Article

Unit-based integrated teaching under the perspective of the new English curriculum standards

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Abstract: With the requirements of New English Curriculum Standards, English teaching has shifted towards organising content thematically, focusing not only on the transmission of linguistic knowledge but also on the improvement of students' comprehensive quality during language learning. This evolution undoubtedly raises higher demands on English instruction. Unit-based integrated teaching, as an innovative pedagogical model, is characterised by its holistic, interconnected, progressive, and comprehensive features. It can help students to build a correlated knowledge network facilitates the establishment of connections between disparate pieces of knowledge, deepens students' understanding and enhances their retention, improves their overall linguistic competence and learning ability, so as to foster the comprehensive development of core literacy. Therefore, this article takes the teaching of English in compulsory education as an example, and explores and elaborates on the design and implementation path of integrated teaching of English units under the new curriculum standards from four aspects: teaching objectives, teaching content, teaching process, and teaching evaluation, in order to provide reference for promoting integrated teaching of English units in compulsory education.

Keywords: new curriculum standards; unit-based integrated teaching; English teaching; implementation path

As a widely used global language in policy, economy and culture, English is undeniably significant. It serves as a vital medium for communication and exchange on the international stage, connecting people from diverse nations and regions and facilitating the transmission of information and ideas. The "English Curriculum Standards for Compulsory Education" (2022 edition) explicitly emphasise the cultivation of students' core literacy in English, advocating for an integrated approach to unit-based teaching. Teachers are encouraged to strengthen literacy awareness, design lessons around unit themes, and fully explore their educational value [1]. As a critical period for students to acquire language skills and cultivate comprehensive competence, the compulsory education stage highlights the profound significance of implementing integrated unit teaching. This approach represents the inevitable trajectory of adhering to the intrinsic principles of English teaching. Through integrated unit teaching, fragmented knowledge points can be systematically integrated, enabling students to construct a coherent and complete knowledge framework. This process ensures students solidify their language foundation and develop a structured cognitive architecture progressively, ultimately facilitating steady improvement in their core English literacy. Consequently, implementing unit-based integrated teaching in English education at the compulsory education stage is imperative. This approach aligns with contemporary educational

trends and English teaching principles, laying a robust foundation for enhancing students' core literacy and comprehensive abilities.

1. Connotation characteristics of unit-based integrated teaching

1.1. The connotation of unit-based integrated teaching

Unit-based integrated teaching is a long-established pedagogical approach, with its roots traceable to "The Whole Language Catalog" published by American linguist Goodman in the 1980s. Goodman highlighted the significance of integrated teaching through numerous examples, profoundly influencing subsequent research [2]. He emphasised the importance of adopting a learner-centred approach, promoting language acquisition in an authentic and comprehensive linguistic environment. This approach underscores the integrity of language and the continuity of the learning process. This teaching approach encompasses both an instructional philosophy and a strategy, takes the unit as a unit, advocating for the integration of knowledge as a whole during instruction, and guides the students to acquire knowledge as a whole to enhance the efficiency of learning. Teachers guide students to acquire knowledge comprehensively, thereby improving learning efficiency. By bridging fragmented knowledge points, this approach enables students to construct a cohesive knowledge system and facilitates the transfer of prior learning to new contexts [3].

In the context of English instruction, unit-based integrated teaching requires teachers to align with curriculum standards, conduct in-depth analyses of unit content, and define each unit's themes, objectives, and core tasks. Through effective lesson planning, teachers help students gain a holistic understanding and assimilation of unit knowledge, fostering connections between knowledge building connections among knowledge points and establishing new cognitive frameworks.

