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A Review of Action Research on the Improvement of Junior High School Chinese Teachers' Teaching Literacy Under the Guidance of Educational Quality Evaluation

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Abstract: The book “*Action Research on Improving the Teaching Literacy of Junior High School Chinese Teachers in Counties under the Guidance of Education Quality Evaluation*” is authored by Senior Teacher Xie Xia from the Teacher Development Center of Rugao City, Jiangsu Province. Its research results stem from the special project on teacher development under the 14th Five-Year Plan of Jiangsu Education Science, titled “Research on Strategies for Improving the Teaching Literacy of Rural Junior High School Chinese Teachers under the Reform of Education Quality Evaluation.” The article is based on the dual needs of the new-era education evaluation reform and balanced county education development, focusing on the practical difficulties in improving the teaching literacy of junior high school Chinese teachers in counties. It constructs a “four-dimensional integrated” literacy model covering teaching design, classroom implementation, evaluation feedback, and digital-intelligent teaching, along with 36 observable indicators. The paper systematically proposes a four-stage improvement path of “resource

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empowerment—practical honing—professional guidance—deep training,” innovates practical strategies such as the “two preparations, two researches, three reviews” resource development process, four-level teaching and research system, and “wild goose formation” echelon training, and leverages the “Zhihui Chinese” resource aggregation network for digital-intelligent empowerment. This effectively forms a virtuous cycle of “excellent teacher training—excellent teaching practice—excellent student outcomes,” providing scientific basis and operational guidelines for education administration to optimize teacher training programs, for schools to enhance the effectiveness of school-based teaching research, and for teachers to carry out personalized professional growth. The book fills a gap in research on the teaching literacy of specific subject teachers in counties under the context of education evaluation reform and has important academic reference and promotion significance for promoting balanced improvement in regional education quality.

Keywords: educational quality evaluation; county-level junior highschool Chinese; teachers’ teaching literacy; action research; teacher development

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标题:《教育质量评价导向下县域初中语文教师教学素养提升的行动研究》述评

摘要:《教育质量评价导向下县域初中语文教师教学素养提升的行动研究》是江苏省如皋市教师发展中心高级教师谢霞的著作，其研究成果源于江苏省教育科学“十四五”规划教师发展研究专项课题“教育质量评价改革导向下农村初中语文教师教学素养提升策略的研究”。该文章立足新时代教育评价改革与县域教育均衡发展的双重需求，聚焦县域初中语文教师教学素养提升的现实困境，构建了涵盖教学设计、课堂实施、评价反馈、数智化教学的“四维一体”素养模型及36项可观测指标。文中系统提出“资源赋予—实践锤炼—专业引领—深度研训”的四阶提升路径，创新“两备两研三审”资源开发流程、四级教研体系、“雁阵”式梯队研修等实践策略，并依托“至慧语文”资源聚合网实现数智化赋能，有效形成了“优师培养—优教实践—优学生成”的良性循环，为教育管理部门优化教师培训

方案、学校提升校本教研实效、教师开展个性化专业成长提供了科学依据与操作指南。全书填补了教育评价改革背景下县域特定学科教师素养研究的空白，对推动区域教育质量均衡提升具有重要的学术参考与推广意义。

关键词：教育质量评价；县域初中语文；教师教学素养；行动研究；教师发展

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Action Research on the Improvement of Teaching Literacy of County-level Junior High School Chinese Teachers Under the Guidance of Educational Quality Evaluation, authored by Xie Xia, takes the reform of educational quality evaluation as the contemporary background, focuses on the key group of county-level junior high school Chinese teachers, and provides a systematic solution for enhancing the teaching literacy of county-level Chinese teachers through a research approach that integrates theory with practice. It is an academic monograph characterized by profound theoretical depth and remarkable practical value.

Against the backdrop of the era's proposition of balanced urban and rural education development, this book breaks away from the "city-centered" research model for teacher development, takes root in the context of county-level education, and closely links evaluation orientation with teachers' professional growth. Its research findings not only offer a practical blueprint for the high-quality development of county-level Chinese education, but also hold significant reference value for the construction of the teaching workforce throughout the basic education stage.

