

Using Teaching-Learning-Assessment Integration into China's Senior High School English Writing Teaching

Li He^{1, a}, Ran Wei^{1, b, *}

¹*School of Foreign Studies, Jiangsu Normal University, Xuzhou, China*
^a2598514076@qq.com, ^bweiran@jsnu.edu.cn
**Corresponding author*

Abstract: *General Senior High School English Curriculum Standard (2017 Edition) emphasizes that assessment should permeate the entire teaching process. By effectively integrating teaching, learning, and assessment, educators can enhance the quality of English instruction and implement the curriculum concept of teaching-learning-assessment integration. This study examines the current challenges in senior high school English writing instruction and explores strategies for embedding assessment into writing pedagogy. Building on theoretical and practical insights, the SOM (Student-oriented, Objective-oriented, Multi-assessment) teaching framework is proposed to provide actionable recommendations for front-line English teachers.*

Keywords: *teaching-learning-assessment integration, senior high school, English writing teaching*

1. Introduction

General Senior High School English Curriculum Standard (hereinafter referred to as the Curriculum Standard) points out in the section of teaching suggestions that teachers should deal with the relationship between teaching, learning, and assessment properly. By promoting the implementation of the teaching-learning-assessment integration, teachers use assessment to test teaching objectives, identify learning problems, and provide timely feedback to promote students' learning. And ultimately we can achieve the effect of letting assessment serve teaching, provide feedback to teaching and promote teaching^{[1][7]}. Writing, as a critical component of English core literacy, demands students to articulate personal experiences, describe objects, and construct logical arguments using cohesive devices^{[1][3]}. Despite its significance, writing instruction remains a persistent challenge for educators. This study investigates the integration of teaching-learning-assessment principles into high school English writing pedagogy, aiming to bridge the gap between curriculum standards and classroom practices.

2. Theoretical Background

2.1 The Definition of Teaching-Learning-Assessment Integration

Scholars globally emphasize coherence among curriculum objectives, instructional design, and assessment practices. Cohen posited that effective instruction necessitates alignment between teaching stimuli and assessment criteria, advocating for backward design—where assessments precede lesson planning. For example, unit tests should be prepared prior to the design of teaching procedures, and teaching design is oriented towards the desired outcomes^[2]. Martone and Sireci emphasized the alignment between teaching, assessment, and curriculum, highlighting the congruence of teaching objectives, teaching activities, and assessment. This consistency allows for the matching of desired teaching outcomes with assessment to guide students' learning^[3]. Hall noted that teaching is effective when it supports activities that are appropriate to the objectives of the course. For learning, teaching, and assessment to be consistent, there needs to be coherence among the development of curriculum objectives, the implementation of learning activities, and the achievement of learning outcomes^[4].

With reference to the educational evaluation system of primary and secondary schools in Japan, Zhang proposed at an early stage that our country should make clear the concept of fusion or integration of teaching and assessment. Teaching assessment should be incorporated into the entire teaching process, so that it becomes a part of teaching procedure, thus truly playing the role of

promoting teachers' teaching and students' learning^[5]. Zheng pointed out that the consistency of learning, teaching and assessment refers to the fact that these three elements are orientated towards the realization of the teaching objectives^[6].

According to the Curriculum Standard, three elements, namely teaching, learning and assessment, constitute a complete teaching programme. Among them, teaching refers to teachers' effective organization of teaching activities to achieve the teaching objectives, led by the disciplinary core literacy; learning means that students participate in teaching activities under the guidance of teachers to cultivate their core literacy; and assessment represents the assessment activities carried out by teachers according to the teaching objectives, so as to promote learning and teaching by assessment. Wang and Li pointed out that the concept of teaching-learning-assessment integration is to take the classroom as a place, emphasize the centrality of the students, and integrate the objectives, teaching, learning and assessment into the teaching process^[7]. Generally speaking, scholars across global and domestic educational research have consistently underscored the necessity of aligning teaching, learning, and assessment into a cohesive pedagogical framework. By ensuring that assessments directly reflect curriculum goals and inform teaching strategies, educators can create a symbiotic relationship where each component reinforces the others. Ultimately, such integration not only elevates instructional quality but also empowers students to engage creatively, transforming passive learning into active knowledge construction.