1.2. Key features of unit-based integrated teaching

1.2.1. Holistic Nature

Holistic integration is one of the essential characteristics of integrated unit teaching, reflected in several dimensions. From the perspective of teaching objectives, teachers should establish goals based on the requirements of core competence and curriculum standards, aligning them with the intrinsic connections between knowledge and the fundamental learning conditions of students. Regarding teaching content, teachers should integrate internal and external curricular resources, adopt a comprehensive planning approach, and construct a logically coherent and well-structured content framework. In terms of teaching processes, adherence to a complete instructional sequence is necessary, with each stage—from lesson introduction to summary evaluation—being closely interconnected, forming an organic whole. For teaching evaluation, multi-dimensional and multi-level evaluation activities should be implemented to comprehensively assess students' learning outcomes and progress [4]. Through the holistic nature of integrated unit teaching, it better aligns with students' cognitive structures and developmental patterns, guiding them to explore new knowledge progressively and achieve in-depth learning, ultimately enhancing their core competence [5].

1.2.2. Interconnectivity

A defining characteristic of this approach is the emphasis on the logical relationships between knowledge points rather than isolated lesson-specific objectives. Teachers must delve into the intrinsic connections within unit themes, identifying their logical level to breakthrough difficult points and enhance lesson coherence [5]. The manifestation of interconnectedness in integrated unit teaching helps reduce the cognitive gap between new and prior knowledge, significantly improving knowledge transfer during learning. In practical teaching, educators should move beyond the limitations of individual lessons or units, deeply analysing and uncovering the internal logic and external connections of unit content. By reorganising unit teaching content, teachers can assist students in acquiring structured knowledge, cultivate their logical thinking skills, and ultimately achieve the goal of enhancing their core competence.

1.2.3. Progressiveness

Unit-based integrated teaching is rooted in students' cognitive structures, adhering to the principles of cognitive development. Lessons are structured to present knowledge incrementally—from simple to complex, from easy to challenging. Units themselves exhibit a clear progression in their arrangement [4]. Teachers should employ scientifically informed methods to guide students gradually, and varied activities to sustain engagement and ensure stepwise mastery of knowledge, so as to strengthening core competencies.

1.2.4. Comprehensiveness

Comprehensiveness in integrated unit teaching refers to the systematic integration of language knowledge, cultural awareness, cognitive development, and linguistic skills, with the goal of fostering students' key abilities and core competence. Taking the unit as a systematic whole, this approach delivers the curriculum by interweaving essential and complex knowledge points, organising a series of thematic learning and practice activities for students. Such an approach enables students to thoroughly grasp English knowledge, strengthen their application abilities, and foster holistic development in language acquisition [8]. Through this method, students can gain a comprehensive and profound mastery of the English knowledge system, achieving multidimensional development in language knowledge, language skills, cultural awareness, and cognitive qualities, thus laying a solid foundation for future learning.

2. Requirements for unit-based integrated teaching under the perspective of the new English curriculum standards

2.1. Playing the guiding role of core literacy

Core literacy embodies the educational value of the curriculum and represents the correct values, essential character traits, and critical abilities that students develop progressively to meet the needs of their lifelong development and societal progress [1]. The English Curriculum Standards for Compulsory Education (2022 edition) explicitly requires the comprehensive implementation of educational

policies, aiming to cultivate well-rounded individuals for the new era. This document involves setting curriculum objectives, selecting content, innovating teaching methods, and refining assessment practices, which all centred around core literacy.

Unit-based integrated teaching teachers should leverage the guiding function of core literacy by establishing teaching objectives aligned with these standards in Unit-based integrated teaching. The primary elements of core literacy for English include language competence, cultural awareness, cognitive skills, and learning ability. Among these, language competence forms the foundation, learning ability serves as the key, and the elements are interdependent, progressing collaboratively [1].

