

Reacting to the New Version of Compulsory-stage English Curriculum Standard in Mainland China: An Innovative Model of Formative Assessment

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Abstract:

Currently, the educational reform in compulsory-stage English teaching in China is attracting more front-line teachers' attention. The new compulsory-stage English curriculum standard published in 2022 requires teachers to make pedagogical accommodations to adapt to the changes in English curriculum conceptions. This article makes a focal reaction to one of the major shifts in the curriculum conceptions: integrating formative assessment into classrooms and systematically introduces an innovative formative assessment model, as well as its associated one-pager for English teachers to learn how to skillfully implement this model in classrooms. The introduced model is now in the phase of theoretical assumptions, and future practice-based research needs to be conducted to examine its effectiveness in reality. In addition to this future direction, some other potential research directions are also discussed in this article.

Keywords: educational reform, English language teaching, language assessment, formative assessment

1. Research Background

China, as a country where the atmosphere of high-stakes tests dominates at policy and classroom levels (Xiao et al., 2023), has developed a long-lasting culture of assessment which emphasizes the results of standardized summative assessment (Chen, 2015, as cited in Poole, 2016). Under this circumstance, teachers play a dominant role in teaching and learning, which implicitly causes a passive learning habit and environment for Chinese learners. Passive learning is harmful for students' development especially

in English learning because language learning should always be meaningful and reflects the communicative nature of language (Tylor, 2010). In order to make the language learning more authentic and meaningful, the Chinese Ministry of Education updated the English Curriculum Standard in the compulsory education stage (version of 2022), aiming to create a more student-centered language learning environment.

Compared with the old version (version of 2011), the new version proposed some major shifts of English

teaching in the future (see Section 4.1 for details). Among those major shifts, I delved into the proposal of integrating formative assessment (FA) to see the status of FA in China. It should be admitted that teachers currently are using teacher questioning as formative assessment in their classrooms (Jiang, 2014), but the implementation of formative assessment is not systematic enough (i.e., there is not a routine for implementing formative assessment). In this paper, I proposed a new model of integrating formative assessment in daily English teaching, aiming to 1). Fill the gap of lacking a formative assessment routine in current English teaching. 2). Provide more techniques, other than teacher questioning, of implementing formative assessment, making the formative assessment more diverse. This paper also provides a theoretical possibility to turn systematic formative assessment into reality. Hopefully, after reading this paper, English teachers in China can realize the importance of formative assessment and begin to brainstorm other possible routines/models to systematically integrate formative assessment in classrooms so learners' language development can be better promoted.

2. Hypothesis

The design of teaching and assessment should be neither groundless nor happen in a vacuum environment. This proposed model is closely aligned with the new version of curriculum standard and the language skills that are necessary for students' success in the standardized tests (i.e., the Senior-high School Entrance Exam, SHSEE). In this paper, I plan to systematically introduce this model and slightly push it into reality.

Once this model can be put into practical teaching, students' learning outcomes can not be solely evaluated by final summative assessments, which means both teachers and students can be clearer and more transparent to the learning achievements, and teachers can be more diverse in evaluating students. In other words, teachers' assessment literacy can be promoted implicitly. On the other hand, teachers always adjust their teaching behaviors based on the results of assessment. Implementing this model makes teachers adjust their future instructions in a more time-sensitive manner, which makes English teaching and learning become more updated. Finally, since this formative assessment model takes skills that are being assessed in the standardized tests as its basis. So, students can use those formative assessments to practice the target skills and be more and more skillful in mastering those skills. By doing this, students can reduce their anxiety towards standardized tests and will be more likely to gain better outcomes in the high-stake standardized tests.

3. Procedure of Designing the Model

The whole procedure of designing this parallel multi-section model can be divided into several different phases. Within section 3, I will explain each phase in detail so that you can be more familiar with the research procedure.

Phase 1: Analyzing the curriculum standards. This research focused on the Chinese compulsory-stage English curriculum. The first thing I did was to thoroughly read the compulsory-stage English curriculum standards (both the old version and the new version). While reading the standards, I took notes on: 1) the contents that remain the same and 2) the major shifts (see section 4.1 for details) from the old standard to the new standard. After summarizing the notes, I mainly focused on the major shifts as those aspects are something innovative and should be concentrated on by both researchers and front-line English teachers. On the other hand, under the guidance of backward design (Bowen, 2017), I listed the expected learning outcomes for students before considering the specific learning activities so that the whole procedure can be more intentional.

