

USING MEANINGFUL VERBAL LEARNING TO IMPROVE  
ACHIEVEMENT OF CHINESE READING COURSE FOR FIFTH-GRADE  
PRIMARY SCHOOL STUDENTS

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Mater of Education in Curriculum and Instruction  
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Thesis: Using Meaningful Verbal Learning to Improve  
Achievement of Chinese Reading Course for  
Fifth-Grade Primary School Students  
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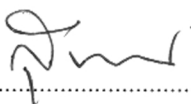
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### ABSTRACT

The purposes of this research were 1) To improve achievement of Chinese reading course using meaningful verbal learning and 2) To compare student's achievement of Chinese reading course between before and after the implementation base on meaningful verbal learning. The sample group were 30 fifth-grade primary school students with 1 class from Yantai Oriental Foreign Language Experimental School, Shandong City, China, those who obtained through the cluster random sampling. The research instruments involved 1) lesson plans according to the meaningful verbal learning theory and 2) Chinese reading test. The data was statistically analyzed by mean, standard deviation, and t-test for dependent samples.

The results were found that:

1) The improvement achievement of Chinese reading course using meaningful verbal learning, the researcher developed 3 lesson plans base on meaningful verbal learning by studied the documents and research related from many researchers then synthesized into 5 steps: 1) Attention 2) Transformation 3) Evaluation 4) Application and 5) Summary. After students have learned according to the lesson plans: 1) Short story, 2) Narrative, and 3) Ancient poetry base on meaningful verbal learning theory. The result showed that, students' achievement of Chinese reading course the average score after learning was 21.90 which was higher than the average score before learning was 15.17.

2) The comparison of students' achievement of Chinese reading score before and after the implementation base on meaningful verbal learning of primary school students. The results showed overall that, students' achievement of Chinese reading course after learning higher than before learning statistically significant at the level .01.

**Keywords:** Achievement of Chinese reading, Meaningful verbal learning, Primary school students

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# Chapter 1

## Introduction

### Rationale

According to the Curriculum standard of compulsory education (2022) formulated by the Ministry of Education of People's Republic of China, teachers should actively interact with students in the teaching process, properly handle the relationship between knowledge implantation and ability training, pay attention to cultivating students' creativity and autonomous learning ability, guide students to have critical thinking and initiative in the learning process, and deeply understand knowledge through questioning, investigation and analysis. At the same time, it is also necessary to combine learning with application, so that students can master and apply knowledge in practice and improve the learning effect. (China Ministry of Education, 2022) Chinese curriculum standards point out that reading ability is an important part of cultivating primary school students' Chinese literacy, and reading habits developed in primary school have a far-reaching impact on students' personal development. Teachers should pay attention to cultivating students' good reading and understanding ability in primary school Chinese teaching activities, improve students' reading efficiency and make them better adapt to future social life and study. Chinese reading course is a course based on meaningful learning theory to improve students' reading achievement. Reading ability refers to the ability of students to acquire, understand and apply new knowledge. Learning ability can be cultivated and improved. Adopt correct learning methods, cultivate good study habits, use various learning methods flexibly, and constantly reflect and adjust students' learning process. (China Ministry of Education, 2022)

At present, there are still some problems in Chinese reading teaching, such as: the selection of reading materials is not scientific; The reading goal is single; The reading method is not flexible enough; Teaching evaluation is single and invalid. Therefore, it is necessary to take relevant measures to improve the teaching content of Chinese reading, so as to improve students' reading ability. In order to improve this

situation, teachers need to pay more attention to the law of physical and mental development of primary school students, and adjust the teaching content and teaching methods appropriately, so as to stimulate students' enthusiasm and interest in learning and improve the learning effect. (China Ministry of Education, 2022).

Achievement of reading can reflect a person's reading comprehension and thinking ability. Reading ability includes the ability to understand, analyze and evaluate the text, while thinking ability includes the ability of logical reasoning, judgment and analysis, induction and summary. These abilities are crucial to a person's academic and professional development. Secondly, achievement of reading can also reflect a person's language ability and cultural literacy. As McQuillan, J. (2020) Stated that the importance of reading achievement lies in its positive influence on personal learning and development. Reading is an important way to acquire knowledge, master information, improve thinking ability and cultivate creativity. By improving reading scores, individuals can expand their knowledge, enhance their critical thinking ability, enhance their expressive ability, and gain more opportunities in their academic and professional development.

Ausubel's meaningful verbal learning theory holds that learning should be meaningful and the learning content should be related to the existing knowledge. This way of learning helps students to understand the learning materials more deeply and make them review and apply what they have learned better. As Lu Cuihong (2017) mentioned Ausubel learners must have the heart of meaningful verbal learning, that is, students' interest in reading and memorization can be cultivated in Chinese language teaching. To increase interest in learning Chinese Meanwhile Teaching should also be closely related to life. In addition to the students themselves, there also needs to be a desire to learn in a meaningful way. In addition, when teachers design classroom instruction, they must consider the student's desire for meaningful learning. And the value of carefully preparing the language for students at the nexus of new and old knowledge is only evident in the use of charm. You cannot learn any language well if you study it without practice. So, in Chinese class Students are encouraged to speak up more and express their opinions and ideas as much as possible. Only by creating familiar life situations can arouse students' greater interest in learning.

At the same time, meaningful verbal learning also encourages students to think positively and establish their own views and understanding. Compared with simple rote learning, this learning method can help students better understand and use knowledge. (David Paul Ausubel, 2000). Meaningful verbal learning can also cultivate students' creative thinking and critical thinking ability, so that they can better apply what they have learned to solve problems, thus improving their academic achievements as Zhang Yanming (2019) use meaningful verbal learning to improve the reading results of middle school students. The experimental group was 30 in the third grade of junior high school and 30 in the first class of the first grade. The summary method is used to summarize the materials provided by teaching practice.

In summary, the meaningful verbal learning has a positive impact on the improvement of students' reading achievement. By linking new knowledge with existing knowledge, students can better understand and remember new learning materials. This meaningful way of learning can help students better grasp the core concepts and principles of the subject, thus improving their learning achievements.

## **Objective**

1. To improve achievement of Chinese reading course using meaningful verbal learning for fifth grade primary school students.
2. To compare students' achievement of Chinese reading course between before and after the implementation base on meaningful verbal learning.

## **Research Hypothesis**

After Using meaningful verbal learning, students' achievement of Chinese reading course has been significantly improved.

## **Scope of the Research**

### **Population and the Sample Group**

#### **Population**

There are 60 fifth-grade primary school students with 2 classes from Yantai Oriental Foreign Language Experimental School, Shandong City, China, and 30 students

in each class. (There was mixed ability in each class: high level, medium level and low level.)

### **The Sample Group**

There are 30 fifth-grade primary school students with 1 class from Yantai Oriental Foreign Language Experimental School, Shandong City, China, Through the cluster random sampling.

### **The Variable**

Independent Variable: Meaningful verbal learning

Dependent Variable: Achievement of Chinese reading course

### **Contents**

Using meaningful verbal learning to improve achievement of Chinese reading course for fifth-grade primary school students. The course consists of 3 units: Overall for 22 hours and 30 minutes:

Unit 1: Short story reading 7 hours and 30 minutes

Unit 2: Narrative reading 7 hours and 30 minutes

Unit 3: Ancient poetry reading 7 hours and 30 minutes

### **Time**

The studied period from August 2023 to May 2024 will be divided into the following phases:

1. Submit three chapters of defense in August 2023.
2. Based on the theory of meaningful verbal learning, revise and complete the lesson plan, and complete the achievement of Chinese reading test and revise related tools in September to October 2023.
3. Take the lesson plan and research instrument to 3 experts to consider consistency, and try out research instrument in November to December 2023.
4. Experimental studies with sample group in the second semester of the academic year 2023 in 10<sup>th</sup>– 15<sup>th</sup> January 2024, total for 22 hours and 30 minutes:
5. Data analysis and complete the research paper in March 2024, and published in May 2024.

## Advantages

### 1. Advantages for students:

1.1 The theory of meaningful verbal learning can help students better understand their own learning process, including cognition, memory and understanding. After students understand these processes, they can use learning strategies and skills more effectively and improve their learning effect.

1.2 The theory of meaningful verbal learning emphasizes students' autonomous learning and promotes students' active participation and autonomous learning. Under the guidance of learning theory, students can develop the ability of autonomous learning and cultivate the ability of self-management, self-monitoring and self-evaluation.

### 2. Advantages for teachers:

2.1 The theory of meaningful verbal learning can help teachers understand students' cognitive and learning process, thus improving teaching methods and strategies to provide corresponding educational activities and materials. It can provide guidance for teaching and let teachers know how to promote students' learning and development.

2.2 The theory of meaningful verbal learning can help teachers understand the essence and process of learning to choose and implement more effective teaching strategies and improve students' learning effect. Teachers can combine the principles of learning theory and practical experience to make teaching more targeted and purposeful.

## Definition of Terms

**Achievement of Chinese reading** based on meaningful verbal learning refers to students' reading comprehension abilities with the correct learning method cultivate good study habits, use a variety of learning methods flexibly and continuously reflect and adjust the learning process of students. Which includes understanding the meaning of passages, making inferences, and summarizing information. This's measured by reading achievement tests after receiving learning according to the meaningful verbal learning method, created by the researcher. It's a multiple-choice test with 4 choices.

**Meaningful verbal learning** means that learning is a personal, meaningful, active, socialized, constructive and cultural process. It emphasizes that students should combine what they learn with their own experience, values and interests in the

learning process, so that learning becomes more meaningful and profound. The steps of meaningful verbal learning can be summarized as follows:

Step 1: Attention. Attention is an important prerequisite for students to learn, and teachers need to guide students to focus on specific learning tasks or activities to help them better understand and master knowledge. And keep the attention process: Attention-keeping refers to students' ability to stay focused and pay continuous attention in the learning process. In the teaching process, teachers need to design some activities and exercises to help students keep their attention.

Step 2: Transformation. Understand students' knowledge level and create an effective advance organizer (provide a more advanced guiding organizer than the materials learned before teaching). Teacher may need to transform complex concepts, theories or applications into more understandable forms. This may involve using examples, diagrams, metaphors or other teaching tools to help students better understand and master new knowledge.

Step 3: Evaluation. Evaluation is an indispensable link in the teaching process, which is a process of measuring and evaluating students' learning achievements. Evaluation can not only help teachers understand students' learning situation and progress, but also help students find their own problems and shortcomings, and then adjust their learning strategies. In the process of teaching, teachers need to design reasonable evaluation methods. This can be done through tests, homework, classroom performance or students' self-evaluation. Evaluation is to understand the students' learning progress, diagnose and find the problems existing in the students' learning process, help teachers understand the needs of students' development, and thus improve students' reading ability.

Step 4: Application. Application usually refers to the process of applying learned knowledge or skills to real life or specific situations. This process involves the understanding, memory and application of what you have learned, and it is one of the important links in learning. In the process of learning, people usually acquire knowledge and skills through classes, books, videos and discussions. Students use and solve problems flexibly in reading comprehension according to the reading methods they have learned.

Step 5: Summary. After completing the course, students should summarize and reflect, review the methods of problem solving, discuss the advantages of the solutions and improvement measures, and improve students' reading ability. After a series of teaching activities, teachers need to summarize the teaching process and results, and reflect on students' learning effects and their own teaching strategies. Summary and reflection can help teachers understand the success and failure of teaching, so as to make improvements in future teaching.

### Research Framework

The researcher has studied the documents and research related on meaningful verbal learning from many researchers: Feng Shangliang (2017); Wang Junlin (2017); Li Na (2017); Yuan Lin (2019); and Zhang Guoping (2020). In this study, researchers integrated the lesson plan into 5 steps based on the meaningful verbal learning to improve achievement of Chinese reading course for fifth-grade primary school students, and defined it as a framework for research concepts, as follows:

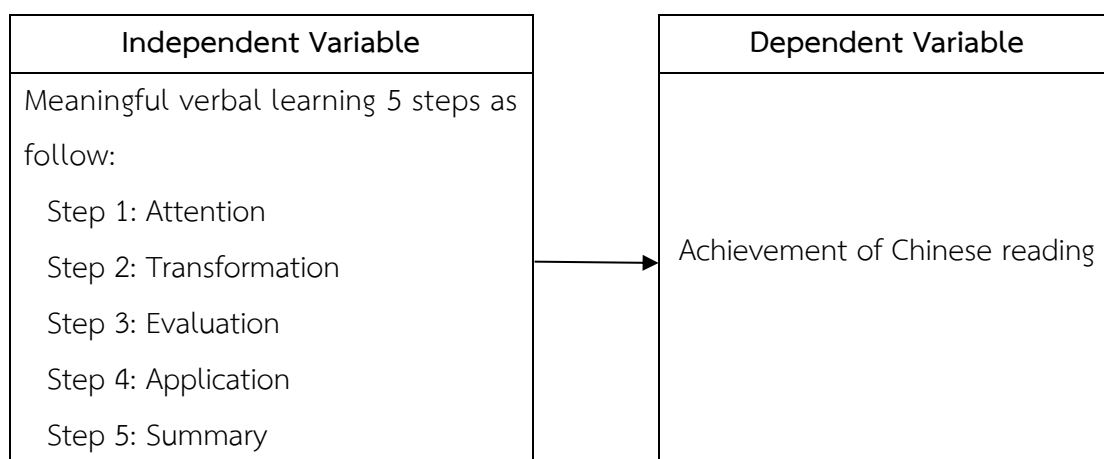


Figure 1.1 Research Framework



## Chapter 2

### Literature Review

Using meaningful verbal learning to improve achievement of Chinese reading course for fifth-grade primary school students. The following literature were studied. This researcher has proposed theories and related research as follows:

1. Meaningful Verbal Learning
2. Achievement of Chinese Reading
3. Related Research

The details are as follows.

#### **Meaningful verbal learning**

The theory of meaningful verbal learning means that the ultimate goal of learning is to make learners feel that the content of learning is meaningful and important, thus stimulating the enthusiasm and initiative of learning. In the theory of meaningful learning, learning content needs to be linked with learners' experience, so that they can apply what they have learned in real life, thus achieving the purpose of improving learning effect. The theory of meaningful verbal learning emphasizes learners' active participation and experience, and regards the integration of emotion, meaning and knowledge as the key to the learning process. Through meaningful verbal learning, learners can understand and apply what they have learned more deeply, thus improving the effect and achievement of learning.

1. Meaning of meaningful verbal learning

Moreira, M. A. (2012) Meaningful verbal learning emphasizes the subjective initiative and deep thinking in the learning process. It believes that learning is not only the reception and memory of information, but also the deep processing of information, the understanding of its internal meaning and correlation, and thus forming personal insights and cognitive structure.

Mao Wei (2017) a scholar, pointed out that Meaningful verbal learning pays attention to the practical value and application of learning content. It holds

that learning should be related to the problems and challenges in the real world. By solving practical problems, learners can deepen their understanding and mastery of knowledge, and then realize the transfer and application of knowledge.

