

Embedded Junior High School English Reading Classes with Teaching-Learning-Assessment Integration

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Abstract: *Reading instruction, as a vital component of English teaching, is obligated to keep abreast of the times and explore a more efficient and beneficial teaching model. The integration of teaching, learning, and assessment stands as a crucial content in the new-era reform of English curriculum, serving to further guide teachers in optimizing their teaching practices. The application of the teaching-learning-assessment integration model in English reading classes can effectively boost the enhancement of students' core competencies, encompassing language ability, thinking quality, and learning ability. In practical teaching scenarios, teaching, learning, and assessment should be treated as an organic whole, with assessment permeating every aspect of the entire teaching process. This paper endeavors to explore the integration of teaching-learning-assessment into junior high school reading classes by combining relevant practical cases, aiming to provide valuable insights for educational practitioners.*

Keywords: Reading teaching, Teaching assessment, Integration.

1. Research Background

Back in the 1980s, a comprehensive English classroom model that integrates “teaching”, “learning”, and “assessment” gained popularity in the United States. This model prominently emphasizes the “combination of classroom teaching and real-life practice” and advocates “promoting students’ growth, development, and timely adjustment through feedback and assessment”. The Compulsory Education English Curriculum Standards (2022 Edition) explicitly puts forward that teachers should “promote the integrated design and implementation of ‘teaching - learning - assessment’”, requiring them to “establish an overall educational concept of ‘teaching-learning-assessment’” and “attach importance to the analysis of the interrelationships among various teaching elements, design and implement teaching with unified objectives, activities, and assessment”.

Against such a backdrop, however, the current junior high school English reading teaching is plagued by numerous problems. For instance, teaching methods remain overly traditional, relying heavily on teacher-centered lecturing rather than student-oriented interactive activities; the teacher’s role is excessively prominent, leaving little room for students to take the initiative in learning; the assessment system is far from perfect, with a tendency to focus solely on the final results while neglecting the learning process. In response to these issues, integrating teaching, learning, and assessment into reading instruction not only helps to further implement the relevant theoretical policies but also conducts in-depth exploration and discovery in teaching practice, which is of great significance for improving the quality of English reading teaching.

2. Necessity

The “teaching-learning-assessment” framework provides a comprehensive teaching structure, which is designed to integrate three essential elements: teachers’ teaching activities, students’ learning processes, and teaching effects (Tan

Jingtong, Chen Xue, 2024), thereby constructing a complete “integration”. Here, “integration” refers to the combination of education, learning, and assessment into an inseparable whole, with the key focus on ensuring the collaborative effect among curriculum objectives, assessment content, and implementation processes. By embedding teaching, learning, and assessment into English reading courses, we aim to improve students’ English proficiency. Moreover, through enhancing their English ability, we hope to cultivate their core values, enabling them to form correct outlooks on the world, life, and values.

The critical part of the integration of teaching, learning, and assessment lies in “assessment”. Assessment in teaching is like a banner, playing a leading and guiding role in teachers’ teaching and students’ learning. Unfortunately, in actual teaching, educational assessment often deviates from the teaching process. The assessment of students is mostly summative, which is usually carried out at the end of a unit, a semester, or a school year to evaluate students’ academic performance in a centralized manner, while formative assessment, which focuses on the learning process, is seriously neglected.

It should be noted that students’ growth is a gradual and cumulative process that cannot be achieved overnight. Overemphasizing the assessment of academic performance will inevitably hinder the cultivation of students’ core competencies, as it may lead students to pay excessive attention to scores rather than the improvement of comprehensive abilities. Therefore, the cultivation of students should be implemented in every class, with special attention paid to classroom teaching assessment. In this process, teachers’ assessment literacy plays a pivotal role. Cui Yunhuo (2008) pointed out that this striking contrast of “valuing teaching over assessment” urges us to make an appeal: Teachers should pay as much attention to assessment as they do to teaching! Teachers should learn assessment before learning how to teach! Only by letting assessment guide their teaching can they truly achieve the goal of improving teaching quality and cultivating students’ core competencies.

3. Classroom Model of Embedded Reading Classes with Teaching-Learning-Assessment Integration

3.1 Setting Teaching Objectives to Guide Teaching with Objectives

Before the start of teaching, it is essential to set clear teaching objectives, which means both teachers and students should have a clear understanding of the direction and expected results of the class. Teaching objectives serve as the starting point of teaching, learning, and assessment, laying a solid foundation for the smooth progress of the entire teaching process.

