



Research on the Implementation Strategies of Integration of "Teaching, Learning and Evaluation" of Middle School English Pointing to Core Literacy

--Taking Zhoushan Junior High School as an Example

Yulin Zhang and Hang Su*

Zhejiang Ocean University, Zhoushan, 316000, China

*3562901408@qq.com

Abstract. The concept of Integration of "Teaching, Learning and Evaluation" was formally put forward by the *General High School English Curriculum Standard (2017 Edition)*, integrating the three aspects of teacher's teaching, student's learning, and effect evaluation, which is very important for optimizing the quality of teaching, promoting student's learning effectiveness, deepening educational reform, and promoting the core literacy of the English discipline. important significance. This paper intends to discuss the importance of promoting the integration of "Teaching, Learning and Evaluation" in the context of core literacy, to explore in depth the current situation of the implementation of the integration of "Teaching, Learning and Evaluation" in junior high school English in Zhoushan City, and to put forward effective implementation strategies for the current situation, with a view to promoting the reform of the teaching, learning, and evaluation methods in junior high school English, and to ensure effective implementation of the teaching of the English subject.

Keywords: Junior high school English, Core competencies, Integration of "Teaching, Learning and Evaluation".

1 Introduction

The promulgation of the English Curriculum Standards for Compulsory Education (2022 Edition) (hereinafter referred to as "the new English curriculum standards") marks the comprehensive reform of the English curriculum in basic education into the era of core literacy^[1]. In addition, the new English curriculum standard clearly puts forward the Integration of "Teaching, Learning and Evaluation" in the classroom teaching evaluation suggestions of each subject, which requires continuous strengthening of the consistency of examination and evaluation with the curriculum standards and teaching. The CPC Central Committee and the State Council issued the *Overall Program for Deepening Educational Evaluation Reform in the New Era*^[2] in 2020, which pointed out that educational evaluation should "follow the laws of education, improve outcome evaluation, strengthen process evaluation, explore value-added evaluation, and improve

© The Author(s) 2024

V. A. Balakrishnan et al. (eds.), *Proceedings of the 2024 4th International Conference on Modern Educational and Social Sciences (ICMETSS 2024)*, Advances in Social Science, Education and Humanities Research 878,

https://doi.org/10.2991/978-2-38476-311-5_18

comprehensive evaluation", which is the direction and focus of educational evaluation reform in China, including classroom teaching evaluation. This is the direction and focus of China's education evaluation reform, including classroom teaching evaluation. Through literature search, it can be seen that the scope of research on the integration of "Teaching, Learning and Evaluation" in our country was initially focused on the teaching practice in general high schools, vocational high schools and universities, and it was not until the publication of the new English standard that English teaching in primary and secondary schools began to carry out a wide range of research on the Integration of "Teaching, Learning and Evaluation". It was not until the publication of the new English curriculum standard that English teaching in primary and secondary schools began to carry out a wide range of Integration of "Teaching, Learning and Evaluation" research. Therefore, how to implement the Integration of "Teaching, Learning and Evaluation" has gradually become the focus of English teaching reform in primary and secondary schools and has put forward new requirements and challenges for English educators.

2 The Importance of Implementing the Integration of "Teaching, Learning and Evaluation" in the Context of Core Literacy

In recent years, core literacy has become a hot topic in the field of English teaching research at home and abroad. Its concept originated from the initiatives of UNESCO and OECD and was later clarified by the European Union as the "Key Competencies" framework, while the U.S. Federal Department of Education put forward the "21st Century Skills". In China, the core literacy of English subject mainly includes four dimensions: language ability, thinking quality, cultural character and learning ability. The proposal of core literacy is not only a further reform and deepening of China's quality education reform, but also a concrete answer to the question of "what kind of people should be cultivated" in China. In the context of core literacy, it is particularly important to conduct in-depth research on the implementation of the curriculum objectives by junior high school English teachers. However, most of the existing research focuses on theoretically exploring how junior high school English teachers should implement the curriculum objectives but pays little attention to the current status of teachers' actual implementation of the curriculum objectives (the actual state).