A New Theory of Meaningful Learning-A Cognitive View of Acquiring and Maintaining Knowledge (2018) In the digital age, meaningful verbal learning emphasizes the use of modern technology to create a meaningful learning environment for learners. By providing learning content related to learners' interests, experiences and real life, learners' learning motivation and exploration desire are stimulated, and a meaningful learning process is realized.

Huang Yanqing (2019) meaningful verbal learning is a theory that pays attention to individual differences and cognitive characteristics of learners. It holds that every learner has a unique cognitive style and hobbies, so individual differences should be respected in the learning process, and personalized learning resources and support should be provided to help learners achieve meaningful learning and development.

David Paul Ausubel (2020) Meaningful verbal learning refers to the internalization and understanding of knowledge through the connection and integration of new knowledge and the existing cognitive structure, so as to construct a knowledge system with personal significance.

In summary, the Meaning of meaningful verbal learning can be summarized as promoting learners' understanding and memory of new concepts and information by linking new knowledge with existing meaningful knowledge. These definitions show the different understandings and emphases of different scholars on meaningful verbal learning, and all emphasize the depth, understanding and individual differences of learning, which provides important theoretical support and guidance for educational practice.

## 2. Importance of Meaningful verbal learning

Meaningful verbal learning developed by David Paul Ausubel. (2020) American psychologist. He has faith that any learning will be meaningful to students If you can connect with what you've learned before. any content It is possible to organize learning for students, but methods must be used that are appropriate to the potential of each student. Each student can learn when they are ready. Ausubel divides learning

methods into 4 types: 1) Learning by receiving information in a meaningful way (Meaningful Reception Learning), 2) rote learning Do it without knowing the meaning (Rote Reception Learning), 3) Meaningful Discovery Learning, and 4) Rote Discovery Learning. What Ausubel places importance on learning is whether it is learning by means of receiving the message or should the discovery method be meaningful to the learner? There are 3 factors: 1) the learning content (materials) which is meaningful to the learner or is it something similar to something that has been learned before? 2) Does the learner have experience related to what they are learning? They must connect what they have learned with what they have learned. knowledge or similar previous experiences; and 3) the learner's intention to connect what they learn with their own previous knowledge and experiences.

Meaningful verbal learning emphasizes the connection between the learned knowledge and students' interests and experiences, and the understanding of the concepts and principles behind knowledge, rather than simply memorizing facts or formulas. The importance of meaningful verbal learning is reflected in the following aspects:

1) Improve learning interest and motivation: When learning is closely related to students' interest and experience, they will be more involved in learning, thus enhancing their interest and motivation in learning.

2) Cultivate thinking ability: meaningful verbal learning encourages students to think positively, analyze and solve problems. This helps to cultivate their logical thinking ability, analytical ability and innovative ability.

3) Enhance the ability of understanding and application: The theory of meaningful learning focuses on understanding the principles and concepts behind knowledge, which helps students better understand the nature and application of knowledge. At the same time, it also emphasizes linking the knowledge learned with real life and enhancing the application ability of knowledge.

4) Improve the learning effect: The theory of meaningful learning focuses on the understanding and regulation of the learning process, which helps students to better master knowledge and improve the learning effect.

5) Promote personal and social development: through meaningful learning, students can better understand themselves and the world around them, cultivate the

ability of autonomous learning and lifelong learning, and at the same time help promote personal and social development.

Li Na (2017) summarized Ausubel's Meaningful acceptance of learning theory has a very important guiding significance for modern teaching. By constructing an effective knowledge structure system, it can help students understand the knowledge they have learned more easily, so as to fundamentally improve students' learning effect, which is conducive to the realization of quality-oriented education reform. It is of great significance to promote students' progress and growth. The practice and application of this teaching theory in teaching can realize the transformation from mechanical education to meaningful acceptance learning. Ausubel's theory of meaningful acceptance of learning meets the requirements of quality-oriented education reform, respects students' subjectivity to a large extent and plays an important role in their long-term development.

Mao Wei (2017) summarized Ausubel's emphasis on the importance of meaning learning in knowledge acquisition in his book "A New Theory of Meaning Learning -- A Cognitive View of Acquiring and Maintaining Knowledge". Ausubel believes that meaningful learning is very important in the process of education, because it is an important mechanism for human beings to acquire and store a large number of ideas and information, covering all fields of knowledge. It is of great significance to acquire and maintain a large body of disciplinary knowledge because: (1) Unlike computers, humans can only understand and quickly memorize a few pieces of representational information at a time. (2) Knowledge lists acquired mechanically by passively accepting multiple knowledge representations will disappear over time or be quickly forgotten due to the length of the list, unless over learning and frequent replication occur.

Shen Qianlin & Zeng Bin (2018) believes that Ausubel has done extensive research in the field of educational psychology and put forward meaningful verbal learning based on the research of meaningful language learning. Ausubel clearly extracted the key factors in his interpretation of the concept of meaningful learning theory: first, "the connection between new knowledge and original knowledge is not artificial"; Second, "the connection established is substantive, not literal." In other words, it is a process in which the new knowledge symbol finds the "impression"

equivalent to it in the original consciousness, so that the two automatically establish a connection in the consciousness and produce psychological meaning.

Xiong Chaoping (2018) believes that the study of education requires a profound analysis of the basic characteristics of education. Only by analyzing the characteristics can we better understand the phenomena and problems of education. The coexistence and extinction of education and human beings emphasize the permanence of education function, but there is history in this permanence, which reflects the restriction effect of political, economic, cultural and other factors in each social stage on education and its related elements.

Shi Linxia (2019) believes that Ausubel's meaningful verbal learning Means that WHETHER Students Can Acquire New LeleDe Mainly Depends on the Existing RELEVANT Concepts in their Cognitive Structure. The internet between new information and existing concepts in Students Iization of the Meaning of Old Knowledge. The meaningful verbal learning has a profound impact on future teaching.

Han Ting (2021) believes that meaningful learning is the acquisition of new meaning. "New meaning" refers to a positive and comprehensive interaction between new learning materials and relevant concepts in the existing knowledge structure of learners. Therefore, obtaining new meaning from the connection between new knowledge and old knowledge is the ultimate result of meaning learning. On the one hand, Ausubel points out that meaning learning is to connect potentially meaningful materials with existing concepts in cognitive structure in order to understand the relationship between important concepts. On the other hand, meaningful learning and rote learning way of learning and keep there is essential difference between, meaning of learning and to keep the main concepts related to cognitive structure of system. The influence of this idea and the interaction between primary learning tasks. It makes the maintenance of machine learning susceptible to the interference of forethinking and back thinking, and its maintenance time is usually relatively short, which is easier to cause forgetting.

In summary, meaningful verbal learning focuses on the important role of accepted learning and the cognitive structure of students in knowledge acquisition and provides a basis and motivation for teachers to conduct curriculum and teaching

reform. It has important guiding significance to promote students' development. It is constantly updating and improving the traditional teaching concepts of teachers in various disciplines, greatly improving students' learning and application ability, and producing good learning results.

### 3. Meaningful verbal learning steps

Systematic learning method, which is to help students better understand and apply what they have learned. Learning should be meaningful, and students need to connect new learning materials with existing knowledge in order to establish a stronger cognitive structure and focuses on the meaning and concepts of learning materials, rather than simply memorizing information. The steps of meaningful verbal learning can be summarized as follows:

Zhang Xiufeng (2015) experimented with meaningful verbal learning, and showed that meaningful learning has the following steps:

Step 1 Signal learning: refers to learning to make a general and diffuse response to a certain signal stimulus. This kind of learning belongs to Pavlov's classical conditioned reflex. For example, it is a kind of signal learning that dogs learn to salivate after hearing the stimulation of ringtones through practice. In the educational environment, signal learning can be used to train students' conditioned reflex, for example, the correlation between ringtones and classroom discipline.

Step 2 Stimulating reaction learning stage: learning links a certain situation or stimulus with a certain response, and strengthens it, and learns to obtain a certain result with a certain response. This kind of learning belongs to Thorndike and Skinner's operand conditioning. For example, students learn to nod and salute, and learning classroom routines is a kind of stimulating response learning. In the educational environment, stimulus-response learning can be used to guide students to learn operational behavior, for example, to strengthen students' response to correct answers through rewards.

Step 3 Chain learning: learning to combine two or more stimulus-response actions to form a series of stimulus-response actions. The formation of various motor skills is inseparable from this kind of learning. For example, children take off their hats and salute, which contains two simple stimulus-response actions of muscles and joints:

after meeting the teacher, taking the initiative to take off their hats with their hands is the first behavior, and bending over to salute is the second behavior. This is a kind of chain learning. In the educational environment, chain learning can be applied to help students master a series of motor skills, such as swimming, dancing or writing.

Step 4 Word connection learning: forming a series of language units, that is, language chaining. This kind of learning mainly involves language learning and application. For example, when learning a foreign language, students need to master the pronunciation, spelling and usage of words, as well as grammar rules. In the educational environment, language learning can be applied to teaching students language knowledge and skills, such as reading, writing and oral expression. 5. Discern learning: refers to learning a series of similar stimuli and responding appropriately to each stimulus. For example, students learn to recognize different colors, shapes or sounds. In the educational environment, discrimination learning can be applied to help students distinguish different stimuli, for example, to distinguish different notes, shapes or colors. In summary, the application of these learning stages and strategies in teaching can help teachers better understand students' learning process and needs and formulate corresponding teaching plans and strategies to meet these needs. At the same time, these methods can also help students better master knowledge and skills and improve their learning interest and learning efficiency.

Feng Shanliang (2017) studies the theory of meaningful verbal learning and draws the following four steps.

Step 1 Discipline knowledge learning: This is the most basic stage in the teaching process, including mastering and understanding the basic knowledge of the subject. For example, in mathematics courses, students need to master basic mathematical concepts, algorithms and theorems; In Chinese course, students need to master vocabulary, grammar and reading comprehension skills. Subject knowledge learning aims to lay a solid knowledge foundation for students and cultivate their basic skills and thinking ability.

Step 2 Skill mastery stage: On the basis of mastering the basic knowledge of the subject, students need to further study and master relevant skills. These skills include, but are not limited to, the ability to analyze and solve problems, and the

ability to think creatively and critically. For example, in mathematics course, students need to learn how to use mathematical knowledge and algorithms to solve practical problems; In science courses, students need to learn how to conduct experiments, collect data and analyze them. The stage of skill mastery aims to cultivate students' practical ability and innovative spirit and lay a foundation for their future study and career.

Step 3 Moral quality improvement: Education is not only imparting knowledge, but also cultivating students' moral quality. Moral qualities include individual values, moral concepts and behavior habits. In school education, students need to learn how to respect others, abide by rules, and be responsible. For example, in moral education courses, students need to learn socialist core values and cultivate good moral quality; In daily life, students need to learn to respect teachers, care for their classmates and be positive. The improvement of moral quality aims to cultivate students' good moral character and sense of social responsibility and help them become citizens with ideals, morality, culture and discipline.

Step 4 Standardized development: In the advanced stage of the teaching process, teachers and students need to pay attention to and reach certain standards or indicators. These standards are usually formulated by the education department or other authoritative institutions to measure students' learning achievements and levels. Standardized development is an important process to evaluate and improve the quality of education. For example, in some countries and regions, students need to take standardized tests to assess their subject knowledge and skills; At the same time, teachers also need to receive professional development training to meet the teaching standards and requirements set by the education department. Standardized development aims to provide a clear goal and direction for education and ensure the quality and fairness of education. In summary, the application of subject knowledge learning, skill mastering stage, moral quality improvement and standardized development in teaching is interrelated and supportive. Together, they constitute an important aspect in different stages of the education process, aiming at providing students with a comprehensive and balanced educational experience, cultivating their knowledge, skills and moral quality, and preparing for their future study and career.



Li Na (2017) concludes that the meaningful verbal learning theory has the following five steps in teaching:

Step 1 Raise the question: It is the beginning of teaching activities. Teachers stimulate students' interest and curiosity in learning by asking enlightening questions. The content of the question can revolve around the subject to be studied, or it can lead students to recall what they have learned before. By asking questions, teachers can understand students' cognition of specific topics, so as to better guide teaching.

Step 2 Transformation: In the process of teaching activities, teachers may need to transform complex concepts, theories or applications into more understandable forms. This may involve using examples, diagrams, metaphors or other teaching tools to help students better understand and master new knowledge.

Step 3 Evaluation: Teachers need to regularly evaluate students' learning progress and achievements. This can be done through tests, homework, classroom performance or students' self-evaluation. Evaluation can not only help students understand their own learning effect, but also help teachers understand the teaching effect so as to make necessary adjustments.

Step 4 Analyze data: Teachers need to analyze and interpret the evaluation results. This includes understanding what students are doing well, what needs further help, and what teaching methods are effective and what need improvement. Through the analysis of these data, teachers can understand the needs of students and adjust teaching strategies.

Step 5 Summary and reflection: After a series of teaching activities, teachers need to summarize the teaching process and results, and reflect on students' learning effects and their own teaching strategies. Summary and reflection can help teachers understand the success and failure of teaching, so as to make improvements in future teaching. These five steps together constitute a complete teaching process related to meaningful learning theory, which is of great significance for improving teaching quality and students' learning effect.

Wang Junlin (2017) meaningful verbal learning the following five steps.

Step 1 Attention process: Attention is the direction and concentration of psychological activities on a certain object. In the teaching process, attention is an

important prerequisite for students to learn, and teachers need to guide students to focus on specific learning tasks or activities to help them better understand and master knowledge. For example, teachers can use vivid explanations, interesting examples or intuitive demonstrations to attract students' attention.

Step 2 Keep the attention process: Attention-keeping refers to students' ability to stay focused and pay continuous attention in the learning process. In the teaching process, teachers need to design some activities and exercises to help students keep their attention, for example, to stimulate students' interest and enthusiasm in learning through group discussion and interactive games. In addition, teachers can help students keep their attention through reasonable classroom management, for example, making clear learning rules and giving appropriate rewards.

Step 3 Evaluation: Evaluation is an indispensable link in the teaching process, which is a process of measuring and evaluating students' learning achievements. Evaluation can not only help teachers understand students' learning situation and progress, but also help students find their own problems and shortcomings, and then adjust their learning strategies. In the process of teaching, teachers need to design reasonable evaluation methods, for example, through exams, homework, classroom performance and other ways to evaluate students' learning achievements.

Step 4 Strengthen the motivation of learning after being encouraged: In the teaching process, teachers need to give students appropriate encouragement and affirmation to enhance their learning motivation and self-confidence. When students make progress or show a good learning attitude, teachers need to give affirmation and praise in time, which can motivate students to study harder. In addition, teachers can also enhance students' learning motivation by setting an example for students and introducing successful experiences.

Step 5 Presentation of results and summary: In the teaching process, teachers need to regularly introduce the learning results and give feedback to students. This can help students understand their learning situation and progress, and at the same time help them find their own problems and shortcomings. The ways to introduce the results can be diversified, for example, through class summary, group discussion, individual counseling and so on. In the teaching process, summary is a process of

reviewing and summarizing the whole teaching process. Summarization can help teachers and students understand the effects and shortcomings of teaching, and also provide them with some enlightenment and thinking. In the process of summing up, teachers can guide students to review the whole learning process, discuss learning achievements and problems, share experiences and feelings, and at the same time, they can also encourage students to put forward their own suggestions and opinions to help them better develop their potential in future learning. In summary, the application of attention process, attention-keeping process, evaluation, enhancing learning motivation after being encouraged, presentation of results and summary in teaching are interrelated and supportive. Together, they constitute a complete teaching process, which helps teachers to better guide and guide students' learning and improve their learning effect and comprehensive quality.

