

Original Paper

A Study on the Approaches to Integrated Unit Teaching of Junior High English from the Perspective of Deep Learning

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Abstract

Against the backdrop of the quality-oriented reform guided by the Compulsory Education English Curriculum Standards (2022 Edition), junior high school English teaching is facing an urgent need to transition from fragmented knowledge transmission to integrated quality cultivation. Deep learning theory focuses on higher-order thinking cultivation, meaningful knowledge construction and situational knowledge application, which effectively resolves the superficial and fragmented drawbacks prevailing in current junior high school English unit teaching. Adopting literature review, questionnaire investigation and action research methods, this study clarifies the core connotations of deep learning and integrated unit teaching, summarizes relevant theoretical basis, and identifies practical problems in frontline English instruction. On this basis, it constructs a four-step teaching framework including goal anchoring, content integration, activity-driven learning and evaluation guarantee, which is further verified through targeted unit teaching practice and case analysis. The findings demonstrate that the proposed framework effectively incorporates deep learning ideas into whole-unit teaching procedures, improves the systematicness and practical efficiency of English instruction, and facilitates the all-round development of students' core English literacy. This research offers feasible practical strategies and theoretical implications for the competency-oriented curriculum reform of junior high school English education.

Keywords

Deep Learning, Junior High School English, Integrated Unit Teaching, Teaching Approach

1. Introduction

With the continuous in-depth advancement of basic education curriculum reform in China, core literacy has evolved into the core guiding goal of disciplinary teaching. The 2022 Compulsory Education English Curriculum Standards clearly puts forward that English teaching needs to highlight the wholeness of unit

teaching, take unit themes as the core to integrate diverse teaching contents and classroom activities, and further facilitate the integrated development of students' language proficiency, cultural cognition, thinking capacity and independent learning skills (Ministry of Education, 2022). This requirement precisely targets the prominent problems existing in current junior high school English teaching. In actual classroom, many teachers still follow the traditional fragmented teaching mode centered on single texts. They split complete teaching units into separate modules of vocabulary memorization, grammar explanation and text analysis, ignoring the educational connotation of unit themes and the internal logical correlation between various knowledge points (Wang, 2024).

At the same time, most students' English learning stays at the shallow stage of mechanical memorization. They lack in-depth discourse comprehension ability, flexible knowledge application and transfer skills, as well as systematic critical thinking training, which makes it hard to cultivate comprehensive English talents that meet the developmental demands of the new era. The theory of deep learning focuses on students' independent exploration, personalized meaning construction and practical problem solving under teachers' effective guidance, and its core educational ideas are highly consistent with the systematic teaching concept of integrated unit teaching (Guo, 2019). Accordingly, exploring the effective integration of deep learning concepts into junior high school English integrated unit teaching and constructing a practical and feasible teaching implementation path has become a key research in the field of junior high school English teaching at this stage.

2. Concept Definition and Research Status

Deep learning was first proposed by Marton and Saljo (1976) as a higher-order learning approach that differs from surface-level learning. Its core lies in that students critically understand new knowledge on the basis of their existing knowledge and experience, actively construct and integrate information, and apply what they have learned to solve practical problems in new contexts (He & Li, 2005). Shahat (2017) developed the "Eight-Stage Problem-Solving Model" for deep learning teaching, which provides a supporting theoretical framework. Hattie (2020) emphasized that the core feature of deep learning is to cultivate higher-order thinking and knowledge transfer ability, among which the feedback mechanism plays a key role. Menghani (2021) pointed out that five collaborative fields are necessary components for effective deep learning. Entwistle et al. (2023) found that in language education, teachers' teaching methods and open assessment methods both have a significant impact on students' deep learning outcomes. Khong et al. (2024) emphasized that the integration of multimodal learning design and interpersonal interaction is of great significance for deep learning in specific professional disciplines.

Guo Hua (2019) regarded deep learning as a basic path to cultivate core competencies and put forward a unit-based learning design model. Later, Liu Yuexia (2021) optimized this model, with a focus on reflective teaching practice. Luo Yonghua (2021) clarified the essence and implementation strategies of deep learning in senior high school English classrooms from the perspective of classroom structure construction. Zhang Xueshun and Cui Guangjin (2020), as well as Sun Zhen (2023) carried out targeted

research on vocabulary teaching and writing teaching respectively and put forward specific implementation approaches for deep learning of English knowledge. Chen Yantong (2023) constructed an SPOC foreign language teaching model with the support of U-shaped learning process theory Based on teaching model innovation and empirical research. From the dimension of teaching evaluation system, Luo Yonghua and Yang Cheng (2024) integrated the above relevant concepts into senior high school English deep learning practice and built an integrated “teaching-learning-evaluation” framework.

