

Research on the Integration English Reading Teaching, Learning, Assessment in Junior High School

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Abstract: This study focuses on the integration of junior high school English reading teaching, learning and assessment and analyzes its connotation, implementation strategies, and effects on the improvement of students' reading ability. By describing the importance of teaching and assessment integration in junior high school English reading, exploring how to construct a scientific and reasonable teaching and assessment integration system to improve teaching quality and promote the development of students' English reading literacy.

Keywords: Junior High School; English Reading; Teaching; Learning and Assessment.

1. Introduction

The integration of teaching, learning, and assessment has become a crucial approach in modern education, particularly in language teaching, where continuous feedback and adaptive instruction are essential for student development. In junior high school English reading classes, however, traditional teaching methods often separate instruction from evaluation, leading to passive learning and insufficient metacognitive awareness among students. Therefore, the integration of teaching, learning and assessment plays a key role in English classes.

2. The Concept of Integration of Teaching, Learning, Assessment

The English Curriculum Standard for General Senior Secondary Schools (2022 Edition) clearly states that: " 'Teaching' is for teachers to design teaching objectives and activities according to the students' learning situation and the teaching content, and for teachers to achieve the purpose of educating people in the English discipline by organizing and implementing teaching activities inside and outside the classroom; 'Learning' is the students' active participation in classroom teaching activities to transform English knowledge and skills into their own core literacy; 'Evaluation' is the teacher's activity of determining the evaluation content and evaluation standards based on the teaching objectives and monitoring the process and effect of teaching and learning, to achieve the goal of promoting learning through evaluation and to realize the goal of promoting learning through evaluation. Realize assessment for learning and assessment for teaching." [1]

The process of integrating teaching, learning and assessment is as follows:

Firstly, the formulation of teaching objectives. Teachers should formulate appropriate teaching objectives according to students' learning ability as well as the teaching content. Secondly, the choice of teaching methods. Teachers should consider the learning situation of students to choose appropriate teaching methods and adjust the teaching methods according to the learning situation. Teachers should choose a variety of teaching methods to stimulate students' interest in learning. Finally, the evaluation of the learning

process. Teachers evaluate students' learning. The traditional English classroom merely evaluate students' learning results, which is not conducive to enhancing students' learning motivation. Teachers ought to evaluate the process of students to enhance students' learning ability [2].

3. Existing Problems of Junior High School English Reading Class

In the traditional English classroom, teachers are more fragmented for teaching, learning and assessment. This directly leads to the students' learning inefficiency, which affects the students' learning effect. Teachers are not specific enough in setting goals and evaluating students in a single way, which will lead to students' low motivation to learn, thus adversely affecting the improvement of the quality of teaching and learning.

3.1. Objective-setting Issues

When teachers formulate teaching objectives, they do not have a deep enough understanding of the curriculum standards, resulting in unclear and unspecific objectives. For example, in some teaching objectives, teachers merely use vague words such as "understanding" and "mastery", without clarifying the specific degree that students should achieve [3]. At the same time, there is a lack of close connection between the teaching objectives and the evaluation objectives, and the evaluation objectives do not accurately reflect the teaching objectives, making it impossible for evaluation to effectively serve teaching.

3.2. Disconnect between Teaching and Learning Activities and Assessment

In the process of teaching, some teachers pay too much attention to the transmission of knowledge, and the design of teaching activities lacks consideration for the cultivation of students' abilities. For example, in reading teaching, only the content of the text is explained, and there is no activity designed to guide students to think critically. At the same time, evaluation is not carried out throughout the teaching activities, and it is often carried out only after the teaching activities are finished, which cannot provide timely feedback for teaching. For example, in cooperative group learning, teachers do not observe and evaluate the group discussion process, resulting

in group activities that may be a mere formality.

3.3. Single Approach to Evaluation

The evaluation methods in junior high school English teaching are still mainly paper-and-pencil tests, which pay too much attention to the examination of knowledge memorization and neglect the evaluation of students' language-using ability, thinking quality and other aspects. In addition, there are difficulties in the implementation of self-evaluation and mutual evaluation. Students have difficulties in making objective and accurate evaluation of their own and others' learning due to the lack of evaluation methods and experience [4].

3.4. Lack of Instruction in Reading Skills

There are many reading skills in English such as skimming and scanning, however, there is a lack of teaching reading skills to students. Teachers focus mainly on the outcome of students' learning and neglect the process of students' learning. This leads to a lack of knowledge in reading skills, which affects students' learning efficiency.