2.2. Designing teaching content based on a graded system

The new English curriculum standards emphasise that the curriculum should be grounded in the realities of English education, using a graded system as the foundation. It must take into full account individual differences among students, adapt to local conditions, and implement differentiated teaching to optimise teaching effectiveness. Specifically, this involves three key principles, the first is student-centred approach, teaching design should closely align with the actual needs of students. A thorough understanding of their cognitive characteristics and learning habits is essential, alongside a full respect for individual differences among students. Second, progressive structuring of course content, course content should be divided into progressive levels, with clearly defined learning objectives and requirements for each level. This ensures that students can gradually acquire knowledge in a step-by-step manner, moving from simple to complex concepts, thereby building their confidence in learning English. Thirdly, flexible selection of teaching methods, recognising individual differences, teaching methods should be tailored to students' needs. For those with weaker foundations, intuitive teaching methods can be emphasised, while for students with stronger foundations, more exploratory and inquiry-based learning approaches can be adopted.

2.3. Organising curriculum content through theme-based learning

According to the English Curriculum Standards for Compulsory Education (2022 edition), the organisation of English curriculum content should be guided by themes. These themes, supported by various types of texts, integrate linguistic knowledge, cultural understanding, language skills, and learning strategies within the unit structure [1]. Themes act as a cohesive framework, connecting different content elements and providing contextual support for language learning and character development.

In practice, teachers must deeply interpret the textbook, thoroughly explore the educational value of unit themes, and design activities aligned with students' age, interests, and real-life experiences. These efforts aim to spark students' interest and enthusiasm, enabling them to build knowledge about nature, society, and themselves. This thematic approach helps realise the educational goals of English as a subject [3].

2.4. Promoting learning through reflection and innovation

Under the new curriculum standards, English learning activities should integrate learning and reflection, adhering to the principle of learning through experience, practising through application, and innovating through transfer [1]. The learning process should focus on the development of students' creativity and practical skills, encourage them to acquire and apply knowledge in authentic contexts and help them to foster imagination and originality.

In unit-based integrated teaching, teachers should design creative, real-life scenarios tailored to students' psychological characteristics. This transforms abstract teaching activities into relatable, practical experiences, allowing students to acquire and understand English knowledge in meaningful ways. Furthermore, teachers should ensure coherence across units by designing holistic and interconnected activities aligned with overall and session-specific objectives. These activities should be grounded in students' cognitive development, creating engaging and enjoyable learning experiences that foster comprehensive competency [4].

2.5. Focus on the integrated design of teaching-learning-assessing

The new curriculum standards emphasise the role of assessment in promoting learning and teaching, advocating its integration throughout the entire teaching process [1]. In unit-based integrated teaching, assessment encompasses in-class performance evaluation, homework review, and unit-based summative assessment [3].

Classroom performance evaluation primarily involves real-time verbal feedback, while homework review serves as a key measure for testing students' learning outcomes. Unit-based summative assessment provides a conclusive evaluation of learning at the unit's conclusion. These assessments should be designed holistically, starting from the overall objectives and aligning with the constructed knowledge framework. By combining "learning plan formulation," "learning outcome determination," and "learning design evaluation," the integration of teaching, learning, and assessment is achieved [4].

Additionally, it is essential to guide students to participate actively in designing assessment activities and utilise the results to improve their learning. A balanced approach to formative assessments, such as classroom performance and homework reviews, and summative assessments ensures a comprehensive evaluation process. Over time, this approach helps establish a diverse, multi-dimensional, and literacy-oriented English curriculum assessment system [1].

2.6. Promoting the deep integration of technology and english teaching

With the rapid development of information technology, a new wave of opportunities has emerged for school education, including English teaching. On the one hand, information technology provides diverse possibilities for English teaching methods. It not only facilitates the integration of teaching resources but also significantly stimulates students' interest and enthusiasm for learning English, thereby greatly enhancing teaching efficiency. On the other hand, it enriches English teaching resources, enabling teachers to access a wealth of teaching materials anytime and anywhere, making instructional content more engaging and diverse.

The new curriculum standards for English in the compulsory education phase explicitly highlight the importance of transforming English courses and teaching methodologies within the context of educational digitalisation. Teachers are encouraged to fully leverage the supportive and service-oriented functions of information technology in English instruction. By adopting a rational and innovative attitude, they should explore the potential of information technology and online teaching platforms, implementing blended online and offline teaching. This approach enables precise alignment with students' individual needs, providing comprehensive and multi-tiered support for their English learning. Consequently, it promotes the development of more balanced compulsory education, ensuring that every student can acquire knowledge and achieve holistic growth in their abilities [1].