Phase 2: Determining the major focus of this research. There are many major shifts (see section 4.1 for details) that have been made in the new standard. However, due to the time limit of conducting the whole research, it is impossible for me to focus on all aspects in just one single research. So, I combined both my own interests and the actual feasibility, finally deciding to focus on the aspects of "combining both formative assessment and summative assessment". Currently, the standardized summative assessments are common in China, but there is no FA routine in daily English teaching. The design of this FA model can slightly fill the gap in the English learning evaluation systems in China.

Phase 3: Brainstorming the rubric for the FA model. The design of learning activities cannot be unreasonable. Both front-line teachers and researchers need to ensure the FA model's long-lasting effectiveness so that all learners can be scaffolded better. Under the context of China's high-stake tests, an effective FA model, beneficial for students' learning, should closely align with the new curriculum standard. In other words, this FA model should take China's assessment nature into careful consideration so it can be accepted by teachers. After knowing this, how to ensure the feasibility of this innovative model becomes the priority. It is important to make the rubric of evaluating the FA model be transparent for different stakeholders. Their critiques and ideas are necessary for the model's further refreshment. So, before officially beginning the design of the model, we need to make the criteria (see Appendix A for the complete criteria) for evaluating the effectiveness of the model accessible to the public.

Phase 4: Designing the model. Unlike the standardized summative assessment, formative assessment should be performance-based, which requires students to accomplish approximations of real-life, authentic tasks, usually using the combining skills (Brown & Hudson, 1998, as cited in Kirmizi & Komec, 2016). So, this model involves continuous practices of four skills (reading, listening, speaking, and writing), aiming to help students develop English skills comprehensively. Additionally, this model tried to create more opportunities for students to both work individually and work collaboratively, which allows them to not only develop language skills, but also develop other abilities to better involve themselves in contemporary society (see section 5.1 for details).

Phase 5: Conducting the associated one-pager for teachers. Teachers, who serve as the executors of teaching activities, need to be familiar with this model so that they can direct their students to use it. The designed one-pager can be regarded as a tutorial for teachers, which includes some step-by-step instructions for teachers on how to implement the model in their own classrooms in general. It should be noticed by all teachers that different students have different learning profiles. So, a one-size-fit-all approach cannot be implemented while integrating this model in the classrooms. Teachers need to consider how to differentiate this model, based on students' unique learning preferences, proficiency levels, and/or previous learning experiences, so that all students can approach their biggest potential under the help of this FA model.

4. Research Summary

The whole research included many different components, and it is impossible to explain all of them in detail in one single paper. I intentionally include narrative explanations on the new standard's major shifts, how to align the FA model with the SHSEE, and the rationale of implementing the performance-based assessment so that you can make clearer sense of my research.

4.1 *New version of the standard and the major shifts*

After reviewing both the old standard and the new standard, I realized that the major shifts (see Appendix B for details) are mainly reflected in the angle of "curriculum conception". According to Wang (2022), curriculum conception refers to the answers of the following questions: why should we teach English, what should we teach in English curriculum, how to effectively teach English, and how to assess students' learning outcomes. I will briefly introduce the major shifts from these four aspects.

4.1.1 *Why should we teach English during the compulsory stage*

In the old curriculum standard, English, as a language, is only regarded as a tool for individual thinking and communicating with others. It should be admitted that English teachers and policy makers realized the importance of English from the perceptions of its instrumentality. However, such a perception was one-sided. So, the new curriculum standard begins to emphasize the unification of instrumentality and humanism, which means some stake-holders begin to conceptualize English as a tool, as well as a symbol of culture. In other words, the new standard equally emphasizes the language's instrumentality and humanism, beginning to prepare students to engage in intercultural communications.

4.1.2 *What should we teach in English curriculum*

From the perspective of English teachers, they initially knew that the English curriculum should include the instructions on four skills (reading, listening, speaking, and writing) and two domains (vocabulary and grammar). However, those components were not systematically organized based on a specific topic. In other words, the old standard heavily emphasized the grammatical rules and related linguistic competence, but the current standard puts English teaching into three theme-based topics (human & self, human & nature, human & society), implicitly emphasizing the usage nature of language and students' communicative competence. Additionally, given the rooted test traditions and the nature of learning, the linguistic competence, which refers to students' accuracy in using specific grammar and vocabulary, is equally crucial in current English curriculum standards.

