

Integration of English ‘teaching-learning-assessing’ in Chinese High Schools: A Literature Review

Ye Ting

School of Foreign Language, Yangtze University, China

Received: 22 Jul 2023; Received in revised form: 30 Aug 2023; Accepted: 07 Sep 2023

©2023 The Author(s). Published by TheShillonga. This is an open access article under the CC BY license

(<https://creativecommons.org/licenses/by/4.0/>)

Abstract

Classroom assessment has always been the focus of research on foreign language teaching, and "integration of teaching and assessment" has become a heated topic in international second language teaching field, but this topic has not yet attracted the attention of some scholars. In result, this paper retrieves the papers published domestic and abroad between 2017 and 2023 focusing on the "integration of teaching and evaluation" in English subject as data sources and analyzes the research contents. The results show that the research type of "integration of teaching-learning-assessing" is mainly theoretical research, but the number of empirical research is quite small. Besides, the theoretical research also shows an upward trend. The research objects are mainly secondary school English teachers and students. The research content focuses on the following four aspects: the definition of "integration of teaching-learning-assessing"; the implementation path of "integration of teaching-learning-assessing" in the classroom; the application of "integration of teaching-learning-assessing" in specific subjects and the investigation of "integration of teaching-learning-assessing" in the classroom. The data collection methods were mainly questionnaires, interviews and classroom observations. In the end of this paper, the future research and the development trend of "integration of teaching-learning-assessing" are pointed out.

Keywords— *integration of teaching-learning-assessing; classroom assessment, formative assessment*

I. INTRODUCTION

The English Curriculum Standards for General High Schools (2017 Edition) (hereinafter referred to as the "English Curriculum Standards for High School") points out that in the classroom teaching, teachers should deal with the relationship between teaching, learning and assessing, and promote the implementation of integration of teaching-learning-assessing. As a result, the concept of "integration of teaching-learning-assessing" is formally put forward. Accordingly, "integration of teaching-learning-assessing" has become a heated topic for English teaching in middle school. "Integration of teaching-learning-assessing is an important way to implement the core competence of English subject and effectively improve teaching (Wang, 2019). However, many teachers still do not deeply understand the

definition and advantages of the concept of "integration of teaching-learning-assessing" (Zhao, 2019). Front-line teachers do not have a clear understanding of the implementation path, teaching design, and the effects of "integration of teaching-learning-assessing" in the classroom, so it is necessary to review the relevant research. A total of 123 search results are obtained by searching the theme "integration of teaching-learning-assessing" in "foreign language and literature" field. In this paper, the research contents will be reviewed.

II. THE DEFINITION OF "INTEGRATION OF TEACHING-LEARNING-ASSESSING"

According to the Senior High School Curriculum, "integration of teaching-learning-assessing" is the

integration of three aspects in a complete teaching activity, and "integration" refers to the close relationship of these three aspects. Wang Qiang (2019) defines the "integration of teaching-learning-assessing" as "teaching is goal-oriented and points to the cultivation of English subject core competence ; learning is to develop students' core competence, which is consistent with the content of teaching; assessing is to give feedback and promote teaching and learning, so teaching, learning, and assessing are essentially the same and point to the development of students' English subject core competence". Wang Shaofei (2013), starting from the relationship between teaching and assessing, talks about the "integration of teaching-learning-assessing" as a new type of teaching and assessing, aiming to break through the traditional binary isolation of teaching and assessing, so that assessment is no longer drift away from teaching, but embedded in teaching, becoming an essential part of teaching, closely connected with teaching activities and interacting with the learning process. It becomes an integral part of teaching and learning. Clear objectives are the premise and soul of "integration of teaching-learning-assessing". Cui Yunguo (2013) points out that without clear goals, there is no such thing as teaching and evaluation activities; without clear goals, there is no such thing as integration, because "integration of teaching-learning-assessing" lies in that teaching, learning and assessing are all around the shared goals. Chen Xia (2012) believes that "integration of teaching-learning-assessing" is a teaching method that integrates teaching activities and assessing activities in one; Lu Zhen (2015) believes that "integration of teaching-learning-assessing" is student-centered and improves students' learning with the help of assessment activities, and one of its characteristics is that teachers drive teaching and promote students' development based on assessing activities; Wang Yunsheng (2019) believes that "integration of teaching-learning-assessing" should first consider teaching, learning and assessing in the direction of the unity of the three goals, which together point to the teaching goals.

