



RESEARCH ARTICLE

THE ORGANIZATION OF ENGLISH READING TEACHING IN JUNIOR MIDDLE SCHOOL UNDER THE TEACHING-LEARNING-ASSESSMENT INTEGRATION CONCEPT

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ARTICLE INFO

Article History:

Received 15th August, 2023
Received in revised form
17th September, 2023
Accepted 25th October, 2023
Published online 17th November, 2023

Key words:

The Teaching-Learning-Assessment
Integration Concept Middle School
English Reading Teaching Design.

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Citation: Yuan Xiaowei. 2023. "The Organization of English Reading Teaching in Junior Middle School Under the Teaching-Learning-Assessment Integration Concept". *International Journal of Current Research*, 15, (11), 26361-26363.

ABSTRACT

The integration of the teaching-learning-assessment concept was applied to current middle school English reading class, which has played an important role in achieving teachers' teaching goals and students' learning goals. This thesis took English reading teaching in junior middle school as an example to analyze how to organize and analyze English reading classroom teaching under the integrated teaching-learning-assessment concept. The purpose of this thesis was to verify teaching methods and continuously improve the classroom teaching quality.

INTRODUCTION

Teaching-learning-assessment is a consistent approach to English classroom teaching that follows the content standards of the curriculum. The implementation of teaching-learning-assessment is the key to solving the current problem of inadequate implementation of classroom teaching objectives. In recent years, the pressure for middle school students to pursue higher education has been increasing. Teachers' teaching and students' learning often focus on summative evaluations such as the middle and high school entrance exams. The idea of teaching based on exams and learning based on exams had made it difficult to implement the concepts of promoting learning and teaching based on evaluations in curriculum standards. The "English Curriculum Standards for Compulsory Education (2022 Edition)" points out that teachers should pay attention to the integrated design of "teaching-learning-assessment", adhere to the principle of promoting learning and teaching through evaluation, and integrate evaluation throughout the entire process of English curriculum teaching and learning. The proposed integration of teaching-learning-assessment can guide teachers to pay attention to teaching design and content, and ensure the logic of their teaching design.

Design for Teaching-Learning-Assessment Integration

Refining the Evaluation Model: In the integration of teaching and assessment, it is emphasized that teaching, learning and assessment are inseparable and are integral to the whole classroom teaching.

Assessment is the most crucial part of this process. When we do a good job of teaching assessment, we can motivate students to learn and students can be more interested in learning. Therefore we need to ensure the scientific validity of teaching assessment. In the concept of integration, assessment is not monolithic; it requires both assessment of students and assessment of teachers. Diversity of assessment requires us to go beyond the final and mid-term exams but to practice it in our everyday lives, because exams are only a form of self-evaluation for students. It does not allow students to identify shortcomings and problems in their daily learning. Assessment in everyday life can be seen in the assessment of students after each unit of study. The teacher assesses the students' participation in class, what they have learnt in the unit, their understanding of the language and their fluency. Teachers can also ask students to make their own assessments. Students present their own learning and write a summary of the unit. All of these ways can provide a basis for assessing students' core literacy, thus promoting continuous development in the unit and in their overall learning. In 2003, the release of the experimental English curriculum standards for senior secondary schools introduced the concepts of formative assessment. Formative assessment mainly focuses on the process and realization the diversity of assessment subjects. In general, teachers actively conduct classroom assessment and students reflect after class. After the teaching is completed, teachers observe the results and state of learning presented to understand what students have learned and what the differences and gaps are between the learning results and the expected objectives. On this basis, teachers provide timely guidance and feedback as a means of accomplishing our teaching objectives.

