

Teaching Major Units of Primary School English from the Perspective of Core Literacy

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Abstract: With the shift in educational philosophy, the focus in the field of education has gradually shifted from teaching knowledge and skills to cultivating core literacy. From the perspective of core literacy, teaching major units is an effective teaching approach. Applying this approach to primary school English teaching can integrate fragmented knowledge points, not only greatly improving the efficiency of English teaching but also fostering students' comprehensive English abilities. This is of significant importance for achieving the goals of core literacy cultivation. Based on this, this paper analyzes primary school English teaching of major units from the perspective of core literacy, aiming to enhance the effectiveness of primary school English teaching and provide support for the development of students' core literacy.

Keywords: core literacy; primary school English; major unit teaching

Introduction

Traditional English classrooms often conduct teaching in separate class hours. Although this approach enables students to acquire certain English knowledge and skills, it fails to fully utilize the resources of the entire unit, lacking systematic planning and overall design. Consequently, knowledge points are presented in a fragmented manner, making it difficult for students to grasp English knowledge comprehensively. They struggle to form a complete knowledge structure and establish organic connections between different pieces of knowledge. From the perspective of core literacy, the role of teaching major units should be fully exploited to implement holistic teaching. This approach aims to create favorable conditions for the development of students' core literacy and the transfer and application of knowledge.

1. The Necessity of Teaching Major Units in Primary School English

1.1 Meeting the Needs of Core Literacy Development in English

Teaching major units in primary school English is an effective pathway for cultivating core literacy. Major unit teaching can transform students' learning styles from rote memorization of "knowledge acquisition" to more autonomous "inquiry-based learning." This not only enhances students' motivation but also aligns well with the concept of core literacy development. When implementing major unit teaching, teachers should have a comprehensive understanding of the content in the textbooks, integrate it with the requirements of the new curriculum standards, consider students' learning levels and abilities in planning the content, and incorporate core literacy concepts into every teaching aspect to



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promote the development of students' overall English abilities. Therefore, the implementation of teaching major units in primary school English is a practical necessity for cultivating students' core literacy.

1.2 Enhancing the Quality of English Teaching

Conducting teaching major units in primary school English from the perspective of core literacy can fundamentally change the passive learning situation of students, create an active learning environment, and play a crucial role in enhancing the quality of English teaching. By utilizing the integrative role of major unit teaching, not only can relevant knowledge points be consolidated to construct a more comprehensive and cohesive knowledge structure, but classroom teaching content can also be greatly enriched, teaching methods optimized, and hierarchical teaching provided to adapt to students' individual differences. This can make the overall English classroom more dynamic, and students more actively engaged in learning, autonomously constructing knowledge, thereby effectively enhancing the quality of teaching.

2. The Basic Approach of Teaching Major Units in Primary School English from the Perspective of Core Literacy

2.1 Enhancing the Wholeness of Units

Teaching major units requires a focus on holistic teaching. Starting from the unit theme, teachers need to plan, layout, and arrange the content of the entire unit in a reasonable manner, which places certain demands on the teacher's instructional design. Teachers should approach the unit from a holistic perspective, accurately grasp the core of the unit, clarify the connections between internal knowledge points within the unit, and design teaching plans that are more scientifically reasonable. Additionally, teachers should appropriately expand on the teaching content, ensure the prominence of key and difficult points, thereby ensuring the depth and breadth of major unit teaching. Meanwhile, from the perspective of core literacy, major unit teaching should not only focus on students' mastery of knowledge but also on the development of students' language, thinking, and cultural awareness. Diverse practical activities should be conducted to cultivate students' comprehensive abilities.

2.2 Grasping the Connectivity of Class Hours

In the process of implementing teaching major units

in primary school English, it is crucial to establish connections between knowledge points. Teachers need to allocate the content of the entire major unit to various class hours from a holistic perspective while ensuring the connectivity between each class hour. This helps students gradually construct an integrated knowledge system. During this process, teachers should organically link the teaching content of each class hour based on students' actual learning situations, forming a closely-knit knowledge framework. For example, in dialogue teaching, teachers can integrate targeted dialogue topics with students' real-life experiences, incorporating them into practical language environments, allowing students to develop their comprehensive abilities through learning and practice.

2.3 Enhancing Activity Engagement

Classroom activities are the core link between instructional design and teaching practice, and they are also the key means to achieve teaching objectives. During the teaching process, teachers should design teaching activities from the perspective of major units. These activities can be either individual activities closely related to the unit objectives or integrated activities with strong connections. Starting from the big concept, using the unit theme as the center, teachers should stimulate students' sense of active participation, allowing them to engage better in classroom activities. As students gradually grasp knowledge and skills, they can also develop and enhance their core literacy. Activity design should not only align with the objectives of teaching major units but also consider students' interests and hobbies, further enhancing their engagement in classroom activities.

3. Teaching Strategies for Major Units in Primary School English from the Perspective of Core Literacy

3.1 Clarifying Unit Themes and Designing Teaching Objectives

Teaching objectives are the foundation of implementing teaching major units. From the perspective of core literacy, teachers first need to clearly define the unit theme and integrate the objectives of core literacy development. This ensures that teaching objectives not only focus on students' knowledge and skills but also on their language, thinking, and cultural comprehensive abilities, providing support for the implementation

