



Research on Junior High School English Reading Teaching from the Perspective of the Integration of "Teaching, Learning and Evaluation"

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Abstract. The English curriculum standard for compulsory education (2022 version) (hereinafter referred to as the curriculum standard) points out that teachers must establish the general education concept of "Teaching, Learning, and Evaluation" and accurately understand the various roles that teaching, learning, and evaluation play in the educational process. In the teaching process, teachers should insist on promoting teaching and learning by evaluation, and make evaluation run through the whole process of English teaching and learning. This article will emphasize the value of the implementation of this concept, and is based on Unit5 do you want to watch a game show? This paper discusses the implementation of junior high school English reading teaching strategies from the perspective of the integration of "Teaching, Learning and Evaluation", setting teaching objectives, implement Scaffolding Teaching, focus on the four dimensions of formative evaluation, focus on the design and improvement of teaching activities, and then implement the core literacy and achieve effective teaching.

Keywords: Curriculum Standards, Integration of "Teaching, Learning and Evaluation", Junior High School English, Reading Instruction

1 Introduction

The curriculum standard has made certain provisions on the connotation and role of teaching, learning and evaluation: "Teaching" is mainly embodied in the teaching objectives and activities designed based on the core literacy objectives and content carriers of English subjects, which determine the direction and basic methods of education and directly affect the effect of education; "Learning" is mainly embodied in a series of language practice activities based on teachers' guidance and students' participation as the main body, which determines the effect of education; "Evaluation" mainly plays the role of monitoring the process and effect of teaching and learning, and provides reference and basis for promoting teaching and learning. Therefore, to achieve the teaching design of junior high school English reading based on the integration of "teaching, learning and evaluation", teachers should first clarify the objectives and requirements

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of developing students' English core literacy, and then design and implement the teaching with the unity of objectives, activities and evaluation. In addition, teachers should clarify what to teach (teaching content), why to teach (teaching objectives), how to teach (teaching activities), and how to evaluate (teaching evaluation) before formally carrying out teaching activities. "What to teach" requires teachers to study teaching materials in advance, including learning English curriculum standards, textbooks and relevant reference materials; "Why to teach" requires teachers to clarify teaching objectives to guide the effective development of teaching; "How to teach" requires teachers to design targeted and feasible teaching activities and play a leading role in the teaching process; "How to evaluate" requires teachers to prepare diagnostic, formative and summative evaluation activities before, during and after class in advance, and predict the unexpected situations that may occur in the teaching process. That is, in teaching, to ensure the integration and mutual promotion of teachers' teaching, students' learning and teaching evaluation, to achieve effective teaching.

2 The Value and Importance of Implementing the Integration of "Teaching, Learning and Evaluation" in Junior High School English Teaching

As a kind of classroom teaching concept, the integration of "teaching, learning and evaluation" is based on the requirements of curriculum standards, takes teaching objectives as the core of the concept, and organically integrates the three factors of teaching, learning and evaluation. It has important value for improving the teaching effect, optimizing students' learning programs, and developing students' core literacy in English [1]. However, in the actual English teaching, there are often problems that teaching evaluation is divorced from the actual teaching, including teachers' guidance and evaluation function is difficult to reflect, and the feedback in class or after class is not timely. The emergence of this situation just shows that some teachers have not clarified the relationship among teaching, learning and evaluation, and have not clarified what to teach, why to teach, how to teach and how to evaluate. Therefore, the implementation of the integration of "teaching, learning and evaluation" in junior high school English teaching can help alleviate the problem of disconnection between teaching evaluation and actual teaching, and realize effective teaching.

3 Junior High School English Reading Teaching Strategies Based on the Integration of "Teaching, Learning and Evaluation"

In this paper, we take the reading teaching class of Unit5 *Do you want to watch a game show?* as an example to explore the implementation of the teaching concept of integration of "Teaching, Learning and Evaluation" in junior high school English reading teaching.

3.1 Deeply Study the Text and Implement the Core Literacy

Discourse study is the basis of English Reading Teaching in primary and secondary schools, and it is also the key to implement the curriculum objectives and language teaching^[2]. When studying a text, teachers often pay attention to the following three questions: (1) What is the theme and content of the text? (2) What is the meaning of discourse transmission? (3) The stylistic features, problem structure and linguistic features of a text. This is also the requirement of curriculum standards for teachers. Therefore, teachers should study the text from the perspectives of what, why and how, and grasp the theme and thematic meaning of the text. In addition, Li Min^[3] pointed out that the in-depth teaching based on thematic meaning inquiry is of great significance to improve the quality of classroom teaching and promote the development of students' core literacy in English. Therefore, when teaching English reading based on the integration of "teaching, learning and evaluation", teachers should first grasp the theme of the teaching discourse, the theme meaning and the focus of the core quality.

Taking the teaching of this course as an example, the author combines the theme of the unit and the content of the reading text to analyze the theme, theme significance and core literacy of the reading text. The text is Unit5 *Do you want to watch a game show?* The topic of the unit is "people and society", and the topic of the reading text is "entertainment activities". The content of the text is mainly about the development of the image of Mickey Mouse, which is an expository text describing the birth process of Mickey Mouse, the reasons for its popularity and achievements. On this basis, the author believes that the theme meaning of the text is "through letting students understand American cartoon culture (such as Mickey Mouse), let students feel the differences between American culture and Chinese culture, and seek common ground while reserving differences". In addition, the text implicitly reveals that the root cause of Mickey Mouse's popularity lies in its spirit of never giving up in the face of difficulties and striving to overcome difficulties and dangers. It also focuses on the cultivation of students' thinking quality and cultural awareness. Through this in-depth analysis of discourse, thematic meaning and core literacy, we have made full preparations for the follow-up teaching design and implementation of reading.