In addition, as a key strategy to improve teaching quality, the Integration of "Teaching, Learning and Evaluation" (derived from the American concept of "consistency of teaching and evaluation") emphasizes the integration of teaching, learning, and assessment, and aims to promote teaching and learning through teaching evaluation. The new English curriculum standard clearly states that the teaching process should cover the three aspects of teaching, learning and evaluation, which together serve the development of students' disciplinary core literacy. Chen Shengbai (2023) ^[3] pointed out that Integration of "Teaching, Learning and Evaluation" is a new type of dynamic teaching cycle system, and the organic integration of teaching, learning and evaluation in the real teaching process can realize the development of students' core literacy (language

proficiency, quality of thinking, cultural awareness, and learning ability) in the discipline of English. In other words, by building a dynamic cycle system in which teaching, learning and evaluation are closely connected, teachers can ensure that teaching activities are always focused on the cultivation of students' core literacy, and better integrate the core literacy of the English subject into daily teaching.

Therefore, under the background of core literacy, in-depth exploration and effective implementation of Integration of "Teaching, Learning and Evaluation" is an effective means to improve teaching quality and promote the development of students' core literacy, as well as an important issue to deepen the reform of junior high school English teaching, which has far-reaching significance and great value.

3 Analysis of the Current Situation of Integration of "Teaching, Learning and Evaluation" in Zhoushan Junior High Schools

Based on the requirements of the core literacy of the English discipline for students, the author referred to the questionnaire designed by Zheng Qiuju (2024) ^[4], which has a Cronbach coefficient of 0.865, with a relatively good degree of reliability, and a KMO value of 0.891, which is in line with the criterion of the coefficient of validity. On this basis, the author made adaptive modifications to come up with the Questionnaire on the Status of Junior High School English Teaching, which aims to comprehensively and deeply explore teachers' knowledge, attitudes and practices of junior high school English teaching under the orientation of core literacy from the perspective of students.

3.1 Lagging Teaching Philosophy and Methods

The survey results show that in the first question "Does your English teacher mainly teach in English classrooms?", 84.56% of students chose "always", 14.71% of students chose "often", 0.74% of students chose "occasionally", and 0.00% of students chose "never". From this, English teachers tend to teach more in the form of explanations during class, placing greater emphasis on teaching language knowledge and analyzing grammar rules, while neglecting the development of students' literacy, especially their language application abilities. Over time, students' subjective initiative will decline and their enthusiasm for self-directed learning will also be low. Regarding the second question, "Does your English teacher have clear classroom learning objectives?" Through classroom observation, the author found that different teachers have similar teaching objectives in the same grade and unit.

In summary, there is indeed a lag in the current teaching philosophy and methods of junior high school English classrooms. The traditional teacher-centered and lecture-based teaching model still dominates, and students' subjectivity is difficult to reflect, and their subjective initiative has not been effectively stimulated and cultivated. In addition, teachers also exhibit a certain degree of mechanization in setting teaching objectives, lacking sufficient consideration for individual differences among students and the overall situation of the class, making it difficult for teaching objectives to truly meet the actual needs and learning levels of students. The backwardness of this teaching

philosophy and method not only limits the comprehensive development of students' language application ability and core literacy, but also affects the overall improvement of English teaching quality.