3. Design and implementation of unit-based integrated teaching under the perspective of the new English curriculum standards

3.1. Objectives: Establishing goal dimensions based on core competencies

The formulation of teaching objectives for unit-based integrated teaching under the new English curriculum standards requires systematic design based on the unit's requirements and an analysis of the learning context.

3.1.1. Analysis of the learning context

The constructivist view of learning emphasises embedding the learner-centred philosophy into all stages of teaching. Comprehensive understanding of learners' conditions, or "learning context analysis," is essential for effective teaching design. According to Zhang Hang (2017), learning context analysis is a prerequisite for successful unit-based integrated teaching [9]. It serves as the foundation for setting teaching objectives, determining content, and designing teaching activities. This analysis includes diverse aspects, such as students' prior knowledge, cognitive characteristics, psychological conditions, interests, and learning habits. Rather than simply distinction between what students already know and do not know, learning context analysis should align with the teaching content. It requires targeted assessments of students' mastery of foundational knowledge relevant to the core content, as well as their current language proficiency. Such analysis ensures the identification of appropriate learning starting points [10] (Wang Lei, 2024). Accurately determination of learning starting points is a critical prerequisite for setting teaching objectives. In practice, starting points vary across different classes, necessitating tailored objectives for each cohort [11] (Chen Qun, 2024). This approach not only personalises learning but also lays a solid foundation for cultivating students' core competencies.

For example, fourth grade students are in the age range of around 9–10 years old. On the one hand, after several years of learning, study habits have been initially developed, and a certain amount of English knowledge has been acquired, which can be used for simple daily communication. After studying in third grade, they have learned how to ask for names, describe certain body parts, and use vocabulary and simple sentences to describe their appearance. The accumulation of this knowledge has laid a solid foundation for the learning of "My friends" in fourth grade. On the

other hand, students in this age group are in a period of hyperactivity, and their attention is difficult to maintain focus for a long time. Therefore, teachers should pay more attention to the creation of teaching situations, attract students' attention through rich and interesting teaching situations, and stimulate their learning enthusiasm. For example, eighth grade students are in the stage of 12-14 years old, and according to the constructivist cognitive development theory, they belong to the formal operation stage. In this section, they are already able to engage in abstract logical thinking. At the same time, they need more practical and interactive learning, so when creating situations, they should consider more specific and life-oriented situations. This not only helps students understand and master complex grammar rules, but also effectively cultivates their cross-cultural communication awareness.

3.1.2. Analysis of curriculum standards

The "English Curriculum Standards for Compulsory Education" (2022 Edition) divides English education into three stages: Stage 1 (Grades 3–4): Students are required to complete tasks with teacher guidance and support. Stage 2 (Grades 5–6): Students should accomplish tasks under teacher facilitation and inspiration. Stage 3 (Grades 7–9): Students are expected to comprehend simple language materials and apply their learning in everyday communication. The curriculum also categorises themes into three dimensions: self, society, and nature. These dimensions include sub-themes designed to foster students' language abilities, cultural awareness, critical thinking, and independent learning capabilities, forming the foundation of core competencies [1]. Specific case studies are presented below:

In "My Friends", the overarching theme is "interpersonal communication," with sub-themes such as "peer interaction, mutual respect, and cooperation." The unit's objectives are outlined in four key areas:

Table 1. Teaching Objectives for "Unit 3 My Friends".