With regard to the research area of unit-centered language teaching, Goodman (1986) was the first to present a theory of integrated language teaching. In his view, the whole of cognition is what promotes real learning, and this gives rise to a solid theoretical background of integrated language training applied to units practices. Most of the academic literature worldwide on this form of teaching centers on the theory behind it, on conditions for classroom use, and on obstacles to implementation. Theuerling (2004) looked at the structures are to be considered, and a tiered lesson design based upon specific teaching objectives was proposed. According to Darling-Hammond (2017), teaching practices linked to instructional units may be helpful for students’ development. It is one of the principal means to raise academic attainment and foster useful skills for actual contexts. Daniel and his research group (2018) pointed out that considering the learner’s linguistic knowledge and all competences with thematic unit teaching, it is possible to inspire students greatly to encourage participation in classroom learning on one’s own part. With a view to improve the basic teaching practice, Jalolova (2023) sets out practical strategies of skill integration involving content-based teaching. in connection with task-based instruction—classroom work may then be made to consider the actual interactive forms of language. As a whole, some of the foreign studies already have added to the theory and laid down clear rules—practically speaking—for the use of units in such contexts teaching.

Curriculum Standards now treat integrated unit teaching as central In connection with domestic reform of education, the 2022 Compulsory Education English curriculum prescribes systematic, logical English teaching design. According to Wang Qiang (2021), integrated unit teaching is essentially a thematic form of instruction to help build English core literacy. Jiao Shiqiang (2022) states that good unit teaching requires an investigation of basic knowledge, central ideas and the internal educational values—so as to achieve depth classroom learning. Lin Shuang et al. (2023) have given an account of useful design rules that help students’ overall learning competence. Wang Xiaoxiu et al. (2024). give an account of the main difficulties of present-day unit teaching and suggest remedies such as textbook interpretation taken seriously and from an activity-oriented point of view. Starting with a from the standpoint of systematic teaching, Kang Yongchun (2025) gives an account of the core optimization ideas applicable to large-unit teaching with regard to diversity teaching elements should be used with a view to raise students’ full linguistic capacity.

Consideration of deep learning ideas and integrated unit teaching in English education is still somewhat lacking on an international level. There are few studies devoted to the design of unit-oriented instruction models derived from certain pedagogical approaches. Nevertheless, against the backdrop of new

curriculum standards, scholars and frontline teachers have extensively explored deep learning-based English unit teaching from both theoretical and practical dimensions. As far as theory is concerned, Wang Qiang and her research group (2021) have analyzed the meaning and nature of deep learning, and tested whether it may be suitably applied to senior high school English curriculum needs have been dealt with, and some unit-based teaching plans suitable for deep learning are discussed. With regard to practice, Zhang Jie (2023) has given a “one-chain-three-stage” description of an implementation model for teaching English at the junior high level. Wang Fei (2024) has laid out a four-step method, with theoretically workable guidance for the discussion of deep learning as applied to English unit teaching. In practice with exploration, Wang Jiazhi et al. (2024) have used unit teaching practice that such a teaching model yields substantial improvement of students’ English-language competence. Meanwhile, Xia Yun with others (2024) looked for ways—effective or otherwise—to help students reach English teaching at the middle school level—considered from a discourse viewpoint integration and the design of task chains. Overall, domestic work on this subject has led to a range of research viewpoints, yet one still finds room for more systematic treatment of the version of textbook teaching plans.

3. Analysis of Current Facts and Challenges in Unit-Based Teaching of Junior High School English

3.1 Overview of Teaching Practices

With the recent adoption of the new curriculum standards, unit-based teaching is now being used extensively in classrooms. Practically all teachers seem to know what it entails, and theme-oriented unit design has slowly come to be regarded as a standard teaching method. For routine teaching, teachers now use a variety of texts for each unit and plan classroom work with a theme—thus relieving considerably the restrictions of conventional single-text teaching is already known. Also, a growing number of teachers consider it important to develop students’ basic literacy skills, considering both cultural cognition and training in critical thought as daily English teaching. Nevertheless, the actual performance of junior high school instruction of the English unit is not yet free of the gap between theory and classroom practice. A number of teachers seem to use this model of instruction in an unthinking, rigid way, this difficulty complicates any attempt to produce useful results with regard to deep learning by students.