3.2 Lack of Big Idea Awareness in Teaching Practice

The findings of the survey show that in the seventh question, "Are the contents of each English lesson in a unit related? 83.82% of the students chose "Always", 11.76% chose "Often", 3.68% chose "Occasionally" and 0.74% chose "Never". 0.74% of the students chose "never". It can be seen that there are significant interconnections between the listening, reading, grammar and writing courses when English teachers design the overall teaching of a unit. However, the eighth question, "Is there any connection between the English learning content of different units? The survey data showed that the proportion of students who chose "often" and "occasionally" increased (10.29% and 9.56% respectively), while 2.21% of the students said that they had never felt such a connection. This shows that although there is a high degree of integration within the units, the weak connection between different units still affects students' overall grasp of the English knowledge system to a certain extent. To some extent, this phenomenon reveals a deep-rooted problem that may exist in the current teaching practice - the lack of a sense of big ideas. Scholars such as Wang Qiang and Zhou Mi^[5] emphasize that the Big Idea is not only the embodiment of the essence of the discipline, but also the core framework that connects the teaching content and unifies the teaching-learning process. In addition, Zhang Hongli^[6] pointed out that from the perspective of teaching and learning, the Big Idea focuses on the significance of the topic from the learning outcome and leads the overall design of the unit with consistency of teaching, learning and evaluation. That is to say that teaching practices that lack the awareness of Big Ideas may lead to the lack of teaching, learning and evaluation, which in turn leads to the insufficient implementation of core literacy.

All in all, in teaching practices that lack a sense of Big Idea, it is often difficult for students to construct a complete and systematic English knowledge system, and to integrate what they have learned to form a deeper understanding. This not only restricts the overall improvement of students' core literacy in the English subject, but also affects their future ability to use English for communication and thinking.

3.3 Single Teaching Evaluation

The results of the questionnaire survey show that in the tenth question, "Will your English teacher evaluate your English level in terms of English application ability, critical thinking ability, problem-solving ability and learning style?" as high as 81.62% of the students choose "always", while the contradiction between the actual situation and the result of the questionnaire reflects a phenomenon that the students' understanding of teaching evaluation is biased. Combined with the proportional distribution of other options ("often", "occasionally" and "never"), the author speculates that in the real classroom environment, comprehensive and in-depth evaluation practice may not be as common and in-depth as students perceive. Tang Qing (2023)^[7] pointed out that evaluation

has been unilaterally equated with testing for a long time, and the blind attention to high-interest testing has also distorted the relationship between teaching, learning and evaluation. That is to say, if a single examination evaluation system is used for a long time, the judgment made by teachers on students must be one-sided and narrow. Therefore, before the formal evaluation of English teaching, teachers should choose targeted evaluation methods according to the actual situation of the class.

In general, the excessive reliance on traditional tests in the current teaching evaluation system not only limits the comprehensive evaluation of students, but also hinders the in-depth practice of the concept of Integration of "Teaching, Learning and Evaluation". Although this single evaluation method meets the test of students' mastery of knowledge to a certain extent, it ignores the cultivation of students' English application ability, critical thinking ability, problem-solving ability and learning style. In the long run, it is not only difficult to stimulate students' learning potential and creativity, but also may aggravate the deviation of educational objectives, making the educational process rigid and lack of vitality.

4 Strategies for Implementing the Integration of "Teaching, Learning and Evaluation" Toward Core Literacy

4.1 Refine Core Literacy and Promote the Realization of Teaching Objective

As mentioned earlier, different teachers are basically the same in setting teaching objectives for the same unit in the same grade, which lacks the subjective initiative that teachers should have. To break this limitation, the author believes that the core literacy needs to be refined so that it becomes an intrinsic motivation to drive the realization of teaching objectives. As pointed out by Chu Yanqiu (2023) [8], in teaching practice, many teachers in the development of learning objectives, often deviate from the standard, the expression of ambiguity, not consistently guide the teaching process and other issues, and ultimately become an important factor in restricting the effectiveness of learning and teaching. In addition, Congmei Yu's (2023) [9] pointed out that the core literacy-oriented teaching objectives of a unit is to focus on the complete process of core literacy development, consider what and how students do in a "learning unit", so as to form the character and ability to do things in English or solve real-life complex problems. Therefore, before setting the teaching objectives, teachers should deeply understand and analyze the composition of the disciplinary core literacy, and make clear the specific performance of each core literacy in different grades and units, so as to ensure that the teaching activities are closely related to the core literacy, and that the teaching objectives have a high degree of practicability and evaluability. For example, in terms of language proficiency, we should not only pay attention to students' vocabulary accumulation and grammar mastery, but also pay more attention to the enhancement of their oral and written expressions; in terms of thinking quality, we should focus on cultivating students' critical thinking, innovative thinking and logical thinking ability, and guide them to learn to analyze and solve problems from different perspectives. Overall, by refining the core literacy, we are expected to break the constraints of the

