

# The Application of “Teaching, Learning and Assessment” Integration in Junior High School English Teaching

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**Abstract:** With the deepening of educational reform, junior high school English teaching should be further optimized. Teachers need to actively introduce new educational concepts and teaching methods to better stimulate junior high school students' interest in English reading, strengthen their understanding and application of knowledge, and improve educational effectiveness. As a current popular educational model, “teaching, learning, and assessment” integration can greatly enrich the content of junior high school English teaching, broaden educational paths, and strongly promote students' more comprehensive development. In view of this, this paper analyzes the application of “teaching, learning, and assessment” integration in junior high school English teaching and proposes some strategies for reference by colleagues.

**Keywords:** “Teaching, Learning, and Assessment” integration; Junior high school English; Teaching

**Online publication:** September 4, 2025

## 1. The application value of “Teaching, Learning and Assessment” integration in junior high school English teaching

### 1.1. Conducive to improving students' comprehensive abilities

Under the guidance of the educational concept of “integration of teaching, learning, and assessment,” through the implementation of high-quality junior high school English teaching activities, teachers can enable junior high school students to master the learned English knowledge more intuitively and comprehensively. This teaching approach not only helps them think more comprehensively and deeply about what they have learned but also effectively enriches their English knowledge reserve, thereby significantly enhancing their comprehensive abilities<sup>[1]</sup>. Furthermore, during the process of junior high school students' participation in English knowledge exploration activities, they can grasp the unique characteristics and core essence of English knowledge from various texts. Such an in-depth learning experience greatly promotes the development of their English expression ability and also contributes to the further improvement of their English knowledge system.

Guided by this educational concept, teachers are committed to creating an interactive and inspiring teaching environment, enabling students to learn English through practical application rather than merely staying at the level of textbook knowledge<sup>[2]</sup>. In this way, students can better understand the practical uses of the language and how to use English appropriately in different contexts. Additionally, teachers also encourage students to think critically and cultivate their abilities to analyze and solve problems<sup>[3]</sup>.

### **1.2. Conducive to forming correct ideological concepts**

Guided by the educational philosophy of “teaching, learning and assessment” integration, the content of junior high school English textbooks is increasingly rich and diverse, including not only English knowledge, but also knowledge in many fields such as science, art and nature. These textbook articles have been deeply studied and carefully selected by many education experts and scholars, and are not only highly artistic but also contain profound ideological content. Such textbooks play a positive role in promoting the development of junior high school students’ comprehensive literacy<sup>[4]</sup>. In the process of junior high school English teaching, teachers should actively tap the ideological and political elements in the textbooks and carry out higher-level ideological and political education and emotional education for junior high school students through teaching activities. This is not only helpful for students to think more rationally and deeply when facing various problems in life, but also conducive to junior high school students establishing correct values and worldviews. In addition, in some articles with historical significance, junior high school students can deeply experience the excellent traditional Chinese culture through reading activities, thereby enhancing their national identity.

### **1.3. Conducive to students establishing ambitious ideals**

Under the teaching model of “integration of teaching, learning, and assessment,” teachers have observed that many junior high school English reading materials incorporate the authors’ profound thoughts and unique insights on life and society. These articles and paragraphs are rich in philosophy and wisdom. For junior high school students, such content can not only inspire their thinking but also help them establish correct values and outlooks on life. Therefore, in the process of conducting junior high school English teaching, teachers should pay special attention to guiding students, helping them deeply understand the connotations of the articles and stimulating their rational thinking about the content and ideas of the articles<sup>[5]</sup>. In addition, teachers can also encourage students to take the positive characters in the articles as role models. By imitating the behaviors and ways of thinking of these characters, students can set lofty ideals and goals. In this process, students can not only learn how to reflect on their own behaviors and thoughts but also cultivate a positive attitude towards life and values imperceptibly.

## **2. The current application status of “Teaching, Learning and Assessment” integration in junior high school English teaching**

### **2.1. Insufficient learning initiative**

Under the guidance of the educational concept of “integration of teaching, learning, and assessment,” currently, many junior high school students frequently exhibit behaviors such as distraction and private conversations when participating in English learning activities. Some students even doze off or stare blankly in class. This phenomenon reveals that junior high school students have relatively low initiative and enthusiasm in participating in teaching activities, and their overall learning interest is not high<sup>[6]</sup>. Upon closer observation, when teachers

arrange for students to discuss English knowledge, many students take the opportunity to engage in irrelevant chat. This not only affects the efficiency and quality of their discussions but also has a negative impact on creating a good teaching environment. Therefore, it can be concluded that during the teaching process at the junior high school level, students generally lack interest in English learning and have insufficient learning initiative. These issues undoubtedly pose constraints on the implementation of the “integration of teaching, learning, and assessment” in junior high school English teaching.

## **2.2. Boring reading environment**

Under the guidance of the educational concept of “integration of teaching, learning, and assessment”, many teachers fail to actively and effectively integrate modern teaching tools such as information technology and multimedia technology into classroom teaching, resulting in a relatively monotonous and less vibrant classroom atmosphere. Due to the lack of vivid and interesting teaching methods, junior high school students find it difficult to form a deep understanding and intuitive perception of the knowledge they learn, which is not conducive to their in-depth exploration and comprehension of the text content <sup>[7]</sup>. In such a teaching environment, students have difficulty resonating with the authors’ thoughts and emotions, thus affecting their grasp and understanding of the profound meanings of the articles.

In addition, during the process of junior high school English teaching, the learning materials that students are exposed to are mainly limited to English textbooks, and teachers rarely take the initiative to provide students with a variety of extended materials. This single source of materials greatly restricts the vision of junior high school students and is not conducive to the improvement and development of their comprehensive reading level <sup>[8]</sup>. The lack of extended materials deprives students of more opportunities to understand different cultures and viewpoints. This not only limits the expansion of their knowledge but also restricts the cultivation of their critical thinking and innovative abilities.

