

A Study on the Implementation of the Integration of Teaching, Learning and Assessment in Junior High School English Writing Classes

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Abstract: With the deepening of educational reform, junior high school English teaching has ushered in new opportunities for reform. Against this backdrop, how to more effectively cultivate students' core competencies and comprehensive abilities has become one of the teaching dilemmas perplexing junior high school English teachers. The integration of teaching, learning, and assessment is an innovative teaching model that plays an important role in improving English teaching effects and promoting students' all-round development. In this regard, this paper conducts an in-depth study on the implementation paths of the integration of teaching, learning and assessment in junior high school English writing classes, aiming to provide some references for improving the effectiveness of English writing teaching and promoting junior high school teaching reform.

Keywords: Integration of teaching, learning, and assessment; Junior high school; English writing; Implementation paths

Online publication: March 11, 2026

1. Introduction

The Compulsory Education English Curriculum Standards (2022 Edition) clearly proposes that English teaching should construct an integrated teaching system of “teaching, learning and assessment”, give full play to its diagnostic, incentive and promotional functions, and provide support for students' all-round development^[1]. English writing is an important part of junior high school English teaching. Carrying out English writing teaching can not only help students consolidate English knowledge and strengthen their language application abilities, but also promote the development of their innovative abilities and logical thinking. However, there are many dilemmas in traditional junior high school English writing teaching, such as inaccurate positioning of evaluation objectives, single evaluation methods, and insufficient teachers' evaluation capabilities, which seriously affect the improvement of writing teaching effects. In this regard, it is necessary to apply the integrated model of “teaching, learning, and assessment” in junior high school English writing teaching. In this way, it can promote the in-depth integration of teaching objectives, teaching processes and teaching evaluation, break through teaching dilemmas,

more effectively stimulate students' learning interest, cultivate their core competencies, and thus lay a solid foundation for their comprehensive development in the future^[2].

2. The value of applying the integration of teaching, learning and assessment in junior high school English writing teaching

2.1. Improve the effectiveness of writing teaching

Under the integrated model of “teaching, learning and assessment”, teaching evaluation runs through all links of teaching activities. Teachers can timely evaluate and guide students, understand their problems in vocabulary memory, sentence pattern mastery, thinking logic and other aspects, and provide targeted education and guidance based on this, to better meet their actual needs and improve the effectiveness of writing teaching^[3]. For example, after students complete their writing, teachers can find that students have problems with poor vocabulary memory through personal revision, peer evaluation and other methods. Then, they can provide targeted education and guidance to help them overcome this learning difficulty, thereby improving the effect and quality of writing teaching.

2.2. Stimulate students' interest in writing

In traditional junior high school English writing teaching, teachers often occupy a dominant position in the classroom, mainly carrying out teaching through “lecturing” and “injection”, and most students are in a passive acceptance state, making it difficult to fully mobilize their enthusiasm and initiative^[4]. After completing the writing task, students can only get a brief evaluation from teachers, lacking targeted guidance and feedback, which is likely to make students have resistance, thus affecting their enthusiasm for participating in writing teaching. The integrated teaching of “teaching, learning, and assessment” emphasizes student-centeredness. When applied to junior high school English teaching, evaluation activities such as student self-evaluation and peer evaluation can not only effectively stimulate students' learning interest, mobilize their enthusiasm and initiative, but also enable them to discover their own strengths and weaknesses, prompting them to correct, thereby realizing the improvement of their comprehensive abilities.

2.3. Cultivate students' core competencies

Cultivating core competencies has become the core goal of junior high school English teaching^[5]. Under the integrated teaching model of “teaching, learning and assessment”, closely linking teaching objectives, teaching design, learning processes and teaching evaluation can effectively cultivate students' core competencies and comprehensive abilities. For example, in writing teaching, teachers design diversified writing tasks according to teaching objectives and students' learning conditions, and adopt a combination of process evaluation and summative evaluation to evaluate students, which can help students more comprehensively understand their own writing level, discover their existing problems, and promote them to correct, thereby promoting students' all-around development.

