

Analysis of the Impact of Tao Xingzhi's "Integration of Teaching, Learning, and Practicing" on the Role Transformation of Modern English Teachers

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Abstract: Under the background of the New English Curriculum Reform, how to promote the transformation of the teacher's role and fully exert the students' subjective status has always been a question that educators continuously explore. The New Curriculum Reform advocates for teachers and students to learn together and progress together, emphasizing the cultivation of students' creativity. This requires teachers to transform their teaching methods, which are mainly based on indoctrination, and truly become guides on the path of student growth. This paper analyzes Tao Xingzhi's "Integration of Teaching, Learning, and Practicing" and discusses its impact on the transformation of the English teacher's role. The article first reviews the origin and core viewpoints of the "Integration of Teaching, Learning, and Practicing" theory, emphasizing the combination of education and life practice, and highlighting the importance of learning for practical application. Then, the article analyzes the theoretical impact of this theory on the transformation of the teacher's role, including the multiple roles of teachers as guides, collaborators, and researchers. Finally, by discussing the challenges of the "Integration of Teaching, Learning, and Practicing" theory in educational practice and proposing corresponding strategies in conjunction with teaching practice, this aims to promote the transformation of the teacher's role.

Keywords: Tao Xingzhi; Integration of Teaching, Learning and Practicing; English Teachers' Role; Teachers' Role Transformation.

1. Introduction

The ongoing reconfiguration of English language education objectives, coupled with the implementation of competency-based curricula, has precipitated profound challenges to conventional pedagogical paradigms, necessitating a fundamental reorientation of educators' professional identities. This paradigm shift compels practitioners to transcend their historical role as mere knowledge disseminators and embrace multidimensional identities as cognitive mediators, collaborative partners, and architects of practice-oriented learning ecosystems. Within this transformative landscape, the educational philosophy of Tao Xingzhi emerges as a seminal theoretical framework, particularly through its seminal doctrine of "Integration of Teaching, Learning, and Practicing", which provides both epistemological grounding and operational guidance for contemporary role reformation.

Central to this theoretical framework is its praxis-oriented epistemology that bridges instructional activities with authentic life experiences, advocating for an educational paradigm that transcends information transmission to cultivate holistic competencies. Tao's tripartite model reconceptualizes education as a symbiotic process where knowledge acquisition, skill development, and personality formation coalesce through experiential engagement—a perspective that resonates profoundly with current educational reforms emphasizing trans-disciplinary literacy and learner agency. For modern ELT professionals, this philosophical orientation necessitates a metamorphosis from content-centred instructors to dynamic educational catalysts who orchestrate scaffold learning experiences, foster collaborative knowledge construction, and cultivate communities of practice.

The implications of this identity transformation extend beyond pedagogical methodology to encompass systemic educational innovation. By reconstituting their professional roles as learning facilitators and co-constructors of meaning, English educators can effectively respond to the developmental demands of 21st-century learners, thereby enhancing instructional quality through participatory pedagogies. This alignment with Tao's humanistic vision not only revitalizes classroom dynamics but also propels the evolution of educational ecosystems that prioritize sustainable skill development over rote memorization. Ultimately, such role reconfiguration serves as a critical mechanism for actualizing comprehensive student development, bridging the theory-practice divide in language education, and catalyzing paradigm innovation in global ELT contexts.

2. Overview of Tao Xingzhi's "Integration of Teaching, Learning, and Practicing" Theory

Mr. Tao Xingzhi's theory of "Integration of Teaching, Learning, and Practicing" constitutes one of the central tenets in his pedagogical framework. This approach emphasizes the integration of theoretical knowledge with practical application in educational processes, advocating for the organic unification of instruction, academic study, and hands-on implementation. By promoting the simultaneous development of these three elements as interdependent components of a cohesive system, the theory fundamentally redefines traditional teaching paradigms through its tripartite operational mechanism.

2.1. Theoretical Origins and Context

Emerging as a seminal achievement in China's modern educational reform, the "Integration of Teaching, Learning, and Practicing" theory reflects both China's educational realities and cultural heritage. This framework engages in critical dialogue with traditional Chinese pedagogy while transcending Western pragmatist educational concepts[1].

