The Current Situation and Thinking of the Integrating Teaching- Learning-Assessment in Junior High School English Teaching

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Abstract. This paper focused on the integrated practice of English teaching evaluation in junior high school, aiming to explore how to efficiently improve the effectiveness of teaching and learning. This paper expounds the concept of the integration of teaching evaluation and discusses its theoretical basis. Through the analysis of the current evaluation system, it reveals many challenges in practice, such as the construction of the evaluation system, the adaptability and operability of the educational participants, and the support of parents and society. Based on the above, this paper puts forward some strategic suggestions in order to optimize the Integrating Teaching- Learning-Assessment, so as to promote the improvement of English teaching quality in junior high school more effectively.

Keywords: Integrating Teaching-Learning-Assessment, junior high school English teaching, reform of English teaching

1   Introduction

With the continuous deepening of education reform, the importance of English as a universal language has become increasingly prominent. Especially in the basic education stage, junior high school English teaching is shouldering the important task of cultivating students' basic language ability, cross-cultural communication awareness and lifelong learning habits. However, the traditional English teaching mode often focuses on the imparting of knowledge, while ignoring the organic combination of student evaluation and teaching or the overall development of students' core literacy. In this paper, it is of great significance to explore the Integrating Teaching-Learning-Assessment to promote the effectiveness of junior high school English learning. The purpose of this paper is to put forward practical teaching strategies through in-depth analysis and reflection on the integrated path of Integrating Teaching-Learning-Assessment, in order to promote the development of junior high school English teaching in a more efficient, comprehensive and sustainable direction.

2   The Significance of Integrating Teaching-Learning-Assessment

The so-called Integrating Teaching-Learning-Assessment is that in classroom teaching, teachers' teaching, students' learning and learning evaluation are unified with each other.1 Its core is to regard evaluation as a continuous and dynamic process, which is intertwined and mutually promoted with teaching activities. This method not only focuses on the performance of students in the final assessment, but also pays more attention to the exquisite teaching skills of teachers and the optimization of class implementation effects.

The distinctive features of Integrating Teaching-Learning-Assessment are reflected in the following aspects. Firstly, it adopts diversified evaluation methods, such as careful observation, in-depth discussion, immediate feedback and students' self-assessment, to examine students' learning effectiveness and teachers' teaching practice in an all-round and multi-angle way. Secondly, it emphasizes immediate feedback and flexible adjustment, encourages teachers to give timely guidance to students' growth, and accurately adjusts teaching strategies according to feedback to ensure the effectiveness and pertinence of teachers' teaching activities. Third, pay attention to the play of students' subjectivity, and guide students to participate in the evaluation process, such as self-reflection and peer evaluation, to stimulate their learning motivation and cultivate their independent learning and critical thinking ability.

Combining pedagogy and psychology, Robert Mills Gagne emphasized that different types of acquisition results require different learning conditions. This requires instructional designers to control and create the internal and external conditions of learning according to the performance to be acquired. 2 Humanistic education advocates the implementation of humanized management and opposes the traditional stylized teaching. Students' self is the core, and all educational goals and teaching activities should be implemented and carried out around it. 3Integrating Teaching-Learning-Assessment can promote the construction of students' knowledge through emphasizing the active participation in the learning process and continuous feedback and adjustment; through paying attention to students' individual differences and emotional needs; through personalized evaluation and teaching to promote the all-round development of students; through timely evaluation and feedback to stimulate students' learning motivation, enhance their learning engagement and self-efficacy; through providing opportunities for self-evaluation to helps students develop self-regulation and become independent learners. Therefore, Integrating Teaching-Learning-Assessment is a scientific system, a system in line with the social development concept, and a system that must be put into teaching practice.

3 Problems in the Practice of Integrating Teaching-Learning-Assessment in Junior High School English Teaching

3.1 Evaluation System Construction Problem

Teaching evaluation is the main step of teaching. Teachers can carry out a series of evaluations around the breadth and depth of students' participation in teaching, as well as the quantity and quality of students' completion of problems. 4However, in the specific implementation of junior high school English teaching evaluation, there is often a lack of scientific, detailed and quantitative English evaluation criteria, which makes it difficult for English educators to master accurate requirements when performing evaluation tasks, resulting in strong subjective evaluation. This unclear criterion makes some English teachers unable to accurately quantify students' learning effectiveness, which affects the fairness and effectiveness of evaluation.