of subsequent teaching activities and promoting the development of students' core literacy. Therefore, teachers need to start from a holistic perspective of the textbook, clarify the unit theme, analyze its role in the entire textbook, and based on this, set overall teaching objectives. Then, they should break down the teaching objectives and implement them into various class hours, ensuring that the objectives not only provide clear guidance for subsequent teaching activities but also have certain relevance and progression. Finding the connection points between each class hour is crucial to ensure that students can progressively accumulate knowledge during the learning process, establish a unit knowledge framework, and grasp the connections between various knowledge points. This is also essential for encouraging students to apply learned knowledge in practice and cultivating students' comprehensive English abilities. For example, when teaching Module 7 of the second semester of the third-grade English textbook, with the unit theme "Seasons and Weather," the teacher should design teaching objectives focusing not only on students' mastery of related words and key sentence patterns related to "Seasons" and "Weather" but also on fostering students' language abilities and English thinking from the perspective of core literacy. Students should feel the beauty of the four seasons and different weather conditions during the learning process and be able to use the learned knowledge to describe their favorite seasons and weather. Based on this, the teacher can further break down the teaching objectives. For the first class hour, the focus could be on learning related knowledge about "Seasons," where students can learn words such as spring, summer, autumn, winter, and use sentence patterns like "It's spring. It's warm in spring." to describe their favorite season. In the second class hour, the focus could shift to learning about different weather conditions in different seasons, such as rain, snow, sunny, etc., and students should be able to describe the weather. Through this approach, teaching objectives are set around the unit theme, and each class hour is seamlessly connected, allowing students to accumulate knowledge progressively, gradually forming a complete knowledge structure, and laying the foundation for the development of students' core literacy.

3.2 Based on Teaching Objectives, Designing Teaching Activities

Teaching objectives need to be implemented through teaching activities. In the process of implementing teaching major units in primary school English from the perspective of core literacy, teachers should base their teaching activities on the objectives, design targeted activities, promote the achievement of unit objectives, deepen students' understanding of the unit theme, and cultivate their core literacy. Firstly, teachers can design a series of inquiry-based learning activities, allowing students to explore topics related to the unit. With the support of learning activities, students are no longer passive recipients of knowledge but are actively encouraged to think, ask questions, and explore answers. This helps cultivate students' independent thinking and inquiry organizational skills. Secondly, teachers can organize group discussions, allowing students to engage in dialogues related to the unit theme. On one hand, this helps to unleash students' thinking, making their thoughts more active. On the other hand, through discussions, students actually apply the knowledge they have learned to practice, thus fostering students' comprehensive English practical abilities. In addition, teachers can introduce diversified teaching methods such as situational teaching and gamification, to increase student engagement and create more dynamic English classrooms. For example, when teaching Module 3 of the second semester of the fifth-grade English textbook, with the unit theme "Food and Health," the content involves food-related topics aiming to teach students about meal-related knowledge, understand dietary differences, and form healthy eating habits. Therefore, when designing teaching activities, teachers can first allow students to engage in inquiry-based learning to understand the differences between Chinese and British food. This process helps enhance students' autonomy and enthusiasm for learning, as well as their ability to collect and integrate information. Secondly, organizing group discussions allows students to apply the knowledge they have learned and discuss the differences between Chinese and British food with group members, thereby understanding the dietary cultures of both the East and the West and applying the learned knowledge to group discussions, thus cultivating practical abilities. Finally, teachers can guide students to introduce their "Three Meals a Day"

and discuss “What kind of diet helps ensure our health?” This helps cultivate students’ awareness of healthy eating. Designing teaching activities based on teaching objectives can promote the smooth and orderly conduct of classroom teaching, providing assistance and support for the development of students’ core literacy.

3.3 Designing Teaching Assessment in Alignment with Teaching Objectives

In primary school English major unit teaching from the perspective of core literacy, teaching assessment is also a crucial component. Through timely and effective assessment, not only can teachers receive assistance in their teaching, but it also holds significant importance for students’ learning. From the teacher’s perspective, appropriate teaching assessment can objectively reflect the implementation of major unit teaching, help teachers identify problems and shortcomings in actual teaching, make targeted adjustments, further enhance the efficiency of major unit teaching, and optimize teaching quality. From the student’s perspective, objective teaching assessment can guide students, help them clarify their thinking, understand the direction of major unit learning, and also boost their confidence in learning. This is crucial support for students’ development of core literacy. In the process of designing teaching assessment, teachers need to ensure the comprehensiveness and effectiveness of assessment, ensuring that it fully motivates students to continue learning and improving. Additionally, assessment design should be aligned with teaching objectives to ensure the overall integrity of major unit teaching and provide support for the achievement of teaching objectives. For example, when teaching Module 1 of the second semester of the fifth-grade English textbook, with the unit theme “changing,” focusing on describing changes from the past to the present and cultivating students’ awareness of time and national identity, assessment can be conducted in the following ways: Firstly, assess students’ mastery of relevant vocabulary and key sentence patterns to ensure students have a comprehensive understanding of unit knowledge. Secondly, assess students’ performance in cooperation. Group cooperative learning is a common method in primary school English major unit teaching. Assessing students’ collaborative performance and cooperation abilities can help them engage better in group cooperation and cultivate a

sense of collaboration. Furthermore, assess students’ autonomous learning abilities. For example, in the implementation of this module, assess whether students can actively understand changes from the past to the present according to learning tasks and describe them in their own language. Lastly, teachers can employ methods such as peer assessment, self-assessment by students, and teacher summaries to form a more diverse assessment structure, cultivate students’ self-assessment abilities, and facilitate better implementation of major unit teaching in English.

Conclusion

In conclusion, from the perspective of core literacy, teaching major units in primary school English is an important pathway to improve teaching efficiency, enhance teaching quality, and cultivate students’ autonomous learning abilities. This not only aligns with the requirements of the new curriculum standards but also plays a crucial role in students’ learning and development. In the process of implementing major unit teaching, teachers need to clarify the unit theme, design teaching objectives, and design teaching activities and assessment around these objectives. This helps construct a complete major unit teaching system, promote the implementation of major unit teaching, cultivate students’ comprehensive English abilities, and provide strong support for the development of students’ core English literacy.

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