Traditional Chinese education prioritized scholarly knowledge transmission and teacher authority but neglected practical skills and innovative thinking. Tao critiqued this reality-disconnected approach and proposed educational integration with daily life through his maxims "life as education" and "society as school." His theory challenged unidirectional knowledge transmission, advocating instead for active student participation and hands-on practice to cultivate innovation and operational competence.

The theory assimilated John Dewey's pragmatist principles of "learning by doing" and "school as society"[2], which emphasized experiential learning through life contexts. Tao synthesized these concepts with China's educational needs, developing a distinctively Chinese model that connected education with productive labor to enhance practical capabilities[3]. This theory played a pivotal role in modern China's educational transformation, providing both conceptual renewal and practical guidance. Its focus on life-oriented education and social relevance significantly influenced rural education reform and teacher training systems, prioritizing practical skill development and innovation cultivation through Tao's advocacy.

2.2. Theoretical Core and Characteristics

Tao Xingzhi's theory of Integration of Teaching, Learning, and Doing stands as a pivotal achievement in modern Chinese educational reform. Its core principle emphasizes the integration of education with real-life practices, advocating for the application of knowledge and the unity of knowing and acting[4]. This theory has not only redefined the role of educators but also profoundly influenced teaching methodologies and student learning approaches.

First, the theory reshapes the role of teachers by transforming them from traditional knowledge transmitters into facilitators and collaborators in student learning. Teachers are no longer mere lecturers but organizers, guides, and active participants in learning activities. They are required to design and implement instructional activities tailored to students' needs and interests, guiding learners to acquire and consolidate knowledge and skills through practical engagement[4]. Second, the theory encourages educators to adopt diversified pedagogical strategies, such as project-based learning, collaborative learning, and experiential learning, aiming to address diverse learning needs and foster holistic student development. These approaches prioritize active participation and hands-on practice, effectively stimulating students' creativity and practical skills.

Under this theoretical framework, students' learning modes shift from passive reception to active exploration. Learners are encouraged to acquire knowledge through hands-on activities, group collaboration, and project-based inquiry, thereby cultivating problem-solving abilities[3]. Such an approach nurtures habits of self-directed learning, enhances lifelong learning competencies, and ultimately contributes to the attainment of core competence.

Finally, Tao Xingzhi emphasized that "action is the

foundation of knowledge," asserting that genuine understanding originates from practice. In the Integration of Teaching, Learning, and Doing theory, practice serves not only as the goal of learning but also as its medium. Through practical engagement, students integrate theoretical knowledge with experiential insights, leading to deeper comprehension and mastery. Furthermore, the theory underscores the necessity of aligning education with daily life, transforming the educational process into an extension of students' lived experiences. This perspective highlights the practicality and life-world relevance of education, advocating for pedagogy that addresses students' real-life needs while nurturing their life skills and social adaptability. Consequently, teachers must consider students' prior life experiences and existing knowledge when selecting content and formulating objectives, ensuring instruction remains authentic and grounded[5].

In summary, the Integration of Teaching, Learning, and Doing theory holds significant implications for modern educational practices. It re-frames education not merely as knowledge transmission but as the cultivation of competencies and individual growth. By redefining traditional teacher roles, innovating instructional methods, and transforming learning paradigms, this theory provides a robust framework for nurturing modern citizens equipped with innovative thinking and practical capabilities.

3. Impact of the "Integration of Teaching, Learning, and Practicing" Theory on the Transformation of English Teacher Roles

3.1. Historical Evolution of Teacher Roles

In traditional Chinese education, teachers primarily functioned as "imparting knowledge, teaching skills, and resolving doubts," emphasizing authority and knowledge transmission. Positioned as intellectual authorities and moral exemplars, teachers operated within a unidirectional, authoritarian framework, while students remained passive recipients. This dichotomy resulted in a separation between teaching and learning[4]. However, this traditional role has gradually faced challenges with societal progress and evolving educational philosophies.