Language skills	1) Capable of mastering the pronunciation of vocabulary and sentences. 2) Able to use sentence patterns such as "What's his/her name? His/her name is..." and "Who's he/she? He/she is..." in context to introduce friends. 3) Proficient in describing friends' personalities or physical characteristics using acquired vocabulary and sentence structures.
Cultural awareness	Develops cultural awareness by introducing social etiquette and taboos across different cultural backgrounds. Encourages students to respect friends and fosters correct views on friendship.
Thinking qualities	1) Able to view and understand friends from multiple perspectives. 2) Capable of gathering, analysing, and expressing information through observation.
Learning abilities	1) Cooperates with others during the learning process to accomplish tasks collectively. 2) Listens attentively and confidently expresses personal views. 3) Actively participates in class activities and enjoys learning and imitation. 4) Develops an interest in English and establishes a positive attitude towards learning the language.

3.1.3. Educational value

The new curriculum standard requires teachers to fully explore the educational value around unit themes, establish unit educational goals and teaching mainlines. When designing teaching materials, the first step is to conduct discourse reading, analyze the main body, content, text structure, and language characteristics of the discourse, fully understand the meaning conveyed by the discourse, and deeply explore the cultural connotation and educational value. Specifically, the focus should

be on three aspects: the theme and content (What). Around this theme, guide students to introduce their friends through diverse texts, describing their personalities and physical characteristics. The second is the meaning conveyed (why). The third is discourse characteristics, content structure, and language features (How), mainly including two types of continuous texts (such as songs and ballads) and discontinuous texts (such as charts). We should fully recognize the subject status of students in English teaching activities, guided by themes and relying on discourse, and through a series of teaching activities, guide students to gradually establish awareness, form attitudes, and implement behaviors, ultimately achieving the goal of cultivating students' core competencies.

For example, in the sixth grade of elementary school, the unit "Unit 3 My Weekend Plan" focuses on weekend activities and aims to help students master vocabulary and sentence patterns related to weekend activities, improve their language expression and application abilities. At the same time, by developing and sharing weekend plans, students' logical thinking, critical thinking, and innovative abilities are cultivated.

3.2. Content: Integrating teaching materials around the core theme

The themes outlined in the new curriculum standards encompass three primary domains: the self, society, and nature. Thematic groups are organized into the perspectives of "I," "society," and "nature," each further divided into sub-themes. Themes serve as a unifying element that connects and guides other components of teaching. When organising teaching content, teachers should use unit objectives as the overarching framework to students to understand the unit theme, develop skills, and cultivate competencies [1].

3.2.1. Constructing a unit-based integrated teaching framework

The construction of the overall teaching framework for a unit is not simply listing several lessons together, but rather building logical relationships between knowledge. Teachers should focus on the theme, deeply explore the relationships between various discourses within the unit, build logical frameworks between each discourse, systematically arrange teaching activities, from course introduction to practice summary, each link is interrelated, forming a holistic and structured unit teaching framework, and using this framework as a basis to explore the logical relationships between various sections of the textbook, so as to present a spiral upward trend in teaching activities [12].

In practice, Teachers should take the unit theme as the starting point, horizontally integrate the knowledge points within the unit, pay attention to the connections between listening, speaking, reading, and writing sections, follow the principle of input to output, and connect the content of the unit. Vertically organize the knowledge points related to the theme, establish meaningful connections based on the overall teaching objectives of this stage and other teaching content related to the theme. Through horizontal integration and vertical sorting, scattered knowledge points are ultimately connected to form a theme centered knowledge network, providing clear paths for students' learning.

For example, in the third grade of elementary school, the unit "Unit 3 My Friends" can be divided into four parts: "Introduction my friends to my family", "Introduction my friends to my friends", "Draw my friends/Write about my friends", and "Happy time with my friends", which are developed in a logical order of listening, speaking, reading, writing, perception, and induction, layer by layer. At the same time, this theme can also establish an internal connection with Unit 1 Make friends in the People's Education Press third grade first volume, which is centered around the topic of friends. First, make friends, and then introduce your new friends to family and friends.

3.2.2. Planning lesson objectives within the unit

Lesson objectives form a crucial component of unit-based integrated teaching design. These objectives define the specific learning outcomes students are expected to achieve within each lesson. Planning these objectives is a systematic process. In general, lesson objectives should be derived from the unit theme and feature interconnected, developmental, and educational sub-themes.

