

Research on Integrated Unit Teaching of Junior High School English Based on the “Teaching-Learning-Assessment” Integration

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Abstract: Against the background of the full implementation of the new curriculum standards, junior high school English teaching is shifting from fragmented class-hour teaching to systematic unit teaching. The “Teaching-Learning-Assessment” integration serves as the fundamental concept to guarantee the quality of unit teaching and achieve the cultivation of core competencies. This paper introduces the connotation of the “Teaching-Learning-Assessment” integration, analyzes the problems existing in junior high school English unit teaching, expounds the value of integrating the “Teaching-Learning-Assessment” integration into junior high school English unit teaching, and probes into the strategies of junior high school English unit teaching based on the “Teaching-Learning-Assessment” integration from the aspects of teaching objectives, teaching process, teaching evaluation, teaching resources and support. It provides a reference for the implementation of English core competencies in English teaching and the improvement of junior high school English unit teaching.

Keywords: “Teaching-Learning-Assessment” integration; Junior high school English; Unit teaching; Strategies

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1. Introduction

The *English Curriculum Standards for Compulsory Education (2022 Edition)* clearly states that junior high school English teaching should be organized in units as the basic unit, highlight the guidance of thematic meaning, and advocate the integrated teaching model of “Teaching-Learning-Assessment”^[1]. With the further promotion of the new curriculum standards, unit teaching has become an important direction for the development and reform of junior high school English teaching. The “Teaching-Learning-Assessment” integration is the basic concept for the design and practice of unit teaching, emphasizing the organic integration and unification of teaching objectives, learning activities and evaluation system, breaking the dilemma of disconnection between traditional teaching, learning and assessment, and building a teaching ecology of “teaching determines learning, assessment promotes teaching, and assessment promotes learning”^{[2][4]}. In junior high school English unit teaching, some teachers set vague teaching objectives, adopt single teaching methods, and use one-

sided evaluation criteria, which makes it difficult to comprehensively assess the development of students' English core competencies and restricts the implementation of core competencies in English teaching. Therefore, applying the "Teaching-Learning-Assessment" integration to junior high school English teaching to optimize the overall unit teaching strategies, transforming English teaching from knowledge instruction to competency cultivation, is of great significance for improving junior high school English teaching efficiency and students' comprehensive English proficiency.

2. Value of integrating the "Teaching-Learning-Assessment" integration into junior high school english unit teaching

The "Teaching-Learning-Assessment" integration is not a simple combination of teachers' teaching, students' learning and teaching evaluation, but emphasizes the in-depth integration of the three to achieve the coordination and unification of teaching objectives, learning process and evaluation feedback. Integrating it into junior high school English unit teaching has important value.

2.1. Helping the implementation of core competencies and highlighting educational value

English core competencies include four dimensions: language ability, cultural awareness, thinking quality and learning ability, which require a systematic and holistic unit teaching framework for long-term cultivation^[3]. Unit teaching is the basic carrier for cultivating English core competencies, and the "Teaching-Learning-Assessment" integration can support the implementation of core competencies. Teachers can run the objectives of core competencies cultivation through teaching objectives, learning activities and evaluation feedback^[4]. With the help of evaluation criteria, students can understand the gap between learning outcomes and expected objectives, help them move from knowledge memory to meaning construction, and gradually improve their English core competencies in the learning process, so as to promote the implementation of core competencies cultivation objectives^[5].

2.2. Getting rid of the dilemma of fragmented teaching and building a systematic teaching system

At present, most junior high school English teaching is carried out by class hours, which is prone to problems such as fragmented knowledge points, scattered teaching objectives and disconnected skill training. Under the guidance of the "Teaching-Learning-Assessment" integration, unit teaching plans teaching content, designs learning activities and formulates evaluation plans with the unit as a whole, integrates vocabulary, grammar, discourse and other elements, helps students build a structured knowledge system, and realizes the coordinated development of "knowledge-skills-competencies"^[6].

2.3. Realizing the teaching closed loop and improving teaching effectiveness

The "Teaching-Learning-Assessment" integration forms a complete closed loop of "goal setting-teaching implementation-evaluation feedback-improvement and optimization"^[7]. Teachers can timely grasp students' learning situation through evaluation and adjust teaching strategies in a targeted manner. The "Teaching-Learning-Assessment" integration can also promote teachers' professional development, guiding teachers to transform from "teaching craftsmen" to "research-oriented teachers". At the same time, it conforms to students' cognitive laws, respects individual differences, and stimulates students' initiative in English learning

through diversified evaluation. Students can clarify their own deficiencies through evaluation and take the initiative to improve learning methods, realizing “assessment promotes teaching and assessment promotes learning”, effectively improving classroom learning efficiency and learning ability^[8].