2.2 Empirical Applications of Teaching-Learning-Assessment Integration in English Teaching

Many studies have delved into the practical implementation of the teaching-learning-assessment integration in English teaching, shedding light on different aspects and contexts.

Sang et.al. conducted a study on the strategies and factors influencing the teaching practices of two English teachers. It is found that teachers can effectively implement teaching-learning-assessment integration in the chain of "goal-evidence-interpretation-alignment-adjustment". It is evident that teachers' professionalism, initiative, and exploratory practice play a crucial and direct role in determining the effectiveness of the teaching and learning process^[8]. From the perspective of unit holistic teaching in primary English, Liu and Zhang explored the practice of unit teaching under the concept of teaching-learning-assessment integration. They specifically delved into how to implement the integration in unit holistic teaching, with the aim of realizing the blueprint of nurturing and developing students' comprehensive language abilities^[9].

Luo, on the other hand, designed a framework for whole-book reading teaching based on the idea of teaching-learning-assessment integration. The intention behind this framework is to construct a learning scaffold that could facilitate the integration of teaching, learning, and assessment. By doing so, it aims to achieve reading teaching with the goal of core literacy, thus opening up a new path for the optimization and improvement of whole-book reading teaching strategies and outcomes^[10]. Combined with specific cases of listening-speaking teaching, Yuan explored how to achieve integrated teaching-learning-assessment in listening-speaking lesson types. This exploration is of great significance as it helps to enhance the effectiveness of listening-speaking teaching, stimulate students' learning initiative, and improve their overall learning ability, contributing to the development of students' communicative competence in English^[11]. Cheng and Xie mainly concentrated on the current problems existing in the understanding and practice of teaching-learning-assessment integration. They illustrated the teaching design and implementation of the integration in English teaching by taking the teaching of discourse, vocabulary, and grammar as examples. ^[12].

These empirical studies together have enriched the understanding of the applications of teaching-learning-assessment integration in various English teaching scenarios and provided practical references for educators to improve the quality of English teaching.

2.3 Empirical Applications of Teaching-Learning-Assessment Integration in English Writing Pedagogy

In the realm of English writing pedagogy, the concept of teaching-learning-assessment integration has been applied in various practical ways, yielding fruitful results.

Qu and Ma, guided by the curriculum concept of teaching-learning-assessment integration, conducted teaching practice in the writing section of the Task part. Through a series of well-designed teaching steps, they effectively developed students' writing skills as well as their core literacy. This

approach demonstrates the feasibility and effectiveness of integrating teaching, learning, and assessment in English writing teaching^[13]. Xiao and Yuan developed a design framework for the integration of teaching, learning, and assessment. Subsequently, they carried out the design and analysis of English writing teaching based on the theme of “Travel and Transport” in high school English. The writing teaching process highlights the continuous process of goal-oriented, teaching-learning integration, and continuous assessment, forming a dynamic cycle among teaching objectives, assessment tasks, and learning activities. This innovative approach provides a new perspective for English writing teaching and had a positive impact on improving the quality of writing teaching^[14].

Incorporating the teaching concept of project-based learning, Zhu et al. proposed a multiple teaching and evaluation mechanism assisted by educational technology. They cooperated through the four stages of classroom explanation, feedback process, classroom feedback, and reflective self-assessment. The aim is to unify teaching, learning, and assessment, so as to promote students' writing learning. This multiple teaching and evaluation mechanism not only enhances the interaction between teachers and students but also stimulates students' enthusiasm for writing learning^[15]. Wang and Li implemented the integration of teaching-learning-assessment in project-based learning by combining the Project section of the textbook of the Humanistic Teaching Edition. Teacher's assessment, students' self-assessment, and peer assessment are combined in the four stages of project preparation, implementation, presentation, and overall evaluation to promote the completion of the whole writing teaching project^[16].