Yuan Lin (2019) believe that the teaching steps of meaningful verbal learning include the following four steps:

Step 1 Preparation: Students need to be Preparedness before learning, including physical and psychological preparation. If students lack the necessary preparation in the learning process, they will not be able to absorb knowledge effectively. Therefore, teachers need to understand students' background and previous knowledge level, design teaching content and methods suitable for students, and help students prepare for learning. For example, before teaching new course content, teachers can review the relevant knowledge that students have already mastered as a preparation for learning new knowledge.

Step 2 Practice: Practice is an indispensable part of the learning process. Through repeated practice, students can deepen their understanding of knowledge and improve their skills and performance. Therefore, teachers need to design appropriate exercises and practical activities to encourage students to practice repeatedly. At the same time, teachers need to give students timely feedback and guidance to help them correct their mistakes and improve their learning effect. For example, when teaching mathematical formulas, teachers can design a series of exercises to help students practice the application of formulas repeatedly.

Step 3 Effect Law: Learning should produce practical effects, that is, students' learning achievements need to be related to their practical application or life. If learning can't produce practical results, then learning will become meaningless. Therefore, teachers need to link the teaching content with students' practical application or life to help students understand the significance and value of learning. At the same time, teachers also need to create a positive learning environment, so that students can feel the fun of learning and a sense of accomplishment. For example, when teaching Chinese, teachers can guide students to apply what they have learned to practical communication, so as to improve their oral Chinese expression ability.

Step 4 Application: Application usually refers to the process of applying learned knowledge or skills to real life or specific situations. This process involves the understanding, memory and application of what you have learned, and it is one of the important links in learning. In the process of learning, people usually acquire knowledge and skills through classes, books, videos and discussions.

Zhang Guoping (2020) believe that the teaching steps of meaningful verbal learning include the following five steps:

Step 1 Attract attention: By showing interesting cases, stories or questions related to the learning content, we can stimulate students' curiosity and thirst for knowledge and guide them to take the initiative to pay attention to the learning content. Make clear the learning objectives of this lesson to students, and let them know the knowledge points to be learned and the expected learning effect, so as to concentrate their attention in a targeted manner.

Step 2 Transform knowledge: Help students understand the basic concepts, principles and logical relations of new knowledge through clear and vivid explanations. Combined with concrete examples, abstract knowledge is transformed into vivid images to help students better understand and remember. Encourage students to ask questions and express their opinions, and deepen their understanding and knowledge through interactive discussions between teachers, students and students.

Step 3 Timely evaluation: Design some self-test exercises closely related to the learning content, so that students can complete them independently to test their mastery of new knowledge. Organize students to evaluate each other in groups, so

that they can check the completion of exercises and exchange their learning experiences. Teachers comment on the students' practice results, point out the existing problems and shortcomings, affirm their progress and advantages, and encourage them to continue their efforts.

Step 4 Application: Create practical situations related to learning content, so that students can use what they have learned to solve problems in a simulated environment and improve their practical ability and application level. Select some typical cases for students to analyze and discuss, and guide them to apply what they have learned to solving practical problems.

Step 5 Summarizing the communication: Guide students to sort out and review the learning content of this lesson and help them form a complete knowledge system. Encourage students to share their learning experience and experience, so that they can learn from each other, learn from each other and improve together. According to students' learning situation and teaching objectives, appropriate after-school homework is arranged to consolidate and expand the knowledge they have learned. In summary, through the above five meaningful teaching steps, students can learn meaning better and improve their learning effect and application ability. At the same time, teachers should also pay attention to students' individual differences and needs, and flexibly adjust teaching strategies and methods to meet the learning needs of different students.

Based on the theory of Feng Shangliang (2017); Wang Junlin (2017); Li Na (2017); Yuan Lin (2019); and Zhang Guoping (2020), the researchers summarized Synthesizing meaningful verbal learning theory steps as the following Table 2.1.

**Table 2.1** Synthesizing meaningful verbal learning theory steps

Feng Shanliang (2017)	Wang Junlin (2017)	Li Na (2017)	Yuan Lin (2019)	Zhang Guoping (2020)	My research detail
1) Discipline knowledge learning	1) Attention process	1) Raise the question of interesting learners Handling questions	1) Preparation law	1) Attract attention	1) Attention
2) Skills mastery stage	2) Keep the attention process	2) Transformation	2) Practice law	2) Transform knowledge	2) Transformation
3) Moral quality improvement	3) Evaluation	3) Evaluation	3) Law of effect	3) Timely evaluation	3) Evaluation
4) Standardized development	4) Strengthen the motivation of learning after being encouraged	4) Analyze data	4) Application	4) Application	4) Application
	5) Presentation of results and summary	5) Summary and reflection		5) Summarizing the communication	5) Summary

From table 2.1 the meaningful verbal learning theory is systematic learning method, which is to help students better understand and apply what they have learned. Learning should be meaningful, and students need to connect new learning materials with existing knowledge in order to establish a stronger cognitive structure and focuses on the meaning and concepts of learning materials, rather than simply memorizing information. The researcher has taken the views of the academic importance of mentoring from many academics and integrated and synthesized into 5 steps used in developing lesson plans: 1) Attention, 2) Transformation, 3) Evaluation, 4) Application, and 5) Summary. The following reasons:

Step 1 Attention: using the first step and second step of Wang Junlin (2017) and the first step of Zhang Guoping (2020) in the teaching process, attention is an important prerequisite for students to learn, and teachers need to guide students to focus on specific learning tasks or activities to help them better understand and master knowledge. And keep the attention process: Attention-keeping refers to students' ability to stay focused and pay continuous attention in the learning process. In the teaching process, teachers need to design some activities and exercises to help students keep their attention.

Step 2 Transformation: using the second step of Li Na (2017) and Zhang Guoping (2020) in the process of teaching activities, teachers may need to transform complex concepts, theories or applications into more understandable forms. This may involve using examples, diagrams, metaphors or other teaching tools to help students better understand and master new knowledge.

Step 3 Evaluation: integrating the third step of Wang Junlin (2017); Li Na (2017); and Zhang Guoping (2020) an evaluation is an indispensable link in the teaching process, which is a process of measuring and evaluating students' learning achievements. Evaluation can not only help teachers understand students' learning situation and progress, but also help students find their own problems and shortcomings, and then adjust their learning strategies. In the process of teaching, teachers need to design reasonable evaluation methods. This can be done through tests, homework, classroom performance or students' self-evaluation.

Step 4 Application: using the fourth step of Yuan Lin (2019) and Zhang Guoping (2020) in the process, application usually refers to the process of applying learned knowledge or skills to real life or specific situations. This process involves the understanding, memory and application of what you have learned, and it is one of the important links in learning. In the process of learning, people usually acquire knowledge and skills through classes, books, videos and discussions.

Step 5 Summary: using the fifth step of Li Na (2017) and Zhang Guoping (2020) summary and reflection: after a series of teaching activities, teachers need to summarize the teaching process and results, and reflect on students' learning effects and their own teaching strategies. Summary and reflection can help teachers understand the success and failure of teaching, so as to make improvements in future teaching.

These five steps together constitute a complete teaching process related to meaningful learning theory, which is of great significance for improving teaching quality and students' learning effect.

### **Achievement of Chinese reading**

Chinese reading course is a course based on meaningful verbal learning to improve students' reading achievement. Reading ability refers to the ability of students to acquire, understand and apply new knowledge. Learning ability can be cultivated and improved. Adopt correct learning methods, cultivate good study habits, use various learning methods flexibly, and constantly reflect and adjust students' learning process. Reading is an indispensable important content in the teaching of primary school Chinese curriculum. It is based on the teaching of teaching in life, trying to allow students to cultivate language cognitive ability and understanding through the learning and understanding of reading materials. In the following, it is of great significance to enhance the Chinese reading ability of primary school students through effective reading teaching. In the Chinese reading teaching in daily elementary school, let students experience the fun of reading, attract students' attention, develop good reading habits, thereby enhancing students' reading results.



### 1. Meaning of achievement of Chinese reading

Achievement of Chinese reading can reflect a person's reading comprehension and thinking ability. Reading ability includes the ability to understand, analyze and evaluate the text, while thinking ability includes the ability of logical reasoning, judgment and analysis, induction and summary. These abilities are crucial to a person's academic and professional development. Secondly, achievement of reading can also reflect a person's language ability and cultural literacy. Reading is one of the important ways of language input. Through reading, we can accumulate vocabulary, master grammar rules and understand language expressions. At the same time, reading can also help people broaden their horizons, understand knowledge in different cultural backgrounds and improve their ability of cross-cultural communication. In addition, achievement of reading can also reflect a person's learning ability and learning attitude. Reading requires concentration, patience and perseverance, and these qualities are also necessary for learning other disciplines and fields. By improving achievement of reading, we can cultivate these qualities and improve our learning ability and efficiency.

Lu Cuihong (2017) Students' interest in reading and recitation can be cultivated in Chinese teaching, so as to improve their interest in learning Chinese. Meanwhile, teaching should be closely related to life. In addition to the students themselves need to have a meaningful desire to learn, when teachers design classroom teaching, they must take into account students' desire for meaningful learning, and the value of carefully preparing language for students at the connection point of new and old knowledge can only be seen in the use of its charm. You can never learn any language well if you study it without practicing it. Therefore, in the Chinese class, students should speak more and express their opinions and ideas as much as possible. Only by creating familiar life situations can students' interest in learning be stimulated to a greater extent.

Wang Xiaomei (2019) believed that the qualitative of the Chinese discipline according to the curriculum standard issued by the Ministry of Education is "Chinese discipline is the unity of humanity and instrumentality." The rich humanistic connotation of Chinese curriculum is the deepest leadership to the people's spiritual field. The widest. Therefore, in classroom teaching, teachers use textbooks as a leading

book to choose books that are connected to the content of the textbooks to enrich the reading experience of students and stimulate students' imagination. Such books should include various books, including natural sciences, humanities and social sciences, especially literary and famous books are more conducive to improving students' Chinese literacy and Chinese reading results. Students will integrate the reading content and process them with new texts that reflect their thoughts and carry their emotions in rich language. Elementary students want to show their life experience or inner world in a complete manner, they need to learn a correct and suitable expression through classroom learning, which creates conditions for teachers to carry out Chinese reading teaching.

Zhang Jinjin (2020) believed that in Chinese reading teaching, only by creating a good Chinese learning atmosphere can teachers stimulate the learning interest and autonomy of Chinese students' language reading, so that they can actively participate in classroom learning, so as to improve improvement The purpose of the quality and efficiency of primary school Chinese teaching. If you want to achieve good results in Chinese reading results, teachers must innovate teaching methods. In addition to carefully explaining the basic knowledge articles and central ideas of Chinese, we must also create a good Chinese learning atmosphere for students in a diversified way, so that students can relax easily better learning in a happy learning atmosphere. For example, teachers can carry out Chinese teaching activities through scenario teaching methods, game teaching methods, role -playing teaching methods, etc., and stimulate students to participate in the autonomy of classroom learning, thereby improving students' Chinese reading achievements.

The outline of the New Chinese Curriculum Reform (2022). Chinese is the basis of all disciplines, and is the general basis and means for writing, expressing and understanding the meaning of questions. The importance of meaningful learning in Chinese teaching is becoming increasingly prominent. Ausubel believes that students' learning should be as meaningful as possible if it is valuable. Objectively, the learning material itself has logical meaning. Subjectively, learners should have appropriate concepts in their original cognitive structure that can be used to assimilate new knowledge. In terms of the subjective and objective conditions of students' learning,

the logical and progressive arrangement of teaching materials foreshadows students' learning of meaning. The knowledge you already know provides the basis for assimilating new knowledge. Therefore, students should pay attention to the accumulation of knowledge in and out of class.

In summary, the meaning of Chinese reading achievement refers to the knowledge and ability that arises from students' learning to read in order to understand the text or content they read, in Chinese reading comprehension for students, which includes understanding the meaning of passages, making inferences, and summarizing information. Reading ability can change people's life. Students can open their horizons, increase their knowledge, open mind, and shape their character through reading. The purpose of reading is to accumulate, the purpose of accumulation is to use. Give full play to the advantages of Chinese reading and find more skills and methods to improve reading effects. Therefore, in the Chinese class, students should speak more and express their opinions and ideas as much as possible. Only by creating familiar life situations can students' interest in learning be stimulated to a greater extent.

## 2. Importance of achievement of Chinese reading

Shi Liangfang (1994) the new curriculum reform of basic education in China is being carried out in depth, and curriculum implementation is the central link of the new curriculum reform, which is embodied in classroom teaching. Based on the research, we find that Ausubel's meaningful learning theory is of great guiding significance to the reform of teaching, the improvement of teaching quality and effectiveness, and the promotion of new curriculum reform. Pay attention to give play to students' autonomy in learning. Fundamentally speaking, it is the independence, initiative, enthusiasm and innovation that students show in the interaction between teachers and students, and it is the maximum play of students' subjective active role. The emphasis on giving play to students' learning autonomy in teaching coincides with ausubel's teaching behavior that learners have subjective initiative, which is the primary characteristic of classroom learning.

McQuillan, J. (2020) The importance of reading achievement lies in its positive influence on personal learning and development. Reading is an important way to acquire knowledge, master information, improve thinking ability and cultivate creativity.

By improving reading scores, individuals can expand their knowledge, enhance their critical thinking ability, enhance their expressive ability, and gain more opportunities in their academic and professional development.

Han Tao (2021) Points out that meaningful speech acceptance learning is actually the most important mode of acquiring and maintaining such knowledge in school or similar learning environment. First of all, it should be made clear that some scholars point out that the weakness of expository teaching and acceptance teaching is not inherent in it-self, but caused by its misuse and abuse. Most first-line teachers understand that when necessary supplement some concrete instances, the words of the expository teaching actually is the most effective way of teach pupils the subject content, while in the process of studying ancient Chinese poems, the learner's independent discovery is indispensable, but found that learning throughout all classroom activities, due to the obscure poems, and it contains profound philosophic theory and so on, However, as a very useful auxiliary teaching method of ancient poetry, it is very necessary for the development of problem solving skill and learning how to discover new knowledge. Poems in the process of teaching in the elementary school higher grades, therefore, the words of the meaningful reception learning and discovery learning, learners can be more solid, broader access to related knowledge and deep understanding of those ancient poetry connotation, clear poetry contains the philosophy, and improve the elementary school higher grades in the significance of continuous learning poems teaching efficiency.

In summary, the importance of achievement of Chinese reading, people can learn how to understand, analyze and think about problems and also learn how to express, communicate and share their views. At the same time, reading can help people shape good character and stimulate people's creativity and imagination. Through reading, people can be exposed to different ideas, cultures and ideas, thus stimulating their creativity and imagination. Reading is a lifelong learning habit, which can make people learn, grow and progress continuously. Through reading, people can constantly update their knowledge, keep up with the pace of the times, and maintain their desire and pursuit of knowledge.