3. Implementation strategies of integrating the “Teaching-Learning-Assessment” integration into junior high school English unit teaching

Combined with the concept of the “Teaching-Learning-Assessment” integration and the laws of junior high school English unit teaching, a systematic implementation strategy is constructed from four dimensions: goal setting, teaching implementation, evaluation implementation and resource support to ensure the effective implementation of the “Teaching-Learning-Assessment” integration.

3.1. Accurately setting integrated goals and anchoring the teaching direction

The “Teaching-Learning-Assessment” integration requires a unified setting of teaching objectives. Teachers should deeply analyze the unit theme, clarify the overall unit objectives, class-hour sub-objectives and evaluation objectives in combination with the requirements of subject core competencies cultivation, so as to ensure the consistency of teaching, learning and assessment^[9]. According to the characteristics of students in different grades, teachers can set layered unit teaching objectives: focusing on cultivating basic language ability and learning habits in Grade Seven, and comprehensive application ability and thinking quality in Grade Eight. Taking Unit 3 “My School” in Grade Seven Volume 1 as an example, accurately setting the overall unit objectives provides direction for teachers’ teaching, students’ learning and teacher-student assessment.

3.1.1. Overall unit objectives

In terms of language ability, master basic vocabulary of directions and campus facilities, and master functional sentence patterns for asking and introducing directions and facilities; in terms of cultural awareness, understand the campus layout of different countries and recognize the diversity of campus culture; in terms of thinking quality, exercise observation, comparison, analysis and innovative thinking ability in the process of describing and designing an ideal campus; in terms of learning ability, learn to sort out vocabulary with mind maps, describe space with floor plans, and improve information description ability, independent learning and cooperative inquiry ability^[3].

3.1.2. Class-hour sub-objectives

- (1) Class 1: master core vocabulary and basic sentence patterns for asking about campus facilities;
- (2) Class 2: master prepositions of directions and their usage, and can describe the location of campus facilities;
- (3) Class 3: integrate knowledge to conduct campus-related dialogues;
- (4) Class 4: complete the comprehensive unit task and realize knowledge transfer^[4,5].

3.1.3. Evaluation objectives

Be able to accurately use core sentence patterns to introduce campus facilities and directions; take the initiative to participate in group dialogues and express ideas clearly; be able to tell 1-2 differences between Chinese and

Western campus layouts; be able to sort out key information of dialogues to complete matching tasks ^[11].

3.2. Thematic guidance and constructing an integrated teaching implementation process

Guided by the unit theme, a progressive teaching process of “theme introduction-theme inquiry-theme integration-theme transfer” is constructed, integrating discourse teaching, skill training and task-driven learning to realize the simultaneous progress of teaching and evaluation ^[12]. Taking Unit 1 “Happy Holiday” in Grade Eight Volume 1 as an example, learning activities close to students’ lives are designed to gradually cultivate comprehensive language application ability. The whole teaching activity progresses layer by layer around the theme and objectives. Teachers guide students to conduct in-depth learning around the discourse, implement core competencies, promote the independent-cooperative-inquiry mode, embed evaluation into the whole teaching process, and realize assessment promoting learning in reading, dialogues and interactions ^[13,14].

3.2.1. Theme introduction

Clarify the unit theme before class, and adopt a theme introduction method close to real life based on the students’ learning situation. Play pictures, audio and video of holiday activities of yourself or other students at the beginning of class, introduce the theme with real materials, guide students to review their personal holiday experience, and introduce types of Chinese and foreign holiday activities to pave the way for cultural awareness.

3.2.2. Theme inquiry

Set a series of inspiring question chains around the unit discourse, guide students to sort out core information such as holiday activities and feelings, dig into the unit theme, analyze the significance of activities, accumulate phrases and simple past tense sentence patterns, and realize language internalization through imitation. Carry out instant Q&A, group presentation, situational simulation and other activities in the classroom inquiry link to understand students’ inquiry progress and learning achievements, and provide feedback on the learning situation in real time.

3.2.3. Theme integration

Guide students to sort out the core knowledge of the unit and build a mind map to realize knowledge structuring; assign independent sorting tasks after class, and teachers understand the knowledge mastery through checking notes.

