A study on the holistic units teaching design of quality-oriented senior secondary language

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Abstract. The 2017 Senior Secondary Language Curriculum standards set out the core literacies of senior secondary language students in four dimensions: language, thinking, aesthetics and culture. The core language literacy is in line with the new era's focus on the concept of "deep learning". Teachers can fully mobilize students' learning, build on the language, develop students' learning ability and creativity, improve their language skills, broaden their horizons, enrich their emotions, cooperate and communicate with their peers, etc., so that learning is consciously pursued towards quality all-round. Here we are concerned that the new version of the unified version of the high school language textbook, which is based on the new curriculum standards, has changed significantly, highlighting the advantages of the traditional "unit teaching". In this context, based on our understanding of core literacy and new educational theories, we propose to move from "unit teaching" to "holistic unit teaching" in language teaching, relying on textbooks.

Keywords: Core literacy；senior secondary language；holistic unit teaching

1. Introduction

The GCSE Language Curriculum Standards propose to give full play to the functions of the language curriculum so that all students at the senior secondary level can acquire the language literacy they should have in language teaching. [1]The literary genre of literary texts is rich, is the crystallization of ancient Chinese thought and culture, there are many classical texts with concise language and smooth discussion; and the news genre also has a humanistic concern behind the unique carrying information, some excellent news works are not lacking in language accuracy, sharp words and other advantages, there are also novels, plays and so on, we cannot ignore the high school language learning time is tight, if in the teaching for If we make superficial trade-offs in teaching for exam content, students will not be able to gain a deeper understanding of what they are learning, and it will be more difficult to develop language skills and literacy, which will only stay at a superficial level of language learning, and teaching will not be able to form both the correct values, necessary character and key competencies for students in the basic education of language learning. "Deep learning advocates that students should be fully engaged and actively involved in teaching and learning activities, understanding and analyzing knowledge throughout the learning process, and finally being able to transfer and apply it to solve complex problems in real life. Language learning can only be achieved through the full participation of students in the enhancement of their language literacy. [2] We cannot ignore the current situation of language learning in senior secondary schools, and this paper proposes a holistic approach to the teaching of units, aiming to find a breakthrough in the return to history from a 'holistic' mindset.

2. Origin of the Study

The 2017 edition of the senior secondary language curriculum emphasizes that the language curriculum should be based on the core literacy of language subjects and that the design of language teaching should reflect holistic and comprehensive approaches. [1] However, "unit teaching" is not a new concept, it has been mentioned many times in educational research, but its concept and connotation are very different.

Tyler (R. W.) has proposed two ways of organizing the curriculum: logical (i.e., relationships that make sense to subject specialists, disciplinary logic) and psychological (i.e., relationships that

make sense to the learners themselves, psychological logic), [3]and historically the logic of curriculum organization has always seemed inescapable. Disciplinary logic is represented by Bruner and psychological logic by Dewey. A closer analysis reveals that the two men did not strictly separate disciplinary logic from psychological logic; Dewey's "experience" and Bruner's "structure" were a reconciliation of the two. Both are united in their focus on the learning of transferable expert thinking and their conscious pursuit of the concept of deep learning. But a misunderstanding of disciplinary and psychological logic has led to what Wiggins (G.) calls two misconceptions of traditional instructional design, namely "covering the content of the material" and "activity-based instruction", both of which share a common blind spot of lack of clarity of purpose. The difference lies in whether "inert knowledge" or "superficial experience" is learned. In other words, whether the learning is "shallow learning" or "deep learning". From this misunderstanding, we see a breakthrough in the implementation of the concept of deep learning in the field of literacy orientation in education, which is a continuation of the concept of education. [4] We build on our unit teaching to propose further holistic unit teaching.