### 3. Measurement and Evaluation of Chinese reading achievement

China Ministry of Education (2022) Chinese reading achievement measurement is an important means to evaluate students' reading ability and level. Through the test, teachers can understand students' reading comprehension, vocabulary, sentence processing, paragraph understanding and overall grasp, so as to provide students with targeted reading guidance and help. Chinese Curriculum Standard clearly stipulates that the evaluation standard of primary school students' reading achievement test will elaborate the formulation steps and methods of evaluation standard from the following aspects:

1) Reading speed: Reading speed is an important index to measure students' reading efficiency, and fast reading helps students get more information in a limited time. Evaluation method: You can calculate the correct rate or the time taken for students to complete reading materials within the specified time. For example, finish a 1000-word reading material in 30 minutes and count the correct rate of students. Standard setting: comprehensively evaluate students' reading speed according to the correct rate and the time spent.

2) Understanding achievement: Understanding achievement is the core ability in reading test, which directly determines the students' understanding of reading materials. Evaluation method: Multiple choice questions and short answer questions can be used to test students' comprehension ability. For example, set questions about the main idea, detailed information and author's intention of reading materials, and observe students' mastery. Standard setting: comprehensively evaluate students' understanding ability according to the correct rate, the thinking of answering questions and the time spent.

3) Appreciation achievement: Appreciation achievement is an important skill that students need to have in reading comprehension. Through emotional expression, we can better understand the deep meaning of reading materials and understand the thoughts and feelings that the author wants to convey. Evaluation method: Inference questions and logical sorting can be used to test students' reasoning ability. For example, the author's point of view, attitude or intention can be inferred from the detailed information in the reading materials. Standard setting: comprehensively

evaluate students' reasoning ability according to the accuracy, logic and rationality of inference.

4) Application achievement: Through reading, students can acquire information, expand their knowledge and apply what they have learned to real life. Evaluation method: Situation simulation and problem solving can be used to test students' application ability. For example, set up situational simulation questions, let students choose appropriate reading materials according to the situation, and propose solutions to the problems in the situation. Standard setting: comprehensively evaluate students' application ability according to the rationality of situation simulation, the accuracy of knowledge application and the efficiency of problem solving.

In summary, when formulating the evaluation standard of Chinese reading achievement test in the fifth grade of primary school, students' comprehension ability, vocabulary knowledge, grammar and expression, reading speed, reasoning ability, attitude and interest, application ability, innovative thinking, reading habits and critical thinking should be comprehensively considered. Through diversified evaluation methods and comprehensive evaluation standards, students' reading ability and comprehensive quality can be evaluated more accurately, and targeted guidance can be provided for improving students' reading performance.

Hu Xinhui (2019) Single-choice question is one of the main types used in the test, the purpose is to test the student's mastery of the knowledge and the ability to distinguish and analyze, the question stem in the design of a variety of options are often confusing. Each question has a correct choice. The other choices are either incorrect or wrong. Students are asked to compare the four choices and choose the one that is correct and conforms to the question. The common types of single choice questions are best choice, combination choice, fill-in-the-blank choice, material, citation choice, causal choice and so on. No matter how the question type changes, the key is to choose only one item. This term is either the "best term" or the "only term." The types of single-choice questions describe their characteristics as follows:

1. Fill in the blank multiple-choice questions. Usually, the text content is used as background material, mainly to test students' recognition ability, and students are generally required to select the missing content in blank spaces.

2. Combination multiple-choice questions. This type of multiple-choice question is essentially a transformation of indefinite multiple-choice questions, aimed at increasing the difficulty of single choice questions, mainly testing students' ability to comprehensively analyze and think from multiple perspectives.

3. True or False Multiple-Choice Questions. This type of multiple-choice question mainly tests students' ability to distinguish right from wrong, requiring them to make judgments about what is or is not related knowledge, and mainly tests their understanding of the text.

4. Causal multiple-choice questions. In this type of multiple-choice question, there is a causal relationship between the question stem and the question limb, and the "result" is usually provided by the question stem, and the reason is selected in the question limb.

5. Citation style multiple-choice questions. This type of multiple-choice question usually quotes certain statements from someone or a certain text, allowing students to analyze the reasoning behind them, mainly testing their understanding, analysis, synthesis, and evaluation abilities.

In summary, Chinese reading achievement test is an important means to evaluate students' Chinese reading ability and level. Through the test, teachers can fully understand students' abilities in Chinese reading comprehension, vocabulary understanding, sentence understanding, paragraph understanding and overall understanding. According to the test results, teachers can provide targeted reading guidance and help for students in order to improve their reading ability and level. In this research measured understanding reading by achievement tests after receiving learning according to the meaningful verbal learning method, created by the researcher It is a multiple-choice test with 4 choices.

## **Related Research**

Li Na (2017) studied the research on the teaching of reading guidance of famous work in Junior Middle School Chinese Based on meaningful verbal learning. The experimental group was 50 Junior Middle school students in Class 7 of Grade 9 and 50 Junior Middle school students in Class 8 of Grade 9. Carry out meaningful

learning theory teaching and use test questions to measure and evaluate students' reading level. The results show that most students' reading achievement and reading ability have been significantly improved.

Yang Lu (2017) used meaningful learning theory teaching to improve middle school students' reading performance. There are 40 students in Grade 8 and 40 students in Class 1 of Grade 8 in the experimental group. Using the method of meaningful learning theory to teach middle school students short story reading, the research results show that most middle school students' reading scores have improved obviously. It is concluded that carrying out reading teaching activities according to the theory of meaningful learning can effectively improve middle school students' reading achievement and reading level.

Zhang Xiufeng (2018) used meaningful learning to improve primary school students' reading performance. In the experimental group, there are 35 students in grade three. The research results show that most primary school students' reading scores have improved and show that carrying out reading teaching activities according to the theory of meaningful learning can effectively improve students' reading achievement and reading ability.

Zhang Yanming (2019) used meaningful verbal learning to improve the reading results of junior high school students. The experimental group was 30 in the ten-grade of junior high school and 30 in the first class of the ten-grade. Using the method of meaningful learning theory to teach junior high school students reading courses, the research results show that most students' reading achievement have been improved. It is concluded that Chinese teaching should face all students and pay attention to the cultivation of students' emotions. Finally, can improve students reading achievement.

Huang Yanqing (2019) used meaningful verbal learning to improve primary school students' reading results. The experimental team was 45 students in the third grade of Kongjia Elementary School in Hubei and 45 in class 2. Using action research method to observe and reflect on your teaching behavior in research, teach with the theory of meaningful learning and observe and reflect on your teaching behavior in the research according to the action research method. The result of the study is that



middle school students' reading achievement has been significantly improved through meaningful learning theory teaching.

In summary, reading lessons is an important role in Chinese teaching activities. It is one of the main contents of Chinese teaching, and also a way to cultivate students' reading ability and implement humanistic education. Because reading teaching not only has the value of obtaining information, accumulating knowledge, cultivating ability and intellectual development, but also has the value of emotion and characterization. Therefore, according to the above research results, it shows that carrying out reading teaching activities according to the theory of meaningful learning can effectively improve students' reading achievement and reading ability.

# Chapter 3

## Research Methodology

Using meaningful verbal learning to improve achievement of Chinese reading course for fifth-grade primary school students. The research using experimental research methodology have the following procedures: 1) To improve achievement of Chinese reading course using meaningful verbal learning for fifth-grade primary school students. 2) To compare student's achievement of Chinese reading course between before and after the implementation base on meaningful verbal learning.

The researchers have the following procedures.

1. The population /the sample group
2. Research Instruments
3. Data Collection
4. Data Analysis

### **The population / Sample Group**

#### **Population**

There were 60 fifth-grade primary school students with 2 classes from Yantai Oriental Foreign Language Experimental School, Shandong City, China, and 30 students in each class. (There were students' mixed ability: high, medium, and low-level abilities.)

#### **The Sample Group**

There were 30 fifth-grade primary school students with 1 class from Yantai Oriental Foreign Language Experimental School, Shandong City, China, Through the cluster random sampling.

## Research Instruments

Using meaningful verbal learning to improve achievement of Chinese reading course for fifth-grade primary school students. The procedures for creating research instruments were as follows:

### 1. Lesson plans

Procedures for lesson plan according to the meaningful verbal learning theory creating lesson plans details were as follows:

1.1 Studied the Ministry of Education "Chinese Language Curriculum Standards for Compulsory Education (2022)", to serve as a guideline for developing lesson plans. In addition, studied of concepts from documents, and related research to create lesson plans using meaningful verbal learning to improve students' Chinese reading achievement for teaching 1) Short story, 2) Narrative, and 3) Ancient poetry. Each lesson plan includes elements topic: 1) Content, 2) Objectives of Learning, 3) Main concept, 4) Introduction, 5) Learning content of reading, 6) Learning Activity, 7) Measurement and Evaluation, 8) Instructional Media, and 9) Learning Schedule for teaching.

1.2 Created 3 lesson plans on the subject about Short story, Narrative and Ancient poetry total 22 hours and 30 minutes. Researcher has studied the documents and related research about meaningful verbal learning theory and studied information from many researchers: Feng Shangliang (2017); Wang Junlin (2017); Li Na (2017); Yuan Lin (2019); and Zhang Guoping (2020). And synthesized into 5 steps used in developing lesson plans: 1) Attention, 2) Transformation, 3) Evaluation, 4) Application, and 5) Summary.

Step 1: Attention. Attention is an important prerequisite for students to learn, and teachers need to guide students to focus on specific learning tasks or activities to help them better understand and master knowledge. And keep the attention process: Attention-keeping refers to students' ability to stay focused and pay continuous attention in the learning process. In the teaching process, teachers need to design some activities and exercises to help students keep their attention.

Step 2: Transformation. Understand students' knowledge level and create an effective advance organizer (provide a more advanced guiding organizer than the materials learned before teaching). Teacher may need to transform complex concepts,

theories or applications into more understandable forms. This may involve using examples, diagrams, metaphors or other teaching tools to help students better understand and master new knowledge.

Step 3: Evaluation. Evaluation is an indispensable link in the teaching process, which is a process of measuring and evaluating students' learning achievements. Evaluation can not only help teachers understand students' learning situation and progress, but also help students find their own problems and shortcomings, and then adjust their learning strategies. In the process of teaching, teachers need to design reasonable evaluation methods. This can be done through tests, homework, classroom performance or students' self-evaluation. Evaluation is to understand the students' learning progress, diagnose and find the problems existing in the students' learning process, help teachers understand the needs of students' development, and thus improve students' reading ability.

Step 4: Application. Application usually refers to the process of applying learned knowledge or skills to real life or specific situations. This process involves the understanding, memory and application of what you have learned, and it is one of the important links in learning. In the process of learning, people usually acquire knowledge and skills through classes, books, videos and discussions. Students use and solve problems flexibly in reading comprehension according to the reading methods they have learned.

Step 5: Summary. After completing the course, students should summarize and reflect, review the methods of problem solving, discuss the advantages of the solutions and improvement measures, and improve students' reading ability. After a series of teaching activities, teachers need to summarize the teaching process and results, and reflect on students' learning effects and their own teaching strategies. Summary and reflection can help teachers understand the success and failure of teaching, so as to make improvements in future teaching.

1.3 When the lesson plan is completed, the researcher presented this to the thesis advisor. To check the suitability and consistency of the content, the appropriateness of the learning activities and the feasibility of the activities in accordance with the learning objectives. Then improve according to suggestions.

1.4 After revised lesson plans and took them to 3 experts to consider the contents and completeness of the lesson plans with the learning objectives, contents, learning activities, instructional media, measurement and evaluation. And analyzed the index of Item Objective Congruence (IOC) as a criterion for considering the consistency of the learning management plan as follows:

Rating is +1 There is an opinion that “consistent to relevant”

Rating is 0 There is an opinion that “Not sure it consistent to relevant”

Rating is -1 There is an opinion that “Inconsistent with relevant”

Each lesson plan had an Index of Item Objective Congruence (IOC) greater than or equal to 0.50, so it was considered suitable for use in research. The result of IOC of the lesson plans has an IOC = 1.00 for all questions. And using meaningful verbal learning theory to assess the suitability of the lesson plans, the result found that, the most suitable for Short story, Narrative and Ancient poetry.

1.5 Improve the teaching plan according to experts' recommendations before using it to teach with real samples.

## **2. Chinese reading achievement test (multiple-choice).**

Steps for creating Chinese reading achievement test with multiple-choice 4 choices. The steps for creating and analyzing quality are as follows.

2.1 Study the theory: Principles and methods of creating multiple choice tests from documents, textbooks and related research.

2.2 Create multiple-choice parallel tests to be used as pretest and posttest tests on 3 contents were Short story, Narrative and Ancient poetry, each content was 24 questions, totally 72 questions to measure students' achievement of Chinese reading course. The scoring criteria 1 point for correct answer and 0 point for wrong answer.

2.3 Suggest the multiple-choice test to the thesis advisor. Check for accuracy and make improvements as suggested.

2.4 The multiple-choice test is handed over 3 experts for measurement and evaluation. Check the content validity, analyzed an IOC. The criteria for judging the consistency of the test are as follows:

Rating is +1 There is an opinion that “consistent to objective of learning”

Rating is 0 There is an opinion that “Not sure it consistent to objective of learning”

Rating is -1 There is an opinion that “Inconsistent with objective of learning”

The Index of Item Objective Congruence (IOC) result of each question = 1.00 for all questions.

2.5 Improve and revise tests that have been verified by experts. Then take it to try out with students who were not a sample group for 30 students to analyze the quality of the test.

2.6 Check the quality of each item test. The results were analyzed for difficulty value ( $p$ ) and discrimination power ( $r$ ) of the test. Tests were selected with difficulty value in the range of 0.20-0.80 and discrimination power of 0.20-1.00. (Landis, J. R., & Koch, G. G. 1977).

Criteria for interpreting the difficulty value ( $p$ ) of the test

Difficulty value ( $p$ )	Meaning
0.81 – 1.00	Very easy (should be improved or eliminated)
0.60 – 0.80	Fairly Easy (Good)
0.40 – 0.59	Moderately difficult (very good)
0.20 – 0.3	Quite Difficult (Good)
0.00 – 0.19	Very difficult (should be improved or eliminated)

Criteria for interpreting the discrimination power ( $r$ ) of the test

Discrimination power ( $r$ )	Meaning
0.60 – 1.00	Very good classification
0.40 – 0.59	well classified
0.20 – 0.39	Classified
0.10 – 0.19	Hardly distinguishable (Should be improved or eliminated)
-1.00 – 0.09	Not distinguishable at all (Should be improved or eliminated)

The results of the quality of the questions found that there were 60 questions, difficulty value (p), discrimination power (r), and reliability: 1) Short story, there were 18 questions (p=0.43-0.73, r=0.27-0.47), 2) Narrative, there were 20 questions (p=0.57-0.77, r=0.20-0.40), and 3) Ancient poetry, there were 22 questions (p= 0.47-0.73, r= 0.20-0.40). After that dividing the items test into 2 sets for pretest (30 questions) and posttest (30 questions). And checking the quality of the Chinese reading test confidence values for the entire document are determined by Kuder Richardson's method (KR-20) = 0.85

### Data Collection

The data collection is as follows.