4.1.3 *How to effectively teach English*

In terms of the in-class pedagogy, both versions of the standard give teachers freedom in choosing specific techniques under a specific frame. Specifically, the old standard regarded "learning by doing" as the frame and advocated for diverse in-class activities. In contrast, the new standard looks more comprehensive because it also emphasizes the importance of students' ongoing reflections during the whole learning process in addition to the notion of learning by doing. What's more, the new standard proposes the notion of "authentic English teaching" under China's EFL context for the first time. This should be a milestone for English curriculum reforms in China. Such a milestone hinted to all English teachers that unwisely persisting on the textbooks is insufficient, and teachers need to explore more authentic materials and authentic scenarios for English teaching so that learners can have more meaningful language learning experiences. On the other hand, the new standard officially proposes the integration of technology in China's English classrooms to conform to the current digital society.

4.1.4 *How to assess students' learning outcomes*

It seems that both versions of standard include the requirement of combining summative assessments and formative assessments in English teaching. However, as I mentioned previously, the only technique for formative assessment is teachers' questioning in current English classrooms. Teachers are not sensitive to integrating formative assessment in the classrooms. In order to revise this wrong perception, the new standard explicitly claims the importance of formative assessment and reveals the role that formative assessment plays in promoting and guiding more effective and targeted English teaching behaviors. Compared with other shifts, integrating formative assessment is a more emergent issue that needs to be addressed because it lasts for a longer time. This is another reason for me to focus on this aspect in this research.

In a nutshell, the new standard conceptualizes English language more comprehensively, as it is now regarded as a unification of humanism and instrumentality. Then, the clearer three focal topics make the English teaching more communicative-oriented. Additionally, the general pedagogical implications emphasize the importance of authenticity and technology, which should be concentrated on in the future. Finally, formative assessments are put into a more important position, which should be our first priority for future English language instructions.

4.2 *Alignments between the standardized exam and the FA model*

As I mentioned previously, both front-line teachers and stake-holders need to ensure the long-lasting effectiveness of the FA model. So, it is necessary to make the model closely align with the requirements of the standardized high-stake tests. The new standard is published in 2022. In order to see what the standardized tests look like after the new curriculum standard is published, I deeply analyzed the SHSEE of 2023 and 2024, aiming to regard them as data samples to build an initial impression of the new SHSEE.

In the SHSEEs of 2023 and 2024, the distributions of scores are totally the same. Take the 2024's SHSEE as an example, the scores of the listening section are 20 (out of 120), occupying approximately 16.7% of the total scores, and the scores of the writing section are 15 (out of 120), occupying 12.5% of the total scores. In contrast, the scores of the reading section are 85 (out of 120), occupying approximately 70.8% of the total scores, and there are no speaking tasks in the SHSEEs.

This statistical analysis reveals that the reading comprehension skills are the most important and are being heavily assessed in the SHSEEs. So, in order to increase the acceptability and the effectiveness of the associated FA

model, the model should also consider practicing students' reading skills. Meanwhile, emphasizing the reading skills does not mean total ignorance of the other three skills because students need a comprehensive language development trajectory, and teachers should try to avoid being unilateral in teaching.

Due to such a rationale, this proposed parallel multi-section FA model includes all four language skills, and they are mainly reading-based. Specifically, in this model, students are required to produce their own written works based on a reading passage, and they also need to finish some group presentations based on their explorations of some same-topic texts. Only when the proposed model meets the requirements of the standardized tests, can it meet the public's expectations. In other words, the proposed model should be public-acceptable so that it can exist long-lasting.

4.3 *Rationale of performance-based assessment*

Learning English should not solely focus on learning language itself. Instead, it should also try to focus on developing other skills like critical thinking and problem solving, etc. Ideally, the performance-based assessment (PBA) provides students with perfect chances to practice language skills and higher-order thinking skills, including but not limited to analyzing, synthesizing, etc., simultaneously (Espinosa, 2015). In other words, PBA highly values students' comprehensive development as a competent citizen.

Plus, PBA requires students' to simulate real-world context and allows students to experience different content-area learning while completing the tasks (Espinosa, 2015), which improves students' interdisciplinary learning literacies. Because of the emphasis on solving problems related to the real-world, PBA better meets the expectations of authentic English learning, which is proposed in the new standard.