In conclusion, the Chinese academic scholars has basically formed a unified concept of "integration of teaching-learning-assessing", that is, it takes teaching objectives as the guide for teaching, learning and assessing, teaching is to achieve the teaching objectives, learning is

also to achieve the teaching objectives, and assessment criteria are the tasks that teachers and students need to complete during teaching activities, the three all point to the development of students' English subject core competence. The purpose of this concept is to draw attention to the importance of goal setting in basic classroom teaching and the integration of assessment into teaching and learning, instead of being strayed away from the classroom.

III. THE IMPLEMENT PATH OF "INTEGRATION OF TEACHING- LEARNING-ASSESSING" IN CLASSROOM

Wang Qiang (2019) proposed three pedagogical steps on the basis of interpreting the definition: in the preparation stage of teaching, the first step is to analyze the unit theme, text and students, the second step is to identify the cognitive and affective gaps between the teaching content and students based on what is known to them and what is unknown to them, as a result, teaching objectives are established, and the third step is to design teaching activities and assessing activities to help achieve the teaching objectives, as well as gathering the evidence of the achievement of students' learning. Li Liang (2018) combined the "integration of teaching-learning-assessing" model with project-based teaching and divided the teaching into three steps: project planning, project implementation, and effect evaluation. In the first step, the project plan is designed according to "integration of teaching-learning-assessing", and the teacher designs the project objectives and project activities based on the curriculum, text and students analysis; in the second step, the project objectives lead the direction, the whole process is student-centered, and the project objectives are implemented in the classroom in the aspects of language learning, tasks completing and teaching activities; in the third step, that is, the project implementation process, the role of different assessment subjects is brought into play to guide students' self-assessment and peer assessment. The assessment values both the results and the process, and teachers reflect on the project in time after it is completed in order to prepare for future teaching adjustments. Jiang Jingli (2021) offered five suggestions on the implementation of "integration of teaching-learning-assessing".

The development of modern technology makes it possible to better implement "integration of teaching-learning-assessing". Chen Xinzong (2021) suggests that clear goals are the premise and soul of "integration of teaching-learning-assessing", and teachers need to determine whether teaching, learning and assessing all revolve around the same goal, which begins with diagnostic evaluation. The "Udig" platform designed by Beijing Normal University and Foreign Research Service can accurately analyze students' language ability and learning ability, and its application to teaching can facilitate the precise designation of teaching objectives and the implementation of "integration of teaching-learning-assessing". Cui Xiuling and Zhang Jin (2022) present a teaching process of "integration of teaching-learning-assessing" in listening and speaking class, which is based on artificial intelligence that promotes the deep integration of information technology and English teaching. In the pre-listening stage, teachers show the results of listening assessment with the help of "smart space" before class and stimulate students' interest through designing "comparing and showing" activities, in the listening stage, students are led into the learning of listening content through multimodal resources, and in the post-listening stage, the students are asked to imitate and follow along with the intelligent training.

In conclusion, since "integration of teaching-learning-assessing" is mentioned in the "High School Curriculum", many scholars and experts have proposed teaching models and teaching paths, and teachers have actively carried out case studies. The teaching design covers different grades and different types of lessons, and the results are quite fruitful. We can draw the conclusion that the teaching mode of "integration of teaching-learning-assessing" begins with the establishment of teaching objectives, which are based on text analysis, students' analysis and diagnostic evaluation by teachers, and it can be achieved with the help of information technology. After setting up the teaching objectives, the implementation of teaching objectives should be carried out through the teaching and assessing activities, more attention should be paid to the diversity of assessment subjects and assessment forms. Finally, in the assessing stage, teachers evaluate whether the teaching objectives are achieved.

IV. THE RESEARCH OF APPLICATION OF "INTEGRATION OF TEACHING-LEARNING-ASSESSING" IN ENGLISH TEACHING

Jiang Jingru (2021) studied the application of "integration of teaching-learning-assessing" in English writing classroom in high school, and learned the teachers' understanding, implementation and potential difficulties of "integration of teaching-learning-assessing" through questionnaires and interviews. The students of two parallel classes in the second year of senior high school were selected as the experimental group and the control group, and the writing scores of the two classes were tested before and after the experiment to see what effect "integration of teaching-learning-assessing" could have on students' English writing ability. Finally, the students' questionnaires were used to find out the effect of "integration of teaching-learning-assessing" on students' attitudes toward English writing. Hua Mengmeng(2021) empirically investigates the design and implementation of "integration of teaching-learning-assessing" in junior high school English reading class in the context of developing core competence. After a whole semester teaching, the experimental class was found to have better performance in all aspects of core competence through post-testing.

The empirical results show that the teaching mode of "integration of teaching-learning-assessing" has a significant effect of promoting learning, which not only improves students' academic performance, but also arouse their interest in learning and develop core competence. It also proves that "integration of teaching-learning-assessing" points to the real cultivation of students' core competence in English subject.