3. Research philosophy

We combed through the relevant studies and found that the call for holistic teaching of the unit is due. The educator de Colli believes that the curriculum should be organized around the interests and needs of children and follow the principles of holistic design. The"holistic"approach is also a principle of unit teaching. [5] Dewey and his disciple Kopechu not only developed a new model of unit teaching, the "design pedagogy", [6] but also provided a pathway for its implementation. Professor Yoon Kuo Choi (2019), a pioneer of large units, notes that "the large unit referred to here is different from the traditional unit, which is a micro-course, a complete learning event with a complete large task driven around objectives, content, implementation and assessment". He explains in detail the difference between traditional units and large units. [7] "The Big Unit is a deeper study of the theory of integrated unit teaching. Liu Hui not only reiterates the importance of holistic teaching, but also suggests that the fundamental change in the literacy-oriented classroom lies in the transformation of teaching objectives, which is the primary concern of holistic teaching. The "big concepts" are concepts, ideas or theses that reflect expert thinking and have value in life. The overall teaching of a unit around a big concept consists of three key steps: goal design, assessment design and process design." [8] The learning task clusters in the new round of reformed senior secondary textbooks are an effective way to implement core language literacy. The learning task clusters emphasize the distillation of unit themes, authentic contexts, task-driven and implementation of in-depth learning concepts. "As mentioned above, 'unit teaching' is not a new concept, and the 'holistic teaching of units' proposed in this paper is not a fragmentation of 'unit teaching', but rather follows its inherent logic. It is based on its inherent logic, and is proposed as China's educational reform progresses and educational theory is improved." This article does not list all the relevant representatives, but it is intended to highlight the continuous updating of theories in the field of education, from "unit teaching" to "holistic teaching". This article does not list all the relevant figures, but it is intended to emphasize that the research in the field of education has been constantly updated, from "unit teaching" to "holistic unit teaching". This model is based on a model of educational philosophy by Liu Hui of Zhejiang University, which proposes an analogy of a funnel with a spiral of channels inside the funnel, the opening of which is infinite. Ultimately, they all point to the learning of the students below the funnel itself, whereby a model for the conceptual grooming of the overall teaching of the unit under the guidance of core literacy is constructed. [9] See Figure 1.
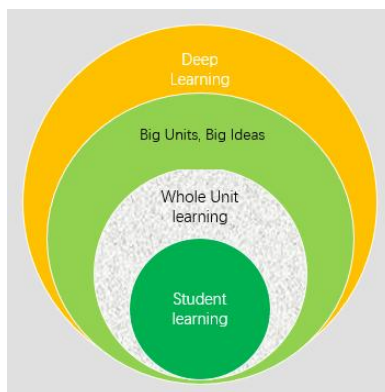
Fig. 1 Theoretical models

Foreign scholars mainly analyze the connotation of deep learning under the comparison of "deep learning" and "shallow learning", and American scholars Ference Marton and Roger Saljo, based on their own research, published the article "The essential difference between learning: results and process", in which they first proposed the concepts of deep learning and shallow learning and explained these two concepts. The connotation of "deep learning" in China is rather complex at present, and different scholars have started from different aspects, resulting in a rich connotation of "deep learning".[10]

Professors He Ling and Lai Jiahou in Promoting Students' "Deep Learning" provide an early definition of the concept of deep learning, comparing and analyzing the difference between deep learning and shallow learning. The text analyses it this way: "Deep learning is learning based on comprehension learning in which learners are able to critically learn new ideas and facts and integrate them into their original cognitive structures, are able to make connections between numerous ideas, and transfer existing knowledge to new situations, make decisions and solve problems." [11] Research on deep learning began abroad, and our country has been concerned one after another, but it has not attracted much attention. Under the new round of curriculum reform, research on deep learning continues to rise, and here is a selection of relevant research from earlier studies on deep learning at home and abroad, which has not been developed in depth. However, from these source studies, it has been established that it has a unique position in educational theory.

We see that the holistic teaching of units has more scope for implementation within the framework of conceptual sorting and with the help of the new curriculum reform. The 2017 edition of the textbooks written under the guidance of the curriculum standards for each subject in the senior secondary school differs from the traditional textbooks that adopt the form of organizing units by humanities themes. "The learning tasks in the whole book reading units are designed to promote the continuous reading of a large text in two to three years through reading and writing activities. The integrated activity units are based on integrated reading and writing activities throughout, focusing on the direct experience that students gain from the independent practice of language activities." [12] The content is organized in such a way as to provide a good basis for the overall teaching of the unit.