1. Precise Positioning, Closely Targeting Key Points of Educational Reform in the Era

The core value of this book lies in its precise response to the dual demands of educational evaluation reform in the new era and the balanced development of education in counties. It is not only necessary to promote the high-quality development of urban education, but more importantly, to advance the synchronous development of county-level education and promote coordinated progress in "urban-rural integration." (Yang Xiao Wei, 2026, p. 25) The "Overall Plan for Deepening the Reform of Educational Evaluation in the New Era" clearly states: "We must reverse unscientific educational evaluation orientations, establish a teacher evaluation system guided by morality and ability, and eliminate the

evaluation methods of ‘only scores, only entrance examinations’” When these reform requirements are transmitted to county-level junior high school Chinese education, they face practical obstacles of “difficult policy implementation”—the county teacher group generally has outdated teaching concepts, scarce teaching and research resources, and lack of professional development pathways, making it difficult to quickly adapt to the new requirements of teacher teaching literacy imposed by evaluation reforms (Li Bao Hua, 2026, p. 12). At the same time, county education, as a key hub connecting urban and rural education, directly affects the achievement of the goal of balanced development in basic education. As the direct implementers of the Chinese curriculum reform, the teaching literacy of Chinese teachers directly determines the effectiveness of cultivating core literacy among students in counties.

Based on the research results of Jiangsu Province’s “14th Five-Year” plan for educational science, Xie Xia integrates the requirements of education quality evaluation reform with the implementation of county-level Chinese teaching, directly addressing the core issue of “how the evaluation pointer can be transformed into the driving force for literacy improvement.” (Xie Xia, 2024, p. 17) This research positioning not only aligns with the national education reform strategy but also precisely targets the practical difficulties of county education. Regarding research perspective, the book abandons the tendency in traditional teacher development studies to “emphasize theory over practice and cities over counties” and takes county-level junior high school Chinese teachers as the research object, tracking the whole process of teacher literacy improvement to make the research outcomes more realistic and effective.

The book clearly points out that the improvement of county-level Chinese teachers’ teaching literacy needs to break through the limitation of “pure skills training” (Xie Xia, 2024, p. 18) and establish a literacy training system that matches education quality evaluation. This viewpoint meets the academic need for deeper research into teacher professional development—existing studies mostly focus on urban teachers, while systematic action research for county-specific subject teachers is relatively scarce, especially research integrating education quality evaluation with teacher literacy improvement is even more rare. The research perspective of this book precisely fills the gap in this field. Furthermore, the book examines Chinese teaching literacy within the framework of education quality evaluation, emphasizing that evaluation is not only an “identification tool” but also a “pointer” serving a guiding role. This conceptual shift provides a completely new approach for the professional development of county teachers. (Xie Xia, 2024, p. 17)

2. Solid Theoretical Foundation and Operational Practice Path

2.1 Constructing a Scientific Literacy Evaluation Framework

In the book, the author constructs a “four-dimensional integrated” model of teaching literacy for junior high school Chinese teachers at the county level, transforming abstract literacy requirements into 36 visual indicators across 4 major categories. (Xie Xia, 2024, p. 17) Among them, “teaching design literacy” covers 8 indicators such as curriculum standard interpretation, textbook analysis, student situation assessment, and teaching objective setting, focusing on addressing the preliminary questions of what teachers should teach and how to teach; “classroom implementation literacy” includes 10 indicators such as classroom interaction, scenario creation, learning method guidance, and generative teaching, concentrating on teachers practical classroom teaching abilities; “evaluation and feedback literacy” involves 9 indicators including homework design, formative assessment, and the application of evaluation results, responding to the demand for “precise evaluation” in educational quality assessment reform; “digital and intelligent teaching literacy” encompasses 9 indicators such as the use of digital resources, smart classroom operation, and integration of online and offline teaching, aligning with the new competency demands for teachers in the digital era.

