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## A study on design and implementation for the integration of teaching- learning -assessment in senior high school English teaching

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### Abstract

In the daily teaching activities, teachers deeply understand the core position of evaluation in the teaching process, actively promote the organic integration of teaching, learning and evaluation, and continuously enhance their professional qualities in evaluation. The purpose of it is to promote the all-round development of students' core competencies. This study explains the design and implementation strategies of the integration of teaching, learning and evaluation in teaching, fully embodies the status of students as the evaluators, and makes evaluation run through the entire teaching activities.

**Keywords:** Integration of teaching, learning and evaluation, design and implementation, english class

### Introduction

The "General Senior High School English Curriculum Standards (2017 Edition, Revised in 2020)" focuses on the construction of students' core English learning competencies, establishing an integrated teaching system of teaching, learning and assessment that is led by teaching objectives, based on teaching content, and supported by assessment. Currently, the most critical issue that needs to be addressed in teaching is: How to comprehensively promote the development of students' core English learning competencies through assessment, and what kind of assessment should be adopted? At the same time, how to use the feedback from assessment to enhance one's own teaching reflection and educational and teaching level.

However, the traditional evaluation methods are often limited to the periodic paper-and-pencil tests. With the deepening of curriculum reform, teachers have begun to pay more attention to students' learning process and encourage them to engage in autonomous, cooperative and exploratory learning, making them the main actors in the classroom. In fact, formative evaluation, is often overlooked, many teachers do not know how to use evaluation to even judge students' learning situations and adjust teaching. This article will take an example to explore how to design and implement an integrated teaching system of teaching, learning and evaluation to ensure that students' core English academic literacy is comprehensively developed, and at the same time help teachers improve their teaching and evaluation levels. Students should actively participate in the entire process of evaluation (Wu Hao, Zhu Hong, 2022; Cai Yaiti, Huang Liyan, 2021).

### Design philosophy

To implement the integration of "Teaching - Learning - Assessment" is to ensure the close connection and effective interaction among teaching, learning and evaluation. Formative evaluation emphasizes that evaluation runs through the whole process of teaching and learning (Black & Wiliam, 1998) <sup>[1]</sup>.

1. **Assessment naturally integrates into the teaching process:** Evaluation is not an independent part of a certain stage of teaching but is closely linked to teaching activities.
2. **Consistency:** When designing teaching activities, teachers need to consider the consistency among teaching objectives, teaching content, teaching methods and teaching assessment.

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- 3. Emphasizing students' participation:** It emphasizes students' subjectivity and participation. Students no longer passively accept the knowledge imparted by teachers but actively participate in teaching activities and become the designers, and collaborators of evaluation activities.

### Design and Implementation

- 1. Relevant Elements:** The integrated teaching, learning and assessment is a complex teaching process and also a systematic educational project. It also involves many related elements. (Lu Zhen, 2016). Wang Qiang (2019) summarized the teaching-learning-evaluation-integrated system into elements such as clarifying concepts, grasping content, analyzing the learning situation, setting goals, selecting methods, and evaluating effects.
- 2. English Teaching Design:** Based on the concept, this article takes examples from "Sharks: dangerous or endangered?" in the Senior High School English textbook published by Foreign Language Teaching and Research Press.

### Clarify Concepts

It means answering the questions of what to teach, why to teach, and how to teach. This can be answered from the perspective of text interpretation, that is, the questions of What, Why, and How. Teaching activities should also revolve around these two core principles. Therefore, teachers should have course awareness rather than just teaching awareness.

### Grasp Content

[What] This passage explains around the two key words "dangerous" and "endangered". The first and second paragraphs mainly introduce why sharks are dangerous animals, while the third and fourth paragraphs explain the

reasons why sharks have become endangered species. The fifth paragraph introduces the phenomenon that people began to protect sharks.

[Why] The teaching content of this lesson mainly focuses on the changes and reasons of human attitudes towards sharks as the main text content. The deeper meaning lies in the author's intention to call on readers to pay attention to sharks and marine life and establish the awareness of protecting sharks and marine life.

[How] The text of this lesson is an expository text. Through the structural form of argumentative writing, the text supports its viewpoints with examples and elaborates on the current situation of sharks and the change of human attitudes towards them logically and systematically. The "key point of the lesson" in the title is "dangerous" and "endangered". The article unfolds explanations and interpretations around these two key words.