Additionally, as Espinosa (2015) claims, the PBA evaluates not only the final outcomes, but also the procedures and strategies used to obtain that outcome (p. 2442). During the procedures of PBAs, students are also actively involved because they will have opportunities to evaluate both themselves and their peers. Unlike the traditional passive learning styles in China, PBAs make English learnings become more meaningful and student-centered. Also, because of this comprehensive evaluation mechanism, both teachers and learners can have a more up-to-date sense of learning, allowing teachers to adjust their teaching techniques and support their students' diverse learning needs in time.

5. Narrative Explanations of the Products

As I mentioned previously, the new standard explicitly nominates three theme-basic topics, which are human & self, human & society, and human & nature. I intentionally designed this model into three sections so that the whole model can be interweaved. This is the reason why the model is multi-section. On the other hand, this model is parallel. Teachers can freely choose any section as their points of entry to implement this model, and there is no strict sequence of using this model. Also, the designed assessing activities can be switched (i.e., the activities for section one can be also used for other sections and vice versa).

Teachers, as the major facilitators of implementing this model, need to be familiar with how to implement this model into their classrooms. Their knowledge of this model is very necessary for the long-lasting development of this model. So, in addition to the model itself, I also created an associated one-pager for teachers, aiming to provide detailed explanations on how to use the model successfully. In this section, I will introduce the final products (both the model and the one-pager) of this research in detail.

5.1 The Parallel Multi-section Model for Formative Assessment (PMMFA)

5.1.1 The 5R patterns for reading and writing and associated one-pager

The 5R pattern follows the sequence of “Reading - Reflection - Resembling - Reviewing - Repetition”, and this pattern allows students to practice the reading skills and writing skills. Because of the embedded peer-review process, this pattern also allows students to work collaboratively and to implicitly develop their critical thinking.

Reading. The first step of the 5R pattern requires teachers to prepare an article with appropriate length, which should focus on a specific topic area (human & self, human & society, and human & nature). Before asking students to read, it is better for teachers to set up a background for students briefly, aiming to sweep the barriers of reading. According to the time length of a single lesson, it is ideal for students to have 5-10 minutes to read the article.

Reflection. After reading the article, students need to reflect on the assigned article, focusing on what they have learned from the article, including their key takeaways and some potential actions to react to the article. Also, the summary of the structure of the article should be concentrated on as well. Asking students to focus on the article’s structure is an intentional preparation of our next step: Resembling.

Resembling. This is a writing-focused step, and students

need to finish a written product of the same topic area. It should be noticed by the teachers that the imitation of the article should only focus on the structure. So, during the whole process, teachers need to ensure students are not directly plagiarizing the content. This stage should last for about 15 minutes so that all students can finish their own works and better prepare for the next reviewing phase.

Reviewing. Before this stage, teachers need to divide students into groups of 4. Then, teachers need to guide students to exchange their works and provide some feedback on their peers’ works. This process can last until the end of the lessons.

Repetition. Given the testing traditions in mainland China, it is impossible for teachers to implement this model in every class. So, it is better for teachers to choose one of their lessons weekly to be the “5R lesson” to implement this pattern. Then, beginning from the second “5R lesson”, students should be permitted to explore their own reading materials related to the topics and finish the other phases sequentially. The last R-phase is intentionally designed to involve students into the process of learning design, aiming to improve learners’ learning autonomy.

After each 5R routine, teachers can ask students to submit a written reflection on experiencing the 5R pattern. In this reflection, students need to write their feelings toward the 5R pattern and the peer-review activity. Also, they need to summarize the problems/difficulties they encountered and the possible solutions. Lastly, some expectations for teachers and future 5R lessons should be included. Such reflections can be graded on completion, but teachers need to pay attention to students’ grammatical errors and correct them, if any, because this is an implicit chance for students to improve their writing skills too.

In addition to the above-mentioned teachers’ tasks (e.g., distributing reading materials, helping students to sweep the barriers, etc.), teachers need to generally consider the techniques of differentiating the 5R patterns. For example, teachers can also provide the audio-recording version of the assigned article for those learners who prefer learning by listening. Also, teachers can decide the specific methods of finishing the reflection stage (i.e., whole-class discussion vs. group discussion + whole-class report). Lastly, teachers also need to provide some in-time scaffolds for those lower-level students while asking students to finish their written works.