traditional teaching mode, and then effectively promote the full realization of the teaching objectives.

4.2 Create Authentic Contexts to Deepen the Connotation and Breadth of Teaching and Learning

Authentic and effective contexts can promote students to utilize the language and knowledge they have learned to express themselves and develop their thinking skills accordingly^[10]. Therefore, by creating authentic contexts and designing questions in activities to develop students' thinking skills have realism and actionability. In addition, Luo Lihua (2019)^[11] pointed out that in order to create a good context, teachers should firstly capture students' life experiences about the topic based on the meaning of the topic of the discourse, and create sufficient contexts from the cognitive and linguistic level of the students and lay out the necessary language, so that the students can have experiences to share, have language to express, and be interested in participating, so that the students' life experiences can become the source of the students' learning of the meaning of the topic. In other words, in the process of English language teaching, the students' life experience becomes the source of learning the meaning of the topic. In other words, in the process of English teaching, teachers should follow the principle of combining indirect and direct experiences to promote students' learning of knowledge and understanding of the objective world.

When constructing contexts, teachers should pay attention to the richness and hierarchy of the contexts and build a bridge for students from life experience to abstract concepts, from intuitive perception to in-depth thinking by laying out the necessary language materials. Such a design aims to let students not only "have something to say", but also "having substance in speech", in sharing personal experience, but also can use the language learned for in-depth expression and communication. In addition, the interest of the context is also indispensable, which can effectively attract students' attention, stimulate their participation, make the learning process more vivid and interesting, and thus enhance the learning effect. Overall, the creation of real situations is not only a valuable source of students to learn the meaning of the subject, but also the key to promote their overall development and deepen the connotation and breadth of teaching. Teachers should continue to explore and practice in daily teaching and integrate the contextual teaching method into it to promote the growth and progress of students.

4.3 Obtain Information Technology Support and Build an Online and Offline Integrated Evaluation System

Chen Zehang and Wang Qiang (2024)^[12] pointed out that the integrated practice of "evaluation, learning and teaching" based on the big data service platform can accurately evaluate students' core literacy, promote students' personalized autonomous learning, improve teachers' precise teaching ability, and deepen online and offline integrated teaching. On this basis, the author further proposes that through the innovative teaching evaluation of information technology, the purpose of promoting learning and teaching through evaluation can be truly realized, to implement the Integration of

"Teaching, Learning and Evaluation". Taking the teaching of English writing as an example, Feng Juan (2021) ^[13] pointed out that the improvement of English writing ability has always been one of the most concerned topics for English teachers and learners, while the powerful function of Iwrite English writing teaching and evaluation system provides students with rapid evaluation feedback and can summarize writing data for teachers to help English writing teaching. In addition, combined with the author's own use experience, Iwrite has high application value in teaching practice. It can not only enable teachers to accurately evaluate students' subject ability before teaching, carry out targeted teaching according to the evaluation results, but also enable teachers to effectively diagnose students' weak links in English learning after teaching, and use learning resources that meet the current situation of students in subsequent teaching. In addition, Wang Baihong (2023) ^[14] emphasized in how to use information technology to promote junior high school English teaching that information technology can integrate the advantages of human-computer interaction and characteristic teaching software, make classroom teaching unique, improve the effectiveness of classroom homework, classroom interaction and extracurricular dynamic tracking evaluation, and then comprehensively improve the efficiency of English teaching. In other words, the development of information technology has injected new impetus into the development of English teaching. The organic combination of information technology into English teaching can not only improve the efficiency and quality of classroom interaction and homework correction, but also realize the comprehensive tracking and dynamic evaluation of students' learning process.

