

A Research on the Unit Holistic Teaching of Junior High School English from the Perspective of Project-Based Learning

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ABSTRACT

In the context of Project-Based Learning (PBL), the Unit Holistic Teaching of junior high school English units not only aids in consolidating teaching content and fostering the construction of knowledge systems but also elevates students' language application skills and project-based practical capabilities. It sparks students' learning enthusiasm and nurtures their autonomous inquiry spirit. Teachers ought to follow overall design of the unit content, underscore the applicability of language practice, and make adaptive adjustments to teaching strategies. Furthermore, they should establish project themes, align unit objectives, create tiered tasks to drive the teaching process forward, and implement diversified evaluations to gauge learning effectiveness, thereby effectively advancing the implementation of integrated unit teaching in junior high school English from the perspective of Project-Based Learning.

KEYWORDS

Project-Based Learning; junior high school English; Unit Holistic Teaching; teaching strategies

1 Introduction

In deepening the curriculum reform of Basic Education, cultivating students' comprehensive language ability and core literacy has become an important goal of junior high school English teaching. However, in the current junior high school English teaching practice, the unit content is often disassembled into scattered knowledge modules, the design of teaching activities lacks a holistic framework at the macro level, and the connection between each class hour is vague. It is not easy to construct a coherent system to promote students' deep learning, and it can not fully meet the practical needs of the cultivation of language practical application ability. Project-Based Learning, as a teaching model that emphasizes real-world context-driven, focuses on the problem-solving process and values students' active participation and practical ability development; its core concept organically resonates with the idea advocated by unit-based integrated teaching of integrating knowledge structures and paying attention to the cultivation of comprehensive language application abilities. In this context, the research on the Unit Holistic Teaching of junior high school English from the perspective of Project-Based Learning can not only effectively break through the bottleneck of knowledge fragmentation and activity isolation in traditional teaching but also help achieve the systematic integration of teaching content and the integrated design of teaching process. This has significant practical guidance for enhancing students' language application abilities, thinking quality, cultural awareness, and autonomous learning capabilities.

2 The Unit Holistic Teaching Principle of Junior High School English from the Perspective of Project-Based Learning

With the continuous pursuit of innovation and efficiency in English education, Project-Based Learning, as a new and effective teaching mode, is gradually integrated into the practice and exploration of junior high school English teaching. It is of great practical significance to deeply analyze the principles that should be followed in the Unit Holistic Teaching of junior high school English from the horizon of Project-Based Learning.

2.1 Following the Holistic Design of Unit Content

From the perspective of project-based learning, adhering to the holistic design of unit content means taking the units in junior high school English textbooks as the basic units. It entails viewing language knowledge, cultural connotations, skill training, and other elements as an integrated whole based on the thematic context of each unit, rather than treating them as isolated teaching modules. This requires teachers to deeply analyze the thematic meaning, language structure and cultural logic of the unit text, clarify the core teaching objectives of the unit, and then connect the content of each class hour with the project as the link, let vocabulary, grammar, discourse, phonetics and other language knowledge in the real situation form an intrinsically linked learning chain^[1]. Taking the theme unit of "Family Life" as an example, the teacher should focus on the core project of "Describing Family Relations and Daily Activities in English" and integrate vocabulary learning into the dialogue design of family introductions by embedding grammar teaching into the discourse

construction of family stories, listening, speaking, reading and writing activities are made to serve the output of the project, so that students can naturally contact and systematically master the unit language knowledge system in the process of completing the project, to prevent cognitive fragmentation caused by fragmented teaching.

2.2 Emphasizing the Practical Implementation of Language Practice

Emphasizing the practical implementation of language practice needs to embed junior high school English teaching into real or simulated language use scenarios and design project tasks that fit students' life experience and cognitive levels, lead students to promote the transformation of their language knowledge into language competence in the process of solving practical problems. This principle requires teachers to translate the unit language goals into actionable, practical activities under "Doing Things in English," such as planning English theme class meetings, writing campus English broadcast drafts, writing English sitcom scripts, etc. These project tasks need to cover multiple listening, speaking, reading, and writing skills, as well as clear communicative purposes and forms of results in specific behaviors such as information collection, opinion expression, cooperation and communication, etc.^[2]. Take the theme unit of "Community Service" as an example. The teacher can organize the students to design an English guidebook for the community, combined with the results of field research. The guide text is written, and the on-site commentary is carried out so that the language practice is carried out throughout the project implementation. The accuracy and fluency of language use are improved when students complete real tasks.