1. Coordinate with 3 professional scholars experts dispense official document from Bansomdejchaopraya University professional scholars experts and give information about data collection process and research instruments is lesson plans according to the meaningful verbal learning theory and Chinese reading achievement test and checklist form about quality of instructional model for consideration (Index of Items Objective Congruence: IOC). And collect data from 3 professional scholars experts to analyzed the data.
2. This research was experimental research according to One Group Pretest-Posttest Design as follow table 3.1

**Table 3.1** Experimental design

Group	Pretest	Experimental	Posttest
R	O <sub>1</sub>	X	O <sub>2</sub>

The meaning of the symbols used in the experimental design.

R means Random Sampling

X means experimental

O<sub>1</sub> means Pretest

O<sub>2</sub> means Post-test

This research the data collection was as follows.

1. Contact with the Graduate School Bansomdejchaopraya Rajabhat University to request an official letter for an expert to inspect research equipment.

2. Organize an orientation before starting the experiment to understand students how to study meaningful verbal learning theory and the benefits that will be gained from taking the ability test and learning activities during the experiment.

3. Test before teaching (Pretest) with 30 fifth-grade primary school students from YanTai Oriental Foreign Language Experimental School, Shandong City, China, in the second semester of the academic year 2023, which was a sample group, and checked the score record in order to analyzed the data.

4. The sample group learned the Chinese reading course, according to a lesson plan developed by using the meaningful verbal learning theory in 10<sup>th</sup>-15<sup>th</sup> January 2024, totally 22 hours 30 minutes, excluding the days of pretest and posttest, as follow in Table 3.2

**Table 3.2** Teaching schedule for Chinese reading Course

Content/Date	Teaching Process
Short story	Introduction
10 <sup>th</sup> -11 <sup>th</sup> January 2024	learning content of reading Using meaningful learning theory teaching 5 steps
Narrative	1) Attention
12 <sup>th</sup> -13 <sup>th</sup> . January 2024	2) Transformation
	3) Evaluation
Ancient poetry	4) Application
14 <sup>th</sup> -15 <sup>th</sup> . January 2024	5) Summary

5. After all the content has been taught, a proficiency test was given to a sample group (Pretest) with 30 students in primary school students from YanTai Oriental Foreign Language Experimental School, Shandong City, China, in the second semester of the academic year 2023, Then check and score according to the scoring standards formulated. Once the scores have been reviewed and combined, the scores are submitted for further research data analysis.



## Data Analysis

The data analyzed as follows.

1. Verify and analyze the effectiveness of Chinese reading courses based on meaningful verbal learning. Based on the consistency index (Index of Items Objective Congruence: IOC)

2. Quantitative data were analyzed through descriptive statistics; means, and standard deviation.

3. Quantitative data were analyzed through inferential statistics; then calculate the different score of achievement of Chinese reading between before and after using meaningful verbal learning were analyzed through t-test for dependent samples.

# Chapter 4

## Results of Analysis

Using meaningful verbal learning to improve achievement of Chinese reading course for fifth-grade primary school students and to compare student's achievement of Chinese reading course between before and after the implementation base on meaningful verbal learning.

The data analysis result can be presented as follows:

1. Symbol and abbreviations
2. Results of data analysis

The details are as follows.

### Symbol and Abbreviations

- n means the number of students
- $\bar{X}$  means the average
- SD. means the standard deviation
- D means the difference in scores between pretest and posttest
- df means degree of freedom
- t means the statistical value to be used in the t-test
- P means probability value
- \*\* means statistical significance at the level .01

### Results of Data Analysis

Using meaningful verbal learning to improve achievement of Chinese reading course for fifth-grade primary school students. The researcher has presented the results of data analysis in the following order:

### **Part 1: The improvement achievement of Chinese reading course using meaningful verbal learning**

Firstly, the researcher studied the documents and related research about meaningful verbal learning theory and studied information from many researchers: Feng Shangliang (2017); Wang Junlin (2017); Li Na (2017); Yuan Lin (2019); and Zhang Guoping (2020). In this research, the researcher synthesized into 5 steps used in developing lesson plans: 1) Attention, 2) Transformation, 3) Evaluation, 4) Application, and 5) Summary. The following reasons:

Step 1 Attention: using the first step and second step of Wang Junlin (2017) in the teaching process, attention is an important prerequisite for students to learn, and teachers need to guide students to focus on specific learning tasks or activities to help them better understand and master knowledge. And keep the attention process: Attention-keeping refers to students' ability to stay focused and pay continuous attention in the learning process. In the teaching process, teachers need to design some activities and exercises to help students keep their attention.

Step 2 Transformation: using the second step of Li Na (2017) in the process of teaching activities, teachers may need to transform complex concepts, theories or applications into more understandable forms. This may involve using examples, diagrams, metaphors or other teaching tools to help students better understand and master new knowledge.

Step 3 Evaluation: integrating the third step of Wang Junlin (2017) and the third step of Li Na (2020) an evaluation is an indispensable link in the teaching process, which is a process of measuring and evaluating students' learning achievements. Evaluation can not only help teachers understand students' learning situation and progress, but also help students find their own problems and shortcomings, and then adjust their learning strategies. In the process of teaching, teachers need to design reasonable evaluation methods. This can be done through tests, homework, classroom performance or students' self-evaluation.

Step 4 Application: using the second step of Yuan Lin (2019) in the process, application usually refers to the process of applying learned knowledge or skills to real life or specific situations. This process involves the understanding, memory and

application of what you have learned, and it is one of the important links in learning. In the process of learning, people usually acquire knowledge and skills through classes, books, videos and discussions.

Step 5 Summary: using the fifth step of Li Na (2017) summary and reflection: after a series of teaching activities, teachers need to summarize the teaching process and results, and reflect on students' learning effects and their own teaching strategies. Summary and reflection can help teachers understand the success and failure of teaching, so as to make improvements in future teaching.

Secondly, the researcher created lesson plan with elements: Content, Objectives of Learning, Main concept, Introduction, Learning content of reading, Learning Activity, Measurement and Evaluation, Instructional Media, and Learning Schedule for teaching, as follow:

**Introduction** (20 minutes)

The teacher introduced the learning objectives of stories are a unique literary form. The teacher begins by introducing students to the content and learning objectives of the lesson and explaining the content and detailing the importance of the instructional objectives. It is important that students are able to clearly understand the instructional objectives to achieve the desired instructional outcomes

**Learning content of reading** (40 minutes)

The teacher explains the learning content about reading stories as follows:

1. Understanding the meaning of passages: In the teaching process, students need to be guided to understand the main content and plot of the text, and understand the image characteristics of stories. Students can feel the story situation more intuitively and stimulate their reading interest. Students understand the main content and plot of the text first, and let them know the work and story background of the barber master through the creation of situations. So that students can feel the theme of the article.

2. Making inferences: On the basis of understanding the text, students can be guided to reason. For example, let students think: Why..?, What..? and let the students exchange solutions. Through reasoning, students' thinking ability and problem-solving ability can be cultivated, and at the same time, their understanding of the text content can be deepened.

3. Summarizing information: Summarize the information and ask the students to summarize and summarize the content of the text. Students can complete the task of summarizing information independently through group discussion or personal thinking. At the same time, we can also set up some interactive links, such as answering first, group competition, etc., so that students can complete their learning tasks in a relaxed and pleasant atmosphere. Guide students to discuss in groups and share their understanding and reasoning.

**Learning activity** (6 hours and 30 minutes)

Teaching activities based on meaningful learning theory are divided into the following 5 steps: 1) Attention 2) Transformation. 3) Evaluation. 4) Application. 5) Summary.

**Step 1 Attention**

At these stages, according to the theory of meaningful learning, teachers have used it to arouse learners' interest, provide targeted learning tasks and stimulate students' interest in learning.

1.1 In order to stimulate students' interest in learning, at the beginning of class, multimedia is used to play pictures or videos that are consistent with the content of the text, which enables students to perceive the content of the text as a whole and arouse their enthusiasm for learning.

1.2 By showing the cover or related pictures of each story and guide students to observe and guess the content of the text, and stimulate students' interest in learning. Guide students to think and express, so as to introduce new lessons.

**Step 2 Transformation**

The purpose of this process is to enable students to transform their previous knowledge and experience with the new knowledge and experience after learning, and to make contact with the old and new knowledge.

2.1 The teacher taught each story

2.1.1 Introduce the author of the article: introduce the author's birth background and his achievements.

2.1.2 Let the students read the text aloud, and guide them to pay attention to the changes of tone and intonation, and understand the main plot and the relationship between the characters. At the same time, let the students find out the key sentences and paragraphs in the story and try to explain them in their own language.

2.1.3 Let students read the full text, understand the main content and plot of the text, and guide students to summarize the main plot and characters of each story.

2.1.4 Intensive reading of the text, in-depth understanding.

Select the key paragraphs or sentences in the text, guide students to intensive reading, understand the meaning and expression, and help students understand the content of the text deeply.

2.1.5 Expand and extend, and enhance the ability.

Through discussion, thinking and expansion, we can guide students to apply what they have learned to real life and improve their thinking ability and problem-solving ability.

2.1.6 Teachers summarize reading skills and methods.

2.2 According to the reading methods learned in the lesson, students learn the second story. Understand the content of the text and understand the difference.

2.2.1 Grouping: According to students' abilities and personality characteristics, students are divided into groups of 4 people. There are 8 groups.

2.2.2 Group communication to solve problems, and the group leader arranges and records the opinions of the students in the group.

Question 1: Students describe the content of the text in their own words.

Question 2: Why..?

Question 3: How..? and use keywords such as "first ... then ... then ..." to communicate in groups.

2.2.3 Class communication, according to the origin, development, climax and ending of each story, clarify the level of the article, and the teacher summarizes it.

2.2.4 Teachers teach professional knowledge: teach students the concept and classification of stories, so that students can have a preliminary understanding of each story.

### **Step 3 Evaluation**

Assess students' mastery of what they have learned and their learning effect through homework, testing and examination, so as to provide reference and basis for subsequent teaching. The teacher reviews the content, summarizes the theme and characters of the article, and the truth we have learned from it. Investigate students' understanding of the story by asking questions, and give positive evaluation and guidance.

3.1 Testing the knowledge learned in this section: Basic knowledge testing. Using multimedia to present words in groups refers to students' recognition. When the students read correctly, the teacher praised and encouraged them in time. If there are mistakes in reading, teachers should promptly guide and strengthen consolidation.

3.2 Detection of the transformation between old and new knowledge. Task: Observe each groups of words, name four key figures related to them, and extract the cause, process and result of the story with the help of words, and tell the story in your

own words. Teachers guide students to consolidate and apply what they have learned, and combine their personal life experience to have a holistic perception of the article.

#### **Step 4 Application**

At this stage, according to the teaching content and teaching objectives, the theory of meaningful learning is applied to help students understand and master the knowledge they have learned. Through practice and practice, we can deepen students' understanding and mastery of knowledge, and cultivate students' innovative spirit and practical ability.

##### 4.1 cultivate students' sense of teamwork

The story involves different characters' personalities and behaviors, which can guide students to compare their behaviors and discuss their right and wrong. This can help students realize the importance of teamwork and thus cultivate their sense of teamwork.

##### 4.2 Cultivate students' analytical ability

By analyzing the plot and structure of the story, students' analytical ability can be cultivated. What is the main plot that can guide students to analyze the story? What is the connection between these plots? What is the structure of the story? This can help students improve their ability to analyze problems.

##### 4.3 After-school application

Ask the students to tell the story to their parents in their own words and write a short review to deepen their understanding and application ability of the story.

#### **Step 5 Summary**

In this last step, students first make a summary against the learning goals set before, and then the teacher makes a summary.

5.1 Combined with blackboard writing, teachers and students sum up the key knowledge of this lesson. Teachers guide students to sort out the cause, process and result of things independently. Use annotations to sort out the changes of children's mood, and tell the reasons for the changes to understand the process of children's distress.

5.2 Enlightenment gained after the whole class exchanged and studied the text. Example: When encountering problems, we should determine the solution according to the specific situation.

5.3 Each group shall be summarized by the reporter.

5.4 Teachers summarize according to students' summary, class discussion and knowledge mastery.

Thirdly, after completed 3 lesson plans: 1) Short story, 2) Narrative, and 3) Ancient poetry are presented to the thesis advisor to verify the suitability and consistency of the content. Alignment of objectives with learning activities and the possibility of activities. Then improve according to the suggestion. And took the lesson plans to 3 experts to consider the Index of Item Objective Congruency (IOC). The data analysis was assessment of the quality of the lesson plan according to the meaningful verbal learning theory of primary school students. The results are shown in table 4.1.- 4.3.

**Table 4.1** Assessment of the quality of the Short story lesson plan by experts

Assessment Item	$\bar{X}$	SD.	Interpretation
1.The content is related to the learning objectives.	5.00	0.00	Most suitable
2.The learning activities are consistent with the content	5.00	0.00	Most suitable
3.The learning processes are related to meaningful verbal learning	5.00	0.00	Most suitable
4.The learning activities are related to meaningful verbal learning	5.00	0.00	Most suitable
5.The assignment of work related to meaningful verbal learning	5.00	0.00	Most suitable
6.There are various assessments related with learning objectives.	5.00	0.00	Most suitable
7.The measurement and evaluation related with learning objectives.	5.00	0.00	Most suitable
<b>Total</b>	<b>5.00</b>	<b>0.00</b>	<b>Most suitable</b>

From Table 4.1 the assessment of the quality of the Short story lesson plan by experts overall, the suitability of the research objectives has the most suitable ( $\bar{X}=5.00$ ,  $SD.=0.00$ ). When considering the assessment item, it was found that it is the most suitable ( $\bar{X}=5.00$ ,  $SD.=0.00$ ) for every assessment item and can be used for teaching.



