study, the major goal of using the questionnaire is to learn more about the attitudes and understandings of junior high school English teachers about unit integrated teaching. At the beginning of the questionnaire preparation, the author reviews the literature on the topic and decides to compose the questionnaire by dividing the questionnaire dimensions in terms of the implementation steps of unit integrated teaching. There are two sections to this questionnaire. One part is the basic information of teachers, namely, their gender, age, teaching experience, grade level, education, and title; the other part is the attitude and understanding of junior high school English teachers towards unit integrated teaching. The section contains 19 questions divided into two dimensions. Dimension 1 is the attitude of junior high school English teachers toward unit integrated teaching, and dimension 2 is the extent to which junior high school English teachers understand unit integrated teaching. The four sub-dimensions of dimension 2 are the analysis of teaching materials, the organization of the teaching activities, the setting of the teaching objectives, and the evaluation of the teaching. The exact dimensions of the questionnaire are displayed in the following table.

Table 3-1 The Specific Dimensions of the Questionnaire

Questionnaire Dimensions		Corresponding Items
Attitude towards Unit Integrated Teaching		Q7-12
Level of Understanding of Unit Integrated Teaching	Material Analysis	Q13-16
	Teaching Objectives	Q17-20
	Teaching Activities Arrangement	Q21-23
	Teaching Evaluation	Q24-25

2. Statistical Methods of the Questionnaire

The Likert five-level scale approach is used to administer the questionnaire survey. Among them, 5

corresponds to “totally disagree”, 4 corresponds to “disagree”, 3 corresponds to “uncertain”, 2 corresponds to “agree”, and 1 corresponds to “totally agree” The scoring method is positive scoring. The results of this questionnaire are analyzed by using SPSS software, which collects mainly the median, mean, maximum, and minimum values for each item. The author draws on these data to analyze the specific results for each dimension and each item of the questionnaire.

3. Reliability and Validity Analysis of the Questionnaire

With the aid of the SPSS software, the author examines the validity and reliability of the questionnaire, and the results are as follows:

(1) Reliability Analysis

Reliability is a reflection of the degree of agreement of the examination results. Generally speaking, higher reliability indicates higher trustworthiness of the test results and vice versa. In this study, the author uses Cronbach’s Alpha to test the reliability index of the questionnaire. Cronbach’s alpha reliability coefficient is the most common reliability coefficient. The ideal reliability coefficient for the total scale of the questionnaire is higher than 0.8, and it can be considered reliable. If the reliability coefficient of the questionnaire is within the range of 0.7-0.8, it can also be considered reliable; if the index of Cronbach’s alpha is less than 0.6, then the questionnaire must be considered to be rewritten.

In this study, the author uses the SPSS to test the alpha coefficient for the 19 questions in the questionnaire, and the alpha coefficient is $0.939 > 0.9$, which indicates that the reliability of the questionnaire is very high and has a reference value. The specific reliability indices of this questionnaire are shown in the table below.

Table 3-2 Reliability Statistics of Teachers’ Questionnaire

Cronbach’s Alpha	N of Items
.939	19

(2) Validity Analysis

Secondly, the author analyzes the validity of the questionnaire. Validity is actually the degree to which a measurement instrument can test something accurately, with higher accuracy indicating higher validity. In this study, KMO and Bartlett are applied to test the questionnaire. If the value of KMO is more than 0.7, it means that the validity of the questionnaire is good. If the value of KMO is less than 0.7, It suggests that

the questionnaire's validity is questionable. The KMO value for the scale questions of the questionnaire in this study is 0.723, indicating that the validity is up to the standard. The specific validity indices of this questionnaire are shown in the table below, indicating that it is possible to continue with the follow-up survey.

Table 3-3 KMO and Bartlett's Test for Questionnaires

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.723
Bartlett's Test of Sphericity	Approx. Chi-Square	504.167
	df	171
	Sig.	.000

At the same time, the author applies KMO and Bartlett for the different dimensions of the questionnaire for testing. From table 3-4 and table 3-5 below, it can be seen that the values of KMO for the questions of the two dimensions are 0.822 and 0.797, respectively. It indicates that all dimensions of the questionnaire can be continued with follow-up surveys.