The evaluation content is homogenized, and the formative evaluation is insufficient. Most evaluation systems only focus on students' English academic performance, ignoring their comprehensive English ability and individual growth. The evaluation of junior high school English teaching in most parts of the country only stays in testing students' vocabulary and grammatical accuracy, listening ability or writing ability, but it is not or rarely involved in oral English, resulting in more students' 'dumb English' phenomenon. This incomplete evaluation perspective cannot fully show students' actual ability and growth needs.

3.2 Problems in Teachers' Implementation of Teaching

Many junior high school English teachers are accustomed to unilateral input-based teaching and evaluation methods based on paper scores. They may lack the awareness and ability to integrate evaluation into the teaching process, or lack the training and professional development opportunities needed to implement Integrating Teaching-Learning-Assessment. Some English teachers do not have much access to modern information technology, and have no specific targeted learning. They are not able to complete efficient evaluation, and it is difficult to effectively use modern evaluation technology, which is not conducive to the accuracy of evaluation results and the effectiveness of teaching feedback.

In the traditional teaching evaluation model, English teachers usually evaluate students' learning outcomes through examinations or assignments after the end of the course. However, the implementation of Integrating Teaching-Learning-Assessment requires that teaching evaluation should be shifted from the three dimensions of teaching value, teaching process and teaching goal, 5which means that teachers need to invest more time and energy to design and implement evaluation tasks in addition to daily teaching activities. For most junior high school English teachers, it is difficult to have more energy to deal with multi-faceted evaluation tasks from early reading, class, and evening self-study, with some administrative affairs or class affairs interspersed.

3.3   Problems in Students' Adaptability

In the process of the implementation of Integrating Teaching-Learning-Assessment, students have a variety of adaptability problems and confusion about new teaching methods. Students who are accustomed to traditional 'flood irrigation' teaching may not know how to effectively learn and participate in the student-centered teaching mode. When students evaluate themselves, it may be difficult to make an objective evaluation because they do not have a thorough understanding of the subject of English and lack a clear understanding of their English learning process and English proficiency level. At the same time, under Integrating Teaching-Learning-Assessment, students need to plan their learning time independently, which is a huge challenge for students with weak time management ability.

Secondly, the challenge of cooperative learning is also an important issue. In the process of the implementation of Integrating Teaching-Learning-Assessment, especially in English, team activities such as role-playing and group discussion are an important part, but some students may not be good at communicating with others, or feel that their opinions are not taken seriously in group activities, which may lead to their isolation or exclusion in cooperative learning.

3.4   Problems in Parents and Society's Recognition

Process evaluation emphasizes the active participation of teachers, students, parents and the community. The participation of multiple subjects can not only promote the maturity of process evaluation, but also reduce the burden of teachers and improve the objectivity of evaluation results to a certain extent. [6]In fact, some parents lack understanding of the Integrating Teaching-Learning-Assessment of English teaching, which is student-centered and emphasizes inquiry and practice. They are skeptical of its effectiveness and value, and worry about affecting students' English academic performance, which in turn leads to students' overall enrollment and employment problems. At the same time, some parents and social people may be confused about the repositioning of the role of English teachers, worried that some English teachers' professional ability and sense of responsibility are not enough to support the smooth development of the new model, or think that this new English teaching model may have difficulties and challenges in implementation and cannot achieve the expected teaching effect. The lack of support from parents and society may affect the promotion and continuous implementation of Integrating Teaching-Learning-Assessment.

4   Exploration on the Integrating Teaching-Learning-Assessment to Promote the Effectiveness of English Learning

4.1   Reform the Evaluation Process

Taking the high school chemistry 'evidence-based reasoning' teaching evaluation scale as an example, the scientific and effective construction was completed by using literature method to initially build the framework and three rounds of modification

combined with Delphi method. [7]It can be seen that, to realize the junior middle school English Integrating Teaching-Learning-Assessment system, also need to be carefully designed by education experts, teachers and teaching and research personnel and repeated evaluation, to ensure that the evaluation standard is specific and easy to quantify, covering English listening, speaking, reading, writing and so on many aspects, make it diversified. Through in-depth training, English teachers can deeply understand and accurately apply these standards to evaluate students' English language ability. In addition, it is recommended to establish a peer review system and a standardized evaluation process, combined with modern information technology, to standardize the evaluation process, improve the reliability and validity of the evaluation, and provide clear evaluation guidelines for English teachers.

