

# Research on the Construction of the “Integration of Teaching-Learning-Evaluation” in Senior High School English Classrooms

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**Abstract:** *The General High School English Curriculum Standards (2017 Edition, Revised in 2020), officially proposed the concept of “Integrated of Teaching-Learning-Evaluation” (shorted as ITLE hereafter). It not only requires the cultivation of students’ core competencies such as language ability, cultural awareness, thinking quality, and learning ability, but also requires teachers to handle the relationship between evaluation, teaching and learning well. How to implement the requirements of the new curriculum standards, organically integrate teaching, learning and evaluation, and achieve teaching goals is an urgent issue that needs to be addressed in senior high school English classroom. Based on this, the article elaborates on the connotation and logical sequence of ITLE, proposes the application value of ITLE in senior high school English classroom, and discusses the specific implementation strategies based on senior high school textbooks.*

**Keywords:** *High school English; Integrated of Teaching-Learning-Evaluation; Teaching evaluation*

## 1. Introduction

A complete teaching process includes three aspects: teaching, learning, and evaluation. Under the guidance of preset teaching objectives, integrated design includes three activities: teacher’s teaching, student’s learning, and classroom teaching evaluation. In actual teaching, there is a disconnect between teaching, learning, and evaluation.<sup>[3]</sup> Although teachers have established the awareness of ITLE, there are still misunderstandings and confusions on how to implement this teaching philosophy, such as teacher led teaching, inaccurate positioning of teaching objectives, and unclear evaluation criteria. In order to better implement effective teaching, achieve the goal of cultivating core competencies, and promote the realization of teaching and learning through evaluation, it is particularly important to focus on the design and implementation of ITLE. This article takes Lesson 3, Unit 8 of the compulsory high school English textbook published by Beijing Normal University as an example to explore how to design and implement ITLE.

## 2. The Definition of Integration of Teaching-Learning-Evaluation

The ITLE is proposed based on the theory of Backward Design, which organically combines teaching, learning, and evaluation, and jointly points to the completion of teaching objectives in a classroom teaching mode. Teaching is a goal oriented approach where teachers organize and implement in class and out of class teaching and learning activities, aiming to cultivate core competencies in the English subject and achieve disciplinary education; Learning refers to students actively participating in various language learning and practical activities under the guidance of teachers, internalizing knowledge and skills, and developing core competencies; Evaluation refers to the collective completion of various evaluation tasks guided by evaluation by teachers and students, based on evaluation content and standards consistent with teaching objectives. It helps to monitor the learning process, detect the effectiveness of teaching, and achieve the goal of “promoting learning and teaching through evaluation”.<sup>[8]</sup> The key to the ITLE lies in the high degree of unity between teaching objectives, learning objectives, and evaluation objectives.<sup>[2]</sup>

In the actual ITLE teaching classroom, firstly, teachers clarify the specific learning situation and unit themes based on the new curriculum standards and English subject core literacy, systematically analyze the discourse style characteristics, language characteristics, and their correlation with the theme significance, and carry out integrated teaching design. Subsequently, with the aim of cultivating and

developing core competencies, teachers designed unit teaching objectives around unit themes, further clarifying the teaching objectives for each lesson. Finally, teachers design and conduct teaching and evaluation activities based on the teaching objectives of each lesson. During this process, teachers focus on students, pay real-time attention to their learning situation, reflect and summarize, and provide a basis for adjusting classroom teaching in the next stage.