3 The Unit Holistic Teaching Strategy of Junior High School English from the Perspective of Project-Based Learning

After clarifying the principles that should be followed in the Unit Holistic Teaching of junior high school English from the perspective of Project-Based Learning, teachers need to integrate these principles into specific teaching practices.

3.1 Determining the Objectives of the Thematic Integration Unit

When determining junior high school English unit themes to integrate unit objectives within the framework of Project-based learning, teachers need to rely on the textbook units. They should conduct in-depth analyses of the thematic context, the language knowledge system, and the requirements for skill development. By extracting the core project theme that runs through the unit, teachers can facilitate the organic integration of language learning objectives with the goals of project practice. In practice, the teacher should first sort out the text, grammatical items, functional sentence patterns, cultural knowledge and other parts of the unit and identify the core topics, for example, in the "Colorful Campus" thematic module, "Planning English Campus Open Days" can be made the core project, covering both campus facilities description, course introduction and other language knowledge points, it can also be integrated into listening, speaking, reading and writing skills training. Then, the teacher needs to translate the language proficiency objectives required by the curriculum standards into specific project task objectives and clarify the vocabulary, grammatical structure and pragmatic functions that students should master after completing the project, vocabulary such as "laboratory" and "canteen," grammatical structures such as "There be" and "Present tense," and pragmatic functions such as introducing places and expressing preferences. At the same time, teachers should combine the life experience and cognitive level of junior high school students to ensure that the project theme has realistic relevance and inquiry value. For example, in the "Nature and Environment" section, choose "Design English Environmental Initiatives" as the theme of the project, let the students use environmental vocabulary, conditional adverbial clauses and other language knowledge by investigating the campus environment, writing English proposals, making posters and other tasks, in solving real problems to achieve unit goals^[3]. In addition, teachers should pay attention to the open design of the project theme, leave space for inquiry, and allow students to choose personalized subtasks under a unified theme, such as the "Family Culture" unit. Students can choose subprojects such as "Making a Family English Souvenir Album" or "Making a Family Traditional Festival Introduction Video," students with different interests and ability levels can find the entry point of language learning in the project, transform the unit objectives into operational practice paths, and avoid the fragmentation of teaching objectives.

3.2 Designing Tiered Tasks to Promote the Teaching Process

When designing tiered tasks to advance the teaching process, teachers need to disassemble the overall unit project into a series of tiered tasks with progressive relationships in accordance with junior high school students' cognitive patterns, differences in language proficiency, and the logical sequence of project implementation. By constructing a task

chain that encompasses basic perception, skill training, and comprehensive application, teachers can ensure the orderly progression of the teaching process while also accommodating individual differences among students. In the initial stage of task design, teachers should design basic tasks around the theme of the project to help students accumulate necessary language knowledge and project materials, such as in the "English Culture Festival Planning" project, first, arrange and collect English materials of Chinese and foreign traditional festivals, arrange verb phrases to describe festival activities, and guide students to refer to textbooks and group discussions. Sort out the keywords of the unit, such as "Celebration" and "Decoration", and sentence patterns, such as "People usually... to celebrate...". As the project progresses, teachers need to design integrative tasks that incorporate listening, speaking, reading, and writing skills into specific practical activities. For example, organizing "Cultural Festival English Interviews" requires students to simulate dialogues using their language knowledge, record the interview content, and organize it into a short article, achieving an organic combination of language input and output. Taking into account the fact that junior high school student's attention span is short and their differences are significant, teachers should design tasks hierarchically, set up required tasks and optional tasks, and provide learning scaffolds such as vocabulary lists and sentence patterns for weak students, such as in English speech writing tasks, to provide a structural framework of greeting at the beginning, description of the main body, and call at the end; to assign expansionary tasks to students with strong ability, such as adding viewpoints argumentation, cultural comparison, etc.^[4]. During the implementation of tasks, teachers should pay attention to the logical connections between tasks. Preceding tasks should lay the linguistic and cognitive foundation for subsequent tasks. For example, "Introducing Campus Attractions in English" should be conducted after completing tasks on learning prepositions of place and explaining attributive clauses, allowing students to naturally draw on the knowledge they have learned when completing the task. At the same time, teachers should flexibly adjust the difficulty and completion methods of tasks based on classroom observations and student feedback. Suppose some students have low participation in group collaborative tasks. In that case, they can split the large group into smaller groups or clarify individual task assignments, ensuring that each student can improve their language skills within their zone of proximal development. This approach ensures that the teaching process aligns with the holistic unit plan while meeting the diverse learning needs of different students.