### (3) Goals, Methods and Evaluation

From the perspective of cultivating qualities, interpret the text. What students already know, what they want to know, and what they can learn in this lesson are the basis for formulating goals. Based on the goals, select appropriate learning activities and pay attention to evaluation. The lesson objectives and corresponding learning activities and evaluation tasks are shown in Table 1. Learning activities are classified according to the English learning activity view into perceiving and understanding type, applying and practicing type, and transferring and creating type. Teachers should evaluate where students learn and then carry out targeted teaching. They should clearly evaluate what students learn and decide what to teach. Thus, teaching evaluation becomes targeted and can effectively promote teaching progress. (Wang Yan 2020).

### (4) Teaching Design

**Table 1:** (Integrating-Teaching-Learning-Assessment)

Teaching objectives	Learning activities	Assessment tasks
Analyze the structure of the passage and sort out the key information of it.	Perceiving and noticing: According to the title and word cloud to guess the main idea of the text.	Guide the students to summarize the topic of the article and judge whether the students understand the general idea correctly.
	Generalizing and synthesizing: Match the central sentence of each paragraph with the corresponding scene picture, and guide the students to summarize the structure of it.	They can test their understanding of the passage by matching the general idea of the passage with pictures and summarizing the structure of the passage.
Infer changes about the authors' and people's attitudes toward sharks.	Retrieving and summarizing: read and complete the table about what is the description of the great white shark in the movie, what impact the movie brings, and the reason why the shark is endangered.	Guide students to obtain the basic information about the topic in the table, sort out the plot of the story development, and judge the degree of students' grasp of the key information.
	Describing and interpreting: infer how author and people felt about the shark and draw a mind map of people's emotional changes.	Students use their own words to describe the feelings of the author and judge whether they could feel the cruel process of hunting sharks. Students draw mind maps to determine whether they can quickly acquire key information; use the form of mind map to integrate information. (Evaluation criteria: ① accuracy of content; ② Logic of thinking;)
express their views on how to protect sharks	Analyzing and Judging: Students debate whether sharks are dangerous animals and people can deprive them of their right to live?	Analyze whether the students can establish the correct values of shark protection, guide the students to self-evaluate and peer evaluate each other after the activity, set the evaluation standard with the students, and evaluate the individual performance and team performance. (Evaluation criteria: ① accuracy of expression; ② Fluency of expression; ③ The persuasiveness of ideas; ④ Personal charm)
Guide students to realize the importance and value of protecting wild animals.	Hold a speech to call on people to protect sharks. Students play different roles.(ordinary people, scientist, bloggers	Through the measures of shark protection, judge whether the students have the awareness of wildlife and the importance of wildlife protection.

## Results and Discussion

Based on the text, this lesson achieves the expected teaching goal, sorts out the factual information in the text, and speculates the causes of people's emotional changes. Finally, students can deeply realize the value and importance of protecting wild animals. At the same time, the teaching evaluation runs through the whole class, and the following will conduct an in-depth analysis of this lesson from the three dimensions of teaching, learning and evaluation.

### 1. Teaching

The role of teachers is mainly reflected in the design of teaching objectives and the grasp of teaching activities, constantly guiding students to think deeply about the text and the deep meaning behind it. For example, thinking about why people have such views on sharks, and guiding students to have critical thinking and discerning ability for some information. For students' performance, teachers can combine feedback with tasks to give specific evaluation, and evaluate students' understanding of different tasks through different activities.

### 2. Learning

Students are guided to evaluate as the main body of evaluation, which promotes the improvement of students' thinking ability and language ability. Students complete various learning activities through independent learning, participation in discussion, exploration and other learning methods. These classroom activities include a series of comprehensive, relevant and practical English learning activities.

### 3. Evaluation

A variety of methods and tools are designed in the classroom to reflect multi-dimensional evaluation, including self-evaluation, peer evaluation, and teacher evaluation. Teachers provide feedback by providing incentive feedback to students' questions and answers, and at the same time adjust activities in time according to students' activity performance, which reflects process evaluation. At the end of the task, students are asked to conduct self-evaluation and mutual evaluation, and then teachers make summary comments, so that students become the main body of evaluation, monitor their learning process, adjust learning strategies, and further improve their learning ability.

## Conclusion

Based on the analysis of FLTRP's senior high school English reading material, this study discusses the design and implementation of the concept of "teaching-learning-evaluation". Through the design of specific teaching activities, the evaluation is used in the classroom teaching process, and the knowledge of students is always understood. The research and practice of this paper aims to promote the improvement of senior high school English teaching evaluation, fully embodies the main position of students' evaluation, and makes evaluation run through teaching activities.

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