### **3. The Application Value of Integration of Teaching-Learning-Evaluation**

#### ***3.1. Deepen Teaching Reform and Improve Teaching Quality***

The high school English classroom based on the ITLE can effectively deepen curriculum reform, improve teaching efficiency and quality. On the one hand, the ITLE helps to deepen teaching reform. The new curriculum standards have put forward specific requirements for developing students' core subject competencies and the fundamental task of implementing moral education and talent cultivation. Under the guidance of the teaching philosophy, teaching activities involve three levels: teaching, learning, and evaluation. On the basis of reading discourse and analyzing learning situations, teachers analyze and integrate teaching content, transform core competencies into specific classroom teaching objectives and activities, enhance cultural awareness and thinking qualities while developing students' language abilities, help students form correct values, and implement the function of subject education. And ITLE establishes a diversified evaluation system, including student learning performance, teaching quality evaluation, teacher teaching ability evaluation, teaching process evaluation, and other aspects, comprehensively and objectively evaluating the entire teaching process, discovering problems and deficiencies in teaching, and providing a basis and direction for teaching reform. Therefore, the ITLE is an important way to implement the core competencies of disciplines and the fundamental task of cultivating students' moral character. On the other hand, the ITLE can help improve the quality of teaching. The proposal of ITLE is conducive to guiding teachers to systematically design teaching from an integrated perspective, focusing on what teachers teach, what students learn, and how to learn. Teachers ensure the achievement of goals through continuous observation and evaluation of students' learning outcomes.<sup>[6]</sup> Teachers evaluate students' learning outcomes and teachers' teaching efficiency based on the achievement of teaching objectives and evaluation criteria. Teachers actively reflect on how to design and organize effective teaching and evaluation activities to achieve predetermined teaching goals, provide students with more meaningful and effective learning experiences, and improve teaching quality.

#### ***3.2. Promote and Regulate Teaching Process***

For a long time, educational evaluation has been simplified or ignored. Teachers easily use summative evaluation as an important basis for testing students' learning outcomes, and use the level of grades as the main criterion for testing students' knowledge mastery, resulting in the one-sided amplification of the function of exams and neglecting the role of classroom evaluation. The new curriculum standard emphasizes the importance of "evaluation" in teaching and reflects the innovation of high school English curriculum evaluation by "handling the relationship between teaching and evaluation, promoting teaching and learning through evaluation".<sup>[5]</sup> Under the guidance of the concept of ITLE, English teaching regards teaching objectives as an important basis for evaluating teaching, and integrates evaluation awareness throughout the entire process of teaching implementation. This provides an opportunity for teachers to optimize teaching at different stages of teaching activities.<sup>[4]</sup> Before implementing teaching, teachers make reasonable predictions about the achievement of teaching objectives, examine whether the objectives are operable and detectable, and make adjustments and modifications accordingly; In teaching implementation, teachers observe students' performance in a timely manner through interactive evaluation, and use evaluation activities to enable students to conduct mutual and self-evaluation, thereby regulating teaching progress; After the implementation of teaching, teachers can timely identify problems and shortcomings in teaching through the evaluation of the teaching process and results, provide effective feedback for teaching improvement, and optimize the teaching process. And teachers can assess students' knowledge growth, ability improvement, and comprehensively evaluate their development through assignments, tests, and other methods. Therefore, the ITLE can effectively play the role of evaluation in promoting and regulating teaching and learning, and promote the implementation of teaching objectives.

### ***3.3. Drive the Professional Development and Growth of Teachers***

The ITLE teaching design is a concrete manifestation of teachers' professional level and an effective way to promote their professional development. On the one hand, conducting teaching activities based on ITLE requires teachers to have rich subject knowledge and high professional competence. The teaching design not only requires teachers to design teaching based on the principle of Backward Design and goal oriented, ensuring consistency in teaching evaluation goals, but also promotes the integration and unity of classroom teaching and evaluation, emphasizing the diversification of evaluation subjects and forms. The professional level of teachers is the key to implementing the above requirements in English curriculum. On the other hand, ITLE provides teachers with diverse evaluation data and feedback, including students' learning situation, teaching methods, and teaching effectiveness. These feedbacks can help teachers understand their teaching shortcomings, clarify directions for improvement, improve teaching in a targeted manner, optimize teaching methods, improve teaching effectiveness, and thus enhance their professional competence. At the same time, based on the outcomes, schools and relevant educational institutions organize targeted and personalized professional training courses to help teachers learn new teaching concepts, teaching skills, etc., and promote communication and cooperation among teachers. Teachers can share and learn teaching experience and resources through training courses, classroom evaluation results. In this process, teachers draw inspiration from excellent cases of others, stimulate their own creative thinking and teaching enthusiasm, and thus achieve personal professional development and growth.