Mr. Tao Xingzhi's advocacy for the "Integration of Teaching, Learning, and Practicing" introduced a profound critique and transformation of conventional teacher roles. This philosophy emphasizes the inseparability of education from practical life, proposing that "life itself constitutes education," "society serves as the school," and "Integration of Teaching, Learning, and Practicing". Under this framework, teachers evolve from mere knowledge transmitters to guides, collaborators, and facilitators of student learning. Tao explicitly criticized the unilateral knowledge indoctrination in traditional pedagogy and students' passive reception, advocating instead for teaching methodologies tailored to students' learning processes. He emphasized collaborative participation between teachers and learners to achieve mutual development through teaching and learning.

This pedagogical shift redefines teachers' responsibilities beyond classroom lecturing, extending to comprehensive guidance throughout students' learning journeys. Teachers are now required to design contextualized scenarios that guide learners in independently problem-solving, thereby

cultivating self-directed learning abilities and innovative thinking. The teacher-student relationship has transitioned toward greater equality and interactivity, with teachers becoming active participants and supporters rather than detached authorities[6].

3.2. Theoretical Reconfiguration of English Teachers' Roles

The theory of "Integration of Teaching, Learning, and Practicing" exerts profound implications for redefining the roles of modern English educators. This pedagogical framework compels teachers to assume multifaceted roles in educational practice, thereby aligning with the evolving demands of contemporary curriculum reforms.

3.2.1. Teacher as Facilitator

The Compulsory Education English Curriculum Standards (2022 Edition) mandates that teachers address three core questions: "Why teach?", "What to teach?", and "How to teach?", while simultaneously guiding students to comprehend "Why learn?", "What to learn?", and "How to learn?"[7]. This paradigm shift requires teachers to transcend traditional knowledge-transmission roles and reposition themselves as learning facilitators. Such a role emphasizes teachers' capacity to stimulate intellectual engagement through carefully designed instructional activities, fostering students' proactive exploration and knowledge construction.

The theory further advocates for pedagogical practices that enable students to build knowledge through authentic experiences, transforming learning into a self-directed discovery process. By leveraging Vygotsky's zone of proximal development (ZPD), teachers must design tiered tasks to activate learner motivation, cultivate critical thinking, and dismantle the antiquated "teacher-dominated" classroom model. This approach aligns learning objectives with students' cognitive readiness, ensuring scaffolded progression from guided practice to autonomous application.

3.2.2. Teacher as Collaborator

In traditional English classrooms, teachers often act as authoritative managers, prioritizing knowledge delivery over fostering student agency. This approach inevitably stifles the development of collaborative and innovative capacities in learners. Tao Xingzhi's "Integration of Teaching, Learning, and Practicing" theory redefines this dynamic by emphasizing collaborative partnerships between teachers and students. As collaborators, teachers play a pivotal role in facilitating active participation and joint knowledge exploration[4]. This paradigm shifts from the conventional "teacher lectures, students listen" model to a co-constructed learning process. Effective collaboration enhances instructional quality and learning outcomes, requiring teachers to establish egalitarian relationships, value student perspectives, and jointly investigate knowledge. Practical strategies include implementing cooperative learning activities, flexible grouping methods, and redistributing classroom time to prioritize student-led inquiry and reflective knowledge construction[8].

3.2.3. Teachers as Researchers

The concept of "Integration of Teaching, Learning, and Practicing" originates from the core principle of "doing" - learning through practice and applying knowledge through action. The English Curriculum Standards emphasize the implementation of an activity-based learning approach that combines critical thinking with creative application. It

advocates for experiential learning, practical implementation, and innovative knowledge transfer[7]. Consequently, teachers must transcend textbook-centered pedagogy by creating authentic contexts and problem-solving scenarios that foster the integration of knowledge acquisition with critical thinking and practical application. As educational researchers, teachers should first comprehensively study the pedagogical principles outlined in the new curriculum standards and clarify the distinctions between curricular objectives and instructional goals to enhance classroom design.

Furthermore, lesson preparation should extend beyond textbook analysis to include thorough student research. As the educational maxim states: "Understanding students parallels tailoring garments - only through customized measurement can instruction achieve proper fit." Teachers must design differentiated activities and employ varied instructional strategies that accommodate students' diverse cognitive levels, while simultaneously developing multifaceted teaching resources. As Tao Xingzhi advocated, we must "read living books, read books actively, and apply knowledge to life"[1]. This philosophy necessitates guiding students to connect theoretical knowledge with personal experiences, enabling them to address real-world challenges through learned concepts.