To sum up, regarding the relationship between teaching, learning, and assessment, scholars at home and abroad have emphasized the consistency of teaching, learning, and assessment in both theoretical and practical teaching research. They have stressed that assessment should be carried out throughout the entire teaching activities and plays a very crucial role in teachers' teaching and students' learning. Under the guidance of the Curriculum Standard, the gradual change in teaching concepts will facilitate the implementation of the goal of educating learners and the formation of students' core literacy. Moreover, although more and more scholars are committed to applying the concept of teaching-learning-assessment integration into the practice of English teaching, there are relatively few studies on the application of writing teaching. Therefore, this study combines the current situation of high school English writing teaching and discusses how to implement the teaching-learning-assessment integration in the teaching of English writing. It aims to provide practical and effective suggestions for writing teaching, so as to improve the quality of English writing teaching and help students develop their writing ability and core literacy.

3. Current Challenges in High School English Writing Teaching

3.1 Students' Passive Writing under Traditional Pedagogy

Writing, as a crucial component of the current college entrance examination, serves as a significant yet challenging aspect of students' English learning journey, acting as a mirror that reflects their comprehensive English learning abilities. Despite its importance, many high school teachers tend to allocate limited time and energy to the systematic teaching of writing. This is largely attributable to the fact that the improvement of comprehension skills, such as listening and reading, is often perceived to be more rapid and effective compared to the development of expressive skills like speaking and writing.

In the traditional approach to English writing instruction, teachers frequently provide students with a prepared writing framework for a given topic and expect them to compose their writing based on the provided outline. As a result, not only does it have a negative impact on the enhancement of students' writing abilities, but it also deviates from the fundamental purpose of writing teaching. In the long run, under such teaching practices, it becomes difficult for students to achieve substantial progress in their writing level. Furthermore, this traditional teaching model remains teacher-centered, where students are in a passive position, merely receiving the writing skills taught by teachers. Teachers often fail to consider how to improve students' writing abilities from the students' perspective^[17]. For instance, some students may have a higher level of vocabulary and grammar mastery, while others may struggle with basic sentence construction. However, the teaching content and methods are usually uniform, without taking these differences into account. Therefore, this traditional English writing teaching mode significantly affects the effectiveness of writing teaching and is not conducive to the cultivation and improvement of students' writing abilities. It is urgent to reform this teaching model to better meet the

needs of students' development and the requirements of the times for English education.

3.2 Examination-oriented Teaching Objectives and Separate Teaching, Learning, and Assessment

In the context of exam-oriented education, the majority of English teachers lack a sufficient understanding of the curriculum standard's requirements. They merely focus on ensuring the accurate presentation of words, grammar, and sentence meaning in students' writing. This situation results in a noticeable gap between the actual teaching objectives and the requirements outlined in the curriculum standard. Consequently, the three crucial links of teaching, learning, and assessment fail to work in unison towards a consistent teaching goal.

On one hand, some teachers are unable to correctly understand and grasp the teaching objectives. They set teaching objectives based on the scoring criteria of the college entrance examination, leading to a lack of consistency between teaching objectives and the learning objectives of the writing class. For example, the teaching objectives may emphasize the use of advanced vocabulary and complex sentence structures, while the learning objectives of students may be more focused on expressing their ideas clearly and coherently. This inconsistency causes a disconnection between teaching and learning. Teachers, in this case, pay excessive attention to their own teaching process and content, neglecting the actual learning needs and progress of students, which further widens the gap between teaching and learning.

On the other hand, many teachers, when teaching writing, place excessive emphasis on students' writing outcomes. They concentrate more on evaluating students' writing content after the writing teaching, such as whether all the required points are covered comprehensively, whether the vocabulary is used appropriately, and whether the sentence structure is correct, among other aspects. They take these factors as the sole goal and criterion of evaluation, without paying attention to the insurmountable problems or difficulties that students encounter during their writing learning process and providing them with process-oriented assessment and guidance^[18]. For instance, students may struggle with organizing their ideas logically or using a variety of sentence structures, but teachers may overlook these issues in their evaluation. The assessment is mainly aimed at determining the final score of students' writing, rather than providing feedback and guidance to help students improve their writing skills and achieve the learning objectives. This separation of assessment from teaching and learning not only fails to promote students' writing development but also leads to a vicious cycle where students become more focused on meeting the assessment criteria rather than truly improving their writing abilities.