3.2 Set Teaching Objectives and Optimize Classroom Process

Teaching objectives are the direction guidance of teaching activities, an important guarantee for effective classroom teaching, and the basis and standard for testing the success of teaching^[4]. Therefore, before setting specific and feasible teaching goals, in addition to in-depth study of the text, it is also extremely important to analyze students' learning situation, including students' learning characteristics, learning methods, learning habits, etc. In addition, Meng Xiangjie^[5] said that the goal of junior high school English unit teaching is that students can obtain the learning results reflecting the development of the core literacy of the discipline after completing the unit learning. The common development of students' language ability, learning ability, cultural awareness and thinking quality constitute the content of the unit teaching goal.

Taking the teaching of this course as an example, the author combined the four dimensions of core literacy to determine the teaching objectives of this unit, and expressed the teaching objectives as follows: "(1) language ability: students can introduce cartoon characters or TV programs they are interested in orally or in writing in a relatively real context with the help of prompt information, and can talk about the differences between different countries from the characteristics and development process of characters or programs. (2) learning ability: use listening strategies of listening to recordings to obtain information about game show, so that students can understand the characteristics of different programs; use reading strategies such as fast reading and intensive reading to obtain and sort out the birth and development of the cartoon image of Mickey Mouse; summarize the information about Mickey Mouse to form a timeline and tables, etc., and use these tools for language expression; be able to analyze the structure of expository texts by drawing mind maps, and introduce interested cartoon images or programs with the help of mind maps or structure maps. (3) Cultural awareness: understand the differences in film and television culture in different countries, seek common ground while reserving differences, and cultivate cross-cultural communication awareness. (4) Thinking quality: through understanding the root causes of Mickey Mouse's popularity, stimulate students' spirit of not abandoning and not giving up in the face of difficulties." The determination of the above teaching objectives is closely related to the core literacy, and always revolves around the content of the text, which has strong operability and plays a good role in the organization and overall planning of teachers' teaching activities.

3.3 Use Scaffolding Teaching and Implement Teaching Activities

Scaffolding Teaching method is a kind of teaching method based on constructivist learning theory, which is learner centered and aims to cultivate students' problem-solving ability and autonomous learning ability. In the teaching of English reading, teachers should combine the text, thematic meaning and other contents of teaching discourse, set up hierarchical and progressive problems, and help students gradually master the methods of English reading and form autonomous learning. For example, students have little understanding of the culture of western countries, and some long and difficult sentences involved in the text need language help from the teacher. At this time, the teacher can timely build a scaffold to enable students to continue learning smoothly. In addition, the curriculum standard encourages teachers to practice the concept of English learning activities and organize activities around real situations and problems, to enable students to participate in a series of interrelated and progressive language learning and application activities, such as learning and understanding, application practice, transfer and innovation, which point to thematic meaning exploration. Therefore, based on practicing the concept of English learning activities, reading teaching should use learning scaffolding to ensure sufficient reading comprehension input, so as to serve oral output.

Taking this course as an example, the author designed a question-and-answer session in the introduction session before class. The two questions "*Do you know these cartoon characters?*" and "*What other cartoon characters do you know?*" stimulated the students'

background schema and obtained information about the students' understanding of cartoon characters; Then, in the pre reading session, let the students look at the pictures in the text and guide the students to guess the main content of the text according to the pictures; In the while reading section, the teacher led the students to review the methods of English reading comprehension, and successively designed questions with increasing difficulty such as fast reading (grasp the main idea of the article and paragraph), careful reading (fill in the form, complete the timeline) to guide the students' in-depth interpretation of the reading text. This teaching design and implementation not only remove the obstacles for students to understand the text, but also help students master the methods of reading comprehension.

3.4 Focus on Teaching Evaluation and Improve Teaching Effectiveness

Teaching evaluation is an indispensable part in the process of education. It plays a vital role in improving teaching quality, promoting students' all-round development and guiding educational decision-making. According to the role of teaching evaluation, teaching evaluation can be divided into diagnostic evaluation, formative evaluation and summative evaluation. Teachers can combine teaching objectives and teaching contents to determine the evaluation objectives and evaluation indicators, evaluate students' learning and teachers' teaching in the form of classroom learning summary, students' mutual evaluation and self-evaluation, teachers' evaluation, teachers' after-school reflection, and train students to form the habit of objectively evaluating their own and others' learning performance, so as to promote the achievement of classroom teaching objectives and promote the continuous optimization and improvement of students' learning and teachers' teaching activities [6].

Taking this lesson as an example, to understand the students' mastery of the content of this lesson, the author designed two activities, summary and discussion, at the last stage of teaching. The summary activity uses the method of students' mutual evaluation to let students summarize what they have learned in this class. In the discussion activity, the author provided the scope of discussion: *"According to the passage, what do you learn from the Mickey Mouse? You can say the spirit, personality and so on."* Through students' mutual evaluation and teachers' evaluation, students' habit of summarizing and reflecting on learning in time can be cultivated, and teachers can understand the advantages and disadvantages of teaching in time.

4 Conclusion

This article explores the integration of teaching and evaluation concepts in middle school English reading teaching, using Unit 5 *"Do you want to watch a game show?"* as a teaching example to systematically explain how to integrate teaching objectives, teaching processes, and teaching evaluations in reading teaching, to form an organic and unified whole where teaching, learning, and evaluation promote each other. Research has shown that implementing integrated teaching evaluation can help teachers

accurately grasp teaching directions, implement more targeted teaching strategies, effectively stimulate students' learning motivation, and promote the development of their self-directed learning ability and critical thinking. In addition, the author believes that research on middle school English reading teaching from the perspective of integrated teaching evaluation is of great significance for promoting the reform and development of middle school English reading teaching.

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