4. Study design

4.1 Starting point for holistic teaching of the unit: teachers and students identify learning objectives

Taking Unit 6 [13] of the compulsory senior secondary language textbook of the Unified Edition as an example, we first conducted an overall correlation analysis of the unit content. Telescopic thinking in unit design. [14] Think about which other units and this unit is interconnected with and have common big concepts? What disciplinary and interdisciplinary big ideas are there in the unit? Does the unit relate to real life and what problems can be solved after learning this unit?

Accordingly, we have analyzed Unit 6 in the UCSB Compulsory Senior Secondary Language as follows:

Unit to unit Links: This unit is all about writing scenic and lyrical prose, including three modern contemporary prose and two ancient prose, in the entire new high school textbook unit is the only unit involved, but with the first unit of the first book of the seventh grade in junior high school Zhu Ziqing's Spring, Lao She's Winter in Jinan; the second unit of Shi Tiesheng's Autumn Reminiscences, Mo Huaiqi's Walking; the third unit of Lu Xun's From the Garden of a Hundred Grasses to the three flogging in the book , the Great Waiting House Tour , Wu Jun's "Ma Yuan Shu" ,Unit 4 Yingqi's "The Rain in Kunming"; Unit 3 under Grade 8 Tao Yuanming's "The Peach Blossom Source" and Liu Zongyuan's "The Record of the Little Stone Pond"; Unit 5's "Hukou Waterfall" "At the Source of the Yangtze River each la Dandong" "Climbing Mont Blanc" "A Drop of Water Passing through Lijiang". In the first book of Year 9, Ouyang Xiu's "A Record of the Drunken Master", Fan Zhongyan's "A Record of the Yueyang Tower and Zhang Dai's" "Watching Snow at the Lakeside Pavilion".

Unit and cross-curricular Interdisciplinary links: The earth and mountains and the beauty of the landscape under the author's pen in this unit have a special beauty. Both Chinese and Western paintings have paintings of the landscape, for example, "Fu Shan Jie Tu", "Sleep": the former music in the mountain than flowing water Moonlight Beauty? This unit is about the musical expression of nature.

Unit and subject linkages: This unit is about writing scenic and lyrical prose, which is related to the unified nature of the language subject as an instrument and a humanist. The language curriculum is designed to guide students to deepen their understanding and love of language and writing and to develop the ability to use the language and writing of the motherland, which is related to the literary quality of the prose in this unit.

The link between the unit and reality: The prose in this unit is relevant to this unit in the context of modern new media communication, such as the travel guides, we write after a trip, some of the journals (diaries) we write online to write about scenery and lyricism, and even some of the video shooting scripts and copywriting written by, for example, the TV programme "Aerial Photography of China".

We learn about the stylistic features of the content of the unit, its relevance as a high school unit of study to prior learning in lower secondary school, and sort out how this unit relates to subject ontology, interdisciplinarity and reality.

With core literacy pointing to deep learning becoming a conscious pursuit, how to make connections and organization in learning, as well as rational and effective migration, and rich language knowledge, so that learning objectives are more aligned in their pursuit, this time using big concept theory to show how to find out the teaching objectives for the overall teaching of the unit. See Table 1 for an analysis.

Table 1. Three Scheme comparing

The Big Idea 1 Prose is a literary genre alongside fiction, poetry, and drama, focusing on the author's feelings about life, deep and sincere emotions, and literate, beautiful and concise language.	The Big Idea 2 Depending on the expression of emotions, writing lyrical prose is going to choose different angles of writing scenes, and the language style and artistic techniques of the works are different.
1.1 Affective dimension (Students have the awareness to value their feelings, experiences and understanding in the process of reading prose) 1.2 Cognitive dimension (Students know that modern prose is divided into narrative and lyrical prose, scenic and lyrical prose, and didactic and lyrical prose according to their functions. The modern prose is divided into ancient prose and modern contemporary prose in terms of age. Among them, ancient prose is distinguished from rhymed and parallel prose, which appear in different forms.) 1.3 Skill dimension (Students will be able to distinguish between two different forms of prose: the 'fu' and the 'ji'.)	2.1 Emotional Dimension (Students will enter the depths of the author's mind, perceive the author's thoughts and feelings, and gain enjoyment of beauty.) 2.2 Cognitive dimension (Students will know that the main line of prose is emotion, clarify the author's flexible and varied writing style, and know the lineage of the text). 2.3 Skills dimension (Students will be able to appreciate the meaning and flavor of the text. Students will be able to grasp the eye of the text and find the words, sentences or passages that best reflect the intention of the writing.)