3.2 Study of Basic Issues

With regard to teaching objectives, practically all of them do not adequately match core literacy needs or have a reasonable hierarchical design. In terms of basic principle and final aim it is classroom teaching continues to focus too heavily upon language knowledge and upon skill drills (in units). Teachers often do not pay sufficient attention to the development of students’ general abilities, such as critical thinking and cross-cultural competence. With regard to literacy, if teaching plans specify oriented objectives, most of these statements are too general or too vague, it’s not amenable to measurement in classrooms. In addition, few teachers are able to work scientifically with unit objectives, and split overall goals into specific lesson objectives as well as micro task goals. The two do not fit together daily classroom teaching according to the general unit teaching framework, with no harm to students with regard to going forward

from simple recall of facts to a more complex mode of thought. Second, the content integration currently described is too formal, with no natural or necessary logical unity, this is the core of integrated unit teaching. There are now many teachers who merely heap up teaching material different texts. With regard to teaching a unit of reading, it is typical for teachers to handle two or more reading passages consecutively, coherent knowledge network around the theme. Vocabulary, grammar and knowledge of it are treated as separate, independent items points, rather than being incorporated into thematic learning contexts. That kind of fragmented teaching is not sufficient for a full learning system of students should be given room for deep study too simple, with very little attention to the growth of students. Third, the classroom teaching process is by no means varied simplistic, with little focus on the cultivation of students' high-level thinking ability. Classroom work is important for the promotion of deep learning; but most present-day unit activities tend to deal only with elementary tasks, reading aloud or doing routine mechanical drills. With regard to either exploration or to inquiry-type work, most are very shallow, students tend to offer only trivial individual opinions without help toward systematic thinking, reasoning or analysis of thinking of an innovative kind.

Meanwhile, the majority of classroom-based teaching tasks do not relate closely to actual life nor to practical matters, they rarely promote exploratory motivation in learners. This keeps students in passive learning and restricts the growth of their higher-order cognitive abilities. Additionally, the present-day teaching evaluation is too simple and does not really provide enough formative data. Evaluation of this sort is important for deep learning is facilitated by junior high school English unit assessments still depends largely upon summative tests or on regular exams for its learning outcomes of students. The formative evaluation is seldom used in routine teaching, with very few teachers making use of learning portfolios or classroom observation to follow up on progress. Evaluation itself tends to be dominated by the teacher, there is little room for self-evaluation or for peer input. That one-size-fits-all approach to evaluation is unlikely to reveal problems of learning or to prompt real improvement, ultimately restricting students' self-reflection and in-depth learning.

4. Construction of Integrated Unit Teaching Framework for Junior High School

With a focus upon deep learning theory, the present paper deals with the core bottlenecks still present in the integrated unit teaching at junior school English. Practical English classroom work is brought together here to form a full four-phase closed-loop model of teaching, one that deals with objective optimization, planned content integration, classroom work of an activity type and full-process evaluation are all guaranteed. This improved teaching model uses basic concepts of deep learning throughout each part of unit teaching, allowing an actual, not forced, combination and discussion of both educational theories and of classroom practice. The detailed structural framework of the present teaching method is shown in Figure 1.