At the same time, English teachers should regularly conduct formative assessment in the teaching process and record students' learning progress. Students' learning data can be collected by writing English learning logs, classroom English questions, English quizzes, etc., and teaching strategies can be adjusted in time according to these data to help students understand their learning status and adjust their learning plans accordingly.

4.2   Transform and Upgrade Teachers' Teaching

After one round of 'Teaching-Learning-Assessment', the feedback path is formed and then enters the next round of English teaching. Based on the evaluation, the teaching design and implementation are continuously optimized, which is conducive to the realization of the dynamic optimization process of continuous and continuous improvement of English large unit teaching.[8] In the face of the difficulties encountered by junior high school English teachers in implementing Integrating Teaching-Learning-Assessment, it is recommended to strengthen publicity and guidance to help them understand and recognize the value of the Integrating Teaching-Learning-Assessment, implement a phased transformation plan, and gradually guide English teachers to transition their teaching model to an integrated sustainable development teaching model. For most English teachers' lack of knowledge of modern computer technology, it is suggested to carry out special training, or introduce easy-to-use data analysis tools to simplify the complexity of data processing, and encourage English teachers to analyze and adjust their teaching based on data.

In order to effectively alleviate the heavy workload faced by English teachers in the implementation of Integrating Teaching-Learning-Assessment, we should optimize the allocation of teachers' work, such as adjusting the arrangement of English morning self-study and evening self-study, and adjusting the number of classes managed by English teachers; it can also simplify administrative processes and reduce non-teaching-related tasks by providing administrative support. To realize the rationalization of teachers' workload, improve the efficiency and effect of evaluation, and lay a solid foundation for the overall improvement of education quality.

4.3   Improve Students' Adaptability

In the process of Integrating Teaching-Learning-Assessment construction, in order to help students overcome multiple adaptive challenges and improve their English ability, teachers should build a bridge between the old and new teaching methods through demonstration and guidance, help students gradually adapt to student-centered English teaching through transitional courses and guidance, and help students conduct self-evaluation and form critical thinking. Teachers should not regard students as the container of static knowledge, but take students as the main body of practical activities. 9At the same time, teachers should organize English cooperative learning activities in class to teach students how to communicate, collaborate and share opinions effectively. In addition, schools can carry out training in time management skills to teach students how to make learning plans and arrange time reasonably.

Students themselves should also make efforts to maintain an open and positive attitude, actively participate in English classroom discussions and activities, and actively use English to ask questions and express their views. When encountering problems, students should take the initiative to ask for help from teachers or classmates, accept feedback and suggestions from others, and adjust according to feedback. Multi-party coordination and joint efforts should be made to promote students' adaptation and development in the process of Integrating Teaching-Learning-Assessment.

4.4   Multi-Party Cooperation Builds Trust

In order to win the trust of parents and society, English teachers can strengthen the publicity of the integration concept and implementation effect Integrating Teaching-Learning-Assessment through schools, community lectures, network platforms and other channels, so as to help parents and society understand the advantages and values of the new model. Secondly, it is suggested that schools should regularly hold parent seminars, parent English corner and other activities to encourage parents and the public to communicate and discuss the integrated model of Integrating Teaching-Learning-Assessment in English, so as to help them understand the advantages of English learning under Integrating Teaching-Learning-Assessment, to answer their questions and concerns, and enhance the trust and support of parents and society. Finally, social resources, enterprises and public welfare organizations are encouraged to participate in the promotion and implementation of Integrating Teaching-Learning-Assessment, and more English language proficiency testing machines or precision testing software are encouraged to be provided to students to jointly provide support for the overall development of students and enhance the recognition and support of parents and society.

5   Conclusion

This paper focuses on Integrating Teaching-Learning-Assessment in junior high school English teaching. This model not only breaks the limitations of the traditional English teaching model, but also gets the support of constructivism, humanism and

other theories. By analyzing the challenges faced by the implementation of this model, a series of practical strategies are put forward to promote the application of the new English teaching model, so as to help junior high school English teachers effectively use Integrating Teaching-Learning-Assessment to promote English teaching to a more efficient, comprehensive and sustainable direction. The implementation of Integrating Teaching-Learning-Assessment is of great significance for improving the quality of junior high school English teaching and cultivating talents to meet the needs of the future society. It is expected that this model can be widely used and promoted in practice and contribute to the cultivation of talents with international vision and cross-cultural communication ability in the new era.

Funded Project

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