The English Curriculum Standards for Compulsory Education (2022) further defines how assessment should be conducted. In the past, teachers focused on grammatical knowledge, now, they are expected to transform into assessment that meets the core literacy standards of the curriculum. This includes assessing the whole student in the learning process and evaluating students' learning in terms of the degree of development of core literacy. Teachers need to use learning to promote assessment and then, assessment to promote learning to achieve consistency among teaching objectives, content and assessment. English Curriculum Standards for Compulsory Education points out that in English, teachers should cultivate students' comprehensive development ability, self-evaluation ability, and an open mind to listen to the opinions of all sides and constantly develop them. Therefore, through evaluation, teachers can develop themselves and stimulate students' interest in learning. It can be seen that the state attaches importance to the combination of evaluation in all aspects. Combining the problems reflected in the practice of English reading class, such as the inconsistency between teaching content and evaluation, the reading teaching model that integrates teaching, learning and evaluation in junior middle school English classroom is constructed. The three models of teacher teaching, student learning and classroom evaluation are combined. With the combination, students' comprehensive abilities would be improved.

Setting Teaching Objectives: In the middle school English reading class, the teaching-learning- assessment are built in an integrated way and the teaching objectives should also be clearly defined. Whether there is a reasonable and scientific teaching objective determines the smooth development of the teaching task. Reasonable teaching objectives will stimulate students' interest in learning and contribute to the smooth development of the class. The current lack of language and skills practice in English reading class makes students lack the ability to learn on their own. When teachers set teaching objectives, they should focus on both curriculum awareness and pedagogical awareness. Pedagogical awareness focuses on whether the teaching objectives have been achieved. Curriculum awareness, on the other hand, requires that our teaching objectives are set in a reasonable manner, given certain premises.

Innovative Teaching Models: After we have set our teaching objectives, how to teach efficiently in the class is the key. This requires us to innovate the teaching mode under the integration of teaching-learning-assessment. In implementing teaching and learning, teachers are concerned not only with the rationality and effectiveness of the teaching objectives, but also with the educational significance of the teaching mode in achieving them. Pedagogical awareness is more concerned with the technical aspects of teaching, while curriculum awareness is more concerned with the value of teaching and learning, with the human being itself. How teachers innovate their teaching models determines to some extent the quality and level of teaching. The objectives, activities and assessment are set according to the content. In the junior English reading class, teachers should insist on taking students as the main body, providing interesting guidance to students so that they can think and discuss actively, creating a lively learning atmosphere and constantly improving the efficiency of learning. I take the text of module 6, the first volume of FLTRP English Grade 8, as an example. In the text analysis, we should pay attention to the main meaning, main content, writing intention, text structure and language characteristics of the article. The subject is man and nature. It introduces the number of pandas, their living habits and the problems they face. Finally, we discuss the efforts made by the government and other environmental protection organizations to protect pandas, and convey the theme of protecting nature and wild animals. By introducing the situation of the endangered animal panda, the reasons behind it and the different efforts made by scientists, the government and environmental protection organizations, the author calls on readers to work together for the protection of nature and animals.

Implementation of the Integrated Teaching-Learning-Assessment: This part focuses on the implementation of integrated teaching-learning-assessment concept in classroom teaching, based on the

setting of teaching objectives and the refinement of assessment models. This part was divided into three sub-sections. The first section is the content of the lecture. The second section is the implementation programme. The third section is the implementation case.

Teaching Content: A control class and an experimental class with forty and forty-three students were set up for this practice. The control class adopted the traditional teaching method for teaching English reading, while the experimental class adopted the new integrated teaching-learning-assessment concept. After a period of study, the results of two monthly examinations were compared between the two classes. The results of reading comprehension in the two examinations were observed and recorded for comparative analysis to see what effect the classroom under the integrated teaching-learning-assessment concept had. We observed the learning in the English reading classes of the control and experimental classes separately and recorded the students' performance in the classroom and afterwards. We focused on three aspects of cognitive, communicative and affective strategies in the classroom and analyzed the teaching of English reading in junior high school based on the concept of integrated teaching-learning-assessment through the performance of the students in the classroom. The lessons in Chapter 4 are based on the Humanities Edition of English. Each unit has two parts: section A and section B. section A is mainly listening and grammar lessons, while section B is reading lessons. As our study focused on the reading lessons, we only observed and recorded section B.