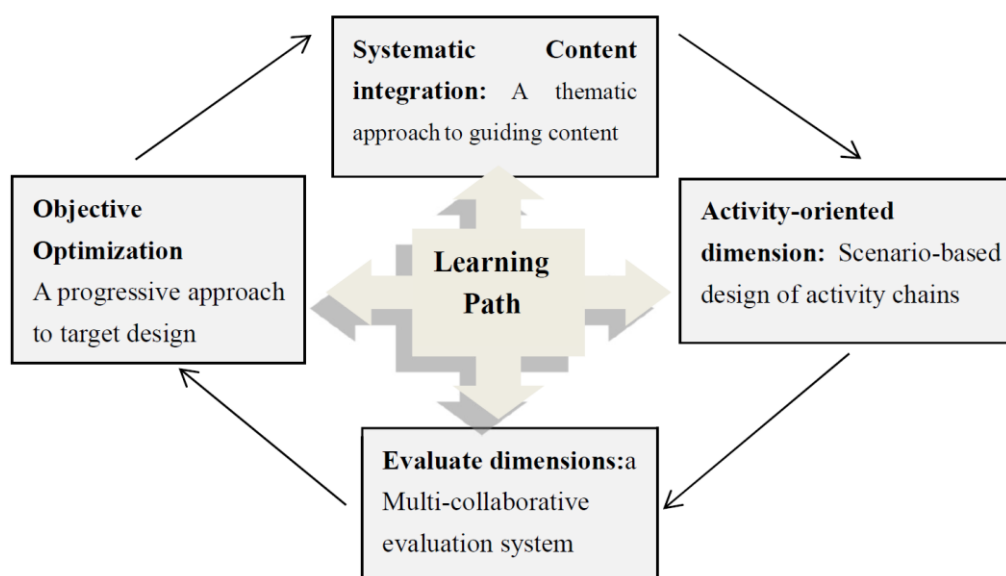


Figure 1. Integrated Unit Teaching Framework

4.1 Set Clear Objectives and Establish a Competency-oriented, Tiered Goal System

Teaching objective design must be rooted in the cultivation of students' core literacy. On the basis of Bloom's cognitive goal classification theory, teachers can build a hierarchical and progressive goal system covering unit overall goals, classroom sub-goals and task micro-goals, which balances competency cultivation orientation and classroom operability.

First of all, the general unit goals ought to be well matched with the unit. The thematic context is being considered and four basic dimensions: language learning, cultural awareness, thought quality and independent learning, namely gives an overall indication of how each unit is to be taught or learned activities. The classroom sub-goals are to be considered in relation to macroscopic units with a view to specific, workable aims for each lesson. Every lesson-unit-level goals ought to be connected with full development and not broken up teaching not accompanied by integrated planning. Now task micro-goals also consider a more detailed form of classroom sub-goal—namely, specification of what is to be known, done or thought in each case. Such a layered goal structure seems well suited to steady progress in knowledge internalization, or deep learning done successfully, as a result of learning tasks of a progressive type.

4.2 Content Integration: Building a Systematic Content Framework Guided by a Central Theme

The topic is to be taken as teaching units and as content optimization, integration is a redefinition of conventional, fragmented teaching forms. It does not restrict itself to teaching one text or to bits of knowledge. It gives an explanation and proposes a method of teaching that brings text clustering, knowledge integration or cultural immersion. In terms of text clustering, teachers need to explore the internal logical connections among different texts in a unit. Combining core texts with matched extended

reading materials can form a complete and cohesive thematic learning context. For knowledge integration, basic language elements such as vocabulary and grammar are embedded into situational thematic learning. It avoids mechanical memorizing of facts and brings together language learning with thematic exploration. As far as cultural infiltration is concerned, teaching content is with Sino-foreign cultural comparison materials available. Teachers can make full use of the humanistic and educational value of textbooks, guide students should be encouraged to think about, and analyze, cultural similarities and differences, and help them to be culturally confident and communicate across cultures competence (Wang et al., 2021).

4.3 Activity-oriented: Design a Tiered Chain of in-depth Exploration Activities

Teaching activity design should start from real-life contexts and focus on problem-solving inquiry. It follows the principles of English activity-based learning and builds a three-tier exploration process: perceptual experience, exploratory construction and application transfer. The present process, taken as a whole, tends to encourage students' higher-order thinking skills. In the perceptual experience stage, teachers create scenario activities related to unit themes to spark students' learning interest. Aids—such as videos, pictures or accounts of situations. They may help students to understand what is central to the unit. The text gives them text content and elementary language knowledge, which is helpful in later detailed investigation. In the exploratory construction stage, the teacher uses hierarchical question chains to regulate the progression of inquiry. Questions of a factual nature assist with basic text learning. Reasoning questions prompt one to consider the logic within a given situation. Important questions help to bring about independent analysis, critical thought and innovative thinking (Shahat et al., 2017). Cooperative group tasks and project-based learning further assist students in integrating scattered knowledge through team interaction. As for the final application at the transfer stage, teachers plan life-oriented practical assignments. An opportunity is given through thematic examples to use what has been learned writing, oral reports and straightforward social studies of this kind. All such practical exercises seem to help considerably with the full language ability of advocate for sustainable deep learning.