The Big Idea allows students to organize the facts, concepts, processes and methods they encounter during their studies in an orderly way, establishing connections between units of study and other areas of learning. and other areas of learning, so that students feel that everything they do is related to the Big Idea as a centre. The Big Ideas provide an effective way for teachers to organize the content of units of instruction. [15]

The broad concept of this unit can also be approached from the perspective of the language and style of the work, in addition to the entry points above. Big Idea 3: Depending on the emotion expressed, the prose is written from different perspectives, with different language styles and artistic techniques. To break it down, it can be divided into: Emotional dimension (Students will be able to enter the author's mind, understand the author's thoughts and feelings, and enjoy the beauty of the text.; Cognitive dimension (Students will know that the main line of prose is emotion, clarify the author's flexible and varied writing style, and know the line of the text. ; Skills dimension (Students will be able to taste the meaning and flavor of the text. Students can grasp the eye of the text and find the words, sentences or passages that best reflect the intention of the writing.

Big Idea 4: Different methods of description serve different purposes, such as the use of superlatives, similes, fluff, padding and prose, all of which are intended to convey and aptly express the beauty of nature as seen by the author. The character of melting emotion into scenery and blending scenes is achieved. To break it down, it can be divided into. Emotional dimension (Students develop good language perception, gradually improve their sense of the beauty of prose, explore and dig deeper into the social and life beauty behind it; Recognition dimension (Students) understand the importance of readability for prose learning, and read the text aloud with full emotion. Students will be able to understand the common methods of description: simile, contrast setting and other methods are used to write scenes and convey feelings); Skills Dimension (Students will be able to enter the work by turning the words portrayed by the author into vivid mental images through reasonable imagination and association. This will also change the ultimate literacy goal.

Some researchers may question whether there can be an infinite number of big concepts here. We recall our theoretical premises, and this paper, based on a combing of educational theories, combined with the characteristics of the language subject, stresses here that the big concepts are not infinite in number when contending for specific language learning content; it is based on a combing of the unit as a whole, the result of a holistic consideration.

It is only by basing oneself on learning that one can figure out "teaching". All thinking and designing about teaching should be based on an understanding and grasp of learning; otherwise,

teaching may become an activity with no practical effect or meaning that deviates from the laws of learning and from the purpose of learning. [16]

Also recalling Chart 1, our literacy goals here cannot be separated from the focus on students. Moving from prose to writing lyrical prose, and then capturing the two perspectives of expressing emotions and different descriptions, we do not try to cover all the content of this unit and attempt to cover the entire content of language learning, but rather refine the learning objectives of the unit as a whole based on the layering of the broad concepts of the unit as a whole. The learning objectives for this unit were eventually determined. See Table 2.

Table 2. Three Scheme comparing

Quality objectives
Students will be able to appreciate the author's perspective in observing, expressing natural scenes in their future studies or real life, and to analyze the way in which scenes are blended and emotions and reason are combined.
Read aloud more often and pay attention to the art of language used in writing scenes and expressing emotions, savoring the beauty of the work in terms of words and sentence patterns.
By reflecting on the descriptions of nature in literary works, you can enhance your sense of natural beauty, inspire a love of nature and life, appreciate the national aesthetic psyche, appreciate the profound humanistic connotations, and improve your taste in literary appreciation.

The above starts from the identification of the broad concept to the three dimensions under the broad concept (Emotional, Cognitive, intelligence and skills) and concludes with the Quality objectives of the unit drawing on references to Ms. Liu Hui's research[17] and Chalmers C, Nason R[18].

The three dimensions involved in the breakdown of the broad concept are a translation of the core literacy of the language subject. The core qualities of the subject are "language", "thinking", "aesthetics" and "culture", all of which are integrated under the umbrella of "deep learning". They have an appreciation of literature, are creative in their reading and can create literature. [19] They will be able to sharpen their thinking, have a good aesthetic sensibility, create a beautiful image of themselves and love the culture of their people.

