RESEARCH ARTICLE

MIDDLE SCHOOL ENGLISH UNITTEACHING DESIGN BASED ON "TEACHING-LEARNING-ASSESSMENT INTEGRATION

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ARTICLE INFO	ABSTRACT
	The idea of Teaching-Learning-Assessment Integration put forward in *General High School English Curriculum Standards* formally stresses the importance of optimizing the relationship between teaching, learning and assessment, so as to promote teaching and learning through assessment. English reading teaching constitutes a crucial component of junior high school English education, bearing significant implications for the enhancement of students' comprehensive English proficiency. Taking Unit 5 of the English textbook for Grade 8, People's Education Edition as an example, it analyzes the design of junior high school English reading teaching from the perspective of teaching-learning-assessment integration. Its aim is to introduce classroom activity plans that can stimulate students' reading interests and cultivate their reading strategies and thinking abilities.

INTRODUCTION

For junior high school students, a solid foundation in English is of great significance to their future academic and career development. Among various language skills, reading holds an important position. It not only helps to expand vocabulary and understand the meaning of grammar in context, but also cultivates students' critical thinking and cross-cultural awareness.The idea of TLAI is explicitly mentioned three times in the 2022 edition English Curriculum Standards for Compulsory Education. It advocates to promote the teachingdesign and implementation of the TLAI.

Unit Teaching Design Based on Teaching-Learning-Assessment Integration

Curriculum Analysis: The PEP Grade 8 Unit 5 "Do You Want to Watch a Game Show?" mainly teaches media literacy to help students analyze different media types with critical thinking. Its language goals include using comparison structures like "prefer...to..." and giving reasons for opinions, which matches China's English education standards.

Integrated Teaching Design Framework: The unit's main goals are broken down into three parts—language ability, cultural understanding, and critical thinking—to make sure teaching matches skill development. For language ability, students learn comparison structures like "prefer...to..."to talk about media choices, shown in

tasks such as arguing whether talent shows or documentaries are better. The cultural part asks students to study how different cultures are shown in media, like comparing the Confucian ideas in "Chinese Poetry Conference" with the individualism in "American Idol". Critical thinking is improved through activities where students judge the social effects of reality TV, using standards like realness and how it influences viewers. This three-part approach ensures language learning connects with cross-cultural goals. For making this three-part framework work, teachers should try to create cross-subject projects that mix language training with culture learning. Like in a lesson called Global Media Perspectives, students can work together to make two-language podcast series, comparing China's documentary A Bite of China with foreign shows such as Chef's Table. By writing scripts (language skill), studying food meanings in different cultures (culture understanding), and discussing right or wrong of selling food (deep thinking), students develop many skills together. Also, these projects often use "assessment loops"—students give feedback on each other's work using rules made by teachers, checking if arguments make sense and show respect to other cultures.

Activity Sequence Design

Task 1: Comparative Media Analysis: Students watch clips from *Chinese Poetry Contest* and *American Idol*, then complete a structured comparison table in small groups. The table requires labeling cultural elements (e.g., *traditional symbolism* vs. *celebrity idolization*), using target vocabulary (*formulaic*, *innovative*) and grammatical structures (*whereas*, *in contrast*).

Embedded Assessment: Teachers evaluate language accuracy through rubric criteria (e.g., correct use of comparatives, precision of cultural terms) while observing group dynamics.

Task 2: Collaborative Program Design: Adopting the role of TV producers, students design an original game show concept that blends Chinese and Western cultural elements. They draft proposals in English, incorporating persuasive language and present their ideas in a simulated pitch competition.

Performance-Based Assessment: Creativity and collaboration are assessed via peer-evaluated rubrics focusing on originality (e.g., Does the concept bridge cultural gaps?) and teamwork (e.g., Did all members contribute substantively?).

Differentiated Assessment Strategies

Formative Assessment Tools: Students using self-check lists to see how well they meeting goals set before, like one item saying "I can give three good reasons for my view" make them think if they can argue with facts. Teachers make different lists for each lesson, like in "Game Show" unit having items "Use comparing words (e.g. prefer...to...) when arguing". Peer Evaluation Rubrics focus on three parts—content logic, linguistic fluency, and creativity—let students judge group works. In a role-play task about making cross-cultural TV show, students use words like 'Arguments have proof from text' (content logic) and 'Language changes smooth' (fluency) to score.

Technology-Enhanced Support: The Class In platform's analytics function is very important for real-time checking. When students discuss topics like *"Ethical Issues in Reality TV,"* the AI will count how often key words like *authenticity,"* or "bias" appear and also see who talks how much. Teachers get easy-to-read reports showing main ideas and what students don't understand well. For making these real-time insights more useful, teachers start to use data analysis directly when they prepare lessons.For example, when find students always not using words like 'scripted narratives' when discussing ethics of reality TV, one teacher make a 'Vocabulary Sprint' task.Students were asked to naturally use the marked terms in later talks, like saying *"The scripted drama in Keeping Up with the Kardashians creates bias by exaggerating conflicts, which impacts authenticity."* To make them join more, Class activity numbers were shown in class, causing some healthy competition. The groups with top "key term use" marks got to share their points with the school's media club.In four weeks time, this method not only increase target words usage, but also make ethics thinking more deep.Teachers noticed students start to correct themselves during discussion, using the platform's real-time keyword tracker to improve their points. But some students use fancy words at first without deep thinking, so teachers need to judge real argument quality.

Implementation and Evaluation of the Teaching Design

Action Research Design: This research using action research method with two Grade 8 classes in a middle school (test class has 50 students, normal class has 48 students) for 8 weeks teaching. Before and after tests data was collected about grammar difficulty and how often students speaking in class, also including classmates grading scores. From 120 students thinking diaries and 20 teachers teaching records got deeper understanding, which writing down problems and changes every day. To make sure results correct, first test scores was same level, then after test, comparing by considering different starting English levels. For more proving the results, the experiment group's work was arranged based on how language skills used in real situations.For example, in the 'Cultural Debate' task, students watched clips from *Chinese Poetry Contest* and *American Idol*, then find out cultural differences like Chinese media show collectivist ideas while Western programs more focus on individual themes.

This was matched with peer-assessment forms that mainly look at if the ideas connect well and words are used correctly.Teachers observed that it helps students to focus on strengthening those specific vocabularies.At same time, control group students mostly do textbook exercises, their progress in real situation language using is very small.

Analysis of Teaching Effectiveness

Linguistic Proficiency Gains: The test group show obvious better in making and using complex sentences to say detailed opinions, with more students now can use high-level grammar like 'Although reality shows are fun, but they not have much culture meaning'.

Higher-Order Thinking Development: In tasks evaluating cultural value, much more students cited cross-cultural examples, versus less in the control group. This aligns with 2023 district assessment benchmarks, where integrated units outperformed traditional methods by 22% in critical thinking metrics.

Teacher Professional Growth Post-intervention interviews revealed that 80% of teachers perceived reduced planning redundancy through the "objective-activity-assessment" alignment strategy. One instructor noted, *"The rubric templates halved my time spent designing quizzes, letting me focus on feedback quality."*

CONCLUSION

This research shows how combining teaching, learning and assessment (TLA) together can really change middle school English classes. The main results prove that students who used TLA methods did much better than normal classes, especially in using difficult language and thinking about different cultures. These improvements came from helpful tools like peer scoring guides, leveled speaking exercises and smart computer feedback, which all made students make more progress. This thesis is the research outcome of the project from Education Science Planning Office(2023NGHCZ222).

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