4.4 Evaluating Instructional Support: Establishing a Comprehensive, Multi-dimensional Evaluation System

To sustain students' in-depth English learning, teachers must abandon the single and rigid evaluation mode of traditional teaching. It is necessary to stop relying on single modes and to establish a multidimensional evaluation system of formative and summative assessments. Along with teacher evaluation, student self-evaluation and peer evaluation are included. For process assessment, teachers may employ several forms of evaluation such as learning portfolios, observations of classes taken every day and of tasks scored. These approaches fully record students' classroom participation, group inquiry performance, problem-solving ability and whole-process knowledge construction. The teacher is then able to help on time and in an exact manner with such learning needs. This helps students identify their learning deficiencies and adjust learning methods pertinently. Unlike ordinary written tests, the summative comprehensive evaluation is concerned with the general learning results of the entire unit.

Students can complete diverse cooperative tasks, such as designing thematic posters, performing English situational dramas and presenting practical learning reports. The unified evaluation criteria value both language application proficiency and core literacy development, focusing on students' in-depth cognition, cross-cultural understanding and creative thinking performance. Clear evaluation standards for self-assessment and peer assessment are also formulated to promote student reflection and mutual progress. This multi-dimensional evaluation model gives full play to the diagnostic, motivational and instructional functions of assessment, and provides solid, long-term support for the continuous development of deep learning.

5. Teaching Practice and Case Analysis

To verify the practical effectiveness and applicability of the teaching framework, this study carried out a two-week formal teaching practice. The teaching object was selected from Unit 7 "Be a Better Learner" in the second-semester English textbook for Grade Eight published by Ren'ai Press. Centering on the core theme of learning efficiently and developing into qualified independent learners, this unit belongs to the "Individual and Self" thematic category stipulated in the national English curriculum standards. Its teaching content focuses on helping students optimize learning methods, develop good learning habits and improve their ability of independent learning. This unit includes diverse teaching modules, covering listening training, dialogue practice, text analysis and writing practice. It features rich text types and complete knowledge logic. With well-structured content and flexible expandable activities, it fits perfectly with integrated unit teaching and deep learning concepts. It serves as a valid and suitable practical carrier to test the feasibility of the proposed teaching framework.

5.1 Case Background

This teaching practice was carried out in an eighth-grade class with 45 students. Before the formal implementation, a proficiency test and a deep learning ability questionnaire were used to collect baseline data. The results showed that the students had steady English levels and balanced academic performance. No obvious ability polarization or serious knowledge gaps were found, which created favorable conditions for this teaching exploration.

We standardized all external teaching factors: class length, teaching schedule and classroom equipment. The whole unit teaching adopted the four-stage framework put forward in this paper. We abandoned the disjointed single-lesson teaching style of traditional classes. Such standardized arrangements guarantee credible data, which fully shows the practical effect of this teaching method.

5.2 Four-step Teaching Implementation

5.2.1 Hierarchical Goal Design Focused on Core Literacy

Centered on Unit 7 Be a Better Learner from Grade 8 Volume 2 Ren'ai textbooks, this design conforms to students' cognitive features and core literacy training standards. It builds three progressive layers of targets: general unit goals, class sub-goals and task micro-goals to guarantee clear and reachable teaching aims.

General Unit Goals: Students should master core words, phrases and sentence structures about learning strategies, and properly use adverbial clauses of time. They need to understand passages introducing efficient study methods, express learning troubles and exchange practical learning skills. It is assumed that students will consider possible learning methods and set up individual study plans. They will also think about their learning difficulties, develop good methods of learning English, form a habit of self-directed or continuing study, and aim at higher levels of control, both of self and of thought.

Sub-targets per Lesson Hour: Based on the unit's overall teaching arrangement, general unit objectives are divided into five sub-goals, each tied to one of the main instructional modules, namely the vocabulary and sentence work, listening comprehension in context, training in reading strategies, plus work on speaking and writing. The present staged arrangement is one that makes systematic use of the unit's teaching as well as literacy goals.

Task Micro-Objectives: At the micro-level, one finds specific learning outcomes corresponding to core single-lesson tasks. For a unit reading lesson, it is expected that students will analyze English-learning methods described in the text, decide whether each method is practical, and construct individual learning plans which incorporate some of the strategies they have studied. Such tiered cognitive training effectively fosters students' high-order thinking competencies.