**Table 4.2** Assessment of the quality of the Narrative lesson plan by experts

Assessment Item	$\bar{X}$	SD.	Interpretation
1.The content is related to the learning objectives.	5.00	0.00	Most suitable
2.The learning activities are consistent with the content	5.00	0.00	Most suitable
3.The learning processes are related to meaningful verbal learning	5.00	0.00	Most suitable
4.The learning activities are related to meaningful verbal learning	5.00	0.00	Most suitable
5.The assignment of work related to meaningful verbal learning	5.00	0.00	Most suitable
6.There are various assessments related with learning objectives.	5.00	0.00	Most suitable
7.The measurement and evaluation related with learning objectives.	5.00	0.00	Most suitable
<b>Total</b>	<b>5.00</b>	<b>0.00</b>	<b>Most suitable</b>

From Table 4.2 the assessment of the quality of the Narrative lesson plan by experts overall, the suitability of the research objectives has the most suitable ( $\bar{X}=5.00$ ,  $SD.=0.00$ ). When considering the assessment item, it was found that it is the most suitable ( $\bar{X}=5.00$ ,  $SD.=0.00$ ) for every assessment item and can be used for teaching

**Table 4.3** Assessment of the quality of the Ancient poetry lesson plan by experts

Assessment Item	$\bar{X}$	SD.	Interpretation
1.The content is related to the learning objectives.	5.00	0.00	Most suitable
2.The learning activities are consistent with the content	5.00	0.00	Most suitable
3.The learning processes are related to meaningful verbal learning	5.00	0.00	Most suitable
4.The learning activities are related to meaningful verbal learning	5.00	0.00	Most suitable

**Table 4.3** Assessment of the quality of the Ancient poetry lesson plan by experts  
(continue)

Assessment Item	$\bar{X}$	SD.	Interpretation
5.The assignment of work related to meaningful verbal learning	5.00	0.00	Most suitable
6.There are various assessments related with learning objectives.	5.00	0.00	Most suitable
7.The measurement and evaluation related with learning objectives.	5.00	0.00	Most suitable
<b>Total</b>	<b>5.00</b>	<b>0.00</b>	<b>Most suitable</b>

From Table 4.3 the assessment of the quality of the Ancient poetry lesson plan by experts overall, the suitability of the research objectives has the most suitable ( $\bar{X}=5.00$ ,  $SD.=0.00$ ). When considering the assessment item, it was found that it is the most suitable ( $\bar{X}=5.00$ ,  $SD.=0.00$ ) for every assessment item and can be used for teaching.

Fourthly, the teacher took the lesson plans: 1) Short story, 2) Narrative, and 3) Ancient poetry to implemented Chinese reading achievement base on meaningful verbal learning theory with 30 fifth-grade primary school students in the second semester of the academic year 2023. the results of Chinese reading achievement score before and after learning are shown in table 4.4

**Table 4.4** Achievement of Chinese reading score between before and after learning

Student ID	Pretest (30)	Posttest (30)	Difference scores (D)	Student ID	Pretest (30)	Posttest (30)	Difference scores (D)
1	12	22	10	17	11	19	8
2	16	24	8	18	17	26	9
3	16	24	8	19	18	22	4
4	17	24	7	20	8	19	11
5	13	25	12	21	16	20	4
6	19	26	7	22	15	22	7

**Table 4.4** Achievement of Chinese reading score between before and after learning  
(continue)

Student ID	Pretest (30)	Posttest (30)	Difference scores (D)	Student ID	Pretest (30)	Posttest (30)	Difference scores (D)
7	19	22	3	23	16	23	7
8	14	22	8	24	19	22	3
9	18	23	5	25	13	21	8
10	15	20	5	26	13	18	5
11	20	25	5	27	17	24	7
12	10	20	10	28	14	18	4
13	21	23	2	29	11	18	7
14	11	20	9	30	14	23	9
15	15	19	4	$\bar{X}$	15.17	21.90	
16	17	23	6	SD.	3.17	2.37	

From table 4.4, Chinese reading scores before and after the meaningful verbal learning theory of the primary school students, the average score before learning was 15.17, the average score after learning was 21.90. The after-learning score was found to be higher than the before-learning score. It shows that teaching base on meaningful verbal learning theory could improve students' Chinese Traditional Dance Skill.

**Part 2: The comparison students' Chinese reading achievement before and after Chinese reading course based on meaningful verbal learning.**

The researcher implemented Chinese reading achievement base on meaningful verbal learning theory with 30 fifth-grade primary school students. the results of comparison students' Chinese reading score before and after learning to analyzed the data using average statistics, standard deviation, and t-test for dependent samples which the data analysis results are shown in table 4.5

**Table 4.5** The comparison of Chinese reading score between before and after learning

n=30

Chinese reading	Testing	Score total	$\bar{X}$	SD.	df	t	p
Short story	Pretest	9	4.63	1.33	29	8.79**	0.00
	Posttest	9	6.37	0.89			
Narrative	Pretest	10	5.17	1.37	29	9.28**	0.00
	Posttest	10	7.63	1.43			
Ancient poetry	Pretest	11	5.37	1.63	29	8.28**	0.00
	Posttest	11	7.90	1.30			
Total	Pretest	30	15.17	3.17	29	14.65**	0.00
	Posttest	30	21.90	2.37			

\*\*Statistically significant of the .01 level ( $p < .01$ )

From table 4.5, the comparison of students' Chinese reading score before and after learning using the meaningful verbal learning theory of the primary school students. The results were found that the Chinese reading achievement of students after learning higher than before learning statistically significant at the .01 level. When considering the results of data analysis classified by contents: Short story, Narrative, and Ancient poetry. The results were found that the Chinese reading achievement of students after learning higher than before learning statistically significant at the level .01 for all contents.

## Chapter 5

### Conclusion Discussion and Recommendations

The purpose of this research was 1) to improve achievement of Chinese reading course using meaningful verbal learning for fifth-grade primary school students and 2) to compare student's achievement of Chinese reading course between before and after the implementation base on meaningful verbal learning. The sample group are 30 fifth-grade primary school students from 1 class of Yantai Oriental Foreign Language Experimental School, Shandong City, China. Through the cluster random sampling, in the second semester of the academic year 2023. The research instrument used in this study are as follows:

1. Studied the Ministry of Education "Chinese Language Curriculum Standards for Compulsory Education", Use as a guide for developing a learning program through learning objectives, content, implementation and assessment of learning activities, and teacher guidance. In addition, studied of concepts, theories related to the theory from documents, and related research.

2. Create 3 lesson plans using meaningful verbal learning to improve students' Chinese reading achievement for teaching 1) Short story, 2) Narrative, and 3) Ancient poetry. Each lesson plan includes elements topic: 1) Content, 2) Objectives of Learning, 3) Main concept, 4) Introduction, 5) Learning content of reading, 6) Learning Activity, 7) Measurement and Evaluation, 8) Instructional Media, and 9) Learning Schedule for teaching. Researcher has studied the documents and related research about meaningful verbal learning theory and studied information from many researchers: Feng Shangliang (2017); Wang Junlin (2017); Li Na (2017); Yuan Lin (2019); and Zhang Guoping (2020). And synthesized into 5 steps used in developing lesson plans: 1) Attention, 2) Transformation, 3) Evaluation, 4) Application, and 5) Summary.

3. Create a Chinese reading achievement test for 3 parts: short story, narrative and ancient poetry with multiple-choice for 4 choices.

4. After completed the lesson plans using meaningful verbal learning to improve students' achievement of Chinese reading course and Chinese reading achievement test, taking them to 3 experts to consider. The test consistency the Index of Item Objective Congruency (IOC) = 1.00 for all questions and try out with students who were not a sample group for 30 students to analyze the quality of the test. The results of the quality of the questions found that there were 60 questions and confidence values by Kuder Richardson's method (KR-20) = 0.85

5. Collected data by experimental research One Group Pretest-Posttest Design and analyzed through statistics; means, standard deviation and t-test for dependent samples.

## Conclusion

Using meaningful verbal learning to improve achievement of Chinese reading for fifth-grade primary school students and to compare students' achievement of Chinese reading course between before and after the implementation base on meaningful verbal learning. The researchers presented the research results in the following:

1. The improvement achievement of Chinese reading course using meaningful verbal learning, the researcher has studied the documents and related research to meaningful verbal learning from many researchers and synthesized into 5 steps used in developing lesson plans: 1) Attention, 2) Transformation, 3) Evaluation, 4) Application, and 5) Summary. The data analysis was assessment of the quality of the lesson plan according to meaningful verbal learning by 3 experts, and the results are shown the quality of the lesson plans; overall, the suitability of the research objectives has the most suitable. After students have learned according to the lesson plans: 1) Short story, 2) Narrative, and 3) Ancient poetry to implemented Chinese reading achievement base on meaningful verbal learning theory with 30 fifth-grade primary school students in the second semester of the academic year 2023. The result showed that, students' achievement of Chinese reading course the average score after learning was 21.90 which was higher than the average score before learning was 15.17.

2. The comparison of students' achievement of Chinese reading score before and after the implementation base on meaningful verbal learning of primary school

students. The results showed overall that, students' achievement of Chinese reading course after learning higher than before learning statistically significant at the level .01. When considering the results of data analysis classified by content: Short story, Narrative, and Ancient poetry. The results were found that, the Chinese reading achievement of students after learning higher than before learning statistically significant at the level .01 for all contents.

## Discussion

The research results on the using meaningful learning to improve achievement of Chinese reading by using meaningful learning can be discussed as follows.

1. The improvement achievement of Chinese reading course using meaningful verbal learning, the researcher has studied the documents and related research to meaningful verbal learning from many researchers and synthesized into 5 steps used in developing lesson plans. The results are shown the quality of the lesson plan by 3 experts; overall, the suitability of the research objectives has the most suitable. And The result showed that, students' achievement of Chinese reading course the average score after learning was 21.90 which was higher than the average score before learning was 15.17. It maybe because meaningful verbal learning emphasizes the subjective initiative and deep thinking in the learning process. It believes that learning is not only the reception and memory of information, but also the deep processing of information, the understanding of its internal meaning and correlation (Moreira, M. A., 2012). In addition, meaningful verbal learning helps learners understand knowledge through linking and integrating new knowledge and existing cognitive structures to create a knowledge system that is personally important (David Paul Ausubel, 2020). Which was consistent with the research results of Zhang Yanming (2019) used meaningful verbal learning to improve the reading results of junior high school students. The experimental group was 30 in the ten-grade of junior high school and 30 in the first class of the ten-grade. Using the method of meaningful learning theory to teach junior high school students reading courses, the research results show that most students' reading achievement have been improved It is concluded that Chinese teaching should face all students and pay attention to the cultivation of students' emotions. Finally, can improve students

reading achievement. And consistent with the research results of Huang Yanqing (2019) uses meaningful verbal learning to improve primary school students' reading results. The experimental team was 45 students in the third grade of Kongjia Elementary School in Hubei and 45 in class 2. Using action research method to observe and reflect on your teaching behavior in research, teach with the theory of meaningful learning and observe and reflect on your teaching behavior in the research according to the action research method. The result of the study is that middle school students' reading achievement has been significantly improved through meaningful learning theory teaching.

2. The comparison of students' achievement of Chinese reading score before and after the implementation base on meaningful verbal learning of primary school students. The results showed overall that, students' achievement of Chinese reading course after learning higher than before learning statistically significant at the level .01. Which was consistent with the research results of Li Na (2017) Studied the research on the teaching of reading guidance of famous work in Junior Middle School Chinese Based on meaningful verbal learning. The experimental group was 50 Junior Middle school students in Class 7 of Grade 9 and 50 Junior Middle school students in Class 8 of Grade 9. Carry out meaningful learning theory teaching and use test questions to measure and evaluate students' reading level. The results show that most students' reading achievement and reading ability have been significantly improved. Consistent with the research results of Yang Lu (2017) used meaningful learning theory teaching to improve middle school students' reading performance. There are 40 students in Grade 8 and 40 students in Class 1 of Grade 8 in the experimental group. Using the method of meaningful learning theory to teach middle school students short story reading, the research results show that most middle school students' reading scores have improved obviously. It is concluded that carrying out reading teaching activities according to the theory of meaningful learning can effectively improve middle school students' reading achievement and reading level. And consistent with the research results of Zhang Xiufeng (2018) used meaningful learning to improve primary school students' reading performance. In the experimental group, there are 35 students in grade three. The research results show that most primary school students' reading



scores have improved and show that carrying out reading teaching activities according to the theory of meaningful learning can effectively improve students' reading achievement and reading ability.

In summary, that creating a student-centered teaching environment for Chinese reading under the theory of meaningful learning. The theory of meaningful learning emphasizes the connection between new knowledge and existing knowledge, so that learners can better understand and remember new concepts and information. Meaningful verbal learning holds that students' learning should be as meaningful as possible if it is valuable. Objectively speaking, the learning material itself should have logical significance, subjectively, learners should have appropriate concepts that can be used to assimilate new knowledge in their original cognitive structure. On the subjective and objective conditions of students' learning, the logical and progressive arrangement of teaching materials paves the way for students' meaningful learning. This already known knowledge has the basis for assimilating new knowledge. Therefore, students should pay attention to the accumulation of knowledge in class or outside class. Not only that, learners must also have the intention of meaningful learning, which is manifested in the tendency to actively connect new knowledge with the original appropriate knowledge in the cognitive structure. In teaching, students' initiative and autonomy in learning are the essential embodiment of students' subjectivity in learning. Teachers' teaching activities should be based on students' self-awareness, initiative and self-pursuit, such as cultivating students' interest in learning. In Chinese teaching, students' interest in reading and recitation can be cultivated, thus improving their interest in learning Chinese. At the same time, teaching should be closely linked with life. We should cultivate students' habit of observing small things in life, which is helpful to improve students' understanding ability and pay more attention to details. Of course, in addition to the students' own desire for meaningful learning, teachers must take into account the students' desire for meaningful learning when designing classroom teaching and make careful preparations for students in the connection between old and new knowledge. The value of Chinese reading must be applied to see its uniqueness. According to the theory of meaningful learning, the key to learning is to establish a meaningful concept network and promote deep

understanding and long-term memory through the integration and induction of concepts. Through the theory of meaningful learning, students can understand reading materials, so as to choose and implement more effective reading methods and improve their reading performance. This research result holds that reading teaching based on meaningful learning theory can significantly improve primary school students' Chinese reading performance and make positive contributions to their learning and development.

## Recommendations

### General recommendation

1. Meaningful learning teaching theory, in the teaching process, students have limited knowledge through meaningful discovery learning, and it is difficult to find that learning is an effective and primary learning means. The vast majority of knowledge still needs students to master through receptive learning. It is difficult for students to learn professional knowledge directly without knowing anything about it, so teachers need to choose effective teaching methods.

2. Teaching based on meaningful learning theory takes up more time in actual teaching, because students need to study independently and solve practical problems, which is an investigation of students' Chinese reading comprehension skills. Teachers should help students make clear the direction of learning, actively guide them in class, improve students' enthusiasm and initiative in learning, and strengthen the connection between old and new knowledge. Avoid students spending too much time thinking about how to study.

3. In the teaching of Chinese reading based on the theory of meaningful learning, it is very important to build the overall knowledge framework of the subject in students' minds. The framework of subject knowledge reflects the knowledge structure, general content composition, origin of knowledge, hierarchical relationship, correlation and so on. It is helpful for students to know where they are in their reading level, how far they are from the expected goal, where to start and what cognitive ways to learn, so that students can understand the knowledge to be learned in this lesson faster and more clearly.

### Suggestions for further research

1. Consider multiple variables: besides paying attention to the influence of meaningful learning theory on Chinese reading performance, it is also important to further explore other potential related variables. Personal learning ability, social support, family background, etc. May have an impact on students' learning. By investigating the interaction between these factors, we can fully understand the influence of meaningful learning theory on Chinese reading performance of different students.

2. Long-term follow-up research: Although the current research is mainly based on short-term classroom reading achievement research, long-term follow-up research can better understand the development of students' Chinese reading level and the lasting influence of meaningful learning theory on students' learning. Through long-term follow-up observation of the same group, we can observe the changing trend of Chinese reading performance and analyze the long-term influence of meaningful learning theory on Chinese reading performance at different time points.