4. The Necessity of implementation

4.1. Requirements of the New Curriculum Reform

The 2022 version of the Compulsory Education English Curriculum Standards clearly puts forward the concept of "Teaching-Learning-Assessment" integration, which requires the consistency of teaching objectives, activity design and evaluation standards, and the integration of teaching-learning-assessment is conducive to the cultivation of students' core literacy and the enhancement of learning ability. The 2022 version of the Compulsory Education English Curriculum Standards clearly requires that reading teaching should cultivate students' ability to acquire information, analyze texts, think critically and be culturally aware. For example, if the teaching objective is set as "extracting clues of characters' emotional changes through reading narratives", then the reading activities should be designed as "plot flow chart drawing", "emotional vocabulary labeling", etc. The integrated model ensures the consistency of objective-activity-evaluation and ensures the consistency of objective-activity-evaluation. The integrated model ensures that reading teaching truly serves the improvement of core literacy through the consistency of the integration of teaching-learning-assessment.

4.2. Optimizing the Teaching Process and Enhance Classroom Efficiency

Instant assessment such as classroom questions, feedback on reading tasks helps teachers to accurately grasp students' reading difficulties like vocabulary barriers, lack of logical reasoning ability, and adjust teaching strategies in a timely manner. Evaluate teaching to avoid blindness in teaching. Diagnostic evaluation before reading can accurately grasp students' starting points, thus enhancing teaching efficiency.

4.3. Promoting Independent Learning and Holistic Development of Students

Through self-assessment and mutual assessments, students are guided to reflect on reading strategies such as the application of skimming/scanning skills and develop metacognitive skills [5]. In the mutual assessment session,

students need to analyze their peers' reading notes, not only to strengthen their own understanding of the text, but also to learn to learn from the methods of others, and to form the self-directed learning habit of "self-reflection - strategy adjustment".

4.4. Promoting Teachers' Professional Growth and Optimizing Research

The integration of teaching, learning and assessment requires teachers to master diversified assessment tools such as scales, portfolios, classroom observation forms and design assessment tasks that match teaching and learning objectives. This prompts teachers to shift from "knowledge transmitters" to "learning designers and evaluators". In junior high school English reading, if teachers follow the integration of teaching, learning and assessment, this will make teachers master the teaching objectives and help students better grasp the structure of the text. At the same time, it promotes teachers' professional growth and improves teaching efficiency.

5. The integration of Teaching, Learning, Assessment Strategies

5.1. Specify Teaching Objectives Based on Learning Situation

Before carrying out teaching and learning activities, teachers must carefully study the requirements of the Curriculum Standards for setting teaching and learning objectives, summarize and refine them, and school-based them according to the specific learning situation of students [6]. Teachers can set clear and specific teaching objectives only by analyzing the learning situation before designing teaching activities.

5.2. Study the Discourse in-depth to Improve Analytical Skills

The integration of "teaching-learning-assessment" is an important initiative of curriculum reform and a core concept of teaching development. Teachers study the text in depth in the process of lesson planning, and master the structure of the article and the content of the text, and anticipate the possible problems of the students, so as to promote the development of reading teaching.

5.3. Formulate a Diversified Assessment Approach

The English reading teaching in junior high school, combining formative assessment with summative assessment is a comprehensive and scientific way of evaluation [7]. Formative assessment focuses on students' learning process. Formative assessment is conducive to finding students' problems, which helps teachers adjust reading strategies in time. Summative assessment is more comprehensive to detect the learning level of students. At the same time, teachers focus on the diversity of evaluation subjects. Teacher evaluation provides students with more professional advice. Peer evaluation creates communication with peers, which can help students get advice from different perspectives and promote common progress. Self-evaluation helps students understand their own strengths and weaknesses, and develops students' ability to learn independently.

6. Conclusion

The integration of teaching, learning and assessment is an important path to enhance the effectiveness of junior high school English reading teaching. By demonstrating the necessity of organic integration of teaching objectives, teaching activities and assessment mechanisms, this study emphasizes the core principle of assessment for learning and assessment for teaching. The study shows that the integrated design can more accurately diagnose students' shortcomings in reading ability, optimize teaching strategies, and stimulate students' autonomy and reflective consciousness. The implementation of "integrated teaching, learning and assessment" in junior high school English reading helps to improve students' reading literacy and comprehensive quality, thus promoting the comprehensive development of core literacy.

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