

Research on Teaching Strategies Related to Chinese Reading about the Cooperation between Teachers and Students in Upper Primary School

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Abstract: The cooperation between teachers and students reflects the teaching philosophy of teachers in Chinese reading teaching. The results show that in the upper grades of primary school, there is a lack of communication before class, lack of effective cooperation in the class, and lack of after-school counseling between teachers and students. The effective strategies are to establish a correct view of Teachers and students, to give students a clear reading target task, and to focus on cultivating students' consciousness of reading.

1. Introduction

Chinese is a basic and practical subject. It mainly develops students' literacy, reading ability, writing ability and speaking ability. It cultivates students' reading ability, improves students' intelligence and non-intellectual factors such as attention, observation, memory, thinking and imagination. According to the Chinese Curriculum Standard for Compulsory Education (2011 Edition), the grade 5 and 6 of the compulsory education is the third semester in the primary school, 1 (Ministry of Education. Chinese Curriculum Standard for Compulsory Education, 2012.). Teacher-student cooperation usually means that teachers and students are in a democratic and equal relationship. Teachers fully stimulate the participation of students. Students actively communicate with teachers and give feedback, to teachers in order to achieve same goals.

2. Research objects and research methods

The study is aimed at an ordinary elementary school in Zhenjiang District, Shaoguan City. The school has 1,100 students, 60 teachers of whom 8 are Chinese teachers in grades 5 and 6. Questionnaires were conducted in the fifth and sixth grades. Twenty students were randomly selected from each class, totally 160 students.

It interviews four Chinese teachers, of whom two are in the fifth grade, one has rich experience in the senior grade for a long time, the other is the new teacher who has been in service for two years, the second is an experienced old teacher in the sixth grade, the other is a middle-aged teacher. For the sake of illustration, it codes T1, T2, T3, and T4, such as T1-5-O, is the old teacher of the five grade, T2-5-N, is the new teacher of the five grade, T3-6-O, is the old teacher of the six grade, T4-6-M, is a middle-aged teacher in the six grade.

This research mainly uses investigation. By searching key words such as Chinese reading teaching, cooperative learning and Chinese reading strategies in upper grade of primary school, this paper is collected by the literature materials of CNKI, VIP and other websites, and supported by relevant literature. According to the current situation of Chinese reading teaching in the upper grades of elementary school, there are 5 factors in student questionnaire: the situation about Chinese reading teaching, the activities before lessons, the factors that affect the communication between teachers and students, the teaching methods of reading and learning methods of reading. The questionnaire has 24 questions, 22 closed questions, and 2 open questions. In the fifth and sixth grades, two students are selected for prediction, and the questionnaire is revised based on the prediction. Then, a formal questionnaire is distributed. Based on questionnaire, the outline of the

teacher interview is proposed.

3. The Analysis of Cooperation

3.1. Collaboration before Class: Teachers Prepare Lessons and Students Preview

Teachers prepare lessons including studying curriculum standards, researching textbooks, understanding students, designing teaching, and writing lesson plans. The teacher (T4-6-M) said: "Preparing lessons as recite texts." Teachers should be familiar with the text and determine the difficulty based on the student's learning. Teachers (T1-5-0) thought that should design the lesson plans from the perspective of the editors. According to teaching reference books and the online teaching plans, she determine the difficulties of students .The teacher (T2-5-M) relies on teaching reference books and online answers. For the boring content, the teacher (T3-6-0) can use the multimedia techniques and performance to raise the interest of the students. For example, the boring text "Slave Heroes" is performed in a drama, so primary school students are more interested in the characters. Interview results: Based on teaching experience and learning situations teachers can stimulate students' reading interest.

The preview effect is shown in Figure 1. 84.38% of the students can understand the essence and clarify problems; 65.63% of the students are clear about the emphasis; 57.5% of the students learn to search references ; 45% of the students can find interest in textbooks; and 33.13% of the students can link their old knowledge with new ones. The survey reflects that students preview and complete homework consciously. less than half of the students can find interest when they are preview. Only one-third of the students can link the old knowledge to preview, which shows that the preview effect is not ideal.