Specifically, lesson objectives should adhere to curriculum standards, align with the unit theme, and follow principles of progression, interconnection, and hierarchy. Starting from the unit objectives, teachers can break them down into detailed lesson objectives. Guided by these objectives, teachers should design specific English learning activities that meet the requirements of activity-based learning in the curriculum standards. Evaluation activities should also be integrated to ensure the effective achievement of teaching goals [13].

Compared to unit objectives, lesson objectives are more detailed and focus on describing the expected outcomes of individual lessons, yet they contribute to achieving the overarching unit goals. In planning lesson objectives, teachers should respect students' central role in learning by defining objectives in terms of students' ability to apply acquired knowledge. This approach helps students build confidence through practical application, ultimately enhancing learning outcomes [4].

For example, the primary scenario in the unit "My Friends" involves children describing personal characteristics. The key sentence patterns are "He's/She's…" and "He/she has…". Based on this central idea, teachers can use the timetable to divide the unit into lessons around various subtopics. A detailed plan for this unit's lessons is shown in **Table 2**.

Table 1. Lesson Breakdown for "Unit 3 My Friends".

Session	Topic	Text type	Content
Session 1	Introduce my friends to my family	Talk and learn	Introducing friends to family, including simple details like names.
Session 2	Introduce my friends to my friends	Talk and learn	Using sentence patterns like "He's/She's..." and "He/She has..." to describe friends.
Session 3	Draw my friend	Read and draw	Drawing a friend and describing their characteristics.
Session 4	Write about my friend	Read and write	Writing simple sentences to describe a friend.
Session 5	Happy time with my friend	Spell	Learning the "o-e" pronunciation rule while enjoying time with friends.

For example, in the fifth grade unit of "What's he like?", unit lessons can be divided according to subtopics, where the topic of discourse one is "Meet our

classmates", which is a vocabulary lesson; The topic of both discourse two and discourse three is "Meet our teachers", which is a daily conversation; The topics of discourse four and discourse five are both "Meet our special friends" for reading and writing classes; The topic of discourse six is "Welcome Party", which is a phonetic lesson. Therefore, this unit can be divided into four class hours based on these four different topics.

3.3. Implementation: Designing unit-based contexts to guide the teaching process

In alignment with the English curriculum standards, the teaching process should not only focus on "what students learn" but also ensure that they "enjoy learning" and understand "how to learn." Teachers are encouraged to design multi-sensory language practice activities based on students' cognitive characteristics, enabling them to experience the joy of learning English in engaging and meaningful contexts. Furthermore, the role of information technology in creating effective learning contexts must be fully recognised, and the application should be further improved to enhance learning efficiency.

3.3.1. Designing contexts based on students' cognitive characteristics

Only by creating scientifically sound and meaningful contexts can teachers successfully engage students, stimulate intrinsic motivation, and encourage critical thinking. Context design must therefore align with students' cognitive development and experiences. According to Piaget's theory of cognitive development [14], individual cognitive growth can be categorised into four stages: Sensorimotor Stage (0–2 years): Cognitive development occurs through physical interactions and sensory experiences. Preoperational Stage (2–7 years): Symbolic thinking emerges, allowing children to reconstruct significant experiences in their minds. Concrete Operational Stage (7–11 years): Logical reasoning develops, supported by tangible, perceptible objects. Formal Operational Stage (11 years to adulthood): Abstract thinking and hypothetical deductive reasoning become possible.

When designing specific teaching contexts, teachers should carefully consider the cognitive stage of their students and tailor the learning experience accordingly for optimal outcomes.

