

A Study on the Integrated Design of Teaching, Learning and Assessment in Middle School English Reading Classes under the Orientation of Core Literacy

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Abstract: The integration of teaching-learning-assessment is an important way to implement the fundamental task of moral education and realize the development of students' core qualities in the context of the new curriculum. The new standards require that the relationship between teaching, learning and assessment be handled properly, so that teachers can learn to teach with teaching materials, so that students can take the initiative to learn, and so that assessment can guide teachers to improve their teaching and lead students to grow and develop in an all-round way. This paper discusses the connotation of the integration of teaching and evaluation, analyzes the relationship between them, and puts forward the teaching ideas and strategies for the integration of teaching and evaluation. On the basis of sorting out the relevant literature on core literacy and the integration of teaching and assessment, we take the reading teaching design of the ninth-grade English Unit 5 Section B of the Humanistic Education Edition as an example to explore the practical ways of the integrated teaching design of junior high school English reading teaching and assessment based on the perspective of core literacy.

1. Introduction

In the compulsory education English curriculum standards (Later in the article, it is referred to as new standards) promulgated in 2022, the teaching evaluation concept emphasizes the core literacy-oriented teaching-learning-evaluation. It requires teachers to change the way of educating people, pay attention to the educating function of evaluation, establish the awareness of evaluation integration, and realize the organic integration and mutual penetration of teaching-learning-assessment. However, in the current classroom teaching, there are still many problems in the practice of teaching-learning-assessment integration. This study analyzes the teaching design of a junior high school English reading class and proposes to construct a teaching-learning-assessment integration process. This study analyzes the teaching design of a junior high school English reading class and proposes a strategy for constructing a dynamic cycle of teaching-learning-assessment integration in the hope of providing constructive advice for teaching and learning to promote the development of students' core literacy in the English subject.

2. Connotation of Core Literacy

Core literacy, also known as core competence, which refers to the necessary character and key competence that students should have to adapt to the needs of lifelong development and social development. Different scholars define core literacy differently, but they all relate to the knowledge, skills, and emotional attitudes and values necessary for students' lifelong development and for coping with social competition, reflecting the national education policy of implementing the fundamental task of establishing moral character and focusing on students' all-round development^[1].

3. Connotation of teaching-learning-assessment integration

Specifically, teaching refers to the practical teaching activities carried out by teachers under the guidance of the core competency objectives; learning refers to the continuous improvement of students' core competency through participating in various forms of English practical activities inside and outside the classroom^[2]; Assessment is a variety of assessment methods that permeate teaching and learning. The integrated system of teaching-learning-assessment includes: clarifying the teaching concept, grasping the teaching content, analyzing the learning situation, determining the teaching objectives, choosing the teaching methods and evaluating the effects, based on the teaching-learning-assessment integration of junior high school English reading teaching strategies^[3].

4. To realize the integration of classroom teaching and assessment, teachers can use the following reading teaching strategies

4.1 Define teaching objectives to stimulate students' interest in learning

When analyzing the articles, teachers should first clarify the learning objectives of the students, and then set some reasonable and easy to complete reading tasks to stimulate students' interest in reading^[4].

4.2 Provide a variety of reading texts

Different texts have different reading requirements. Teachers should provide a variety of reading materials according to the teaching objectives and content of the lesson to help students acquire more language knowledge, which can be read independently according to the specific situation^[5].

4.3 Create reasonable questions to promote students' independent thinking

When designing questions, teachers should start from the actual situation of students, design questions according to the content of the discourse and language characteristics, and ask questions in various forms^[6].

4.4 Analyze the current situation of students' learning and set reasonable teaching objectives

Teaching objectives run through the whole process of teaching assessment. Teachers should take the learning situation as the starting point, fully recognize the current cognitive level and learning needs of students, and formulate teaching goals that are in line with the learning situation, so that the teaching goals are distinct and complete^[7].

4.5 Using evaluation means to promote teachers' teaching optimization

The use of evaluation means can prompt teachers to optimize their teaching. First of all, teachers should pay attention to the teaching objectives and the actual situation of students. Secondly, teachers should evaluate the learning effect of students. Again, teachers also need to find out and reflect on what problems exist in teaching through classroom language and teaching evaluation^[8]. Finally, teachers can use a variety of evaluation methods to test and reflect on students' performance and evaluate the teaching content.