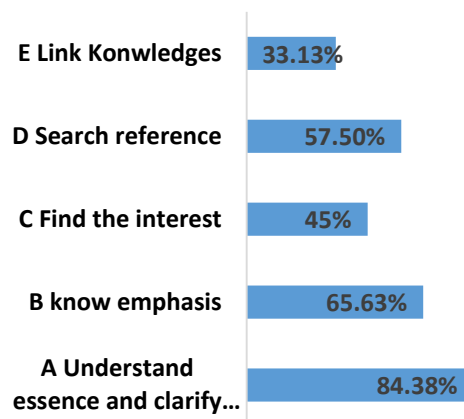


Figure 1 Preview effect.

The teacher's preparations are directly related to student's preview. Teachers let students understand the objectives and difficulties by preview tasks. Teachers have proposed the basic requirements for the students, such as reading 3-5 times of texts, solving the problems of the words and finding the main idea of the articles. In the teachers' survey, "Have you tried to make a preview plan?" All the teachers said that they did not, that is, the teacher asked the students to do the basic requirements, but they did not clearly focus on the preview.

3.2. Collaboration in Class - Teaching Objectives and Content Methods

The Chinese reading teaching aims to improve students' reading ability. Teachers develop their reading interest, enrich their reading knowledge, and obtain the reading methods and habits. Teacher-student cooperation is based same goals. Before the preparation, teachers unilaterally proposes the goal. After the student preview, the target will be presented to the teacher. Through discussion, teachers and students propose goals. The survey result: 95% of students reported that the

teacher “will present the content of the preview”, and only 5% of the students reported that the teacher “will not present the content of the preview”. Teacher interview results: Teachers only showed the content about preview, and did not give the students the goals of reading.

Figure 2 is reading content. 61.25% students chose: "in-class reading and extracurricular reading", "21.25% students chose interdisciplinary content, 10.63% of the "only textbooks", "add the content of interest" accounted for 6.88%. According to the result, more teachers use in-class reading and extracurricular Reading the content and less interest. Therefore, whether teacher-student cooperation in upper-level ,Chinese reading teaching should consider unifying the students' learning objectives and the teacher's teaching goals, that is, unifying the content that students are interested in and the value content.

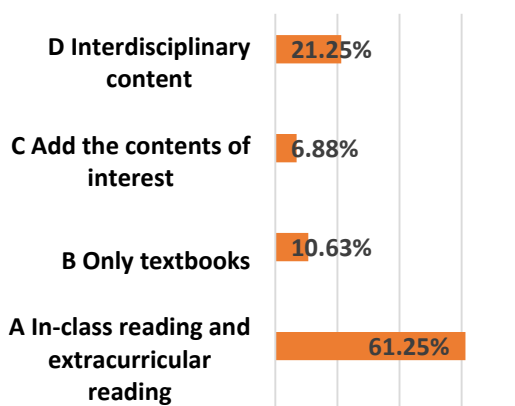


Figure 2 Reading Content.

Figure 3 is student reading methods. 46.88% of students read aloud, 23.13% of students use skimming, 20.63% of students read with figures, and 9.38% of students read word by word. According to the survey data, the primary school students are mainly reading aloud, the number of people using silent reading is small, and a few students are reading word by word.

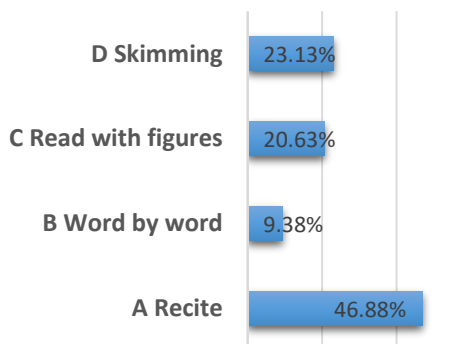


Figure 3 Student reading method.

