

High school English homework design from the perspective of unit whole teaching

-- Taking Unit 3 Family Matters as an example for Foreign Graduate Edition (2019)

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Abstract: The assignment design under the whole teaching vision of unit has the characteristics of situation, relevance, cooperation, integration and evaluation. Based on the case, this paper proposes to determine the performance evaluation task according to the analysis of unit content; Design class assignments, docking performance evaluation tasks; Determine the evaluation plan and evaluate the class work tasks in three steps to design high school English homework.

Key words: unit whole teaching; Senior high school English; Assignment design

Introduction: Teaching suggestions are put forward in the English Curriculum Standards for Senior High Schools (2017 Edition, 2020 Revision) (hereinafter referred to as the Curriculum Standards): Unit is the basic cell that carries the meaning of the theme. The teaching objective of unit should be to develop the core quality of English subjects, and the learning activities should be designed as a whole around the theme context. Homework as a part of the curriculum teaching system, teachers should pay attention to the coordination between homework and teaching, and design homework systematically. Therefore, teachers can take theme exploration as a clue, design relevant homework in class, explore the unit theme step by step, and finally design integrated output tasks to achieve deep learning of the unit theme.

I. The characteristics of homework design under the overall teaching vision of the unit

1. Situational

Learning to explore the meaning of the unit theme is an important content of language learning, and homework, as an integral part of the teaching system, is directly related to the effectiveness of students' language learning. Therefore, teachers should design homework based on the context of the unit theme, and combine the context of the theme with students' real life, so that the content of homework is closely related to the unit theme and life. Therefore, students can complete the task based on the real situation. Assignments bridge the transition from classroom experience to life experience.

2. Relevance

The design of homework based on unit overall teaching solves the characteristics of single content and lack of overall relevance in the past homework. Therefore, there are four kinds of correlations in the homework design for unit whole teaching, namely, the horizontal correlation between individual learning tasks in class assignments, the vertical correlation between each class assignments, the introverted correlation between different disciplines, and the extroverted correlation between homework and life. The horizontal correlation between homework tasks helps to realize the hierarchical design of homework. The vertical correlation helps students to realize the structure of knowledge, plays a buffer zone role between different classes, and lays the groundwork for the output of the unit performance evaluation task. Introverted association can integrate English knowledge with interdisciplinary knowledge and promote students' deep learning. Extroverted associations point to practical problems in real life and guide students to learn to cooperate with peers and actively seek effective solutions to problems in the process of completing assignments.

3. Cooperativeness

There are two main ways for students to finish their homework, that is, independently and cooperatively. The cooperative nature of homework completed independently is reflected through homework evaluation. Teachers can use a combination of peer review and teacher evaluation to give students the opportunity to get more suggestions and improve their homework. The Curriculum Standard proposes that students should have the ability to learn cooperatively in the emotional strategy. Developing students' ability to use learning strategies is the main way to improve students' learning ability, and it is an important content of unit assignments. Therefore, teachers should guide students to take the initiative to cooperate with other students, teachers, family members and even social personnel through homework design, and use a variety of resources to carry out learning.

4. Integration

Teachers develop language skills such as listening, speaking, reading, watching and writing based on the text. These language skills are interrelated and organic. Therefore, teachers should also reflect the integration of homework when designing homework. This integration is mainly reflected in two aspects: First, language input promotes language output. Teachers can design reading to promote writing, listening to promote speaking, and reading to promote writing assignments to help students integrate language skills. Second, the unit performance evaluation task is dispersed to each class assignment to complete the spelling schema, guiding students to explore the thematic meaning of the unit from a simple to a deep level, based on the language input of each class, to express the thematic meaning of the unit for integrated

output.

5. Evaluative

Teaching evaluation runs through every link of teaching practice. Teachers should not only monitor the academic quality through homework evaluation, but also improve English teaching based on homework. Assignment evaluation based on unit whole teaching should pay attention to: pay attention to the development and progress of students through the diversification of evaluation subjects; To reflect the students' learning increment in this class or unit through the multi-dimensional evaluation objectives; Pay attention to students' learning process through diversified evaluation forms; Arouse students' learning enthusiasm through the whole process of evaluation operation; Pay attention to students' individual differences through personalized evaluation feedback.

II. The steps of homework design in the overall teaching perspective of the unit

The following takes the homework of Family Matters in Unit 3 of the Foreign Study Edition of Senior High School English (Compulsory Volume 1) as an example to elaborate the idea of unit homework design based on unit whole teaching.

1. Analyze the unit content and determine the performance evaluation task

The theme of Unit 3 Family Matters is family life, which belongs to the theme contexts of man and self and Man and society. The content of the theme context is required to be personal, family, community and school life and Good interpersonal and social communication. This unit consists of various types of discourse, including scripts, emails, special reports, diaries and other types of styles, as well as oral and written multi-modal discourse, such as text, pictures, audio, video and so on.

Based on the summary of the thematic meaning of the unit texts, this unit focuses on family life. Based on the above analysis of the meaning of the theme, Starting out, Understanding Ideas and Using language to extract the unit's theme concept 1 Understanding the mutual care between family members. Developing and Presenting Ideas for Unit 2 are Developing Ideas and presenting ideas for Unit 2: Understanding one's role in a family and learning to care for others. Therefore, the main theme concept of this unit can be summarized as "Understanding the mutual care among family members, learning to handle family affairs, correctly recognizing one's role in the family, learning to care for others, and forming correct family values."