3. Compare different Chinese reading methods: The existing research has involved some Chinese reading methods (such as listening, speaking, reading and writing). However, it is very valuable to further compare and study the influence of different reading methods on Chinese reading performance.

4. Consider multi-dimensional evaluation of Chinese reading achievement: In addition to existing Chinese reading achievement measurement tools, such as questionnaire surveys, research can comprehensively consider multiple evaluation methods, to obtain more comprehensive and objective results.

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## Appendices

## Appendix A

### List of Specialists and Letters of Specialists invitation for IOC Verification



### Expert name to validate a research instrument

1. Assistant Professor Dr.Krongthip Neamthanom  
Ph.D.Program in Research and Statistics in Cognitive Science
  
2. Assistant Professor Dr.Kannika Bhiromrat  
Ph.D.Program in Program in Educational Measurement and Evaluation
  
3. Professor Dr.Zhang Hua  
Ed.D.Program in Curriculum and Teaching Theory

Appendix B  
Official Letter



Ref.No. MHESI 0643.14/1542

Bansomdejchaopraya  
Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

21 December 2023

RE: Invitation to validate research instrument

Dear Assistant Professor Dr.Kannika Bhiromrat

Miss Sun Qianyue is a graduate student in Master of Education Program in Curriculum and Instruction of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled “Using Meaningful Verbal Learning to Improve Achievement of Chinese Reading Course of Fifth Grade Primary School”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

We respectfully request your assistance in validating a research instrument that is attached to this message. We would be grateful for any help you can provide in this matter. We would like to express our sincere appreciation for your time and expertise. If you have any questions or concerns, please do not hesitate to contact Miss Sun Qianyue at 695444194@qq.com

Thank you for considering our request.

Sincerely,

(Dr.Nainapas Injoungjirakit)  
Vice Dean, For Dean of the Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000 ext. 1814  
www.bsru.ac.th



Ref.No. MHESI 0643.14/1543

Bansomdejchaopraya  
Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

21 December 2023

RE: Invitation to validate research instrument

Dear Assistant Professor Dr.Krongthip Neamthanom

Miss Sun Qianyue is a graduate student in Master of Education Program in Curriculum and Instruction of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled “Using Meaningful Verbal Learning to Improve Achievement of Chinese Reading Course of Fifth Grade Primary School”

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

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Thank you for considering our request.

Sincerely,

(Dr.Nainapas Injoungjirakit)  
Vice Dean, For Dean of the Graduate School

Bansomdejchaopraya Rajabhat University  
Tel.+662-473-7000 ext. 1814  
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Ref.No. MHESI 0643.14/1544

Bansomdejchaopraya  
Rajabhat University  
1061 Itsaraparb Hirunrujee  
Thonburi Bangkok 10600

21 December 2023

RE: Invitation to validate research instrument

Dear Professor Dr.Zhang Hua

Miss Sun Qianyue is a graduate student in Master of Education Program in Curriculum and Instruction of Bansomdejchaopraya Rajabhat University. She is undertaking research entitled "Using Meaningful Verbal Learning to Improve Achievement of Chinese Reading Course of Fifth Grade Primary School"

The thesis adversity committee has considered that you are an expert in this topic. Your recommendations would be useful for further improvement of this research instrument.

We respectfully request your assistance in validating a research instrument that is attached to this message. We would be grateful for any help you can provide in this matter. We would like to express our sincere appreciation for your time and expertise. If you have any questions or concerns, please do not hesitate to contact Miss Sun Qianyue at 695444194@qq.com

Thank you for considering our request.

Sincerely,

*Nainapas I.*

(Dr.Nainapas Injoungjirakit)  
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Appendix C  
Research Instrument Analysis Results

Index of Congruence (IOC) Analysis of Using meaningful verbal learning to improve achievement of Chinese reading course for fifth-grade primary school students

Assessment Item	Expert Person			Total	IOC	Interpretation
	1	2	3			
<b>Lesson plan I: Short story</b>						
1.The content is related to the learning objectives.	+1	+1	+1	3	1.00	suitable can be used
2.The learning activities are consistent with the content	+1	+1	+1	3	1.00	suitable can be used
3.The learning processes are related to meaningful verbal learning	+1	+1	+1	3	1.00	suitable can be used
4.The Learning activities are related to meaningful verbal learning	+1	+1	+1	3	1.00	suitable can be used
5.The assignment of work related to meaningful verbal learning	+1	+1	+1	3	1.00	suitable can be used
6.There are various assessments related with learning objectives.	+1	+1	+1	3	1.00	suitable can be used
7.The measurement and evaluation related with learning objectives.	+1	+1	+1	3	1.00	suitable can be used

Assessment Item	Expert Person			Total	IOC	Interpretation
	1	2	3			
<b>Lesson plan II: Narrative</b>						
1.The content is related to the learning objectives.	+1	+1	+1	3	1.00	suitable can be used
2.The learning activities are consistent with the content	+1	+1	+1	3	1.00	suitable can be used
3.The learning processes are related to meaningful verbal learning	+1	+1	+1	3	1.00	suitable can be used
4.The Learning activities are related to meaningful verbal learning	+1	+1	+1	3	1.00	suitable can be used
5.The assignment of work related to meaningful verbal learning	+1	+1	+1	3	1.00	suitable can be used
6.There are various assessments related with learning objectives.	+1	+1	+1	3	1.00	suitable can be used
7.The measurement and evaluation related with learning objectives.	+1	+1	+1	3	1.00	suitable can be used



Assessment Item	Expert Person			Total	IOC	Interpretation
	1	2	3			
<b>Lesson plan III: Ancient poetry</b>						
1.The content is related to the learning objectives.	+1	+1	+1	3	1.00	suitable can be used
2.The learning activities are consistent with the content	+1	+1	+1	3	1.00	suitable can be used
3.The learning processes are related to meaningful verbal learning	+1	+1	+1	3	1.00	suitable can be used
4.The Learning activities are related to meaningful verbal learning	+1	+1	+1	3	1.00	suitable can be used
5.The assignment of work related to meaningful verbal learning	+1	+1	+1	3	1.00	suitable can be used
6.There are various assessments related with learning objectives.	+1	+1	+1	3	1.00	suitable can be used
7.The measurement and evaluation related with learning objectives.	+1	+1	+1	3	1.00	suitable can be used

Index of Item Objective Congruence (IOC) Analysis of the Objective Test  
to improve achievement of Chinese reading course for fifth-grade  
primary school students

Short story	Expert Person			Total	IOC	Interpretation
	1	2	3			
Item1	+1	+1	+1	3	1.00	can be used
Item2	+1	+1	+1	3	1.00	can be used
Item3	+1	+1	+1	3	1.00	can be used
Item4	+1	+1	+1	3	1.00	can be used
Item5	+1	+1	+1	3	1.00	can be used
Item6	+1	+1	+1	3	1.00	can be used
Item7	+1	+1	+1	3	1.00	can be used
Item8	+1	+1	+1	3	1.00	can be used
Item9	+1	+1	+1	3	1.00	can be used
Item10	+1	+1	+1	3	1.00	can be used
Item11	+1	+1	+1	3	1.00	can be used
Item12	+1	+1	+1	3	1.00	can be used
Item13	+1	+1	+1	3	1.00	can be used
Item14	+1	+1	+1	3	1.00	can be used
Item15	+1	+1	+1	3	1.00	can be used
Item16	+1	+1	+1	3	1.00	can be used
Item17	+1	+1	+1	3	1.00	can be used
Item18	+1	+1	+1	3	1.00	can be used
Item19	+1	+1	+1	3	1.00	can be used
Item20	+1	+1	+1	3	1.00	can be used
Item21	+1	+1	+1	3	1.00	can be used
Item22	+1	+1	+1	3	1.00	can be used
Item23	+1	+1	+1	3	1.00	can be used
Item24	+1	+1	+1	3	1.00	can be used

Narrative	Expert Person			Total	IOC	Interpretation
	1	2	3			
Item1	+1	+1	+1	3	1.00	can be used
Item2	+1	+1	+1	3	1.00	can be used
Item3	+1	+1	+1	3	1.00	can be used
Item4	+1	+1	+1	3	1.00	can be used
Item5	+1	+1	+1	3	1.00	can be used
Item6	+1	+1	+1	3	1.00	can be used
Item7	+1	+1	+1	3	1.00	can be used
Item8	+1	+1	+1	3	1.00	can be used
Item9	+1	+1	+1	3	1.00	can be used
Item10	+1	+1	+1	3	1.00	can be used
Item11	+1	+1	+1	3	1.00	can be used
Item12	+1	+1	+1	3	1.00	can be used
Item13	+1	+1	+1	3	1.00	can be used
Item14	+1	+1	+1	3	1.00	can be used
Item15	+1	+1	+1	3	1.00	can be used
Item16	+1	+1	+1	3	1.00	can be used
Item17	+1	+1	+1	3	1.00	can be used
Item18	+1	+1	+1	3	1.00	can be used
Item19	+1	+1	+1	3	1.00	can be used
Item20	+1	+1	+1	3	1.00	can be used
Item21	+1	+1	+1	3	1.00	can be used
Item22	+1	+1	+1	3	1.00	can be used
Item23	+1	+1	+1	3	1.00	can be used
Item24	+1	+1	+1	3	1.00	can be used

Ancient poetry	Expert Person			Total	IOC	Interpretation
	1	2	3			
Item1	+1	+1	+1	3	1.00	can be used
Item2	+1	+1	+1	3	1.00	can be used
Item3	+1	+1	+1	3	1.00	can be used
Item4	+1	+1	+1	3	1.00	can be used
Item5	+1	+1	+1	3	1.00	can be used
Item6	+1	+1	+1	3	1.00	can be used
Item7	+1	+1	+1	3	1.00	can be used
Item8	+1	+1	+1	3	1.00	can be used
Item9	+1	+1	+1	3	1.00	can be used
Item10	+1	+1	+1	3	1.00	can be used
Item11	+1	+1	+1	3	1.00	can be used
Item12	+1	+1	+1	3	1.00	can be used
Item13	+1	+1	+1	3	1.00	can be used
Item14	+1	+1	+1	3	1.00	can be used
Item15	+1	+1	+1	3	1.00	can be used
Item16	+1	+1	+1	3	1.00	can be used
Item17	+1	+1	+1	3	1.00	can be used
Item18	+1	+1	+1	3	1.00	can be used
Item19	+1	+1	+1	3	1.00	can be used
Item20	+1	+1	+1	3	1.00	can be used
Item21	+1	+1	+1	3	1.00	can be used
Item22	+1	+1	+1	3	1.00	can be used
Item23	+1	+1	+1	3	1.00	can be used
Item24	+1	+1	+1	3	1.00	can be used

Analysis of difficulty value (p) and discrimination power (r) of the Objective test  
to improve achievement of Chinese reading course for fifth-grade  
primary school students

Short Story	difficulty value (p)	Discrimination power (r)	Consideration
Item1	0.63	0.33	selected
Item2	0.63	0.33	selected
Item3	0.73	0.27	selected
Item4	0.60	0.40	selected
Item5	0.60	0.40	selected
Item6	0.57	0.47	selected
Item7	0.57	0.33	selected
Item8	0.63	0.33	selected
Item9	0.60	0.40	selected
Item10	0.57	0.33	selected
Item11	0.60	0.40	selected
Item12	0.63	0.07	cut off
Item13	0.63	0.07	cut off
Item14	0.67	0.00	cut off
Item15	0.60	0.27	selected
Item16	0.67	0.13	cut off
Item17	0.63	0.33	selected
Item18	0.63	0.33	selected
Item19	0.70	0.07	cut off
Item20	0.70	0.33	selected
Item21	0.63	0.33	selected
Item22	0.57	0.33	selected
Item23	0.43	0.33	selected
Item24	0.67	0.13	cut off

From the table analyzing the difficulty value (p) and discrimination power (r) of the objective test to improve achievement of Chinese reading course, it was found that out of the 24 items of short story. There were 18 quality items selected to be used for testing with the sample group. A difficulty value of between 0.43-0.73 and the discrimination power between 0.27-0.47, namely items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 17, 18, 20, 21, 22, and 23.

Narrative	difficulty value (p)	Discrimination power (r)	Consideration
Item1	0.60	0.27	selected
Item2	0.63	0.33	selected
Item3	0.73	-0.13	cut off
Item4	0.70	-0.07	cut off
Item5	0.67	0.40	selected
Item6	0.73	0.27	selected
Item7	0.70	0.20	selected
Item8	0.73	0.13	cut off
Item9	0.53	0.13	cut off
Item10	0.67	0.40	selected
Item11	0.67	0.27	selected
Item12	0.63	0.33	selected
Item13	0.63	0.33	selected
Item14	0.67	0.27	cut off
Item15	0.70	0.33	selected
Item16	0.67	0.27	selected
Item17	0.73	0.27	selected
Item18	0.73	0.40	selected
Item19	0.67	0.40	selected
Item20	0.70	0.33	selected
Item21	0.77	0.33	selected
Item22	0.70	0.33	selected
Item23	0.57	0.33	selected
Item24	0.63	0.33	selected

From the table analyzing the difficulty value (p) and discrimination power (r) of the objective test to improve achievement of Chinese reading course, it was found that out of the 24 items of narrative. There were 20 quality items selected to be used for testing with the sample group. A difficulty value of between 0.57-0.77 and the discrimination power between 0.20-0.40, namely items 1, 2, 5, 6, 7, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, and 24

Ancient poetry	difficulty value (p)	Discrimination power (r)	Consideration
Item1	0.60	0.00	cut off
Item2	0.63	0.33	selected
Item3	0.50	0.20	selected
Item4	0.63	0.33	selected
Item5	0.67	0.27	selected
Item6	0.70	0.20	selected
Item7	0.63	0.20	selected
Item8	0.60	0.27	selected
Item9	0.63	0.33	selected
Item10	0.67	0.27	selected
Item11	0.70	0.33	selected
Item12	0.63	0.33	selected
Item13	0.63	0.33	selected
Item14	0.80	0.13	cut off
Item15	0.57	0.33	selected
Item16	0.70	0.33	selected
Item17	0.63	0.33	selected
Item18	0.73	0.40	selected
Item19	0.73	0.27	selected
Item20	0.70	0.33	selected
Item21	0.63	0.33	selected
Item22	0.67	0.40	selected
Item23	0.47	0.27	selected
Item24	0.50	0.33	selected

From the table analyzing the difficulty value (p) and discrimination power (r) of the objective test to improve achievement of Chinese reading course, it was found that out of the 24 items of ancient poetry. There were 22 quality items selected to be used for testing with the sample group. A difficulty value of between 0.50-0.73 and the discrimination power between 0.20-0.40, namely items 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 21, 22, 23, and 24.

