Research on English Reading Teaching Strategies based on ITLA

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Abstract

English reading plays a significant role in developing students' overall language skills. However, current instructional practices often suffer from low student engagement, summative evaluations, and insufficient emphasis on fostering independent learning. The ITLA Approach addresses these issues by harmonizing teaching objectives, learning activities, and assessment techniques to establish a cohesive and interactive learning environment. Hence, this study investigates the application of the Integration of Teaching, Learning, and Assessment (ITLA) Approach in English reading teaching. It aims to improve students' reading proficiency and provide practical teaching strategies.

Keywords

English Reading Instruction, ITLA Approach, Teaching Strategies, Student Engagement.

1. Introduction

English reading is a crucial aspect in English teaching. Improving students' reading skills can significantly enhance their English language comprehension. However, there exists several problems in current English reading teaching. For example, teaching methods can not attract students' interest. Teaching assessment relies heavily on final exams. All of these problems makes it difficult for students to develop independent learning skills. The integration of teaching, learning, and assessment (ITLA) is an effective teaching approach. This approach motivates students to learn actively and independently. Besides, it promotes comprehensive improvement in students' English reading abilities. Therefore, this study aims to explore the application and effectiveness of the integration of teaching, learning, and assessment in English reading instruction, aiming to enhance students' reading abilities and providing some effective teaching strategies for English teaching.

2. Literature Review

2.1. Definition of ITLA

National English Curriculum Standards (2022) emphasizes that teaching involves designing goals and activities based on student needs and content[3]. Teachers realize teaching objectives through organizing classroom and extracurricular activities. Learning refers to students actively participating in classroom activities, transforming English knowledge and skills into core competencies. Assessment means teachers set evaluation criteria based on teaching goals, monitor the teaching process and outcomes, and use assessment to improve both teaching and learning.

Therefore, the integration of teaching, learning, and assessment aims to enhance students' higher-order thinking. It focuses on breaking down complex tasks based on text comprehension to achieve deeper understanding. Ye Suhua(2024) points out that in classroom teaching, the goals of teaching, learning, and assessment should focus on the same teaching objective[2]. Wang Luyan (2023) states that the core of ITLA is to closely connect teaching, learning, and assessment, so as to form a complete teaching system[1]. Teachers must focus on students'

learning progress and outcomes while delivering knowledge, and continuously reflect on and optimize teaching strategies.

2.2.   Research on ITLA in English Teaching

In recent years, the application of the integration of teaching, learning, and assessment(ITLA) in English instruction has garnered significant attention. Many researchers have explored its theory and practice from perspectives such as teaching goal design, classroom activity organization, and evaluation method optimization.

Zhang Haizhen (2025) combines teaching, learning and assessment with the exploration of the ninth grade English edition of Unit 1 "Lesson 3:Good Food, Good Health" to provide teaching strategies[4]. Zhang Ling (2025) also discusses the practical principles of junior high school English reading teaching under the integrated perspective of ITLA Theory. This research points out that teaching should focus on students' learning needs and take innovative evaluation as the main entry point[5]. Li Yuan (2025) analyzes the shortcomings of the evaluation of junior middle school English writing teaching and discusses the evaluation strategy of English writing teaching based on ITLA Theory[6]. Besides, under the guidance of ITLA Theory, Yang Liang (2025) takes the three editions of the new primary school English textbooks, the human education edition, the foreign research edition and the translated forest edition as examples to analyze the characteristics of the compilation of the evaluation section of the new textbooks. From the perspective of ITLA Theory, this study puts forward some suggestions on the classroom performance evaluation tasks[7].

After summarizing the researches about the application of ITLA Approach in English teaching, it can be found that some researches focus on the study of textbook discussion. Few researches combine ITLA Approach with middle school English reading teaching. Besides, concerning the existed problems in English teaching practices, it's urgent to explore the teaching strategies of English reading teaching based on ITLA Approach.