V. THE INVESTIGATION RESEARCH OF THE "INTEGRATION OF TEACHING-LEARNING-ASSESSING" IN CLASS

Zhao Yixin (2021) analyzed the data from classroom observation of eight lessons in the "One Teacher One Excellent Class" in Tianjin and found that the teaching objectives set up by teachers were not reasonable, and it emphasized knowledge but not learning ability; the activities in the classroom corresponded well with the

teaching objectives, but the assessment form was quite single, the self-assessment and mutual evaluation occurred quite rare is class. The final revelation was that teachers should design teaching activities with more clear goals and diversify the evaluation forms and enhance student-oriented assessment. Hu Qi (2021) observed a real high school English classroom to investigate the current situation of "integration of teaching-learning-assessing". The researcher used questionnaires, classroom observations to find that most teachers have a positive attitude toward the "integration of teaching-learning-assessing", but there are difficulties in actual teaching, and it cannot be well reflected in classroom teaching. The reasons for this are: teachers are not strongly aware of the curriculum reform and still use traditional teaching methods; teachers have little understanding of the importance of teaching goals and set the teaching goals too arbitrarily; teachers do not have enough awareness of teaching assessment.

The results of the survey indicate that the actual implementation of both online courses and real English classrooms is not good enough, because teachers do not have a good understanding of the definition of "integration of teaching-learning-assessing" and teachers' assessment literacy needs to be further improved, etc.

VI. CONCLUSION AND SUGGESTION

Among all the research about "integration of teaching-learning-assessing", most of which are theoretical research, and they can well explain the definition of "integration of teaching-learning-assessing", the theoretical resources of it and the curriculum implementation path under the guidance of it. While the number of empirical studies is relatively small, and only a few scholars have conducted application research and survey studies. Without actual classroom teaching, it cannot reflect the current the implementation situation of "integration of teaching-learning-assessing" and the effect that it might promote learning and teaching. After all, it takes a long time from the proposal of the upper-level concept to the implementation in practice (Jiang Jingli, 2021). It is worthwhile to further investigate the current implementation situation of "integration of teaching-learning-assessing" in the near future. Some relevant investigation research mainly focuses on the "One Teacher, One Excellent Course" online quality courses, which are

"performance classes" in nature and different from the actual teaching in daily classroom. According to the Senior High School Curriculum, the concept of "integration of teaching-learning-assessing" should be applied to real classroom teaching in all aspects, so more attention need to be paid to the basic English teaching classroom and conduct relevant research. The current research tools are mostly interviews and questionnaires, so the research methods need to be further scientific and objective, such as the use of the "integration of teaching-learning-assessing" evaluation scale to score teachers' performance quantitatively and the textual analysis of lesson plans to make the research more comprehensive.

This paper mainly reviews the Chinese research on "integration of teaching-learning-assessing" from the aspect of research content and points out the future research direction. "Integration of teaching-learning-assessing" is a great innovation to improve teaching efficiency and promote teachers' professional development, which has great research potential and practical prospect, and will become the focus of academic circles. The purpose of this paper is to review the current research, to help people understand the concept of "integration of teaching-learning-assessing" and its realization path, to point out the current research gaps and to indicate the future research directions, hoping to draw the attention of foreign language teachers and scholars to the concept of "integration of teaching-learning-assessing", and to provide some reference values for later scholars' research.

REFERENCES

- [1] Anderson, L. W. et al. (2001) A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman Publishing.
- [2] Anderson. (2012) Bloom's Taxonomy of Educational Objectives Revised Edition. Foreign Language Teaching and Research Press.
- [3] Anderson, L. W., & Jiang, S. P. (Eds.). (2018) Bloom's Taxonomy of Educational Objectives Revised Edition (Complete Edition). Beijing: Foreign Language Teaching and Research Press.
- [4] Black, P. & William, D. (2019) Developing the Theory of Formative Assessment. *Educational Assessment Evaluation & Accountability*, 21 (1): 5.