5.2.2 Content Restructuring Under Thematic Guidance

Centering on the core teaching notion of self-improvement, efficient with regard to learning and a pleasant form of it, this teaching design deals Centering on the main teaching idea of self-improvement, efficient not merely with individual units or with unconnected teaching bits contents. It reorganizes and integrates the text materials, linguistic knowledge and literacy cultivation elements of Unit 7, treating individual facts of knowledge as parts of a logical whole to be taught under one theme.

(1) Text Integration

The present work brings together various classroom-based learning items—namely, listening dialogues, texts to be read, oral exercises and writing assignments—to form a full, well-ordered progression of learning. The whole learning process is governed by a logical sequence beginning with basic learning approaches, extended study of what is useful in learning strategies, down to matters of actual innovation or personal use. Graded text teaching encourages a slow, steady growth of skill and knowledge about specific themes or topics cognition.

(2) Knowledge Integration

Core linguistic knowledge such as temporal adverbial clauses, modal verbs, main sentence forms and the usual conjunctions are all parts of Core linguistic knowledge, the unit learning problems and thinking about one's own study plans. Different from traditional isolated grammar lectures and mechanical vocabulary memorization, this situational teaching mode enables students to understand, internalize and flexibly apply linguistic knowledge in specific learning scenarios.

(3) Competency Integration

Matching the unit thematic orientation, this teaching design gives an account—locally and globally—of the common forms of English learning adopted by middle school students, as well as of supplementary materials, considering the cultivation of autonomous learning. It proposes that students should evaluate separately the pros and cons of various approaches to learning—so as to build, gradually, both autonomy and reflection in their handling of knowledge. With such an outlook, classroom teaching may achieve instruction of knowledge and training in literacy—both to be fulfilled educational role of moral nurturing.

5.2.3 The Idea of a Tiered Inquiry Chain

The present teaching design takes account of the rules of cognitive growth in children it proposes a three-stage teaching framework based on perceptual experience, inquiry construction and passage of knowledge. It deals with thematic investigations aiming at full mobilization subjective initiative of the students in class learning.

(1) Stimulate learning interest and classroom participation

Before class, teachers look for suitable short videos on practical English-learning methods aimed at junior high school pupils and plan an actual situational activity—of theme “My Learning Tips Sharing Session”. Daily English learning is something students should be urged to share experiences, technical abilities and shared learning difficulties. Such a design is helpful in forming an intuitive link with the unit theme and it is highly successful in awakening both their eagerness to learn and their involvement.

(2) Promote inquiry construction and in-depth thinking

This study designs hierarchical multi-dimensional question chains, including factual, reasoning or critical thinking questions. It is about examining the learning techniques and analyzing what each strategy contributes to English learning, and screening out inappropriate learning methods should not be justified without reason. Classroom inquiry permits students to reflect upon texts, assess their own learning styles, weigh the utility of a method and discuss alternatives; it helps them reach decisions about knowledge.

(3) Realize knowledge application and practical transfer

At the end of the lesson, centered on the core task of formulating personalized and efficient learning plans, teachers now make use of individualized, efficient learning plans when organizing practical work. With an eye to units, personal problems and development, students decide on optimal ways of studying and on specific reports or presentations (oral or schematic) that will reveal their progress. Such planning yields a fully formed teaching cycle capable of bringing about the transformation of students' knowledge acquisition into practical learning ability.

5.2.4 A Multi-dimensional Collaborative Whole-process Evaluation

To adapt to the requirements of integrated unit teaching and deep learning cultivation, this study constructs a integrated and multi-dimensional evaluation system. The framework breaks the limitations of traditional single written tests, achieving targeted teaching and learning improvement through whole-process assessment.

(1) Process-oriented dynamic evaluation

Teachers adopt classroom observation forms to record students' real-time learning performance, covering classroom discussion engagement, group collaboration status, inquiry thinking performance and task completion quality. Lesson-based task evaluation scales are used to assess students' completion of in-class inquiry and practical assignments. Students' learning notes, inquiry outputs and classroom speech records are also compiled into personal learning portfolios, which objectively and comprehensively track their entire learning progress.