3.3 Carrying out Diversified Evaluation and Feedback of Learning Effects

To conduct diversified evaluation and provide feedback on learning outcomes, teachers need to establish a comprehensive evaluation system that encompasses diverse evaluation subjects, dimensions, and methods. By leveraging evaluation feedback throughout the entire learning process and from multiple perspectives, teachers can clarify learning objectives for students' project-based learning and offer targeted suggestions for improvement. Regarding evaluation subjects, teachers should break the single-teacher evaluation model and introduce students' self-evaluation, peer evaluation and parents' participation in evaluation. For example, family project tasks can be included in the category of parents' evaluation to form a multi-subject evaluation mechanism. For example, in the "English family stories" project, students self-evaluate their story writing and illustration design according to the evaluation scale provided by the teacher. Group members then rate each other for verbal accuracy and content completeness, and parents rate the project for creativity and family involvement^[5]. In terms of evaluation dimension, teachers need to formulate evaluation indicators covering language ability, learning strategies, cooperative ability, innovative thinking and other aspects in combination with the objectives of the junior high school English curriculum and the characteristics of the project. Language competence focuses on the accuracy of vocabulary use, the correctness of grammatical structure and the coherence of discourse logic; Learning strategies examine whether students can effectively use methods such as researching materials and organizing notes; collaboration ability assesses whether the division of labor within the group is reasonable and whether communication among members is smooth; innovative thinking focuses on whether the project results possess unique perspectives or forms of expression. In terms of assessment methods, teachers should combine process assessment with summative assessment. Process assessment runs through all aspects of project implementation, such as recording students' language output in group discussions through classroom observation; the student's problem-solving process was understood through the learning log. The summative evaluation focused on the project outcomes, such as English hand-copy newspaper, sitcom performance, investigation report, etc., and used a combination of hierarchy and descriptive evaluation; it not only gives a comprehensive score but also points out the advantages and improvement directions^[6]. In addition, teachers should pay attention to the immediate feedback of evaluation results. After completing each task, they should promptly organize a summary meeting to provide feedback on common issues and offer targeted suggestions. If multiple groups are found to have unreasonable combinations of images and text in their English posters, a micro-training session on "the integration of visual communication and language expression" can be organized. For individual students with specific issues, one-on-one guidance can be provided to help them adjust their learning strategies. Through the construction of diversified evaluation systems, teachers can not only fully understand students' learning progress and difficulties but also guide students to reflect on

the learning process in the evaluation process and cultivate their autonomous learning ability, letting the evaluation become an important link to promote students' language development and project ability.

4 Conclusion

Project-based learning holds significant importance in the holistic teaching of junior high school English units. Teachers should identify project themes to integrate unit objectives, adhering to principles such as holism, authenticity, and student-centeredness. They should design tiered tasks to advance the teaching process and implement diversified evaluation to provide feedback on learning outcomes, thereby effectively promoting the holistic teaching of junior high school English units within the framework of project-based learning. This is an inevitable requirement for enhancing students' language proficiency and project practice abilities. It also helps to strengthen students' autonomous inquiry awareness, laying a solid foundation for cultivating English talents with an international perspective and cross-cultural communication skills.

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