Implementation Programme: Teachers should learn to prepare unit objectives, clarify the content, analyze the teaching priorities steps, and clarify the design intentions of each step of the teaching plan. Students are given a preview of the lesson with the key content and objectives to be mastered in class. Students recite the words they need before class, mark the difficult point and check in advance what will be discussed in class. Teachers deliver lessons in class based on the concept of integration of teaching-learning-assessment and on the objectives of independent, collaborative and investigative learning. The teacher sets up different life situations, asks classroom questions and works in small groups to allow students to explore and solve problems on their own. Students are actively involved in the learning activities and are able to apply them to real-life situations, achieving our intended learning objectives in different forms of activity tasks, gradually developing core English literacy and improving themselves.

Implementation Examples

Module content analysis: Grade 8 textbook Unit 7 What's the highest mountain in the world? B2 Section 2a-2e.

The reading material is a report on giant pandas and has some features of an explanatory text. 2b requires the students to read the text and find the meaning of each number by scanning. 2c is a post-reading task in which learners again use reading strategies and mind maps to find answers to the questions based on the information points required in the questions. 2d requires students to understand the details of the text and 2e is an open-ended question that asks students to think of other ways of saving the pandas and gets them thinking. The nature of such competence-based curricula is discussed in the context of secondary schools before providing an outline of the context of each of the case.

Analysis of Learning Situation: The theme of the text is the protection of pandas. Grade 8 students are familiar with this topic and are more interested in animals, so they can focus more on reading to learn more about pandas; they have already focused on developing reading comprehension since the beginning of this term and had some reading skills. Meanwhile, they have a better ability to think independently and rationally and can understand the meaning of protecting animals. Oral learning differs from written learning in that it is based more on collective behaviour and requires direct communication between people through language. The most important feature of partner or cooperative group activities is that they

can mobilize all students in the class to communicate and interact with each other at the same time. In recent years, this form of activity has been actively promoted in foreign language teaching in China. It is simple and easy to implement.

Evaluation objectives: Students analyze the content of the text by using skimming and close reading methods. They can master the content of the text, exercise their logical skills and diagnose their inductive and reason judgement skills. Students diagnose and develop inductive text commonalities through construction of a mind map, and patterns of thinking to facilitate subsequent revision and assessment.

RESULTS

We were able to observe the experimental and control classes through two examinations. The first monthly exam showed that the experimental class scored 23.53 on the English reading section and the control class scored 18.84.

	Class	Student numbers	Reading score average
First Monthly Exam	Experimental class	43	23.53
	Comparison class	40	18.84
Second Monthly Exam	Experimental class	43	23.40
	Comparison class	40	16.65

The second monthly exam showed that the experimental class scored 23.40 on the English reading section and the control class scored 16.65. This shows that classroom teaching of English reading using the concept of integration of teaching-learning-assessment can improve students' performance.

CONCLUSION

This thesis combines the current situation of English reading classes for junior high school students, and classroom student performance, with the teaching-learning -assessment integration concept and the traditional concept of English teaching respectively, and draws conclusions based on the problems and observed effects. The classroom design incorporating the integrated teaching-learning-assessment philosophy has had a beneficial impact on students' language skills, intercultural awareness, thinking quality and learning ability. In the integrated classroom, teachers pay more attention to cultural diversity and integrate domestic and international cultures in a carefully designed teaching process, which is more finely tuned to the situation of each student and encourages students to participate in the classroom, thus gradually developing their ability to analyze and solve problems.

The English classroom is filled with a cultural atmosphere and an understanding of the different cultural customs and traditions of the world. Students are also interested in consulting different information outside the classroom, broadening their horizons and building their cultural knowledge. Students evaluate and learn in the classroom and improve their English reading skills in a subtle way, leading to improved academic performance. By teaching English classes under the guidance of the concept of integration of teaching-learning-assessment, teachers are able to identify students' problems, adjust their teaching objectives and improve their teaching. Students are also able to evaluate according to the teacher's guidance, reflect on what they have learned and improve their learning status, so both teachers and students can achieve mutual progress. Therefore, the integration of the concept of teaching-learning-assessment in the classroom can facilitate the learning of English reading by junior high school students and achieve all-round development.

This thesis is the result of the research project from Jining Normal University (JGKT2022015) and Education Science Research Project (2023NGHCZ222).

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