Specifically, teaching objectives should be formulated from four aspects: learning ability, language ability, cultural knowledge, and thinking quality, so as to comprehensively guide teaching and learning activities. For example, in terms of learning ability, the objective can be that students master certain reading strategies, such as skimming and scanning; in terms of language ability, it can be that students can understand and use key words and sentence patterns in the text; in terms of cultural knowledge, it can be that students understand the cultural background related to the text; in terms of thinking quality, it can be that students can conduct simple logical reasoning and analysis based on the text.

In the process of formulating teaching objectives, teachers also need to fully consider the specific situations of students, including their existing knowledge level, learning interests, and learning difficulties, as well as the characteristics of each course, such as the difficulty of the text, the type of genre, etc., so as to ensure that the teaching objectives are realistic and achievable.

3.2 Ensuring Learning Occurs to Guide Assessment with Learning

The teaching process is essentially a process of interaction between teaching and learning, and the core of this process is to ensure that learning truly occurs. Therefore, in the teaching process, we need to pay more attention to students' learning status and learning effects, rather than just focusing on the teacher's teaching content and teaching methods.

Based on the preset teaching objectives, we can clarify the direction of students' learning, and then refine the learning process into specific learning tasks and activities. In the process of students completing these tasks and participating in activities, teachers can timely discover the problems and difficulties they encounter in learning, such as unclear understanding of certain concepts, improper use of language, etc. These problems and difficulties in learning can then be used to guide the formulation of assessment content and standards. That is to say, assessment is not formulated arbitrarily but is based on the actual situation of students' learning, so as to make assessment more targeted and effective.

For example, if students have difficulty in understanding the main idea of the text during the reading process, the assessment can focus on checking their ability to grasp the main idea, and corresponding assessment standards can be

formulated, such as whether they can summarize the main content of each paragraph, whether they can find the topic sentence, etc.

3.3 Making Assessment Respond to Objectives to Promote Thinking through Assessment

As mentioned earlier, the key part of the integration of teaching, learning, and assessment is "assessment". Assessment in teaching is like a banner, guiding teachers' teaching and students' learning. This kind of assessment is not only a feedback on the classroom effect and students' learning results but also a sorting out and summary of the problems existing in the entire class. At the same time, teaching assessment should be closely linked to teaching objectives, ensuring that the assessment content is consistent with the objectives, so as to effectively test whether the teaching objectives have been achieved.

The purpose of assessment is not just to evaluate students' learning results but more importantly to guide students to think from multiple perspectives, cultivate their critical thinking ability, and promote the improvement of their thinking quality. Therefore, in reading classes, assessment should be refined, standardized, and comprehensive, and permeate the entire classroom process, including before class, during class, and after class.

Before class, assessment can be carried out in the form of pre-reading tasks to understand students' prior knowledge and preview situation, so as to adjust the teaching plan accordingly. During class, assessment can be integrated into various teaching activities, such as questioning, discussions, and exercises, to timely grasp students' learning progress and provide feedback. After class, assessment can be in the form of homework, quizzes, etc., to consolidate students' learning results and detect the problems that need to be addressed in the next class.

4. Case Study of Embedded Reading Classes with Teaching - Learning - Assessment Integration

Take People's Education Press Go For it Grade 7 Volume 2 Unit 6 Reading as an example to specifically illustrate the application of the teaching-learning-assessment integration model in junior high school English reading classes.

Before teaching, based on a detailed analysis of the text content and students' learning situation, the following teaching objectives are clearly formulated:

- Learning and understanding level: Students can, through reading and sorting out information, obtain what Zhu Hui's family and his host family are doing at the same time in different parts of the world, and accurately summarize the main idea and structure of the article. This requires students to master basic reading skills, such as identifying key information and distinguishing the main content from the details.
- Application and practice level: Students can analyze the reasons behind the different activities of Zhu Hui's family and

his host family, feel and understand the cultural customs of different countries reflected in the text; through simulating Zhu Hui's call with his family, complete role-playing activities, and vividly perform and deduce the dialogue content between Zhu Hui and his family, so as to improve the ability to use language in real contexts.

- Transfer and innovation level: Students can flexibly apply the knowledge and skills learned in the class, combine with their own life practice, carry out group discussions on the activities of family members during traditional Chinese festivals, express their own views and feelings, and initially cultivate the ability to transfer and innovate knowledge.