For example, fourth-grade students, typically aged 9–10, fall within the Concrete Operational Stage (7–11 years). At this stage, their cognitive structure supports abstract concepts, enabling them to engage in logical reasoning based on concrete, perceptible stimuli [14]. According to curriculum recommendations for Grades 3–4, teachers can create the following learning contexts for the "Let's Talk" section in Part B: 1. Scenario Setup: Begin by using multimedia tools to play a video of animal performances at a zoo. The engaging content captures students' attention and piques their interest in learning. 2. Follow-Up Activity: After the video, ask students to identify the animals shown and provide simple descriptions of them. This activity connects the current unit with Grade 3's "Unit 3 At the Zoo", reinforcing vocabulary and sentence structures related to describing animals' appearance and traits. This provides a foundation for the current unit, which focuses on describing friends' physical characteristics, and naturally introduces the course content. 3.

Consolidation and Extension: Considering the active nature of fourth-grade students, incorporate games such as "Guess Who." In this game, one student (A) stands on the podium facing away from the class, while another student (B) is chosen as the "model." The rest of the class collaboratively describes student B's appearance and personality traits. Student A then guesses who the model is. This interactive and enjoyable activity enhances engagement, deepens understanding of vocabulary and sentences, and strengthens students' spoken language skills.

3.3.2. Enhancing contexts through information technology

In the era of rapid technological advancement, teachers should leverage digital tools to innovate teaching methods, increase classroom effectiveness, and foster students' interest in learning [15].

First of all, information technology can supplement learning with visual, auditory, and interactive aids such as images, videos, and audio files. These resources help students grasp abstract concepts through multiple sensory channels, transform otherwise monotonous knowledge into lively and accessible content. For example, virtual reality (VR) technology allows students to experience immersive environments, enabling them to understand and learn more vividly and profoundly [16]. Secondly, a rich linguistic environment is critical for English learning as it provides opportunities for input and output. However, some parents may lack sufficient English proficiency or time to practise speaking with their children. In such cases, technology becomes indispensable, enabling students to engage in conversations with virtual characters or participate in online platforms where they can practise speaking with peers, friends, or teachers anytime, anywhere [17]. Finally, technology can also facilitate the design of problem-solving scenarios that pique students' curiosity. By integrating suspenseful or challenging elements, teachers can shift students from passive reception to active inquiry-based learning. This approach helps realise a classroom dynamic where teachers play a guiding role, and students take the leading role learning [15].

Through these strategies, teachers can fully utilise the potential of information technology to create diverse and stimulating contexts, ensuring that learning is both effective and enjoyable.

3.4. Assessment: Conducting comprehensive evaluations based on teaching objectives

The new English curriculum standards emphasise that teaching assessment should permeate the entire process of teaching and learning. Teachers must fully understand the purpose of assessment, adhere to its fundamental principles, and select appropriate methods to evaluate and provide feedback on students' performance. The results of these assessments should then be used to refine teaching strategies and improve learning outcomes [1]. Unlike traditional evaluation methods, assessment within unit-based teaching should focus on coherence and integration. It should aim to develop students' core competencies by adopting continuous and diverse approaches, ensuring that assessments serve the achievement of teaching objectives [4].

3.4.1. Defining assessment content based on teaching objectives

Assessment content should be derived from teaching objectives. The English curriculum standards provide explicit guidance on learning expectations and quality benchmarks. Teachers should consider students' developmental stages and align the assessment content with unit objectives. These can then be refined into actionable and operational tools for evaluation [18]. For instance, an evaluation table for listening and reading aloud designed by teacher Min Guo (see Table 3) not only enables efficient achievement of assessment objectives but also provides students with a clear understanding of the learning requirements.

Table 3. Listening and reading aloud evaluation table [18].

Points \ Targets	Accuracy	Fluency	Liveliness
1	Sentence-by-sentence reading, full accuracy	4–6 min	Appropriate pauses
2	Listen first, then read, full accuracy	2–4 min	Natural delivery
3	Read first, then listen, full accuracy	<2 min	Imitates intonation
Completion time: ____ min. Score earned: ____ points.			