In terms of language expression, the texts in Physical appearances contain abundant descriptions of the physical features of characters, and the expressions of many personal hobbies in father like son are involved. Therefore, the first point of the minor concept of language is understanding family members. From Like father like son, we extract the relevant expression ways to solve family conflicts. Extract expressions of caring for family members from Review: tenses, Just a brother and saying sorry to family members. The grammar of this unit is the review tense. Therefore, language concept 1 in this unit can be summarized as "integrating vocabulary and expressions related to family life around semantics".

At the discourse feature level, according to the unit's language learning ability goal of narrating a family event, the discourses for reference in this unit include Physical appearances, Just a brother, and Writing about a family memory. The basic structure of these discourses can be summarized as Introduction, Main body and Conclusion. Therefore, language concept 2 in this unit can be summarized as "Narrating an unforgettable family event in the first person by associating one's own experience with a large number of words and expressions related to behaviors and emotions". Therefore, the major language concepts in this unit can be summarized as "using the vocabulary and expressions related to family life, using the language knowledge to describe family members, and appropriately using different tenses to describe family events".

Based on the above analysis of theme concepts and language concepts, unit concepts can be refined as "Considering one's own reality, reasonably choosing effective ways to solve family conflicts, and actively exploring ways to build a modern new family".

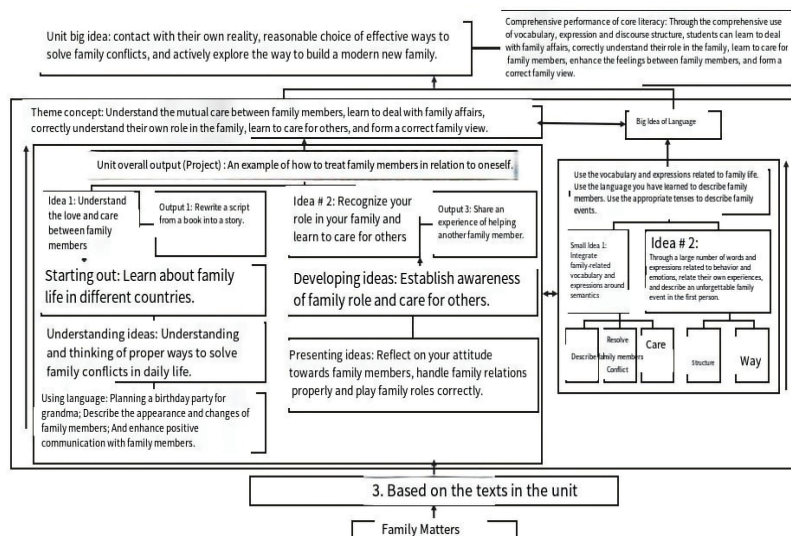


Figure 1 Family Matters Unit concept structure chart

2. Designing class assignments and docking performance evaluation tasks

The unit performance assessment task is designed according to the unit teaching objectives, aiming at evaluating students' understanding of the meaning of the topic and their ability to transfer what they have learned. Using the design idea of reverse teaching to start with the end, the performance evaluation task is regarded as the end point of unit learning, thinking about what support teachers need to provide students in order to achieve the performance evaluation task, and then the task is broken down into each class, so as to realize the docking of class work and performance evaluation task.

The performance evaluation task of Unit 3 Family Matters is to illustrate how to treat family members in relation to their actual situations. This task requires students to express their views and attitudes and give concrete examples to support their views. In order to realize this task, students should first perceive the mutual love and care between family members; Then change the position, think about how you treat your family, help students to construct the awareness of family role and play the family role correctly; Finally, narrate a family past story to deepen the understanding of the meaning of the unit theme and form a correct view of family. Therefore, I designed the class assignments as shown in Table 1.

Table 1 Family Matters unit class assignments

Unit performance evaluation task disassembly	Class Hour	Homework tasks	Homework evaluation
5. Family members connect with each other The relation between the body and the reality Love to give examples of how to treat family members. How do you deal with a family history in your family Narration (Writing about family memory)	Lesson 1: Starting out & Understanding Ideas	Work in groups. Act out the story in the play with body vividly language.	Reasonable design of clothing and background; The lines fully show the character characteristics and reflect the emotional state of the characters when they speak; And vivid body language.
	Lesson 2: Using Language (Review: tenses)	Recommend at least three tips to show your concern for family members and give them a surprise.	Can make more than 3 suggestions; The advice shows concern for the family, is reasonable and unexpected, and can be implemented in daily life.
	Lesson 3: Using Language (Physical appearances & Saying sorry to family members)	Use a mind map to list as many ways to solve family conflicts as possible.	The division of concepts in the mind map has clear hierarchy, clear logic and reasonable organization; It can summarize and summarize the handling methods of family affairs in the text; Can reflect personal views. Be able to stand on your own feet and handle the relationship with family members correctly.
	Lesson Four : Developing Ideas	Share a story of how you helped your family.	Be able to use different tenses appropriately to describe family events.
	When in Lesson : Writing about family memory)	Write a special memory in your family with touching details.	

In the process of completing expressive tasks, students also reflect on their own performance at home and their attitude towards family members. While completing language knowledge learning, students deepen their understanding of the meaning of the unit theme and complete the transfer and innovation of what they have learned.

3. Determine the evaluation plan and evaluate the class assignments

As shown in Table 2, after students finish the class work, according to the evaluation standards, self-evaluation, mutual evaluation and teacher evaluation are used to evaluate students' work results. The self-evaluation allows students to pay attention to the process of achieving their learning goals. They help students get peer feedback and adjust work outcomes. The teacher evaluation is divided into group evaluation and individual evaluation. The group evaluation focuses on the typical mistakes of students, and the individual evaluation gives differentiated evaluation feedback according to the individual differences of students and provides personalized tutoring for students.

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