In the reading teaching classroom, the cooperative teaching methods are various. The teacher (T4-6-M) teaches the text at first, then students discuss and summarizes finally, the teacher feedback and make a conclusion. The teacher (T1-5-0) asks the students to read instead of lecturing, that is, let the students learn language and words by their understanding .The teacher (T3-6-0) asks they to read with exercises and find the answer. The important text is carried out through methods of question and discussion.

3.3. After-School Cooperation - Extracurricular Reading and Parents' Supervision

Extracurricular reading activities are influenced by family. The school has more students who are external work children or rear children. They are lack of supervision from parents and enthusiasm for study. It leads to an average of extracurricular readings less than 5 books per student. Teachers have heavy teaching tasks. It is difficult for them to guide and urge students to carry out cooperation after school. Teacher-student cooperation is limited to classrooms, and extracurricular cooperation activities are difficult to carry out.

Teacher-student cooperation should penetrate every teaching parts. From the perspective of cooperation, not only cooperate before class and in class, but also after class. The pre-class cooperation can promote communication with each other. Teachers and students have same goals in order to ensure the learning and implement teaching effectively. According to extracurricular activities, teachers will guide students well. Extracurricular research activities and extracurricular reading will improve students' reading ability.

4. The Influencing Factors of the Cooperation

4.1 A correct view on Teachers and Students

Figure 4 reflects the relationship between Chinese teachers and students. 86.24% of the students think that their Chinese teacher is democratic, 13.13% of the students think they are laissez-faire, and only 0.63% of the students think they are authoritative. The interview result shows teachers learn with the students in the reading teaching and respect the students' personalized opinions. For example, the teacher (T1-5-O) understand the editor's intention and guide the students to think effectively. The teacher (T3-6-O) guides the students to speak the standard answers. Teacher (T2-5-N) is often troubled by students' discipline in teaching and is impossible to grasp the scales of friendships with students and effective management, which directly affects the correct guidance to students.

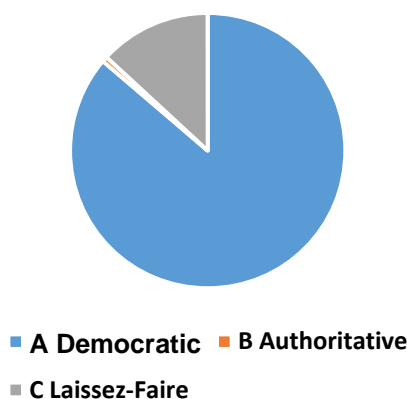


Figure 4 Teacher-student relationship.

4.2 The Extent to Which Teachers Understand Students

Regarding whether the Chinese teacher asked the students about the difficulties and interests of the students before the class, the results of the student questionnaire were: 72.5% of the students answered yes, and 27.5% of the students did not. The teacher survey shows that some teachers use questions to know the difficulty of the students in the first few minutes before the class; some teachers (T2-5-N) rely on the teaching reference books, do not pay much attention to the students' difficulties and interest Teacher (T4-6-M) make adjustments after knowing the difficulties and interest of the students.

A questions in interview: how did teachers check preview. 84.38% of the students reported using questions, 54.38% of the students reflected the using dictation, and 38.13% of the students reflected that using reciting, 36.25% of students reflected that teachers request parents to sign, 20% of the

students reflected teachers make the group evaluation in the classroom, 9.38% of the students reflected that students evaluate themselves, and 6.25% of did not check. It represent the normal methods to understand students, and also reflect the situation that teachers know the effect of preview.

4.3 The Level of Self-Esteem of Students

The teacher interview asked “Have you ever make statistics on spokesman in the class” All the teachers answered that the spokesman focused on students with intermediate grade or above. Students with poor grade are reluctant to speak at the class. From that, Students' self-esteem with regard to academic achievement. Confident students are more willing to show themselves and more inclined to communicate with teachers. Answering questions cannot only deepen memory, improve expression, but also give feedback to teachers.so that Chinese teachers can adjust teaching strategies in time according to students' reactions. Therefore, teachers should take effective measures to improve students' self-esteem, and encourage students to speak at the class. The famous teacher Hongbin Ning used these methods: three welcoming and three non-superstitions statistics in the classroom to stimulate the enthusiasm of the students. We welcome students to question, welcome to express different opinions from textbooks, and welcome to express different opinions from teachers. We are not superstitious about the ancients, famous people and teachers. That applies to the cooperation between teachers and students in reading teaching (Hongbin Ning, 2017).