5. A case study of Teaching-Learning-Assessment integrated reading teaching design

Take the reading of Unit 5 What are the shirts made of? (Section B Reading Beauty in Common Things) as an example, and utilize the Teaching-Learning-Assessment integrated reading assessment task design^[9]. Using the teaching-learning-evaluating integrated reading evaluation task design, the design of the reading evaluation task is elaborated from the two aspects of evaluation objectives and tasks^[10].

5.1 Formulation of evaluation objectives

5.1.1 Development of teaching objectives

Based on the analysis of the teaching content and the learning situation, and with reference to the disciplinary core literacy of students and the disciplinary competence requirements of the objectives of the academic segments in the Compulsory Education Curriculum Standard 2022 Edition, the teaching objectives of this lesson are set as follows:

(1) Language competence

Through reading activities, we need to sort out and summarize the expressions of three traditional art forms, namely, sky lanterns, paper-cutting and pottery, students are able to briefly introduce them to others.

(2) Learning Competence

Students will be able to discuss and collaborate with their group members to complete a mind map of traditional culture and art that builds on the article's introduction, and will be able to make an artwork presentation based on the mind map.^[11]

(3) Cultural Awareness

Students feel the beauty of traditional Chinese culture through communication and discussion, form cross-cultural awareness, and can use English to introduce our traditional culture.^[12]

(4) Thinking Quality

Students develop their logical and critical thinking by analyzing and communicating traditional culture and art, enhancing their aesthetic and dialectical thinking about traditional Chinese culture.^[13]

5.1.2 Development of evaluation objectives and evaluation program

Based on the teaching objectives of this lesson, combined with the theory of core literacy in the Compulsory Education English Standard, we will formulate the evaluation objectives and evaluation plan for this lesson^[14].

5.2 Teaching process and evaluation activities

We take the reading teaching design of the ninth-grade English Unit 5 Section B of the

Humanistic Education Edition as an example to explore the practical ways of the integrated teaching design of junior high school English reading teaching and assessment based on the perspective of core literacy. The specific practice steps are shown in Table 1.

Table 1: Teaching Process

Teaching process			
Process	Teaching activity	Student Activities	Design and Evaluation Intentions
Step 1	The teacher introduces the thematic vocabulary of the lesson sky lanterns, paper cuttings, clay by asking the question What kind of folk or traditional art do you know?	Students base their discussion on the teacher's questions	Discussion of questions to stimulate students' thinking
Learning Task 1: By looking at the title and illustrations of the text, students can predict the theme of the text ^[15] .			
Evaluation Task 1: Diagnose and develop students' information processing as well as inquiry skills by predicting the content of an article with the help of discourse headings and illustrations.			
Evaluation Criteria. Language skills: to be able to perceive and understand information about intentions and emotional attitudes conveyed by graphs, symbols and other materials ^[16] . Learning ability: to be able to predict and understand the main content of the lesson based on information such as the title of the text, the pictures and diagrams shown in the textbook and the key words given by the teacher ^[17] .			
Step 2	The teacher asks the students to look at the theme of the passage and the illustrations in the text, and asks the students What common things are mentioned in the passage? and predicts the content of the passage with the title Beauty in Common Things ^[18] .	Read the title and look at the illustrations to predict the content of the article	The titles and illustrations are more intuitive and match students' cognitive development level, students' desire to explore knowledge is stimulated, and students' ability to process textual information is enhanced ^[19] .
Learning task 2: Identify the structure of the article and get the general idea of the article through fast reading.			
Assessment Task 2: Diagnose and develop students' ability to summarize and generalize by skimming to obtain the structure of the article ^[20] .			
Evaluation Criteria. Language skills: to be able to summarize the main idea of the article, to find out the theme of the article, to understand the relationship between sentences and the relationship between paragraphs and the theme. Learning ability: to be able to use reading strategies such as scanning to quickly acquire information about the content and structure of the discourse. Evaluation criterion:			
Step 3	The teacher asks students to skim the text quickly to get the main idea and the structure of the text. Teachers give guidance on how to read, focusing on the	Quickly skim through the article to capture the topic sentences, make sense of the relationships between	Students work on their grasp of the structure of the text and train their ability to read quickly.