3. Obstacles faced by the application of the integration of teaching, learning, and assessment in junior high school English writing teaching

3.1. Inaccurate positioning of teaching objectives

Some teachers lack an in-depth understanding of the integration of “teaching, learning, and assessment”. In the

process of applying it to writing teaching, they have not accurately grasped the teaching objectives, leading to the teaching objectives remaining at a shallow level, and failing to effectively cultivate students' deep literacy and abilities, such as cross-cultural awareness, logical thinking, and innovative abilities^[6]. At the same time, teaching objectives are disconnected from evaluation activities, and the evaluation content does not fully cover the teaching objectives, making it difficult for teaching evaluation to accurately diagnose students' learning levels, which also seriously hinders teaching reform.

3.2. Single evaluation methods

Some teachers still adopt the traditional evaluation model in English writing teaching, focusing on summative evaluation and students' test scores, while ignoring the evaluation of students' dynamic performance in the learning process. As a result, the evaluation results lack comprehensiveness and are difficult to fully reflect students' comprehensive abilities^[7]. In addition, the evaluation criteria are not clear, making it difficult to evaluate students' writing levels from multiple angles and levels, thus affecting the accuracy of evaluation results.

3.3. Insufficient teachers' evaluation capabilities

The integrated model of "teaching, learning and assessment" also puts forward higher requirements for teachers' literacy and abilities^[8]. To give full play to its role, teachers need to have certain analytical abilities and evaluation standard design abilities. However, in the actual teaching process, some teachers have insufficient evaluation capabilities, lack practical training and research, have an insufficient understanding of the integrated model of "teaching, learning and assessment", and teaching evaluation mostly stays on the surface, lacking pertinence and effectiveness. This makes it difficult for students to accurately find their own problems, affects the improvement of their core competencies, and also hinders the reform and optimization of writing teaching^[9].

4. Junior high school English writing teaching strategies based on the integration of teaching, learning and assessment

4.1. Accurately anchor teaching objectives and construct a "goal-evaluation" closed loop

Teaching objectives are the core orientation of the integrated teaching model of "teaching, learning, and assessment". It should focus on the Compulsory Education English Curriculum Standards (2022 Edition), and realize the dual coverage of surface knowledge and deep literacy according to teaching content and students' learning conditions, so as to further promote students' all-round development^[10]. For example, when learning the content of "How do you make a banana milkshake?", teachers can set teaching objectives as surface objectives and deep objectives. The surface objectives mainly focus on cultivating students' language abilities, requiring students to master relevant vocabulary knowledge, sentence patterns, phrases, etc., while the deep objectives are to cultivate cross-cultural literacy, thinking logic abilities, practical abilities, etc. In specific practice, to ensure that teaching objectives and evaluation form a complete closed loop, teachers need to clarify the corresponding evaluation standards and methods at the stage of goal setting. A writing task about "making banana milk shake" can be designed, and a hierarchical evaluation scale can be formulated: for surface objectives, quantitative scoring is carried out from three dimensions: vocabulary accuracy, sentence pattern diversity and step completeness; for deep objectives, qualitative evaluation is conducted by observing the depth of students' speeches in cultural discussion sessions, thinking logic and practical transfer abilities^[11]. In this way, the teaching process has a clear direction, and the evaluation results can provide feedback and optimize the achievement of teaching objectives,

avoiding the disconnection between teaching and evaluation.

4.2. Improve the teaching system and realize the integration of teaching, learning and assessment

In the process of English writing teaching, teachers should attach importance to the effective use of evaluation and improve students' writing abilities by establishing and improving the teaching evaluation system^[12]. Firstly, teachers need to clarify the evaluation standards to ensure the fairness and objectivity of the evaluation. These evaluation standards can include language accuracy, content completeness, logical clarity and innovation. In this way, students can clearly understand the key points they need to pay attention to in the writing process, so as to improve their writing level in a targeted manner. Secondly, teachers should make full use of diversified evaluation methods to stimulate students' interest in writing. For example, various forms such as classroom compositions, after-class assignments and online writing exercises can be adopted to allow students to write in different scenarios and times, so as to improve their writing adaptability. At the same time, teachers can also let students learn from each other and make progress together through group discussions, peer evaluations and other methods. Furthermore, teachers need to pay attention to the feedback of evaluation results and adjust teaching strategies in a timely manner. By revising and commenting on students' compositions, teachers can find the problems that students have in the writing process, such as grammatical errors and unclear expressions, and conduct targeted explanations and guidance for these problems. In addition, teachers should also pay attention to students' writing psychology, encourage them to overcome difficulties, and cultivate good writing habits. Finally, teachers should pay attention to the continuity and development of evaluation. The improvement of writing ability is a long-term process. Teachers should pay attention to students' writing progress, timely discover and praise their strengths, and stimulate students' motivation for continuous improvement. At the same time, teachers should also pay attention to the improvement of their own teaching methods, and constantly explore teaching strategies suitable for students to improve the effect of writing teaching^[13].