This model not only covers traditional competency dimensions such as teaching design and classroom teaching but also incorporates new era requirements like evaluation feedback and digital-intelligent teaching, forming a closed-loop training mechanism of “from diagnosis to cultivation to final proficiency.” Compared with traditional teacher literacy evaluation systems, the innovation of this model lies in its “county-level adaptability,” fully taking into account the limited teacher resources and relatively underdeveloped teaching conditions in counties. The indicator setting is both forward-looking and avoids the drawback of being “detached from reality and difficult to implement.” This approach of concretizing and quantifying core literacy solves the traditional problems of “vagueness” and “generality” in teacher literacy evaluation, providing standards for teachers’ self-diagnosis and professional growth as well as a basis for educational management departments to conduct teacher training and implement teacher evaluations.

2.2 Formulating a Systematic Strategy for Action Improvement

Based on the competency model, the book proposes a four-stage empowerment path of “Resource Allocation—Practice Refinement—Professional Guidance—Deep Research and Training,” demonstrating strong practical guidance. (Xie Xia, 2024, p. 18) At the resource allocation level, emphasis is placed on transforming curriculum standards into operable teaching scaffolds through the

“Two Preparations, Two Researches, Three Reviews” process. For example, the “Excellent Learning and Reflection Guided Learning Plan” in Rugao City, which has been iteratively developed over 23 years, is a typical practical outcome. This guided learning plan is not a simple “replication of lesson plans”; rather, it is tailored to the learning conditions of the students in the county, decomposing core Chinese literacy competencies into every lesson segment. This approach reduces teachers’ preparation burdens while ensuring the baseline of teaching quality.

At the practice level, a four-tier teaching and research system of “School-based Research—Collaborative Research—In-school Observation and Demonstration—Competitive Evaluation” is established, effectively addressing the practical dilemma of teachers’ lessons easily veering off track when taught individually. (Xie Xia, 2024, p. 18) School-based research focuses on the practical teaching problems of the school, collaborative research breaks down inter-school barriers to achieve resource sharing, in-school observation and demonstration enhances the effectiveness of teaching research through expert guidance, and competitive evaluation promotes research through competitions to motivate teachers’ intrinsic drive. These four levels are interconnected, forming a county-level teaching research ecosystem of “joint problem discussion, experience sharing, and co-creation of results.”

At the professional guidance level, platforms such as the “Zhishui Master Teacher Studio” implement echelon training through a “leading geese guiding, flock flying together” approach, (Xie Xia, 2024, p. 18), activating teachers’ intrinsic development momentum. The studio operates through a model of “mentoring by master teachers,” “project-led guidance,” and “result dissemination,” allowing key teachers to serve as exemplars while providing a growth platform for young teachers. This echelon cultivation model addresses the scarcity of master teacher resources in county areas and establishes a virtuous cycle of professional development for teachers.

At the level of digital intelligence empowerment, the “Zhihui Chinese” resource aggregation network is created to promote teachers’ transition from being “resource users” to “resource co-creators.” (Xie Xia, 2024, p. 18) This platform integrates high-quality Chinese teaching resources within the county, including micro-lesson videos, teaching designs, and homework question banks. Teachers can not only download and use resources but also upload their teaching outcomes. The platform encourages teacher participation in resource construction through point incentives and result evaluations. This “co-build and share” model effectively alleviates the difficulty county teachers face in accessing high-quality digital resources. At the same time, constructing a teacher teaching competence framework from the three aspects of digital education professional literacy, digital education practical literacy, and

humanistic literacy is more conducive to promoting the improvement of teachers' teaching competence. (Wang Xiaoqin, 2024, p. 52)

These strategies are not theoretical fantasies but stem from 23 years of continuous teaching research practice in Rugao City. The resulting virtuous cycle of “cultivating excellent teachers—implementing excellent teaching—producing excellent students” has been empirically validated: data shows that county-level junior high Chinese teachers participating in this research improved by more than 35% in teaching design and classroom assessment abilities, and the Chinese literacy assessment scores of their students were significantly higher than those of non-participating schools. This empirical result provides a replicable and promotable practical model for other counties.

3. Highlighted Research Value, Combining Academic and Practical Significance

3.1 Academic Value: Enriching the Theory System of Teacher Professional Development

The author, through a mixed research method, deeply integrates educational evaluation theory, teacher professional development theory, and Chinese language teaching practice, constructing a complete research framework of “evaluation-oriented—competency model—action path—effect verification,” (Xie Xia, 2024, p. 19) with the research methods reflecting academic rigor. During the research process, various methods such as literature review, survey research, action research, and case study are used. Through questionnaires, the current teaching competencies of county-level junior high school Chinese teachers are understood; action research is employed to explore competency enhancement paths; and case studies summarize generalizable experiences. The combination of multiple methods ensures the scientificity and reliability of research conclusions.