5.1.2 Creating a “Driving Question Board” (DQB) in the classrooms

The second section of the PMMFA intentionally creates a language learning community, which needs efforts from both teachers and students. Specifically, teachers need to post some questions related to the specific topic areas using the sticky notes (e.g., what are your most effective

learning strategies? Have you observed/noticed some interesting cultural norms from the internet? Any possible solutions for dealing with global warming?, etc.). Then, students are required to use sticky notes to answer the questions posted by their teachers, as well as commenting on their classmates' responses. During the process of creating the DQB, both teachers and learners can monitor others' participation. The DQB can be designed by many open-ended questions. So, students do not need to worry about the correct answers, and the only thing that will be evaluated is their activeness in collaboratively creating the DQB.

The DQB can be a weekly or a monthly routine, which can be decided by teachers or the whole community members. This DQB-based performance-based assessment is used not only to practice students' writing skills, but also to support them to build global and intercultural views, helping them to become more globally competent citizens.

5.1.3 The CAPP pattern and associated one-pager

The CAPP pattern follows the sequence of "Choice - Analysis - Presentations - Peer Feedback", and this pattern mainly focuses on developing students' reading, listening, and speaking skills. Although the SHSEE does not assess speaking skills, English teachers need to value opportunities for improving students' speaking skills because comprehensive developments of four skills are vital for students to fully engage in the intercultural communications, which is highly valued in our new curriculum standard.

Choice. This step is designed mainly to develop students' learning autonomy. Specifically, teachers need to determine one of the specific topics (human & self, human & society, and human & nature). Then, students need to choose a concrete event related to that determined topic to explore. For instance, students can choose some cultural celebrations to explore if teachers determine "human & society" as the topic area. Before moving on to the next phase, students need to submit an outline of what will be included in the final presentations to get some feedback from teachers. Teachers need to provide feedback on what should be added and what looks like something redundant, and students need to work in groups to make some revisions.

Analysis. During the analysis stage, students need to work in groups to search for some resources that can be used in their group presentations together. Let's go back slightly to the previous cultural celebration example, the possible components that can be explored include the celebrations' histories, customs, and its importances for the groups of people, etc. I know that compulsory-stage students in China are not allowed to have laptops and mobile phones in the classrooms. So, it can be assigned as after-school homework and allow students to finish this phase at home.

Presentations. Teachers can then choose one-to-two lessons for students to present their outcomes of researching. During this stage, students will have freedom in choosing the modes of presenting the outcomes. For example, they can design a PPT presentation, or they can design a poster to finish a gallery walk in the classrooms. Giving students such freedoms not only helps them to build their learning autonomy, but also allows them to experience multimodal learning, in a way. From teachers' perspectives, the most important thing that needs to be assessed is the equal contributions. They need to focus on whether group members contribute to facilitating the presentations equally.

Peer Feedback. The last stage should include two parts for students: 1). Classmates other than the group members provide feedback and suggestions on refreshing the results, and 2). Students individually reflect on their own behaviors during the activities and their group members' behaviors during the activities. The individual reflections can be used as a reference for teachers to grade on students' performance.

Given the natural conflicts (i.e., without access to the digital tools) between the CAPP pattern and the schools' requirements, the CAPP pattern may need more time to be completed each round. So, I advocate teachers to set up this pattern as a monthly routine, which leaves students sufficient time to prepare their products. In addition, the main text includes some general implications and ideas that are fully scripted in the one-pager (see Appendix C for details), allowing teacher readers to brainstorm something more relevant to their own teaching contexts and learners.

6. Conclusion

This paper mainly introduces the background of China's newest educational reform of English curriculum and delves deeper into the category of implementing formative assessment. This paper provides a systematic theoretical explanation to the parallel multi-section model, including the procedure of designing it, the narration of the model and its associated one-pager for teachers to better implement it, in order to partially react to this educational reform in mainland China. Generally speaking, in addition to the discussion and critiques about the parallel multi-section model, I am also open-minded to other possible models for implementing formative assessment from other teachers and scholars, so that this academic conversation can be extended.

7. Extensions of the Model

This parallel multi-section model indeed provides a theoretical direction for English teachers to integrate formative

assessment into their daily in-class teaching and learning. However, the model is still in the phase of theoretical assumption, and we do not know its effectiveness in reality. A practice-based research on its effectiveness in reality needs to be conducted in the future. We need to find some pilot schools to see its validity before proposing it to other schools. Additionally, the current version of this model can be implemented without any digital technology. However, in our digital era, it is worthy to consider implementing digital formative assessment in our teaching to promote both teachers' and students' digital assessment literacy. Thirdly, investigating associated teachers' professional development on how to implement this model, in terms of differentiation, is valuable as well. Finally, this model is proposed based on the situations of the SHSEE in mainland China. So, some updates and refreshments should be made, based on the exact situations of the specific standardized tests and/or the locations, before implementing the model elsewhere/for other standardized tests.