4.3. Strengthen teachers' capacity building and lay a solid foundation for teaching implementation

Teachers are not only important participants in teaching activities, but also the core force in implementing the integrated model of "teaching, learning and assessment" and promoting the reform of junior high school English teaching^[14]. In this regard, in order to give full play to the role of the integrated model of "teaching, learning, and assessment" and more effectively cultivate students' English literacy and comprehensive abilities, it is necessary for schools to strengthen the construction of teachers' teams. Specifically, teachers can be organized to participate in special training and academic exchange activities regularly, focusing on core issues such as "the implementation of the integrated model of teaching, learning and assessment", "the formulation of evaluation standards" and "the selection of evaluation methods" for training and exchange, and in-depth analysis combined with typical cases, to improve teachers' evaluation capabilities and professional literacy. At the same time, it is also necessary to build an online communication platform through which teachers can obtain digital teaching resources, communicate with peers, and conduct teaching case analysis, so as to build a good learning atmosphere and lay a foundation for improving teachers' literacy and abilities. In addition, schools should encourage teachers to strengthen learning, use their spare time to continuously learn advanced teaching ideas and models through various ways and means, such as reading educational documents, participating in online courses, and watching famous teachers' lectures, and innovate their own knowledge structure and system, to lay a solid foundation for

improving the effect of English writing teaching.

4.4. Optimize the teaching implementation process and realize the in-depth integration of “teaching, learning and assessment”

In order to give full play to the role of the integrated model of “teaching, learning and assessment”, according to the requirements of junior high school English writing teaching and students’ learning conditions, the teaching implementation process should be optimized, and evaluation should be run through the whole process, to create an immersive teaching situation, thereby more effectively cultivating students’ English literacy^[15]. Specifically, before class, teachers can evaluate students’ English vocabulary reserves through small in-class tests, questionnaires and other methods, and provide targeted education and guidance according to their specific situations, to lay a foundation for improving their writing abilities; during class, teachers can adopt the method of “task-driven + comprehensive evaluation” to cultivate students’ writing abilities and stimulate their learning interest. For example, a writing task can be set, requiring students to complete it. Teachers conduct a comprehensive evaluation of students’ final drafts and their performance in the writing process, such as writing enthusiasm, writing attitude, and vocabulary mastery, so as to discover students’ strengths and weaknesses and urge them to continuously correct. After class, a feedback mechanism should be constructed. Teachers conduct in-depth explanations and analyses of common problems in students’ writing processes, and provide one-on-one guidance for individual problems. At the same time, students are encouraged to conduct secondary writing according to evaluation suggestions, compare the two drafts, and guide them to reflect. In this way, it can not only effectively improve students’ writing levels but also strengthen their reflective awareness.

5. Conclusion

In short, under the background of the new curriculum reform, applying the integrated model of “teaching, learning, and assessment” in junior high school English writing teaching has important practical significance. It can not only stimulate students’ learning interest and improve their writing abilities, but also meet the requirements of the new curriculum standards and more effectively cultivate students’ core English competencies. In this regard, in view of some problems existing in English teaching, teachers and schools need to adopt various ways and means, such as accurately anchoring teaching objectives, improving the teaching system, and strengthening teachers’ capacity building, to give full play to the role of the integration of “teaching, learning and assessment”, more effectively cultivate students’ writing abilities, improve the teaching effect of the course, and lay a foundation for their comprehensive development in the future.

Disclosure statement

The author declares no conflict of interest.

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