5. Suggestions of the Cooperation

5.1 Establishing a correct view on teachers and students

With the increase of age, students become more independent. Teachers should organize teaching activate-es in a democratic way to create a harmonious atmosphere in the classroom (Yuchun Tai and Yuzhou Wang, 2011).Ethical and democratic cooperation must grasp the principles of strict requirements and respect for students. Teachers should treat students as developing people and allow students to make mistakes occasionally. Students learn and reconstruct cognitive patterns in “error”.most students with low achievement have difficulty in words and sentences, that can be solved by finding references and group discussions to help them before class. The questions raised by the excellent students are likely focus on the key and difficulty of the teaching. It is the question that the teacher wants Students to ask (Fanji Jiang,2013).

New teachers lacked experience when they first did the job. It is difficult for them to grasp the strict requirements and respect the standards of students. First of all, we must establish a serious attitude of learning, clarify our career goals, actively participate in curriculum reform, and constantly rethinking in practice, in order to temper the basic skills of teaching and management.Due to burnout,old teachers will encounter bottlenecks in teacher-student relationship The educational theories are constantly updated with the curriculum reform. The Chinese teachers should update the teaching concept, put theory into practice, summarize and practice again on the basis of practice.

5.2 To give students clear reading target tasks

Teaching should break the traditional way.teachers must tell the students the content and goals, so that they will understand the text. (Yuchun Tai and Yuzhou wang, 2011). Teachers should first show the reading objectives and specific tasks to the students,ask the students to complete the general tasks, so that students can record the problems during the first self-exploration of the texts, and learn to grasp the questions in the title. The title of the text generally concentrates the essence of the whole text.It is the eye of the text, the window of thinking, can deepen the students' understanding of the text(Fanji Jiang, 2013).According to their difficulties and interests,Teachers provide different questions to students at different levels.It help students with good achievement improve their ability of question and self-learning,to help students with intermediate grades

improve their thinking and aesthetic ability, to help students with low achievement to digest basic knowledge and improve their sense of accomplishment.

5.3 Increase students' consciousness of reading

Guide students to learn for their needs and interest, not task. Teachers should give specific information and requirements to students. It not just solve problems of words and find difficulty, so that students can consciously train their thinking, problem-solving skills, constantly stimulate reading interest, broaden the scope of reading, and raise the quality of reading.

Teachers should allow students to use teaching technologies and become masters of the classroom, rather than passively accept information from teachers. For example, teachers can let students write on the blackboard by themselves. It stimulate thinking, and deepen their understanding of the text (Guihua Gao, 2010). Teachers can urge students to read by creating a reading card or by a reading record manual. For example, designing the feedback form. Students will be required to organize and record the readings which have read, and put them into study bag, then teachers can check it at any time (Zhijuan Li, 2013).

Homework is an effective way to consolidate student knowledge and feedback. The teacher arranges assignments which is suitable for students. It can help students at different levels to digest and consolidate the content. The feedback from the homework can reflect the learning effect and the teaching effect. The teacher arranges the homework according to the course standard and the student's specific actual situation. It is undoubtedly beneficial to enhance the students' reading consciousness and thus improve teaching by regularly checking the homework and providing targeted counseling to the students.

6. Conclusion

The cooperation related to Chinese reading teaching between teachers and students reflects the teaching philosophy of teachers. The cooperation related to Chinese reading teaching is necessary to overcome the lack of communication between teachers and students before class, lack of effective cooperation in the class, and the lack of after-school counseling. The effective strategies related to Chinese reading teaching about the cooperation between teachers and students in the upper school are to establish a correct view on teachers and students, to give students clear reading target tasks, and to focus on cultivating students' reading consciousness.

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