(2) Comprehensive Terminal Evaluation

Centered on unit competency goals, the final assessment takes personalized learning plan design and oral English demonstration as core tasks. It evaluates students from four dimensions: accuracy of language expression, rationality of adopted learning methods, innovation and practicability of designed plans, and logical rigor of argumentation. This approach can comprehensively examine students' overall language competence and high-order thinking level.

(3) Multi-stakeholder Evaluation

This research adopts a collaborative evaluation model with diversified subjects, including 60% teacher evaluation, 20% self-evaluation and 20% peer evaluation. Teachers assess students' overall learning progress and core literacy performance; learners evaluate their own learning gains and existing deficiencies; classmates conduct evaluation to share mutual strengths and offer targeted improvement suggestions. This mixed evaluation mode ensures the objectivity, comprehensiveness and instructional value of assessment results.

5.3 Analysis of Practical Outcomes

5.3.1 Analysis of Student Learning Outcomes

Table 1. Standardized Unit Test Papers

Evaluative dimension	The average score			
	of traditional teaching classes	The average score of this practical teaching class	Score Increase Value	Amplitude Increase
Basic Memory Question Types	78.6	85.3	6.7	Moderate Improvement
Question Type: Deep Understanding of Text Content	72.1	88.7	16.6	Significantly improve
Written Expression Question Type	70.5	87.9	17.4	Significantly improve

Comprehensive				
Application Type	Question	71.3	88.2	16.9
				Significantly improve
Average total score for the entire unit		76.4	89.2	12.8
				significantly improve

Upon the completion of the integrated unit teaching practice, this study adopted standardized unit tests and deep learning competency assessment files to conduct a comprehensive inspection on students' academic performance and overall core literacy development.

As shown in Table 1, students achieved promising results in the post-practice unit test, with an average score of 89.2, which is notably higher than the scores obtained under conventional fragmented teaching for the same unit. In particular, question items that require higher-order cognitive abilities, such as discourse analysis, written output and situational language application, saw the most obvious score growth. Rather than memorizing knowledge points mechanically, students were able to flexibly apply the unit's linguistic and strategic knowledge to solve practical English learning problems in real contexts.

Table 2. Deep Learning Capability Evaluation Record Form

Core Evaluation Dimensions of Deep Learning	Average score for traditional methods	Average score for practical teaching	this Core Improvement
Depth of thought (analysis, reasoning, critical thinking)	61	86	25
Knowledge transfer (integration of new and existing knowledge, flexible application)	58	84	26
Cooperative inquiry (group discussions, collaborative problem-solving)	63	87	24
Self-reflection (reviewing incorrect answers and conducting a personal summary)	56	83	27

The deep learning assessment data in Table 2 reveals clear improvements in students' core learning competencies. It covers cognitive depth, knowledge transfer, collaborative inquiry and self-reflection. Most students were able to sort out systematic knowledge frameworks, flexibly apply mastered learning strategies and participate in group investigative learning independently. These findings prove that the designed teaching approach effectively fosters students' deep learning abilities.

5.3.2 Student Feedback

Post-class interview data (Figure 2) further validates the practical effects of the unit teaching design. A total of 59% of participating students pointed out that the integrated unit teaching abandoned the drawbacks of traditional fragmented teaching. It helped them establish systematic and logical English learning cognition, optimize learning experience, and clearly grasp the internal knowledge structure of the unit. Another 37% of students mentioned that layered inquiry activities and situational practical tasks significantly improved their logical thinking, independent exploration and language application capabilities, and guided them to form scientific and personalized English learning strategies. Only 3% of students perceived no obvious changes in their deep learning performance.

The implementing teacher also affirmed the feasibility of the four-stage teaching pathway. This teaching framework features rigorous logicity and high practical value, which fits the teaching characteristics of Ren'ai Edition junior high school English units well. It effectively solves prevalent problems in conventional English classrooms, including scattered knowledge indoctrination, shallow classroom activities and students' passive learning status. The proposed teaching mode substantially improves overall unit teaching efficiency and optimizes the quality of students' core literacy cultivation.

