

# Design and Implementation of the "Teaching-Learning-Evaluation Integration" Model in Junior High School English

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**Abstract:** English is one of the essential language subjects in junior high school. Under the requirements of the new curriculum standard, the integration of teaching, learning and evaluation has become an important trend in current educational development and reform. It not only provides a specific theoretical basis but also points out the direction for English teaching reform and adjustment. Teachers need to deeply understand the inherent connection between teaching, learning and evaluation, promote their effective integration, and create a new English curriculum system. Through this teaching model, the quality of teaching can be improved, and students' comprehensive development can be promoted. This article aims to introduce the connotation and significance of Teaching-Learning-Evaluation integration and provide effective design and implementation strategies from a practical perspective.

**Keywords:** Teaching-Learning-Evaluation Integration; Junior High School English; Design and Implementation

## Introduction

Evaluation is a crucial aspect of English teaching, involving both teachers' instruction and students' learning. The integration of teaching, learning and evaluation connects the entire teaching process. In the past, English teaching primarily focused on teacher-centered explanations or transmission-based methods, with inadequate attention to students' learning methods and awareness. Evaluation methods were also relatively simple, providing one-sided assessments based solely on students' academic performance. However, the "Teaching-Learning-Evaluation Integration" model significantly improves the separation of teaching, learning and evaluation, making learning activities more targeted and objectives clearer, thereby promoting students' comprehensive development in English.

## 1. Connotation of Teaching-Learning-Evaluation Integration

A complete teaching activity involves three aspects: teaching, learning, and evaluation. Each has its function in the process of nurturing students. As the leader in the classroom, teachers should establish a holistic view of teaching. "Teaching" is the work of teachers, aiming to help students gain experience and achieve the goals of teaching through organized and purposeful activities. "Learning" refers to students' learning activities in the classroom, encompassing classroom behaviors, learning attitudes, methods, etc., which are internalized as their own experiences. "Evaluation" refers to the assessment of teaching activities, serving the purpose of providing feedback and supervision for teaching, allowing teachers to modify their teaching designs and comprehensively understand students' current learning situation, including teachers' instruction, students' performance, and classroom activity designs. Integrating evaluation throughout the entire teaching process creates a learning mode where evaluation promotes learning and teaching. Integration is not a simple combination but rather a teaching concept in which each element influences and supports the others. Therefore, teachers must have a clear understanding of their interrelationships and integrate them in the teaching process to foster students' learning ability and enhance their overall quality, thereby improving the quality of English courses.

## 2. Significance of Teaching-Learning-Evaluation Integration in Junior High School English

### (1) Achieving Clear Teaching Objectives

To achieve the systematic integration of teaching, learning and evaluation and ensure their consistency, it is necessary to consider the theory of goal classification in education. In the well-known "Educational Goal Classification Theory," Gagne classifies learning outcomes into five types: verbal information, intellectual skills, cognitive strategies, attitudes, and motor skills. Different subjects should have different learning outcomes, and these outcomes correspond to different learning strategies. This approach fundamentally addresses the core issue of aligning teaching objectives with evaluation. As teaching objectives are the soul of teaching, learning and evaluation, the design of teaching should prioritize the most valuable objectives. By gaining a clear understanding of the learning outcomes and using existing technologies to determine how to guide students' learning, teachers can analyze the target categories that the course is aimed at according to the learning outcomes and goal classification theory. Then, they can design specific objectives accordingly, achieving internal consistency between teaching objectives and evaluation, thus realizing specific teaching expectations.

### (2) Promoting Effective Learning by Students

In English teaching, especially in reading instruction, the questions of what students learn and how they learn are often overlooked, and students' role as active learners is neglected. The traditional teaching approach often involves teachers delivering information, and students passively listening or taking notes. This approach only remains at the level of knowledge, without emphasizing core competencies. Teaching-Learning-Evaluation integration requires teachers to use learning objectives and content as the basis of teaching design, creating activities that genuinely promote students' development. In this process, teachers need to clarify questions such as what and how to evaluate, with evaluations focusing on students' core competencies and overall abilities. Only by applying various knowledge in real contexts to accomplish specific tasks and comprehensively assessing listening, speaking, reading, and writing skills can students' critical abilities and

thinking qualities be genuinely evaluated.

### (3) Promoting Diverse Teaching Processes

In the traditional teaching model, a single teaching method may lead to less-than-ideal English learning outcomes for students. Teaching-Learning-Evaluation integration not only emphasizes the integration of multiple teaching factors but also imposes stricter requirements and standards on the design and quality of each teaching segment. It highlights the manifestation of core competencies in English learning objectives. Teachers should design diverse teaching methods based on teaching content and students' actual situations, creating relevant teaching resources to fully motivate students and effectively avoid issues related to the instructive and monotonous nature of teaching methods. During the teaching process, teachers should consciously monitor students' learning behaviors, adjusting learning objectives and activity designs based on student and self-feedback. This way, they can not only change the dull teaching mode but also better implement the ideas in the curriculum in concrete teaching practices.