## **4. The Construction Methods of Efficient English Classroom in Senior High School**

### ***4.1. Thoroughly Peruse the Discourse and Grasp the Core Content***

In classroom teaching, discourse plays a crucial role and is an important resource for classroom teaching. Perusing discourse means gaining a deep understanding of its theme, content, text structure, language, and educational philosophy. Among them, language is a learning element that students need to master when learning a language, and the theme provides a context for students to explore topics in language learning. The theme meaning is the ideological and cultural connotations, emotions, attitudes, and values conveyed by the theme context.<sup>[7]</sup> Systematic study of discourse helps teachers grasp the thematic meaning and ideological connotation, and analyze discourse and its conveyed meaning from multiple levels and perspectives. This has positive significance for improving teaching quality and promoting students' learning and development. Reading discourse is an important component of teacher professional development and educational reform. Teachers start with "What", "Why", and "How" to deeply interpret discourse, design reasonable classroom teaching activities, help students deeply understand discourse, and achieve deep learning in the process of language learning and meaning exploration. Thus, the implementation of the core literacy goals of the English subject can be achieved.

Taking this lesson as an example, the theme and text discourse of the unit will be used as the starting point to deeply analyze the theme and significance of this article. From the perspective of the unit and topic in which this text is located, it is the content of Green Living, Lesson 3 "White Bikes" on The Road, Read and Explore in Unit 8 from Beijing Normal University High School English Compulsory Course three. The theme of the unit in which the text is located is human and nature, and the topic it belongs to is environmental protection. The main content of the text is about the origin, development, global impact of shared bicycles in Amsterdam, and how shared bicycles in China should develop. A discourse is an expository text arranged in chronological order, introducing the development process of white bicycles, such as: In the 1990s, soon after, in 1999, nowadays. At the same time, this article uses many logical connectors to present the logical relationships of this article, such as, therefore, thanks to, fortunately. On this basis, the author defines the theme of this article as recognizing the significance and challenges of green travel through understanding white bicycles, and actively practicing a green lifestyle. By deeply studying this text, a foundation will be laid for determining teaching objectives and designing and implementing teaching activities in the future.

### ***4.2. Clarify Teaching Objectives and Conduct Effective Teaching***

Teaching objectives are the standards or results expected to be achieved in teaching activities, and are an important basis for effective teaching. Anderson (2001) proposed that effective teaching should consider learning, teaching, evaluation, and matching issues.<sup>[1]</sup> The consistency between teaching objectives and teaching, learning, and evaluation provides a reference for the implementation of ITLE in

the classroom teaching. Specifically, in terms of setting teaching objectives, teachers should aim for the core competencies of the English subject. On the basis of analyzing the learning situation, teachers carefully analyze the unit teaching content, summarize and sort out language knowledge, cultural knowledge, language skills, and learning strategies related to the theme. Teachers determine the key and difficult points of teaching, and then provide specific descriptions of teaching objectives to coordinate and arrange classroom teaching. Meanwhile, teachers should pay attention to the hierarchical and expressive issues of teaching objectives. The problem of layering, that is, teaching objectives, should be refined step by step according to course objectives, unit objectives, and class objectives, and progressed layer by layer. The problem of expressing goals should be described using verbs that can detect behavioral changes, and the teaching objectives should be achievable, operable, and detectable.

Taking this lesson as an example, based on the theme and language knowledge of the unit where the text is located, the author has determined the teaching objectives of the unit as follows. understanding green life and the efforts made by individuals and groups in green life, paying attention to the current situation of green life, actively practicing green life, and recognizing that green life is the result of individuals' choices from concepts to actions. Subsequently, the teaching objectives of this lesson were established and expressed as follows. at the end of this lesson, students can: (1) obtain and sort out factual information about the development of white bicycles. (2) summarize and integrate topic expressions related to the advantages and disadvantages of shared bicycles. (3) use the knowledge and information structure diagram learned in the textbook to introduce the development process of white bicycles. (4) Basic textual facts, evaluate the advantages and disadvantages of shared bicycles, infer the problems that shared bicycles will face in the future in China, and creatively think about ways to improve and perfect shared bicycles. The above teaching objectives are closely related to the four core competencies of the English subject, always revolving around the theme context and language knowledge, progressing from simple to difficult, and have observability. This helps teachers to coordinate and design teaching activities, which is beneficial for students to have a deeper understanding of language knowledge and discourse themes.