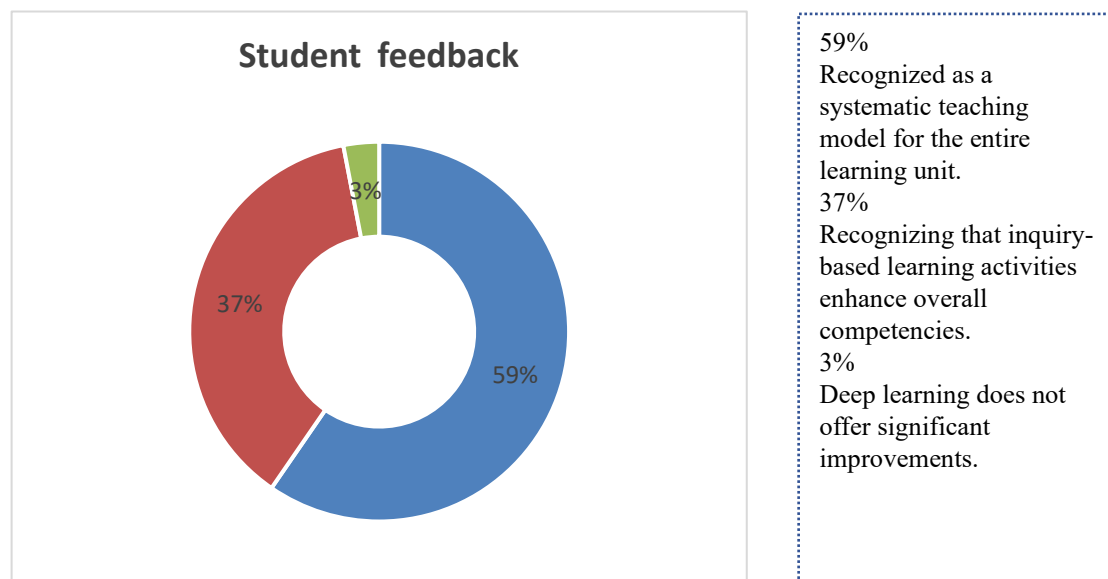


Figure 2. Student Feedback

5.4 Case Summary

The teaching practice verifies that the four-phase teaching framework consisting of goal anchoring, content integration, and activity-driven learning. Evaluative support successfully integrates deep learning theories into integrated junior high school English unit teaching. If we construct layered literacy goals and reorganize thematic teaching content, making use of inquiry tasks and diversified whole-process assessments. The study gives a full closed-loop unit teaching system. This teaching model helps students develop unit language knowledge and raise their level of overall English proficiency. What is more, it encourages the cultivation of high-order considering thinking, self-directed study and original inquiry as evidence of success, and as confirmation of the utility, the validity and the practical value of this teaching method.

In addition, the practical use of teaching has proved that the actual use of this integrated unit teaching method calls for greater requirements with regard to teachers' professional capacities. The teacher must be knowledge of the whole unit, the particular student's progress consideration and innovative design. Such a conclusion furnishes a basis for planning teacher training, which improves their skills consideration of a teaching pathway for the future classroom' analysis of teaching methods and of the practical details.

6. Conclusion

Based on deep learning theory, this study explores the design and implementation of integrated unit teaching for junior high school English through theoretical analysis, current situation investigation, pathway construction and classroom teaching experimentation. Four major research conclusions are drawn as follows. First, current junior high school English integrated unit teaching generally faces four prominent problems. These dilemmas mainly arise from the disconnection between deep learning theories and daily classroom practice, as well as teachers' insufficient instructional design ability. Second, the theory of deep learning fits very well with integrated unit teaching. The basic ideas here give dependable theoretical support for instruction of the most efficient type, while unit integrated teaching offers a systematic carrier of the idea of full-scale deep implementation learning. Third, the four-stage closed-loop teaching framework constructed in this research integrates theoretical rigor with practical classroom implementation. By designing instructional objectives, this framework transforms abstract deep learning theories into actionable teaching steps, which effectively addresses the inherent limitations embedded in conventional unit teaching models.

This study contains several limitations. The instructional experiment was carried out within a limited time frame and merely covered one teaching unit, which fails to provide sufficient evidence for the long-term instructional outcomes. In the context of curriculum reform, integrated unit teaching centered on deep learning has evolved into an essential trend for junior high English teaching reform targeting student key competencies. Follow-up research will promote joint collaboration between academic researchers and practicing teachers to refine and perfect corresponding instructional tactics, enabling the authentic

practice of deep learning in English lessons and supporting the steady advancement of students' core disciplinary literacy.

Project

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