3.   English Reading Teaching Strategies of ITLA

3.1.   Focus on Students' Learning Needs and Optimize Teaching Process

To effectively implement ITLA approach in middle school English reading pedagogy, it is crucial to combine teaching strategies with students' real learning needs. Teachers should first collect students' existing knowledge, learning interests as well as English language proficiency . This can be done through diagnostic tests, informal assessments, or even simple classroom discussions to make sure their knowledge about the topic. Based on this, they can optimize the teaching process by breaking down complex reading tasks into several steps. For instance, in Unit 2 "School Life" from the Grade 7 textbook, the theme revolves around daily school activities. Teachers can start by introducing simple vocabulary related to school subjects and routines, such as math, science, break time, and lunch. Then, they can gradually move to more complex sentence structures describing these activities, like I have math class at 9 a.m. or We play soccer during break time. Besides, multimedia tools such as videos can create a more engaging learning environment. For instance, teachers cam provide a brief video depicting a typical school day. Then teachers can ask students to match daily activities with new vocabulary. This approach not only accommodates diverse learning styles but also ensures active student participation.

3.2.   Explore Reading Content for Efficient Learning

Students must identify main ideas and key details within a text, so that they can achieve efficient reading. In Unit 3, "Hobbies and Interests", teachers can guide students to first skim the text for general understanding and then scan for specific information. Students might identify all hobbies mentioned in the text and categorize them into indoor and outdoor activities. This step

can help students select information efficiently. Additionally, mind maps can also be adopted in English reading. They can help students realize the relationships between different pieces of information. A mind map centered on "hobbies" can branch into various types and examples. Moreover, prediction can also be introduced. Before reading, students can predict the text's content based on the title and accompanying images. After reading, they compare their predictions with the actual content, reinforcing comprehension and encouraging critical thinking.

3.3.   Group Cooperative Reading to Promote Comprehensive Tasks

Collaborative group work is a powerful strategy for enhancing reading comprehension and developing teamwork skills. In Unit 4, "Festivals and Celebrations," students can be divided into groups. Each group is given a specific festival to discuss. The festivals can include Spring Festival, Christmas and so on. Within each group, there are different roles such as reader, recorder, and speaker. Each student has his or her own responsibility. After group discussions, each team presents their findings, reinforcing their understanding. To maximize the effectiveness of group work, teachers can provide a structured framework for presentations. For example, groups might be required to include details about the festival's origin, traditions, and cultural significance.

3.4.   Build Creative and Effective Teaching Activities

In order to help students engage in the reading lesson, teachers can design creative, educationally rich activities. In Unit 5, "Travel and Adventure", a role-playing activity can be organized where students assume the roles of travel agents and tourists. Some students need to depict the details based on the reading material as a travel agent. While some students need to ask questions and select their favourite trips like a tourist. This activity not only makes the content more relatable but also encourages practical language use. Besides, technology can be integrated into the learning activities. For example, students can use digital tools to create interactive travel brochures, images and videos. Online research can also be incorporated, allowing students to gather additional information about their chosen destinations.

4.   Conclusion

In summary, the Integration of Teaching, Learning, and Assessment (ITLA) Approach offers a solid framework for enhancing English reading instruction. By combining teaching objectives with student needs, optimizing the learning process, and incorporating innovative assessment methods, English teachers can create a more engaging and effective learning environment. The strategies discussed in this study—such as group cooperative reading, creative activity design, and the use of multimedia tools—demonstrate how the ITLA Approach can improve reading comprehension and foster independent learning skills. Moreover, the emphasis on formative assessment and continuous feedback ensures that students' progress is consistently supported.

This study explores the importance of integrating teaching, learning, and assessment to address the challenges prevalent in current English reading instruction. By adopting the ITLA Approach, teachers can better focus on instructional goals, motivate students to actively engage in their learning. Future research should continue to explore the practical applications of ITLA in diverse educational contexts, with the aim of providing effective teaching strategies and improving student English reading proficiency.

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