	opening and closing sentences of each paragraph as well as the first and last paragraphs. An article - the total general introduction of the topic is usually followed by specific details and examples ^[21] .	paragraphs, and analyze the structure of the article - the total division structure.	
Learning Task 3: Summarize the materials used to make common things, the beauty they convey and their symbolic meanings as mentioned in the passage through close reading.			
Evaluation Task 3: To diagnose and develop students' comprehension of textual details and information extraction by reading the text carefully and extracting information about common things such as the materials used to make them, the beauty they convey and their symbolic meanings.			
Assessment criteria. Linguistic competence: the ability to use strategies for obtaining information for different purposes. Learning ability: Cognitive strategies such as information extraction using categorization. Cultural Awareness: The ability to perceive the charm of traditional Chinese culture and art forms.			
Step 4	The teacher asks the students to read the article carefully and complete the table 2b in the textbook. Then ask the students to answer the questions. What are the beauty of common things? What are the symbols of the common things?	Students read the article carefully and extract information from the article based on the table and the teacher's questions.	Deepen and consolidate students' understanding of the content of the article and feel the beauty of traditional Chinese culture and art.
Learning Task 4: Re-read the article and construct a mind map of the traditional arts and culture introduced in the article. Students will be able to introduce artworks such as lanterns, paper cuttings, ceramics and so on to others according to the mind map.			
Evaluation Task 4: Diagnose and develop students' ability to generalize common ground, construct a thinking framework and transfer learning through the construction of a mind map of traditional cultural arts such as sky lanterns, paper cuttings and clay.			
Evaluation Criteria. Language skills: the ability to infer the general meaning of vocabulary words based on context. Learning ability: able to take the initiative to analyze the reasons, try to solve the difficult problems encountered in the learning process about the introduction of artwork, and seek help from peers and teachers. Thinking quality: Be able to obtain various information based on text content, summarize their common features, construct new concepts, and flexibly apply what they have learned to deal with new problems.			
Step 5	1. teachers help students understand vocabulary, grammar, and long and difficult sentences. 2. Provide detailed questions to help students construct a mind map. For example: Who used sky lanterns firstly in China? What were they used for during the past time? What are they	1. Students can infer vocabulary and long and difficult sentences according to the context, and ask for help from their peers and the teacher if they have difficulty in understanding. 2. Students work in	Thinking maps are designed to teach students to integrate information and exercise the quality of their thinking.

	usually made of ? What are the symbols of them? Teachers help students to construct a mind map framework by providing examples. 3. Guide the students to introduce the artworks according to the mind map outline of the text.	small groups to construct a mind map based on the information provided by the teacher. 3. Introduce the artwork to the class according to the mind map.	
Learning Task 5: To feel the beauty of traditional Chinese culture through communication and discussion, to form intercultural awareness, and to be able to introduce our traditional culture in English.			
Evaluation Task 5: To feel the beauty of traditional Chinese culture and gain national pride through discussion, and to diagnose and develop students' level of social and cultural cognition.			
Evaluation Criteria. Cultural awareness: to be able to appreciate the beauty of the language and the mood of the text and internalize them as their own qualities.			
Step 6	1. the teacher guides the students to appreciate the beauty of the language and the mood of the text. 2. Through the construction of the mind map in the previous session, the students are organized to introduce a piece of artwork outside the discourse.	1. Students read the article again with the teacher to appreciate the beauty of the language and the mood. 2. Discuss in small groups according to the mind map constructed in the previous section and choose an artwork to present to the class as a group.	This session is a migratory application of the previous session, exercising students' ability to migrate and apply what they have learned as well as their ability to work in a group. Students gain a sense of national pride in discussing traditional cultural artifacts, and are equipped with the awareness and ability to disseminate traditional Chinese culture.
Homework	Based on the mind maps constructed in class and group discussions, read for writing and write a Beauty in _____ essay.		

Combined with the overall design of the assessment activities, the activities in this lesson always focus on the core task of promoting students' understanding of the chapter content^[22], so that on the one hand, their comprehensive language use ability can be improved, and on the other hand, students' core literacy of the English subject can be developed. At the same time, in the whole classroom teaching, process evaluation is carried out throughout, and teaching-learning-assessment achieves internal homogeneity.

6. Conclusion

To sum up, the integration of teaching and evaluation is to organically unify teaching, learning and evaluation together, so that teachers' teaching and students' learning can be improved in time through the integration of evaluation, thus realizing targeted teaching. Integrated classroom teaching under the guidance of the goal, under the protection of evaluation, teachers can effectively design diversified teaching activities and evaluation activities around the development of students,

teachers and students can adjust the teaching design and learning process in a timely manner according to the evaluation of the feedback, teachers continue to improve their own teaching, students are also timely to reflect on the adjustment of their own learning methods and learning status, and ultimately to achieve the goal, improve the quality of teaching. In the integrated reading teaching process of teaching, learning and evaluation, the four aspects of students' core literacy in the English subject have been integrated and developed to different degrees.

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