To sum up, the author believes that the application of information technology will become the core force to promote the in-depth development of the practice of Integration of "Teaching, Learning and Evaluation". In the future teaching practice, teachers should continue to explore and make full use of these technical tools to build a "Online+offline" integrated evaluation system, so as to make English teaching more in line with the needs of the times and students' characteristics, and promote the development of students' personalized learning.

5 Conclusion

In the context of core literacy, the integration of "Teaching, Learning and Evaluation" requires teachers to provide personalized guidance based on students' classroom performance and needs from multiple perspectives, in order to ensure that evaluation activities can stimulate students' initiative in learning, promote the balanced development of students' subject core competencies, and effectively improve teachers' teaching effectiveness. The author will continue to research and explore the overall teaching of junior high school English units based on the concept of "integrated teaching and evaluation", optimize the implementation effect of the integration of teaching, learning and evaluation through unit-based teaching, and help students improve and progress their core English literacy.

Funded Project

National Undergraduate Innovation and Entrepreneurship Training Program of Zhejiang Ocean University in 2024. (Project number:2024103400064)

References

1. Wang Qiang, Jiang Jingli: To construct a new type of academic evaluation based on core competence and adapted to the new English curriculum standard. *China test* (01), 67-73(2023).
2. CPC Central Committee and State Council Issues Overall Program for Deepening Educational Evaluation Reform in the New Era. *Bulletin of the Ministry of Education of the People's Republic of China* (11), 2-7 (2020).
3. Chen Shengbai: The construction of Integration of "Teaching, Learning and Evaluation" of primary school English focusing on core literacy. *Teaching and management* (12), 99-101(2022).
4. Zheng Qiuju: Research on the overall teaching design of junior high school English unit oriented to core literacy. *Sichuan International Studies University* (2024).
5. Wang Qiang, Zhou Mi, Jiang Jingli, Yan Chibing: Analysis of English teaching design based on grand concept. *Course, Textbook and Teaching method* 40(11), 99-108 (2020).
6. Zhang Hongli: On the compilation of primary school English unit education plan based on grand concept. *Journal of Tianjin Normal University (Basic Education Edition)* 22 (3), 65-72(2021).
7. Tang Qing, Zhou Jie: English education and teaching evaluation: concept orientation, practical pain points and solutions. *China Education Journal* (08). 35-40(2023).
8. Chu Yanqiu: Key link of Optimization: let the Integration of "Teaching, Learning and Evaluation" be implemented. *Primary and Secondary School Management* (11). 53-55(2023).
9. Yu congmei: Junior high school English unit teaching design based on the new curriculum standard. *Journal of Tianjin Normal University (Basic Education Edition)* 24 (04).19-23(2023).
10. Zhang Hongjia: On the promotion of students' thinking quality in junior high school English listening and speaking teaching. *Chinese Journal of education*(S2). 87-88+91(2023).
11. Luo Lihua: Application of Scaffolding Teaching in junior high school English Listening Teaching. *English Square* (09).139-140(2019).
12. Chen Zehang, Wang Qiang, Sun Yin: Research on the Integration of "Teaching, Learning and Evaluation" supported by information technology. *Journal of Tianjin Normal University (Basic Education Edition)* 25 (01).13-18(2024).
13. Feng Juan: Research on the application of Iwrite review system in the blended teaching mode of English writing. *English Square* (21). 110-112(2021).
14. Wang Baihong: How to use information technology to promote junior high school English teaching. *Middle school English* (26). 123-124(2023).

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