In summary, the "Integration of Teaching, Learning, and Practicing" philosophy significantly redefines teachers' professional roles in modern educational practice. It requires educators to assume multifaceted responsibilities as facilitators, collaborators, and researchers, ultimately aiming to promote students' holistic development and elevate the overall quality of education.

3.3. Practical Implications of English Teachers' Role Transformation

The "Integration of Teaching, Learning, and Practicing" theory offers significant insights for contemporary educational practice, particularly in reshaping teacher-student relationships and advancing pedagogical reforms. It necessitates multifaceted role transitions for English teachers to meet the demands of modern education.

First, this theory emphasizes interactive teacher-student relationships, advocating for a partnership grounded in mutual understanding and communication. Within this framework, teaching evolves from unidirectional knowledge delivery to bidirectional exchanges where teachers and students mutually inspire and learn, forming an interactive cycle. Such dynamics foster an open and inclusive learning environment that enhances students' proactive engagement and holistic development. This underscores the intrinsic connection between "teaching" and "learning"—a concept emphasized by Tao Xingzhi, who criticized artificial separations between the two and advocated for "teaching through learning and learning through teaching"[5].

Second, the theory highlights equality in teacher-student relationships, where both parties assume diverse roles beyond traditional "knowledge transmitter" and "passive receiver" paradigms. This equitable interaction is pivotal for nurturing students' self-directed learning and comprehensive growth. As learning facilitators, teachers can stimulate students' intrinsic motivation while cultivating their self-directed learning abilities and critical thinking. As collaborators, they engage in joint knowledge exploration with students, fostering teamwork and social skills. As builders of a practical community, teachers provide hands-on opportunities

to develop students' operational competence and innovative spirit.

Finally, the theory explicitly redefines teachers' roles in pedagogical reform. Teachers must transition from knowledge dispensers to learning promoters and collaborators. Reforms should encourage diversified instructional approaches—such as project-based learning, inquiry-based learning, and experiential learning—to accommodate varied student needs and promote well-rounded development. Furthermore, teachers must act as architects of learning environments, creating spaces that balance support and intellectual challenge to ignite students' enthusiasm and creativity, enabling them to internalize knowledge through practice. As Tao Xingzhi asserted, authentic “doing” integrates physical and mental engagement: “True practice lies in applying both manual and intellectual labor, as they are inseparable; genuine ‘doing’ requires harmonizing effort with reflection”[3].

4. Challenges and Strategies in Educational Practice

4.1. Challenges Encountered in Practice

In educational practice, the implementation of Tao Xingzhi's theory of “Integration of Teaching, Learning, and Practicing” faces multiple challenges, which are primarily manifested in the following dimensions.

4.1.1. Constraints of Traditional Teacher Perceptions

Long-standing adherence to traditional educational concepts has led many teachers to equate effective instruction with improving student test scores, consequently adopting examination results as the sole criterion for evaluating learning outcomes[9]. This persistent traditional mindset positions knowledge transmission as teachers' primary responsibility, while neglecting student agency and the cultivation of practical competencies. Such perceptions not only influence pedagogical approaches but also constrain the evolution of teachers' professional roles. Within this conventional framework, educators tend to assume the dual roles of knowledge transmitters and authoritative figures, predominantly employing lecture-based instruction for conceptual explanation followed by repetitive mechanical exercises for knowledge consolidation[5].

This entrenched perception positions students as passive recipients of theoretical knowledge, resulting in learning experiences detached from real-world applications. Consequently, it restricts the development of critical and creative thinking capacities. In contrast, the “Integration of Teaching, Learning, and Practicing” emphasizes the essential role of practice, asserting that “how we act determines how we learn, and how we learn informs how we act.” Therefore, teachers must transcend this examination-oriented singular perspective and adopt innovative pedagogical approaches. Such transformation can facilitate holistic student development while bridging theoretical understanding with practical application.