3.3 Monolithic Assessment Mode and Lack of Effective Communication between Teachers and Students

In recent years, guided by the new curriculum standard, an increasing number of teachers have begun to recognize the significance of assessment for the classroom and have attempted to integrate teaching and assessment. However, some teachers still lack a clear understanding of what to assess, how to assess, and how to conduct effective assessment. This has led to some assessment issues in writing teaching.

For one thing, the assessment method in writing classroom is relatively single. The traditional writing classroom takes "students write, teachers correct" as the main mode. And teachers often only leave a score when they correct students' compositions, and at most make simple comments on the spelling mistakes and grammatical errors. This kind of assessment is rather one-sided, completely ignoring the importance of effective teaching assessment for the improvement of students' writing ability. Since writing teaching has not been given sufficient attention in high school English classrooms, many teachers are not willing to spend too much time on extensive assessment in the classroom. This has led to the fact that most of the current assessment of writing teaching is still dominated by teacher assessment, with relatively little use of student self-assessment or peer assessment. In this kind of teaching environment, students tend to be passive participants, unable to give full play to the role of participating in the teaching and assessment process.

For another, the writing feedback students get is not timely and effective enough. In most cases, it takes teachers some time to correct the essays of students in a whole class, which means that it is difficult for students to get immediate feedback after writing their compositions. Under the tight teaching schedule, even if teachers carefully correct students' compositions and give feedback on the overall common problems, it is hard to provide personalized guidance for each student in different

situations^[19]. Teachers usually do not utilize classroom time to instruct students to write and correct their work a second time. As a result, it remains unknown whether students can engage in repeated reflection and revision of their assignments based on the teacher's feedback after a period of time. This delay in feedback not only affects students' ability to promptly correct their mistakes and improve their writing but also weakens their enthusiasm and initiative in writing learning. Therefore, it is urgent to reform the current monolithic assessment mode and strengthen the effective communication between teachers and students to improve the quality of writing teaching.

4. The SOM Framework for Teaching-Learning-Assessment Integration

4.1 S(Student-oriented)

Taking students as the main subject means that teachers should always uphold the student-oriented concept in the process of designing and carrying out teaching activities, and consider what to teach, how to teach, what to assess and how to assess from the perspective of students. Specifically, the determination of teaching objectives should be based on grasping the cognitive level of students. The design of teaching activities is also for the service of students' learning, and how to maximize the role of teaching activities to promote students' learning should be considered. In addition, assessment activities should also focus on student participation and allow students to receive timely feedback. As Black and William say, regardless of the process through which teaching and learning assessment is produced, learners should not be viewed as passive recipients^[20].

The idea of student-centred approach in writing teaching coincides with the process writing approach. The process writing approach emphasizes that students' writing outcomes should not be prioritized, but more attention should be paid to the process by which students complete their writing. The process of student writing is not linear, but rather a cyclical, step-by-step process. It is a continuous process of reflection and improvement from writing to evaluation, then to revision, and then to writing again, which focuses on the knowledge and understanding of the theme, as well as on the conception and expression of the content of the composition.

Therefore, in the writing classroom, teachers should give full play to the students' primary position, allowing students to experience the joy of writing in the process. For example, teachers can organize group discussions, peer review sessions, and other interactive activities to encourage students to actively participate in the writing process. By doing so, teachers can strive to promote learning through teaching and assessment. This not only helps students improve their writing skills but also cultivates their self-confidence and enthusiasm for writing.

4.2 O(Objective-oriented)

In the process of implementing the integration of teaching, learning, and assessment, formulating precise teaching objectives is the most paramount issue. It reflects teachers' ability to interpret the curriculum standard, analyze learners' conditions, and refine the teaching materials. In teaching practice, the first step is to determine the teaching objectives, and then plan the teaching activities to achieve these objectives. These objectives usually consist of the objectives of the subject as well as the objectives of improving learning skills^[21]. According to the teaching concept of an integrated teaching-learning-assessment classroom, teachers should first accurately grasp the requirements of the curriculum standard and analyze the topic of writing and students' current knowledge of the topic. Secondly, teachers need to design feasible and measurable teaching objectives based on the gap between students' current knowledge and the knowledge they ought to achieve after writing. Finally, they are required to design effective teaching and assessment activities based on the teaching objectives, so as to promote the realization of the teaching objectives.