The new model of county-level teacher teaching competency structure proposed expands the contextual adaptability of teacher competency research (Xie Xia, 2024, p. 17), breaking the “one-size-fits-all” limitation of traditional teacher competency models, and provides empirical evidence for the rural education theory system. Meanwhile, the book explores new issues such as the “collaborative mechanism of teaching design and homework evaluation” and the “construction of a digital-intelligent teaching and research ecosystem,” responding to the new teacher competency requirements in the “Compulsory Education Chinese Curriculum Standards (2022 Edition),” and promoting the timely development of Chinese language education research. Additionally, this book applies the action research method to the study of county-level teacher competency enhancement, demonstrating the unique value of “researching in practice and for practice,” and providing an excellent model for conducting educational action research.

3.2 Practical Value: Supporting the Balanced Development of Education Quality in Counties

The main feature of the research results in this book is that they can directly serve county-level educational practice, with strong applicability and universality. The greatest fear for policies and strategies is being only partial; they are truly effective only if they can be integrated locally and adapted to the situations of various counties. It is not enough to achieve “comprehensive coverage”; one must also achieve “overall effectiveness” (Gu Qingchun, 2026, p. 67). The regional teaching and research model proposed in the book can provide references for educational management departments in formulating teacher training plans and optimizing resource allocation. The competency model can be used to develop teacher evaluation standards and training programs that match the realities of the county, avoiding “one-size-fits-all” and formalized teacher training. For schools, it can address the inefficiency of school-based training that lacks relevance. For individual teachers, competency indicators allow for self-assessment and help clarify personalized growth directions, especially assisting young teachers in identifying and addressing their shortcomings. (Xie Xia, 2024, p. 19)

The book emphasizes narrowing the urban-rural education gap through innovative teaching and research (Xie Xia, 2024, p. 19), which contributes to promoting educational equity. In the context of uneven distribution of urban and rural educational resources, the book does not simply stress “hardware insertion” but focuses on “software improvement,” activating the endogenous potential of county education by optimizing paths for improving teacher competencies. This idea of “precise policy implementation” provides a low-cost, high-efficiency solution for high-quality county education development. Moreover, the practical results can extend to other subjects, offering references for improving teacher competencies in other disciplines at the county level and promoting the overall development of basic education in counties.

4. Conclusion

Xie Xia’s “Action Research on Improving the Teaching Literacy of County-level Junior High School Chinese Language Teachers under the Guidance of Education Quality Evaluation” provides valuable academic achievements and practical guidance for the professional development of county-level Chinese language teachers in the new era through solid theoretical construction, systematic practical approaches, and abundant research results. The publication of this book not only fills the research gap on the literacy of county-level Chinese language teachers in the context of education evaluation reform, but also highlights the noble spirit of grassroots educational researchers who root themselves in practice

and solve problems. From a theoretical perspective, it broadens the research horizon of teacher professional development and enriches the theoretical system combining educational evaluation with teacher development; from a practical perspective, it provides operational paths and offers concrete and feasible action guidelines for county-level education management departments, schools, and teachers.

Of course, the book still has room for expansion. For example, the research sample is mainly concentrated in Rugao City, Jiangsu Province. If comparative studies including county regions with different economic development levels were further incorporated, the theoretical applicability could be more fully extended. Additionally, with the deep application of artificial intelligence technology in the field of education, future research could further explore the integration paths of artificial intelligence and the improvement of teaching literacy among county-level Chinese language teachers, making the research results more timely. Such improvements will greatly enrich the depth and practical value of this study.

Overall, for education researchers, county-level education administrators, and frontline Chinese language teachers, “Action Research on Improving the Teaching Literacy of County-level Junior High School Chinese Language Teachers under the Guidance of Education Quality Evaluation” is a work worthy of in-depth study. The research ideas and practical experiences it contains will continuously inject momentum into the high-quality development of county-level Chinese language education.

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