Table 3-4 KMO and Bartlett's Test for Dimension One

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.822
Bartlett's Test of Sphericity	Approx. Chi-Square	142.728
	df	15
	Sig.	.000

Table 3-5 KMO and Bartlett's Test for Dimension Two

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.797
Bartlett's Test of Sphericity	Approx. Chi-Square	244.401
	df	78
	Sig.	.000

3.3.2 Classroom Observation

Classroom observation is a widely used research method in classroom research. Classroom observation is a method of educational research in which the researcher or observer, with a clear purpose, collects data directly or indirectly from classroom situations with his or her own senses and relevant aids, and bases his or her research on the data accordingly.

The author employs the technique of classroom observation to dive deep into the classroom, see how teachers apply unit integrated teaching, meticulously and promptly capture classroom observation data, and support the research with actual facts.

3.3.3 Interview

As a supplement to the questionnaire and classroom observation scales, interviews are conducted with the participating teachers to gain a comprehensive understanding of the teachers' perceptions and the current situation of the application of unit integrated teaching, as well as the problems and causes of this application. The author conducts structured interviews with six teachers at the school to gain insight into the current status and implementation of unit integrated teaching. The interview data is compiled and analyzed to understand the problems in practice and the causes of the problems. The author designs the outline from three parts: teachers' awareness, the current situation of teaching implementation, and the difficulties and needs faced by teachers.

3.4 Procedure of the Study

Before the beginning of the study, the author gains a detailed understanding of the concepts by reading a large amount of literature. The author has an in-depth conversation with her supervisor to gain an in-depth understanding of the research content and to define the research questions. The author employs a questionnaire as a starting step in the study process to look into the particulars of integrated English unit teaching in junior high schools. The author issues a questionnaire to investigate the teachers' attitudes toward and understanding of unit integrated teaching. Secondly, the author uses the classroom observation method to observe the implementation of and existing problems with unit integrated teaching. In order to make up for the lack of classroom observation, the author conducts an interview with teachers to understand the factors causing the problems.

3.5 Data Collection

The data collection of this thesis comes from the school where the author practiced. The data collection of this thesis is divided into two methods: quantitative and qualitative. Therefore, the data are collected in two categories. First of all, the author has an in-depth communication with the instructor for the first time and receives great support from the instructor. The author clarifies the value of the study to the teachers before distributing the questionnaire by outlining its significance and goal. At the beginning of the survey, the questionnaire is given to 31 English teachers in the school. The teachers are asked to complete the questionnaire as they saw fit when participating in this study, so the questionnaire has a 100% valid return rate. After returning the questionnaires, the author analyzes the teachers' responses. Secondly, the author observes six teachers' lectures on the unit integrated teaching consecutively and records the classroom situation in detail, using a classroom observation scale to record the teachers' lectures and students' feedback in detail in order to find the current teaching dilemmas. Finally, an interview is conducted with the teachers to find out the factors affecting their implementation of unit integrated teaching.

Chapter Four Results and Analysis

This chapter focuses on the use of descriptive analysis to examine the thesis' data findings. To begin with, the author uses SPSS Statistics to conduct a descriptive analysis of the questionnaire data with the aim of understanding the current status of junior high school English teachers' knowledge and practices regarding unit integrated teaching. In addition, the author uses the classroom observation scale to record classroom records, analyze the implementation of unit integrated teaching by junior high school English teachers, and record the problems that occurred during unit integrated teaching. Lastly, the author confirms that the issues stated above did arise while using this teaching style based on the teacher interviews. And through the interviews, the author learns about the factors that caused the teachers' difficulties in implementing unit integrated teaching.

4.1 Results and Analysis of Teachers' Understanding and Attitudes Towards Unit Integrated Teaching

In this section, the details in the questionnaire are mainly described. In the previous section, the author has pointed out the dimensions of the questionnaire. There are two sections to this questionnaire. The fundamental information on instructors, such as their gender, age, degree of education, teaching experience, and title, makes up one half of the discussion. The other section focuses on the attitudes and understanding of unit integrated teaching among junior high school English teachers. The second section focuses on the attitudes and comprehension of the lesson as a whole among the teachers. There are 19 questions in this part, separated into two categories. Junior high school English instructors' attitudes toward unit integrated teaching make up Dimension 1, and their comprehension of unit integrated teaching makes up Dimension 2. The four sub-dimensions of dimension 2 are the analysis of teaching materials, the organization of the teaching activities, the surroundings of the teaching objectives, and the assessment of the teaching. The detailed data analysis will be discussed.

4.1.1 Teachers' Attitudes Towards Unit Integrated Teaching

A total of six questions are included in this dimension to explore the views junior high school English teachers have toward unit integrated teaching.

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