- [5] Cowie, B., & Bell, B. (1999) A Model of Formative Assessment in Science Education. *Assessment in Education Principles Policy & Practice*, 6 (1): 101-116.
- [6] Carless, D. et al. (2006) How Assessment Supports Learning: Learning-oriented Assessment in Action. Hong Kong: Hong Kong University Press.
- [7] Chen, X. Z. (2020) The use of teaching-learning-assessment consistency in secondary school English classroom. *English Learning* (12):24-28.
- [8] Cai, Y. Y., & Huang, L. Y. (2021) The design of English classroom activities based on the integration of teaching, learning and assessment--a case study of the 2019 edition of high school English textbook. *English Learning* (01):59-63.
- [9] Cui, X. L., & Zhang, J. (2022) The integrated teaching process of "teaching, learning and assessing" based on artificial intelligence. *Henan Education (Basic Education Edition)* (Z1):99.
- [10] Ding, L. Y. (2018) Problems in the implementation of integration of teaching-learning-assessing and its solutions. *China Journal of Education* (03):66-68.
- [11] Ding, X. Y. (2021) The design of high school English writing teaching objectives based on the integration of unit teaching, learning and assessment. *English Learning* (S1):64-66.
- [12] Guo, X. Y. (2021) A study on high school English reading teaching with the integration of teaching-learning-assessing. *English Abroad* (03):92-93.
- [13] Han, Y. (2021) A Study on the Status of Integration of Chemistry teaching-learning-assessing in High School. Huazhong Normal University.
- [14] Hu, Q. (2021) An investigation on the current situation of using teaching-learning-assessing integration in high school English classroom. Henan Normal University.
- [15] Hua, M. M. (2021) Integrated design and implementation of teaching, learning and assessing of English reading class in junior high school in the context of core literacy. Shandong Normal University.
- [16] Jones, N., & Saville, N. (2016) Learning Oriented Assessment. Cambridge University Press.
- [17] Jiang, J. L. (2021) Five implementation suggestions for implementing the integration of English teaching, learning and assessing by using assessment to promote teaching and learning. *English Learning* (09):4-9.
- [18] Jiang, J. R. (2021) A Study on the Application of integration of teaching-learning-assessing in High School English Writing Teaching. Shandong Normal University.
- [19] Lantolf, J. P., & Poehner, M. E. (2004) Dynamic Assessment of L2 Development: Bringing the Past into the Future. *Journal of Applied Linguistics*, 1 (1):49-72.
- [20] Li, L. (2018) The design and practice of integration of teaching-learning-assessing in the context of core literacy--a case study of project-based teaching in high school English. *Primary and secondary school teacher training* (10):62-66.
- [21] Li, R. (2021) Returning to the teaching materials: integration of teaching-learning-assessing of six elements of listening teaching design in junior high school English. *English Learning* (05):21-25.
- [22] Lin, H. H., & Yu, W. G. (2022) An experimental study on the integration of teaching-learning-assessing model of junior high school English based on the framework of classroom teaching in Washington, D.C. public schools. *Journal of Comparative Education* (04):159-168.
- [23] Qiao, J. Z. (2012) The historical trajectory and research lineage of "eight curriculum reforms" in basic education. *Jiangsu Education Research* (09): 18-22.
- [24] Stiggins, R. J. (2001) The Principal's Leadership Role in Assessment. *NASSP Bulletin*, 85 (621): 12-26.
- [25] Wang, S. F. (1999) Classroom evaluation. East China Normal University Press.
- [26] Webb, N. L. (1999) Alignment of science and mathematics standards and assessments in four states. *Council of chief state school officers*. Washington, DC: National Institute for Science Education (NISE) Publications: 1-49.
- [27] Wang, Q. & Li, L. (2019) Promoting the integration of teaching-learning-assessing in English classroom in the context of core literacy: meaning, theory and method. *Curriculum, Teaching materials, Teaching Methodology* (05): 114-120.
- [28] Wu, H. & Zhu, H. (2021) The design and implementation of integration of teaching-learning-assessing in English unit holistic teaching. *Teaching Materials in Primary and Secondary Schools* (05):44-49.
- [29] Wu, L. (2022) The design and implementation of English writing teaching in junior high school based on the integration of teaching-learning-assessing. *Teaching Monthly - Middle School Edition (Foreign Language Teaching)* (06):32-35.
- [30] Xia, L. H., & Guan Y. (2017) The New Classroom: Integrating Expressive Learning and Assessment. *Curriculum, Teaching materials, Teaching Methodology*

(03):18-23.

- [31] Zeng, W. J., & Huang, F. Q. (2015) Learning-based assessment: origins, perspectives, and applications. *Curriculum, Teaching materials, Teaching Methodology* (6):33-41.
- [32] Zhang, Z. C. (2019). A study on the current situation of “integration of teaching-learning-assessing” of high school chemistry teachers. Northeast Normal University.
- [33] Zhang, J. (2021). High school English reading micro-skills improvement based on the integration of teaching-learning-assessing--Example of Unit 4 Good Book, Bad Movie? *English Learning* (S1):50-52.
- [34] Zhao, Y. X. (2021). Analysis of high school English classroom observation based on the “integration of teaching-learning-assessing”. Tianjin Normal University.