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Appendix A

Criteria to evaluate the effectiveness of the PMMFA

Criteria for the formative assessment model - This model should be able to

- Balance the requirements of summative assessments (heavily focus on assessing students' reading and listening skills, as well as the accuracy of vocab and grammar) - the most important one
- Effectively integrate all four topic areas so that students can implicitly know the learning content from a macro level - (align with what to teach)
- Help students to get prepared for the future intercultural communication (be more familiar with both Chinese cultures and Western cultures) - (align with why to teach)
- Create more chances for students to develop their critical thinking and dialectical thinking - (align with how to teach)
- Enrich the opportunities of using technology for students (help students to be more familiar with current on-line learning resources) - (align with how to teach)
- Allow students to actively assess their learning processes and outcomes - (align with how to assess)
- Create an immersive learning environment as much as possible for students - (align with how to teach)

Appendix B

The major shifts from the old standard to the new standard Curriculum Conception: why to teach English; what to teach; how to teach; how to assess (Wang, 2022)

	Version of 2011 (old)	Version of 2022 (new)
Why to teach	“语言是交流的工具，也是思维的工具” - language as a tool for communication and thinking.	“工具性和人文性的统一，文化的象征” - not only a tool, but also a symbol of cultures
What to teach	Four skills + vocab & grammar; topics are Not Clear	Four skills + vocab & grammar; topics are clear. “主题包括人与自我，人与社会，人与自然；每个主题内容下包含有多个子主题” - topic areas include “human and self, human and society, human and nature; each area includes different sub-topics.

How to teach	“强调学习过程，指导学生进行体验，实践，参与，探究和合作” - emphasizes the process of learning, guide students to learn by doing some kinds of activities (learning by doing)	“学思结合，用创为本” “注重真实情境的应用” - combination of learning and reflection; encouraging students' creativity. Emphasizes the usage of authentic scenarios. “信息技术与英语教学的融合” - technology-based learning environment
How to assess	“形成性评价和终结性评价” - combination of formative assessment and summative assessment	“教学评一体化” - integration of teaching, learning, and evaluation. Use the results of evaluation to guide future teaching and learning. Emphasizes the importance of formative assessment

Summary:

- Subject-related topics are becoming clearer.
- Began to emphasize the notion of authenticity, which was totally missed previously.
- Technology-based instructions under AI generation.
- Put formative assessment into a more important position.

Appendix C

Product of the research

Part I: The PMMFA

Section 1:

In this section, the FA/students should follow the reading - reflection - resembling - reviewing - repetition (5R) pattern.

- Reading - Thoroughly read a teacher-prepared reading passage for students
- Reflection - students reflect on the assigned passage
- Resembling - Imitating the reading passage to write something related students themselves - just imitate the structure
- Reviewing - Peer review process (work in groups of 4, exchanging essays and provide feedback for each other)
- Repetition - students find topic-related materials for their group members and repeat the first 4R

Section Reflection: Students need to submit a learning reflection at the end of the 5R pattern. In the reflection, students need to include:

- Their feelings towards the 5R pattern AND the feelings
- Suggestions for future CAPP activity pattern

Part II: Associated one-pager

<https://docs.google.com/document/d/1US9BwAaKy->

towards the peer-review activity

- Any problems/difficulties they encountered AND how to overcome in the future - what worked for you
- Any possible suggestions/expectations for teachers

Section 2:

In this section, the FA should happen in a community-based environment (learning English in our community) - finally create a “Driving Question Board” (DQB)

- Teacher preparation: effectively use the walls and/or the blackboards in the classroom and provide questions that students need to answer/comment
- Students use sticky notes to provide responses to the teachers' questions and replies to other students

Section 3:

In this section, the FA/students should follow the pattern of CAPP.

- Choice: Choose a specific event based on the teacher-determined topic area that they want to focus
- Analysis: Analyze the events in groups of 4 - after school
- Presentations: Present the result - freedom of choosing multimodal tools (posters, PPT presentations etc.)
- Peer Feedback - students provide feedback on two things:
 - Other groups' works
 - Evaluating behaviors of their group members and themselves

Section Reflection: Students need to complete a survey provided by teachers, aiming to evaluate the following aspects:

- Self Performance during the activity
- Evaluating their group members

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