4.2 The development of holistic teaching and learning in a unit: creating teaching activities that point to core literacy

According to Zhong Qiquan, the essence of core literacy is to face up to the future of education, focusing on the important question of what kind of person to cultivate. [20] The subject of language is fundamental, comprehensive, and unique, enlightening the mind, understanding society and gaining ideological benefits through human culture, while on the other hand delighting the body and mind, cultivating the temperament and gaining spiritual satisfaction and attachment through refined culture. The outreach of the language subject is equal to that of life.

However, in terms of the language subject, it includes three main areas: social participation, autonomous development, and cultural cultivation. The main areas are national identity and international understanding; communication and cooperation, learning to learn; active adaptation and innovation, language symbols and expression, humanities, and aesthetics. [21]

Language construction and use are the ontological elements of core language literacy in senior secondary schools. The essence of language education is to carry out a rich variety of language activities and to promote acquisition through learning. [22] The development and enhancement of thinking is also an integral part of the core language literacy in senior secondary schools. Thinking

is the process of indirect and generalized reflection of objective things by the human brain and is a cognitive activity that involves judgement and reasoning with the help of representations, concepts and other elements. [23]

Aesthetic appreciation and creativity is also one of the core literacies of language education in senior secondary schools. Aesthetic activities have always been inseparable from language education and giving full play to the aesthetic function of language education is an intrinsic requirement that reflects the qualities of the language subject. If language education in senior secondary schools does not highlight the cultivation of aesthetic literacy, the important value of teaching the subject will be lost, and the ultimate concern of cultivating students' core literacy to become a sound person will not be realized. [24] Cultural heritage and understanding are also important components of core language literacy in senior secondary schools. Language education needs to transform culture, strengthen cultural identity, adaptation, assimilation and integration, pass on traditional culture and understand diverse cultures, add value to culture, and form students' humanistic literacy so that they can achieve cultural growth as well as spiritual and life growth. This is a great opportunity for students to grow spiritually and grow in life while growing culturally. [25]

In exploring the pathway of cultivating core literacy in senior secondary languages, it is important to reflect both the general objectives of students' core literacy development and the characteristics of the subject. Based on this, we design the following teaching activities, see Table 3.

Table 3. Three Scheme comparing

Quality Objectives:

Students will be able to _____

Pre-activity pre-requisites:
1. Read these texts, modern prose organized to understand the author and the context in which they were written; ancient walks to unpack the meaning of the text. Combine with comprehension and repeat the recitation. Read through and understand.
2. Sort out your own confusion and ideas about reading.

Learning content:

Teaching activities	Time and occasion of implementation	Relevant requirements	Evaluation
Making a small video			
Commentary text			
Live demonstrations			
Writing			

The content of the activities in this chart is based on the literacy objectives of Unit 6 in the Compulsory Textbook of the Ministry of Education for Senior Secondary Languages (which is also derived from Big Idea 1 and Big Idea 2 above), and the content of the activities here will need to be adapted in other units in relation to the unit literacy objectives. The requirements related to the implementation of the pedagogical activity elements of this chart can be initially refined here as follows. Making a small video: Read the text carefully, select a fragment of the text, write a shooting script, select suitable music and pictures; Commentary text: Read the text aloud and pick out the best words in a particular text and savor them; Live demonstrations: Collect poems and prose related to autumn, the lotus, the moon, the Temple of Heaven and Mount Tai in small groups and explore the cultural significance behind them.

Writing: Organize a short excursion (to our familiar campus, park, etc.) for students to write an essay incorporating their learning experience. These requirements can be discussed in class first by the students and refined by the teacher, and the teacher and students must communicate well to ensure that the students have fully understood these requirements.

5. Summary

In defining "unit teaching" and "holistic unit teaching", we found that the two are successive, and that the traditional "unit teaching "In defining "unit teaching "and "whole unit teaching", On this basis, we propose a "holistic approach" to the implementation of holistic teaching in the unit, analyzing examples of teaching from objectives to activities, and implementing the concept of deep learning on this basis to make language learning itself more integrated and implement core literacies through a variety of effective approaches.

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