4.1.2. Lagging Educational Evaluation System

Teachers influenced by traditional pedagogical concepts tend to prioritize academic performance and over-rely on summative assessments, a phenomenon deeply rooted in China's entrenched educational evaluation framework. As documented in previous studies, the evaluation system has long been plagued by narrowly defined objectives, rigid

content, and over-reliance on a single evaluation methodology[9]. This systemic constraint has substantially hindered English teachers' capacity to innovate in instructional approaches, adjust pedagogical objectives, diversify assessment methods, and redefine their professional roles.

The “Integration of Teaching, Learning, and Practicing” theory emphasizes cultivating students' innovative spirit and practical competence, asserting that “practice” should serve as both the starting point and ultimate goal of education. However, the prevalent exam-oriented culture has driven many teachers to adopt spoon-feeding pedagogy, artificially divorcing the interconnected triad of “teaching,” “learning,” and “practicing.” This pedagogical fragmentation is further exacerbated by an evaluation mechanism that exclusively emphasizes standardized test scores while neglecting critical learning processes such as cognitive development and problem-solving strategies[5].

Such an outdated evaluation paradigm not only fosters utilitarian learning attitudes among students but also constrains their holistic development. To cultivate well-rounded individuals with balanced growth in moral, intellectual, physical, aesthetic, and practical dimensions, comprehensive reforms are imperative. This requires not only systemic upgrades to the educational evaluation framework but also corresponding transformations in teachers' pedagogical philosophies and assessment practices.

4.1.3. Disparities in Educational Resources

The implementation of the “Integration of Teaching, Learning, and Practicing” theory faces significant challenges stemming from unequal distribution of educational resources and environmental constraints. In recent years, with sustained economic development, the issue of educational resource inequality has become increasingly prominent, creating dilemmas for teachers' role transformation[9]. Schools in resource-abundant regions are typically equipped with modern teaching facilities that provide educators with robust platforms for pedagogical innovation. These resources enable teachers to deliver diverse and in-depth knowledge while creating practical learning opportunities for students, thereby fostering holistic development.

In contrast, institutions in under-resourced areas often lack basic teaching infrastructure. The scarcity of resources restricts teachers' capacity to implement high-quality instructional designs, particularly hindering the integration of practical components (“practice” in the pedagogical triad) and impeding their professional role transition. Furthermore, educators in remote regions face limited professional development opportunities due to inadequate access to training programs, which constrains both their career advancement and role adaptation.

Addressing these regional and inter-school resource disparities constitutes a crucial step toward achieving educational equity and enhancing overall teaching quality. Ensuring equal access to educational opportunities will not only promote social justice but also serve as a vital catalyst for facilitating teachers' role transformation in contemporary education systems.

4.2. Implementation Strategies

Under the “Integration of Teaching, Learning, and Practicing” theory, educators need to break free from traditional conceptual constraints, establish modern educational evaluation systems, and fully utilize existing

resources to promote students' holistic development.

4.2.1. Transformation of Traditional Educational Perspectives

To achieve role transformation, teachers must first abandon textbook-centered and exam-oriented educational evaluation concepts. The "Integration of Teaching, Learning, and Practicing" framework emphasizes encouraging students to engage in independent thinking and hands-on practice through intellectually engaging labor activities, thereby deepening their understanding and internalization of abstract knowledge through action[1]. Tao Xingzhi emphasized that authentic teaching occurs only when teachers "teach through doing," and genuine learning materializes only when students "learn through doing"[3]. This necessitates teachers to diversify their pedagogical approaches by enabling students to acquire knowledge through practical application.

Furthermore, educators need to transition from their traditional role as knowledge transmitters to becoming facilitators of students' innovative and practical capabilities. This transformation requires teachers to actively study the new English curriculum standards while fundamentally reshaping their educational philosophy. Establishing a student-centered teaching concept and assuming diversified instructional roles will effectively cultivate students' learning motivation[2].

4.2.2. Reforming the Educational Evaluation System

Currently, teachers predominantly rely on examinations as the primary evaluation method. However, this singular assessment approach fails to comprehensively reflect students' actual learning outcomes and may hinder their holistic personal development. The philosophy of "Integration of Teaching, Learning, and Practicing" emphasizes cultivating students' practical skills and innovative thinking, encouraging them to connect theoretical knowledge with real-life applications. Notably, Tao Xingzhi, a renowned educator, advocated for the simultaneous use of hands and brain in learning. He criticized traditional Chinese education by stating, "The common flaw of Chinese education is that it teaches people to use their brains without their hands, and to use their hands without their brains, resulting in incompetence in both"[3].