## **3. Application strategies of “Teaching, Learning and Assessment” integration in junior high school English teaching**

### **3.1. Integrating media videos to enrich teaching paths**

In order to further enhance the application effect of the “integration of teaching, learning, and assessment” in junior high school English teaching, teachers need to deeply expand and optimize their teaching work to ensure the effective improvement of educational quality. Compared with other subjects, during the process of innovating junior high school English teaching, teachers are in greater need of an open mindset and innovative thinking. Only in this way can they be adept at introducing auxiliary resources from various channels to enrich and innovate English teaching content, thereby improving the English knowledge system of junior high school students <sup>[9]</sup>. However, in past English teaching practices, few teachers actively utilized Internet technology, and the introduction of the rich and diverse high-quality resources available online was insufficient. This has made it difficult to provide junior high school students with sufficiently rich teaching content, posing a significant obstacle to enhancing the innovative level of English teaching.

For example, when teaching the knowledge related to “How can we become good learners?”, teachers can consider leveraging the power of media videos. By combining Internet technology, they can search for video resources related to the teaching content online and integrate them into English classrooms, presenting them to junior high school students to influence their audio-visual experience and thus improve the educational effect <sup>[10]</sup>.

Before introducing media videos, teachers can classify junior high school students according to different types and levels to ensure that the video resources match their actual needs, thereby enhancing the value of media videos in education.

### **3.2. Building self-learning platforms to cultivate students' self-learning habits**

In order to further enhance the practical effectiveness of the “integration of teaching, learning, and assessment” in junior high school English teaching, teachers must pay special attention to and attach great importance to cultivating and enhancing the self-study ability of junior high school students. By strengthening their self-study ability and helping them develop good self-study habits, not only can they review and preview English knowledge more efficiently, but it can also promote their in-depth exploration of English knowledge <sup>[11]</sup>. Such in-depth exploration plays a crucial role in improving their overall English proficiency. However, in the traditional junior high school English teaching model, few students can achieve efficient autonomous learning. The main obstacle is that when these students encounter problems during self-study, they often have difficulty finding solutions in a timely manner. This situation not only reduces the efficiency of their self-study of English knowledge but also has a negative impact on their self-study attitude and information acquisition ability, thus being detrimental to the establishment of good self-study habits and continuous progress.

For example, when teaching the knowledge related to “Could you please tell me where the restrooms are?”, teachers can try to combine specific teaching scenarios and use Internet technology to build an online self-study platform for junior high school students. Such a platform can help students more effectively solve the problems they encounter during self-study <sup>[12]</sup>. In actual operation, if junior high school students encounter problems that are difficult to solve during self-study, they can post them on the online platform and rely on the collective wisdom of classmates and teachers to jointly solve the problems, ensuring the smooth progress of their subsequent self-study activities. In addition, on this self-study platform, teachers can also integrate functions such as homework submission and information sharing to help junior high school students better complete their learning tasks. At the same time, teachers can regularly push high-quality English reading materials and articles to students, further improving the quality of their self-study, and fundamentally enhancing their comprehensive English application ability.

### **3.3. Conducting reasonable assessments to support student development**

In order to further enhance the practical application effect of the “integration of teaching, learning, and assessment” in junior high school English teaching, teachers must attach importance to the innovation and improvement of the assessment system. This not only requires teachers to conduct scientific and reasonable evaluations of junior high school students but also actively guide students to conduct self-evaluations, thereby realizing the transformation of the teacher's role from a traditional knowledge disseminator to a facilitator and guide of students' learning <sup>[13]</sup>. Under the teaching model of “integration of teaching, learning, and assessment”, junior high school students are not only the main body of learning but should also become the main body of learning assessment and actively participate in various forms of assessment activities. The assessment activities mentioned here include not only students' self-assessment but also peer assessment, each of which has its own unique advantages.

The self-assessment of junior high school students usually refers to students' self-reflection and evaluation of their own learning processes and outcomes based on their learning status and with reference to established evaluation criteria. The advantage of this evaluation method is that students have a deeper understanding of



themselves and can more truthfully reflect their own learning situations <sup>[14]</sup>. On the other hand, peer assessment among junior high school students is carried out based on group cooperative learning, encouraging students to evaluate their peers' English learning within the group. The advantage of this evaluation method is that it can help students identify problems that their peers may have overlooked in learning, thus facilitating mutual learning and assistance among students to fill in the gaps.

For both self-assessment and peer assessment, teachers need to formulate clear and specific evaluation criteria. Teachers can display these criteria to students intuitively through forms such as PPT and guide students on how to conduct effective evaluations according to these criteria. After students complete the assessment activities, teachers can encourage them to share their assessment results and conduct exchanges and discussions <sup>[15]</sup>. In this way, teachers can identify the problems existing in students' learning and provide more in-depth and targeted guidance accordingly, helping students gain a more comprehensive understanding of themselves. By implementing a diversified teaching, learning, and assessment model, teachers can effectively help students identify their weak points in English learning, enabling students to study more purposefully in subsequent learning, thereby deepening their awareness of their own learning status and their in-depth understanding of English knowledge.

## 4. Conclusion

In summary, to further enhance the application effect of “teaching, learning and assessment” integration in junior high school English teaching, teachers can analyze from the aspects of integrating media videos to enrich teaching paths, building self-learning platforms to cultivate students' self-learning habits, and conducting reasonable assessments to support student development. In this way, the application quality of “teaching, learning and assessment” integration in junior high school English teaching can be imperceptibly improved to a new level.

## Disclosure statement

The author declares no conflict of interest.

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