3.4.2. Implementing assessment activities in key stages

Evaluation activities in teaching take various forms. Teachers should adapt the evaluation methods to the specific teaching stages, and ensure that the assessments are effective and purposeful [1]. Through teaching evaluation, first focus on the achievement of learning objectives, and then regulate the teaching process based on the evaluation, including both teaching and learning aspects. This not only provides reference for teachers' teaching and helps teachers improve teaching, but also provides feedback for students' learning and helps students improve their learning. The commonly used evaluation methods mainly include the following: In Classroom-Based Assessment: This involves evaluating students' behaviours, learning approaches, and participation during class. Teachers need to observe whether students are actively engaged in the learning process and identify any challenges they face [19]. In Homework-Based Assessment: Homework evaluation is a critical component of the teaching process. It allows teachers to gauge students' understanding of the material, assess their language development, and identify learning difficulties. To maximise its effectiveness, homework design must be scientific and well-structured. Teachers should consider students' cognitive characteristics and learning needs, aligning homework tasks with the overall teaching objectives. This ensures that students can deepen their comprehension of knowledge through meaningful practice. In Unit-Based Assessment: This form of assessment is conducted after completing a unit and focuses on students' overall learning achievements and their mastery of the unit objectives.

As an example, if the evaluation is conducted at the end of Unit 3 "My Friends" in third grade, the unit stage evaluation can be selected, and the design is presented in Table 4. Through the overall evaluation of the unit, the achievement of students' learning goals can be understood, so as to regulate the learning curriculum and improve teaching progress. During the teaching process, classroom evaluation methods can be chosen. For example, during vocabulary class, if students can loudly

pronounce the accurate pronunciation of a word, they can say "Good, Good, very good, provide timely evaluations to help students gradually build their confidence in learning. When students' pronunciation is not standard, they can be corrected and encouraged by saying "Say after me, please". This can correct students' pronunciation without damaging their self-esteem by saying negative comments such as "No".

Table 4. Evaluation design for Unit 3: "My Friends".

Assessment type	Unit paper-and-pen test		
	Content		Specific Requirements
Assessment objectives	Sentence	1.What's his/her name? His/her name is...Who's he/she? He/she is... 2.He's/She's...He/she has...	1. Able to listen, speak, read, and recognise patterns. 2. Able to use patterns in context.
	Vocabulary	Strong, friendly, quiet, hair shoe, glasses	Able to listen, speak, read, and recognise vocabulary and use it in context.
	Phonetics	The "o-e" pronunciation rule	Master pronunciation rules and spell words based on sounds.
	Texts	1. Introduce friends and share enthusiastically, forming a correct perspective on friendship. 2. Understand cultural taboos about appearance and develop cultural awareness.	Able to locate key information in text readings.

By combining classroom, homework, and unit-level evaluations, teachers can provide a multi-dimensional and dynamic assessment approach. This not only aligns with the objectives of unit-based teaching but also ensures that assessments contribute meaningfully to the learning process.

4. Conclusion

Enhancing the quality and efficiency of classroom instruction has become a persistent goal in educational practice. Unit-based teaching, as an innovative pedagogical approach, has the potential to fully engage students, stimulate their enthusiasm and creativity [20]. Integrated unit teaching aligns closely with the requirements of the new English curriculum standards and serves as an important means of cultivating students' core competence. In practice, it is necessary to adhere to the principles of the new curriculum standards and focus on four key dimensions: teaching objectives, teaching content, teaching processes, and teaching evaluation.

The aim is to cultivate students' core competence by aligning teaching design with their cognitive characteristics and developmental patterns. Teachers should meticulously design an integrated unit teaching framework around instructional objectives, continuously innovate teaching methods, and maximise the role of information technology in the learning process. Efforts should be made to stimulate students' interest in learning, guiding them to actively and independently engage in English learning. Moreover, timely and effective evaluation and feedback activities should be conducted to provide students with clear directions for improvement. This approach supports students in achieving comprehensive enhancement across various dimensions, including English knowledge, language skills, cultural awareness, and

cognitive development, ultimately realising the integration of "teaching-learning-evaluation.

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