## 3. Implementation Strategies for Teaching-Learning-Evaluation Integration in Junior High School English

### (1) Focus on the Curriculum Standard and Set Appropriate Learning Objectives

Teaching objectives are the basis for unfolding teaching activities and an essential guide for designing classroom activities and segments. They play a crucial role in determining the direction of a English class. Therefore, to promptly and accurately assess students' achievement of learning objectives and their development of core competencies, teachers need to design assessment dimensions that match the expected learning objectives. This requires evaluations that are measurable, operational, and aligned with the teaching content and objectives of each class. Based on specific evaluation criteria, teachers can observe students' learning activities in listening, speaking, reading, and writing during a class, evaluate the teaching quality of that class, and determine whether the teaching design meets the requirements of the curriculum standard.

Taking Unit 9 "My favorite subject is science" in the seventh-grade textbook published by People's Education Press as an example, the unit focuses on the theme "School subjects," with the language objectives of talking about preferences and giving reasons. After careful reading of the textbook, it is not difficult to find that most English dialogues are about asking "What is your favorite subject?" or "Why does Bob like xx?" Students are required to master the target language "My favorite subject is ..." and the sentence pattern "Because ..." They should be proficient in expressing the dialogues and using subject-related words and adjectives to convey their feelings about the subjects. In designing the teaching, teachers should prioritize students as the main participants and design activities that encourage students to speak actively. In terms of evaluation, peer assessment can be included, mainly focusing on evaluating the accuracy of peers' pronunciation, vocabulary, grammar, etc. This approach enables students to think critically and consciously avoid mistakes made by their peers.

### (2) Enhance the Evaluation Function to Promote the Development of Students' Core Competencies

The new curriculum standard emphasizes cultivating students' metacognitive awareness. Teaching should not only impart knowledge but also teach students about learning methods. Teachers should cultivate students' awareness of reflecting on their learning process and continuously improve. It is essential to focus on nurturing students' learning abilities and strategies, helping them construct new knowledge systems, and elevating them to higher-order thinking. As higher-order thinking is characterized by profound and creative traits, its development mainly relies on nurturing postnatal education. Thus, teachers should take the lead in the classroom. During teaching implementation, teachers should pay attention to the feedback function of evaluation, grasp students' learning dynamics through their actual learning situation, and gradually adjust teaching content and formats based on this feedback. First, during class, guide students to have a basic understanding of the text and then gradually expand to the comprehension of the structure, emotions, values, etc., to promote students' deep comprehension of English language in real contexts and cultivate their cross-cultural awareness. Second, regarding English as a foreign language, assignments should not be confined to superficial and mechanical levels. After class, teachers should design targeted hierarchical assignments, covering thinking qualities and learning abilities inherent in core competencies throughout the entire process of students' assignments. Make full use of after-school time to combine assignments with the cultivation of students' higher-order thinking, thereby enhancing their English proficiency.

### (3) Improve the Evaluation System and Enrich Feedback Information

Evaluation is an important part of Teaching-Learning-Evaluation integration and a key link in English teaching. It involves three aspects: self-evaluation, peer evaluation, and teacher-student evaluation.

#### 1. Self-evaluation by Students

Teachers should pay attention to students' self-assessment and guide them in learning how to summarize and reflect on their own learning. Since students are the main participants in the classroom, teachers need to guide them to become participants and designers of various evaluation activities. By consciously using various interesting evaluation designs and evaluation results to improve their learning methods, students can improve their academic performance and develop their core competencies.

#### 2. Peer Evaluation

Students are accustomed to their own learning environments and often find it challenging to recognize problems they encounter in their learning. Effective suggestions from others are the best and most convenient way to improve their abilities. Therefore, involving peer evaluation in the classroom is crucial. On this basis, teachers summarize and provide advice, which students can selectively accept and correct. Others are more likely than oneself to detect problems, especially in oral English teaching, where students may find it difficult

to hear their own pronunciation or intonation issues. However, from the perspective of correction, others can easily find problems. This approach allows students to correct their mistakes and largely helps other students avoid similar issues.

### 3. Teacher-Student Evaluation

English, as a foreign language, involves very abstract and rigorous grammar rules and word combinations. However, facing lively adolescents during their adolescence, teachers' teaching designed based on their own thinking may not fully mobilize students' enthusiasm. Thus, student evaluation is essential. Unlike previous evaluations where only teachers provided assessments, students can also evaluate teachers. For example, in terms of teaching activities design and questioning methods in class, students can provide feedback and opinions to teachers. This way, teachers can not only fully understand what a good class means to students but also design their language behaviors and various teaching activities in class more specifically. From this perspective, Teaching-Learning-Evaluation integration also offers an opportunity for teachers' self-improvement and transcendence.

## 4. Conclusion

In summary, in the context of Teaching-Learning-Evaluation integration, integrating the three aspects effectively in junior high school English teaching can not only promote students' comprehensive development but also improve teachers' professional qualities and comprehensive teaching abilities. Based on careful study of the textbook, establishing learning objectives according to the curriculum standard, selecting appropriate evaluation methods based on learning objectives, and incorporating evaluation throughout the entire teaching process to monitor students' learning methods are essential. This ensures timely adjustments to students' learning methods and strategies, transforming the teaching process into students' core competency development process and promoting continuous improvement in students' English proficiency.

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**Project name:** 2023 Student Scientific Research Project of Jilin International Studies University, Design and Implementation of the "Teaching-Learning-Evaluation Integration" Model in Junior High School English, project number: JWXSky2023B189