3.2.4. Theme transfer

Design a comprehensive task of “Making and Displaying My Holiday Poster”, requiring students to introduce holiday activities in groups using the knowledge they have learned, show the preferences of Chinese and foreign students for holiday activities, and cultivate the awareness of cultural respect and tolerance. After the completion of the task, carry out class introduction and display activities, evaluate from the aspects of content layout, word and sentence application, content enrichment, picture beauty, etc., and test the learning effect through multi-subject evaluation ^[9,10].

3.3. Constructing a diversified integrated evaluation system and strengthening the guiding role

Break the limitations of traditional paper assessment, construct an evaluation system combining “process

evaluation + performance evaluation + stage evaluation” and supplemented by “diversified evaluation subjects” to ensure comprehensive and objective evaluation, realize “assessment promotes teaching and assessment promotes learning”, and optimize evaluation content and methods according to the characteristics of different grades ^[9].

3.3.1. Comprehensive evaluation content

Cover five aspects: language knowledge, skills, cultural awareness, thinking quality and learning ability, with different evaluation focuses combined with grades: focusing on basic expression in Grade Seven, and comprehensive description and logical expression in Grade Eight ^[10].

3.3.2. Diversified evaluation methods

Process evaluation runs through the whole unit of teaching. In classroom observation, note review, homework correction and other links, star evaluation standards are adopted to assess students’ individual and cooperative learning performance. Performance evaluation assesses students’ comprehensive English ability. In oral communication, situational dialogues and homework display links, ability and competency evaluation scales are introduced to assess students’ learning achievements and judge the development level of comprehensive English ability. Stage evaluation is carried out after each unit, with unit tests set. With the help of digital platforms, process and performance evaluation results are integrated to form a comprehensive evaluation ^[11].

3.3.3. Diversified evaluation subjects

Based on the overall unit teaching objectives, design evaluation scales covering students, peers, teachers and parents, regularly collect and analyze home-school evaluation results, tap the value of evaluation results, reasonably adjust teaching difficulty and progress, enrich the forms of learning activities, and help students achieve expected learning outcomes while improving teaching ability.

3.4. Strengthening resource integration and support guarantee and improving the teaching closed loop

Integrate multi-modal teaching resources, create a good learning environment, strengthen teaching reflection and teaching-research collaboration, provide all-round support for the “Teaching-Learning-Assessment” integration, form a complete closed loop of “teaching-evaluation-improvement”, and integrate resources close to students’ lives combined with the unit theme ^[1].

3.4.1. Multi-modal resource integration

- (1) Textbook resources: deeply explore textbook content and optimize the use of the combined resources with the unit theme.
- (2) Audio and video resources: play short films, animations and micro-lessons close to the theme to enrich teaching situations.
- (3) Digital resources: assign tasks and feedback evaluation with the help of platforms, and carry out online interaction. Physical resources: prepare campus models, scene cards, etc., to improve the intuitiveness of learning ^[10].

3.4.2. Creating a supportive learning environment

Build a safe, inclusive, cooperative, inquisitive and culturally immersive classroom atmosphere, feel the differences between Chinese and foreign cultures, integrate excellent traditional Chinese culture, and enhance students' sense of national pride and cross-cultural communication awareness ^[11].

3.4.3. Strengthening teaching reflection and teaching-research collaboration

Conduct a comprehensive review after the unit, locate weak points and optimize teaching based on evaluation data. Exchange experience through collective lesson preparation, listening to and evaluating lessons, and organizing teacher training to improve teaching ability ^[12,15].

4. Conclusion

In summary, reconstructing and optimizing the junior high school English unit teaching mode based on the concept of the “Teaching-Learning-Assessment” integration, transforming English teaching from the teaching of knowledge and skills to the cultivation and development of competencies, realizing “assessment promotes learning and assessment promotes teaching”, is the core path to improve the quality of English unit teaching and implement the core competencies cultivation objectives. Therefore, teachers should deeply understand the concept of the “Teaching-Learning-Assessment” integration, change the traditional teaching and lesson preparation mode, and reasonably design and carry out unit teaching activities combined with students' grade characteristics and unit themes, so as to promote English teaching from “fragmentation” to “systematization”. Specifically, by accurately setting goals, optimizing teaching processes, implementing diversified evaluation, integrating multi-modal resources and strengthening teaching-research collaboration, stimulate students' interest in participating in thematic tasks and inquiry activities, guide them to learn knowledge step by step, improve abilities and competencies, promote the effective implementation of the “Teaching-Learning-Assessment” integration, truly realize the English core competencies cultivation objectives, and promote the all-round development of students.

Disclosure statement

The author declares no conflict of interest.

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