For example, in the case study of Qu and Ma, the writing task is to complete a report on the relationship between the colour of the models' clothes and the emotions expressed in the advertisement. By analyzing the teaching materials and the learning situation, the teacher first established teaching objectives covering three elements: learning and understanding, application and practice, and transfer and innovation, and then designed teaching activities and assessment activities corresponding to the achievement of each teaching objective^[13]. Specifically, the objective of laying a good language foundation was achieved via the creation of the five-line poem "Red"; the goal of constructing students' writing ideas was achieved via the four-square format of the model text; the target of cultivating students' thinking ability was achieved by observing and discussing advertisements; and lastly, the

target of checking the learning effect was achieved after peer assessment and self-assessment by students. These teaching activities and assessment activities jointly promote the fulfillment of the teaching objectives of this writing lesson. This example demonstrates that by setting clear and objective-oriented teaching goals, and designing corresponding teaching and assessment activities, teachers can effectively guide students' learning process and achieve the expected teaching outcomes.

4.3 M(Multi-assessment)

Assessment is not just about measuring learners' performance, but is important for enhancing continuous learning^[22]. Although traditional teaching assessment methods should not be neglected, new modes of assessment are needed to supplement the traditional ones^[23]. Teachers should base their evaluation on the core literacy of the English subject and establish a scientific evaluation system that emphasizes formative assessment while also incorporating summative assessment.

For writing teaching, faced with the problem that teacher feedback in traditional writing classrooms is more one-sided and not timely enough, it is crucial to establish a diversified assessment system. For example, in the teaching design of Xiao and Yuan's writing class, the teacher led the students to jointly develop the evaluation criteria for the writing results. After completing the first draft, students carried out self-assessment and peer assessment based on the evaluation criteria, and then implemented the second writing^[14]. In this process, "assessment for learning" has played its due effectiveness. Zhu et al. designed a framework of multiple evaluation criteria in their research. It not only combines process and summative assessment, writing process and writing results, but also adopts a variety of ways to complete the evaluation of students' writing tasks, such as machine assessment, peer assessment, teacher assessment and students' self-assessment^[15]. In today's digital age, with the continuous progress of information technology, teachers should keep exploring more convenient and effective evaluation methods. For example, they can utilize online platforms to provide instant feedback to students or employ artificial intelligence-based tools to assist in assessing students' writing. By doing so, teachers can better support students' writing development and help them achieve higher levels of writing proficiency.

5. Conclusion

Writing ability, as a vital component in assessing students' comprehensive English literacy, has seen increasingly higher requirements put forward by the Curriculum Standard in recent years. Neither teachers nor students should be confined to the requirements of the college entrance examination, neglecting the significance of writing teaching. The concept of teaching-learning-assessment integration embodies the requirements of the curriculum standard and is of great importance to the development of students' English core literacy. Under the guidance of this concept, teachers should rationally design teaching objectives, give full play to the primary role of students, and establish a diversified assessment system. By fully integrating teaching, learning, and assessment, the mutual promotion of these three aspects can be achieved, which not only helps students improve their writing ability but also cultivates their comprehensive English literacy, laying a solid foundation for their future English learning and development.

Acknowledgements

This work was supported by 2024 Postgraduate Research & Practice Innovation Program of Jiangsu Normal University (No. 2024XKT1776) and Philosophy and Social Sciences Project in Higher Education Institutions of Jiangsu Province (Grant No. 2024SJYB0804).

References

- [1] Ministry of Education of the People's Republic of China. (2020). *General Senior High School English Curriculum Standard(2017 Edition, 2020 Revision)*. Beijing: People's Education Press, 2020.
- [2] Cohen, S.A. (1987). *Instructional alignment: Searching for a magic bullet*. *Educational Researcher*, 16(8), 16-20.
- [3] Martone, A., Sireci, S.G. (2009). *Evaluating Alignment between Curriculum, Assessment, and Instruction*. *Review of Educational Research*, 79(4), 1332-1361.
- [4] Hall, R. (2002). *Aligning Learning, Teaching and Assessment Using the Web: an Evaluation of*