In the leading-in part, in order to arouse students' interest in learning and lay the foundation for the subsequent reading, the teacher shows students pictures of clocks from all over the world in a hotel lobby and asks the question: "Why are there so many clocks in the hotel?" This question can effectively trigger students' thinking. After students put forward their own answers, the teacher gives positive and encouraging evaluations, such as "Your idea is very creative!" "You have observed carefully!" etc., to motivate students, arouse their curiosity, and inspire them to think further about the relationship between time and different regions, which paves the way for understanding the content of the text that takes place in different time zones.

In the while-reading stage, the teacher guides students to read the text step by step. First, students are required to read the text quickly for the first time to get a general understanding. Then, the teacher asks students to answer questions such as "What type of article is this?" "Which of the following is the best title for the article?" and "Match each paragraph with its main content". Through these questions, the teacher can check whether students have achieved the learning and understanding objectives, and at the same time, find out the problems that students may have in grasping the main idea and structure of the article, so as to carry out targeted guidance.

Subsequently, a series of classroom activities are organized, such as filling in the blanks with key words, translating difficult sentences, and discussing the details of the text. Through participating in these activities, students can find out whether their mastery of language knowledge is solid and whether their language use is accurate, and correct the mistakes in time with the help of teachers and classmates. At this time, students act as the main body of self-assessment. They actively think about their own performance in the activities, take the initiative to analyze and evaluate their language expressions, such as whether the words are used appropriately, whether the sentences are grammatically correct, etc., and actively participate in classroom interactions, which not only improves their learning enthusiasm but also lays a good foundation for the subsequent output part.

The post-reading output stage is designed to guide students to apply and transfer the language knowledge and skills they have learned and understood, so as to achieve the teaching objectives of knowledge application, practice, and transfer and innovation. The teacher creates a real communication scenario: students work in pairs to complete role-playing, in which one student plays Zhu Hui and the other plays his

cousin, and perform the dialogue content between them. At the same time, the teacher provides specific assessment standards, such as "whether the dialogue content is in line with the context of the text", "whether the language expression is fluent and accurate", "whether the emotional expression is appropriate", etc., so that students can carry out the activity with clear goals and evaluate each other's performance according to the standards.

The second post-reading task is that students select a photo of themselves celebrating a traditional Chinese festival with their family, introduce to their peers what they and their family did during the festival, and then share it with the whole class. After each group's sharing, group self-assessment and peer assessment are carried out. In the self-assessment, each group evaluates their own performance from aspects such as the richness of the content, the fluency of the expression, and the cooperation of the group; in the peer assessment, other groups put forward opinions and suggestions on the sharing group's performance. Through this process, students' language expression ability, communication ability, and appreciation and assessment ability can be effectively improved.

5. Conclusion

Under the guidance of relevant theories, this study constructs a reading classroom teaching model integrating teaching, learning, and assessment based on the core competencies of English subject. This model shows teachers specific classroom teaching links and operation methods, and its ultimate goal is to promote the development of students' core competencies and improve the quality of subject teaching.

In this model, corresponding assessment activities are carried out in each link, including leading-in, pre-reading, while-reading, and post-reading. At the same time, the pre-class preset teaching objectives are closely combined with the final assessment scale, forming a closed loop of teaching, learning, and assessment, which provides a valuable reference for teachers to implement reading classroom teaching with teaching-learning-assessment integration that focuses on developing students' core competencies and helps to improve the effectiveness of teachers' classroom teaching.

The classroom with the integration of teaching, learning, and assessment takes students as the center, creating a learning environment where students "learn by doing". In this process, students' ability to analyze and solve problems is continuously cultivated and improved. The embedded English reading classroom with the integration of teaching, learning, and assessment is a new and efficient classroom model that is student-oriented and teacher-guided.

In daily teaching, only by continuously infiltrating, practicing, and implementing the integration of teaching, learning, and assessment can we fully mobilize students' subjective initiative in assessment and learning, so as to drive students to continuously reflect on their learning process and results, and thus develop their English subject core competencies, such as language ability, thinking quality, cultural awareness, and learning ability, in a spiral manner.

Yu Jinrong and Ren Huan (2024) pointed out that in order to

continuously promote the process of integrating “teaching”, “learning”, and “assessment”, teaching assessment activities should be carried out from multiple dimensions, realizing the synchronous linkage between teaching and assessment. Through the combination of student self-assessment, peer assessment, and teacher assessment, the quality and level of teaching can be effectively improved, and more comprehensive English talents with solid language skills, excellent thinking quality, and strong cultural awareness can be cultivated.

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