Furthermore, the new English curriculum standards highlight that teaching evaluation should assess the development of students' core competencies and promote their comprehensive, healthy, and individualized growth[7]. To achieve this, educators must shift from a results-oriented evaluation model to a diversified assessment system that combines formative and summative evaluations, thereby comprehensively monitoring students' academic progress. Additionally, teachers should implement the "Integration of Teaching, Learning, and Practicing" by embedding assessment mechanisms into every stage of English instruction. Continuous feedback should be utilized to optimize both teaching and learning processes.

In practice, teachers should not only act as evaluators but also as providers of constructive feedback. Through critical reflection on their teaching practices, they can achieve mutual growth in teaching and learning while enhancing their professional expertise. Students, on the other hand, should transition from passive knowledge recipients to active participants in evaluating their own learning. By engaging in the assessment process, they can integrate "doing" with "learning," thereby deepening their understanding of knowledge and fostering a more comprehensive self-

awareness[8].

4.2.3. Optimization of Educational Resource Allocation

Optimizing the allocation of educational resources is crucial for ensuring educational equity and facilitating the transformation of teachers' roles. Educational authorities should prioritize resource distribution to regions and schools with the most acute resource deficiencies to enhance the overall efficiency of educational resource deployment[9]. Concurrently, as pivotal agents in ensuring effective English classroom implementation, teachers in remote areas require enhanced professional development programs to support their transition in instructional approaches and role orientation.

Teachers must proactively explore and rationally utilize existing resources to guarantee successful English curriculum delivery. Textbooks constitute the core resource for English instruction, necessitating teachers' thorough analysis of materials to design teaching objectives and select content based on students' proficiency levels and pedagogical requirements, adhering to a student-centered approach. When developing supplementary resources, educators must consider local economic conditions and students' cognitive capacities, adhering to the principles of effectiveness and practicality while avoiding undue academic burdens[7].

Educational institutions should further enrich extracurricular and extension activities that enable students to apply acquired knowledge in authentic contexts. Through addressing complex real-world problems, learners can acquire competencies beyond textbook content while achieving the integration of knowledge acquisition and practical application. These comprehensive learning experiences not only enhance students' holistic development but also promote the cultivation of integrated competencies.

5. Conclusion

The "Integration of Teaching, Learning, and Practicing" theory, proposed by Tao Xingzhi, was developed by adapting John Dewey's "Learning by Doing" philosophy to the realities of China's educational context. Though rooted in historical foundations, its profound conceptual value continues to exert far-reaching influence on contemporary educational reforms and provides critical guidance for redefining teachers' roles. Emphasizing the principle of "using teaching to drive learning and letting learning inform teaching," this theory aligns seamlessly with the goals of modern curriculum reforms.

By exploring the "Integration of Teaching, Learning, and Practicing" framework and its connection to role transformation among English teachers, this study aims to challenge the traditional perception of teachers as mere knowledge transmitters. It encourages educators to reflect on how to prioritize student agency, nurture creativity, and foster critical thinking in the classroom, thereby enhancing students' core competencies. While existing research on this theory has predominantly focused on secondary education, there remains a paucity of studies examining its implications for role transformation among English teachers. To address this gap, the author synthesizes relevant literature, current educational trends, and the defining features of Tao's theory to analyze four dimensions: the evolution of teacher roles, theoretical reconfiguration of these roles, practical significance of role shifts, and associated challenges with actionable strategies.

Teachers, as professionals in continuous development, are inevitably shaped by diverse factors such as student

demographics, curricular content, and educational objectives. Consequently, applying the “Integration of Teaching, Learning, and Practicing” theory requires context-specific adaptation, where educators must thoughtfully re-calibrate their roles in alignment with their unique environments. Educational reform is an enduring journey, and the author commits to further exploration of this theory in practice, integrating teaching, learning, and practice as an indivisible triad to maximize pedagogical value. Grounded in both theoretical rigor and practical reflection, this study aspires to contribute meaningful insights to the evolving discourse on teacher identity and educational innovation.

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