- Pedagogic Approaches. British Journal of Educational Technology*, 33(2), 149-158.
- [5] Zhang, D.W. (2005). *The Principle of Integration of Teaching and Assessment in Japanese Elementary and Secondary Schools and Its Inspiration. Studies in Foreign Education*, 32(02), 29-33.
- [6] Zheng, D.H. (2014). *On the Relationship between Classroom Assessment and Teaching. Curriculum, Teaching Material and Method*, 34(12): 33-38.
- [7] Wang, Q., Li, L. (2019). *Promoting Teaching-Learning-Assessment Integration in English Classrooms under the Context of Core Literacy: Meaning, Theory and Methods. Curriculum, Teaching Material and Method*, 39(05), 114-120.
- [8] Sang, Z.L., Zou, W.C., Zeng, W.Q., Wang, D. (2023). *An EP-based Study of the Implementation of Integration of Teaching, Learning, and Evaluation in the EFL classroom. Foreign Language Education in China*, 6(04), 55-63+95-96.
- [9] Liu, M., Zhang, C.E. (2023). *Design and Implementation of Holistic Unit Teaching Based on Teaching-learning-assessment Integration. Foreign Language Teaching in Schools*, 46(06), 41-46.
- [10] Luo, Z.H. (2022). *An Exploration of Whole Book Reading Teaching Based on Teaching-Learning-Assessment Integration. English Teaching & Research Notes*, 6(06), 58-61.
- [11] Yuan, J. (2021). *An Example of a Middle School English Listening and Speaking Class Based on Teaching-Learning-Assessment Integration. English Teaching & Research Notes*, 2(06), 62-66+69.
- [12] Cheng, X.T., Xie, S.Y. (2023). *The Concept and Practice of English Teaching-Learning-Assessment Integration. Foreign Language Teaching in Schools*, 46(01), 1-8.
- [13] Qu, H.Z., Ma, H.X. (2020). *Practice of Middle School English Writing Teaching Based on Teaching-Learning-Assessment Integration. Foreign Language Teaching in Schools*, 43(03), 59-65.
- [14] Xiao, D., Yuan, Z.J. (2022). *The Construction and Practice of Teaching-Learning-Assessment Integration in High School English Writing Teaching. English Teaching & Research Notes*, 6(03), 64-67.
- [15] Zhu, M., Huang, J., Zhai, Y.Z. (2018). *Application of Project Learning in Writing Teaching: Educational Technology-Assisted "Multiple Teaching Evaluation Mechanism". Technology Enhanced Foreign Language Education*, 40(03), 70-75.
- [16] Wang, S., Li, P.A. (2020). *Practical Research on Teaching, Learning and Assessment Integration of English in High Schools—Taking Project-based Learning as an Example. English Teaching & Research Notes*, 4(06), 66-70.
- [17] Qin, H., Zhao, Y. (2020). *A Research on English Writing Teaching Mode in High Schools under the Context of SOLO Theory. Modern Communication*, 27(02), 162-163.
- [18] Liu, R.Q. (2010). *The Current Situation of English Writing and Teaching Strategies for High School Students. Journal of Nanchang University (Humanities and Social Sciences)*, 41 (S1), 105-106.
- [19] Chang, Y.M. (2021). *An Empirical Study on the Application of "Immediate Writing-Correcting" Mode in the Teaching of Senior Middle-School English Writing. Theory and Practice of Education*, 41(17), 55-58.
- [20] Black, P., Wiliam, D. (1998). *Assessment and Classroom Learning. Assessment in Education: Principles, Policy & Practice*, 5(1), 7-74.
- [21] Black, P., Wiliam, D. (2009). *Developing the Theory of Formative Assessment. Educational Assessment, Evaluation and Accountability*, 21, 5-31.
- [22] Klenowski, V. (2009). *Assessment for Learning Revisited: An Asia-Pacific Perspective. Assessment in Education: Principles, Policy & Practice*, 16(3), 263-268.
- [23] Pedrosa de Jesus, H., Moreira, A.C. (2009). *The Role of Students' Questions in Aligning Teaching, Learning and Assessment: A Case Study from Undergraduate Sciences. Assessment & Evaluation in Higher Education*, 34(2), 193-208.