### 4.3. Design Teaching Activities and Conduct Teaching Evaluations

Table 1: Teaching Activities and Teaching Evaluation

Teaching Objectives	Teaching Activities	Teaching Evaluation
Able to read text content, obtain and organize main information.	Guide students to read articles and obtain information about white bicycles, such as their origin, development, causes, and current situation.	Can students understand and obtain factual information about white bicycles based on the discourse text?
Based on the timeline, summarize and integrate the "past and present" of the white bike, and complete the information structure diagram.	Group activity: Guide students to skim through the main idea of the article and use a mind map to summarize the structure of the article.	Self evaluation and peer evaluation (whether students can complete mind maps, modify and improve their notes through group communication).
Sort out and analyze the similarities and differences in the development of white bicycles between two time periods, identify the reasons, and improve the information structure chart.	Carefully read the article and answer the following question: Q1: What differences between "White Bikes" in 1960s & 1990s? Q2: What makes "White Bikes" successful in Amsterdam?	Teachers provide timely and targeted verbal evaluations of students' answers.
Use the learned language and information structure diagram to retell the text and internalize the language.	Group activity: Create a scenario where students act as tour guides in the Amsterdam area and introduce the origin and development of white bicycles in the region: Composing process; Stage 1, in the 1960s; Stage 2, in the 1990s; Nowadays.	The method of group mutual evaluation. Evaluate whether the members of the presentation group can use the language they have learned to describe the development process of Amsterdam white bikes in a relatively complete and coherent manner.
Infer, analyze and evaluate the advantages and disadvantages of shared bicycles, and what problems shared bicycles will face in China.	By guiding students to summarize the advantages and disadvantages of shared bicycles, analyzing the problems that shared bicycles will face in China, and how to improve and enhance the use of shared bicycles; Exploring the meaning of the title and the evaluation dimensions of the theme's significance.	Students can summarize at least four advantages and disadvantages; Students can summarize at least three effective measures to improve and perfect shared bicycles from different perspectives; Students realize that green living requires constant effort from everyone.

Teaching activities are the fundamental form of English learning and the main way for students to develop their learning abilities. In English classrooms, teachers design corresponding teaching content and activities based on pre-set teaching objectives. Teaching activities include three types: learning

comprehension, applied practice and transfer innovation. Activity design should progressively integrate language, thinking, and culture to achieve coherence and unity in goals, content, and activities, and promote the development of students' core English literacy. Evaluation activities, as an important basis for detecting whether teaching objectives and activities have been achieved, should run through the entire teaching process. Facilitating the discovery of students' learning problems, providing timely assistance and feedback, and achieving the goal of promoting teaching and learning through evaluation. Teachers should change the fixed evaluation model based on scores and construct an evaluation system guided by core competencies, with diverse subjects and forms, to promote the continuous development and improvement of educational evaluation.

Taking this lesson as an example, design corresponding teaching activities and evaluations based on the teaching objectives, as shown in the table 1:

## 5. Conclusion

In summary, the ITLE has important theoretical and practical significance for deepening teaching reform, achieving educational goals, and promoting the vertical development of evaluation theory and teaching practice. In view of this, teachers should enhance their awareness of integrating and accurately grasp the relationship between teaching, learning, and evaluation. At present, in order to implement the concept of ITLE, teachers still need to deeply study discourse analysis texts, comprehensively and systematically analyze learning situations, coordinate teaching objectives, teaching content, teaching activities and evaluation methods, optimize teaching design, focus on the main role of student, and build a teacher-student evaluation system with internal and external circulation. Ultimately, helping students enhance their core competencies in English and implement the fundamental task of cultivating virtue and nurturing people. Under the perspective of the new curriculum standards, actively promoting the teaching concept of ITLE has become the mainstream trend in current English teaching. The ITLE should happen in the classroom every day.

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