Appendix D  
Research Instrument



## Lesson plan I

### Content

Short story

### Objective of Learning

1. Students can understand the meaning of passages. (K)
2. Students can make inferences of passages. (K)
3. Students can summarize information. (K)

### Main concept

Short story is a kind of literary form, which usually refers to novels with short length, compact plot and distinct theme. It usually tells one or more stories, depicts characters, reflects social life and expresses the author's thoughts and feelings in concise and concise words. Short stories have a rich history and tradition, which can be seen from ancient fables and legends to modern short story collections and literary periodicals. Its themes and forms are diverse, including realism, romanticism, surrealism and experimentalism, as well as various literary types such as tragedy, comedy, satire and fable. Short stories are characterized by their concise words and distinctive themes. It usually doesn't dig deep into the inner world of the characters like a novel, nor does it expand the breadth and depth of the plot like a novella. On the contrary, it allows readers to gain a profound reading experience in a short time through concise language and compact plot. In addition, short stories often have profound thinking and unique insights. Through vivid stories and vivid characters, it expresses the author's thoughts and opinions on social, life and moral issues. It is not only a form of entertainment, but also a way of thinking and expressing ideas.

In summary, short stories are a unique literary form, which attracts readers' love with their refined words, distinctive themes and profound thinking. It is an important part of literature treasure house, and it is also one of the important forms for people to read and appreciate literature.

### Introduction

Introduce the learning objectives of short stories are a unique literary form. The teacher begins by introducing students to the content and learning objectives of the lesson and explaining the content and detailing the importance of the instructional objectives. It is important that students are able to clearly understand the instructional objectives to achieve the desired instructional outcomes.

### Learning content of reading

The teacher explains the learning content about reading short stories as follows:

#### 1. Understanding the meaning of passages

1) <The Little Dog House> is a childlike text, telling the story of friendship between a puppy and a kitten. In the teaching process, students need to be guided to understand the main content and plot of the text and understand the image characteristics of dogs and kittens. By showing relevant pictures or animations, students can feel the story situation more intuitively and stimulate their reading interest.

2) <Master of Shaving Hair> the theme of this text is "the true meaning of life and the meaning of life". In the teaching process, it is necessary to guide students to understand the main content and plot of the text first and let them know the work and story background of the barber master through the creation of situations. So that students can feel the theme of the article.

#### 2. Making inferences

<The Little Dog House>: On the basis of understanding the text, students can be guided to reason. For example, let students think: Why do puppies and kittens choose different ways to go home? What difficulties did they encounter on the road? Let the students exchange solutions. Through reasoning, students' thinking ability and problem-solving ability can be cultivated, and at the same time, their understanding of the text content can be deepened.

<Master of Shaving Hair>: Through reading and analyzing articles, let students know the skills and experience of master of shaving hair. By guiding students to reason and analyze the information in the article, cultivate their critical thinking.

#### 3. Summarizing information

Summarize the information and ask the students to summarize and summarize the content of the text. Students can complete the task of summarizing information independently through group discussion or personal thinking. At the same time, we can also set up some interactive links, such as answering first, group competition, etc., so that students can complete their learning tasks in a relaxed and pleasant atmosphere. Guide students to discuss in groups and share their understanding and reasoning.

### Learning activity

Teaching activities based on meaningful learning theory are divided into the following five steps: 1) Attention 2) Transformation. 3) Evaluation. 4) Application. 5) Summary.

### Step 1 Attention

At these stages, according to the theory of meaningful learning, teachers have used it to arouse learners' interest, provide targeted learning tasks and stimulate students' interest in learning.

1.1 In order to stimulate students' interest in learning, at the beginning of class, multimedia is used to play pictures or videos that are consistent with the content of the text, which enables students to perceive the content of the text as a whole and arouse their enthusiasm for learning.

1.2 By showing the cover or related pictures of "The Little Dog House", guide students to observe and guess the content of the text, and stimulate students' interest in learning. Guide students to think and express, so as to introduce new lessons.

### Step 2 Transformation

The purpose of this process is to enable students to transform their previous knowledge and experience with the new knowledge and experience after learning, and to make contact with the old and new knowledge.

2.1 The teacher taught the first short story <The Little Dog House>.

2.1.1 Introduce the author of the article: introduce the author's birth background and his achievements.

2.1.2 Let the students read the text aloud and guide them to pay attention to the changes of tone and intonation, and understand the main plot and the relationship between the characters. At the same time, let the students find out the key sentences and paragraphs in the story and try to explain them in their own language.

2.1.3 Let students read the full text, understand the main content and plot of the text, and guide students to summarize the main plot and characters of the story.

2.1.4 Intensive reading of the text, in-depth understanding.

Select the key paragraphs or sentences in the text, guide students to intensive reading, understand the meaning and expression, and help students understand the content of the text deeply.

2.1.5 Expand and extend and enhance the ability.

Through discussion, thinking and expansion, we can guide students to apply what they have learned to real life and improve their thinking ability and problem-solving ability.

2.1.6 Teachers summarize reading skills and methods.

2.2 According to the reading methods learned in this lesson, students learn the second short story <Master of Shaving Hair>. Understand the content of the text, understand the difference between the old barber and "I" in shaving Xiaosha's hair, and experience the beauty of childhood life.

2.2.1 Grouping: According to students' abilities and personality characteristics, students are divided into groups of 4 people. There are 8 groups.

2.2.2 Group communication to solve problems, and the group leader arranges and records the opinions of the students in the group.

Question 1: Students describe the content of the text in their own words.

Question 2: Why did Xiaosha beg me to shave his head?

Question 3: How did I shave Xiaosha's head? Use keywords such as "first ... then ... then ..." to communicate in groups.

2.2.3 Class communication, according to the origin, development, climax and ending of the story, clarify the level of the article, and the teacher summarizes it.

2.2.4 Teachers teach professional knowledge: teach students the concept and classification of short stories, so that students can have a preliminary understanding of short stories.

### **Step 3 Evaluation**

Assess students' mastery of what they have learned and their learning effect through homework, testing and examination, so as to provide reference and basis for subsequent teaching. The teacher reviews the content of this lesson, summarizes the theme and characters of the article, and the truth we have learned from it. Investigate students' understanding of the story by asking questions and give positive evaluation and guidance.

3.1 Testing the knowledge learned in this section: Basic knowledge testing. Using multimedia to present words in groups refers to students' recognition. When the students read correctly, the teacher praised and encouraged them in time. If there are mistakes in reading, teachers should promptly guide and strengthen consolidation.

3.2 Detection of the transformation between old and new knowledge. Task: Observe five groups of words, name four key figures related to them, and extract the cause, process and result of the story with the help of words and tell the story in your own words. Teachers guide students to consolidate and apply what they have learned and combine their personal life experience to have a holistic perception of the article.

### **Step 4 Application**

At this stage, according to the teaching content and teaching objectives, the theory of meaningful learning is applied to help students understand and master the knowledge they have learned. Through practice and practice, we can deepen students' understanding and mastery of knowledge, and cultivate students' innovative spirit and practical ability.

#### 4.1 cultivate students' sense of teamwork

The story involves different characters' personalities and behaviors, which can guide students to compare their behaviors and discuss their right and wrong. This can help students realize the importance of teamwork and thus cultivate their sense of teamwork.

#### 4.2 Cultivate students' analytical ability

By analyzing the plot and structure of the story, students' analytical ability can be cultivated. What is the main plot that can guide students to analyze the story? What is the connection between these plots? What is the structure of the story? This can help students improve their ability to analyze problems.

#### 4.3 After-school application

Ask the students to tell the story to their parents in their own words and write a short review to deepen their understanding and application ability of the story.

### **Step 5 Summary**

In this last step, students first make a summary against the learning goals set before, and then the teacher makes a summary.

5.1 Combined with blackboard writing, teachers and students sum up the key knowledge of this lesson. Teachers guide students to sort out the cause, process and result of things independently. Use annotations to sort out the changes of children's mood and tell the reasons for the changes to understand the process of children's distress.

5.2 Enlightenment gained after the whole class exchanged and studied the text. Example: When encountering problems, we should determine the solution according to the specific situation.

5.3 Each group shall be summarized by the reporter.

5.4 Teachers summarize according to students' summary, class discussion and knowledge mastery.

### **Measurement and Evaluation**

1. Observe student's answers.
2. Check results while working.
3. Post-lesson assignments are used to assess students' mastery in this lesson.

### **Instructional media**

1. The People's Education Press teaching materials.
2. Videos on the web platform-Learning.

## Learning Schedule: short story, 7.30 hours

Date/time	Teaching Process	Remark
10 <sup>th</sup> January 2024 09.00-09.20	<b>1. Introduction</b> Introduce the learning objectives of short stories are a unique literary form.	20 minutes
9:20-10.00	<b>learning content of reading</b> The teacher explains the learning content about reading short stories as follows: 1) Understanding the meaning of passages 2) Making inferences 3) Summarizing information	40 minutes
10.00-10.30	<b>Learning activities:</b> using meaningful learning theory teaching 5 steps 1) Attention	30 minutes
10.30-12.00	2) Transformation	1.30 hours
12.00-14.00	Lunch time	
14.00-15.30	2) Transformation (continue)	1.30 hours
11 <sup>th</sup> January 2024 09.00-10.00	<b>Learning activities: (continue)</b> 3) Evaluation	1 hour
10.00-11.30	4) Application	1.30 hours
11.30-12.00	5) Summary	30 minutes

## Lesson plan II

### Content

Narrative

### Objective of Learning

1. Students can understand the meaning of passages. (K)
2. Students can make inferences of passages. (K)
3. Students can summarize information. (K)

### Main concept

Narrative reading is a literary genre, mainly used to describe stories or experiences, with the main purpose of describing the development process of events and the unfolding of plots. It usually takes time as a clue, narrates according to the sequence of events, and makes readers feel the truth and emotion of the story by describing the characters, places and plots in detail.

### Introduction

Introduce the learning objectives of narrative are a unique literary form. The teacher begins by introducing students to the content and learning objectives of the lesson and explaining the content and detailing the importance of the instructional objectives. It is important that students are able to clearly understand the instructional objectives to achieve the desired instructional outcomes.

### Learning processes

The teacher explains the learning content about reading narrative as follows:

#### 1. Understanding the meaning of passages

1) <Peanut>this article is a narrative, and the full text is written around "planting peanuts, harvesting peanuts, eating peanuts and discussing peanuts". In the teaching process, students need to be guided to understand the main content and plot of the text and the characteristics of peanuts. By showing relevant pictures or animations, students can feel the story situation more intuitively and stimulate their reading interest.

2) <Grandfather's Garden>this article is a narrative, which mainly describes all kinds of beautiful scenery in my grandfather's yard and the author's free childhood life in the garden. In the teaching process, it is necessary to guide students to

understand the main content and plot of the text first, and help students understand the basic content of the article by reading the text aloud. Then, through some key questions and discussions, guide students to deeply understand the important information in the text.

## **2. Making inferences**

<Peanut>: On the basis of understanding the text, students can be guided to reason. For example, let students think: Why do puppies and kittens choose different ways to go home? What difficulties did they encounter on the road? Let the students exchange solutions. Through reasoning, students' thinking ability and problem-solving ability can be cultivated, and at the same time, their understanding of the text content can be deepened.

<Grandfather's Garden>: On the basis of understanding the meaning of the article, let students know the relationship between grandfather and author. Teachers can guide students to reason and speculate through some situation settings and problem discussions, so as to deepen their understanding of the article. For example, "If you were authors, how would you describe your grandfather's garden?" "What do you think is the author's mood when writing this article?" Wait.

## **3. Summarizing information**

Teachers can help students sort out and understand what they have learned by summarizing and reviewing. Teachers can summarize the key contents of the text, including important words, sentences and paragraphs. At the same time, students can also be guided to summarize what they have learned. Teachers can also review the discussion in class, so that students can feel and understand the text again. In this process, teachers can encourage students to express their opinions and feelings.

## **Learning activity**

Teaching activities based on meaningful learning theory are divided into the following five steps: 1) attention 2) transformation. 3) evaluation. 4) application. 5) summary.

### **Step 1 Attention**

At this stage, according to the theory of meaningful learning and the interests of learners, targeted learning tasks are provided to stimulate students' interest in learning.

1.1 In order to stimulate students' interest in learning, at the beginning of class, teachers use multimedia to play pictures or videos consistent with the content



of the text, so that students can perceive the content of the text as a whole and arouse their enthusiasm for learning. By showing pictures or videos of groundnuts, arouse students' interest in the topic and introduce the topic groundnuts.

1.2 Clear learning objectives: clearly explain the learning objectives of this lesson, including mastering the basic characteristics, planting methods and uses of groundnuts, so as to introduce new lessons.

1.2.1 Play the video. Students summarize the characteristics of groundnuts.

1.2.2 Play the video. Students summarize the planting methods of groundnuts.

1.2.3 Play the video and students sum up the value of peanuts.

### **Step 2 Transformation**

The purpose of this process is to enable students to transform their previous knowledge and experience with the new knowledge and experience after learning, and to make contact with the old and new knowledge.

2.1 Teachers teach the first narrative <Peanut>.

2.1.1 Teachers introduce the author by slides, and let students know the author, the concept, the classification and the characteristics of narrative by playing multimedia slides.

2.1.2 Through group discussion, share the characteristics and growth environment of peanuts learned by consulting materials before the exchange class.

2.1.3 Let the students read the text aloud and guide them to pay attention to the changes of tone and intonation and understand the main plot and the relationship between the characters. At the same time, let the students find out the key sentences and paragraphs in the story and try to explain them in their own language.

2.1.4 Let students read the full text, understand the main content and plot of the text, and guide students to summarize the main plot and characters of the story.

2.1.5 Intensive reading of the text, in-depth understanding.

Select the key paragraphs or sentences in the text, guide students to intensive reading, understand the meaning and expression, and help students understand the content of the text deeply.

2.1.6 Expand and extend and enhance the ability.

Through discussion, thinking and expansion, we can guide students to apply what they have learned to real life and improve their thinking ability and problem-solving ability.

2.1.7 Teachers summarize reading skills and methods.

2.2 According to the reading methods learned in this lesson, students learn the second narrative <Grandfather's Yard> in groups to understand the text content, understand the author's childhood life and experience the beauty of childhood life.

2.2.1 Grouping: According to students' abilities and personality characteristics, students are divided into groups of 4 people. There are 8 groups.

2.2.1 Grouping: According to students' abilities and personality characteristics, students are divided into groups of 4 people. There are 8 groups.

2.2.2 Group communication to solve problems, and the group leader arranges and records the opinions of the students in the group.

Teachers set questions from shallow to deep to help students understand the basic content of the text. For example, "What are the things in grandpa's garden?" "What did the author do in the garden?" "What does grandfather's garden mean to the author?" "From what details can I feel the author's love for the garden?" Wait.

2.2.3 Class communication, according to the story's origin, development, climax and ending to clarify the level of the article, according to student feedback, teachers sum up questions and key knowledge.

2.2.4 Teachers teach professional knowledge: teach students the concept and classification of narrative and the characteristics of narrative, so that students can have a preliminary understanding of narrative.

### **Step 3 Evaluation**

Assess students' mastery of what they have learned and their learning effect through homework, testing and examination, so as to provide reference and basis for subsequent teaching. The teacher reviews the content of this lesson, summarizes the theme and characters of the article, and the truth we have learned from it. Investigate students' understanding of the story by asking questions and give positive evaluation and guidance.

3.1 Self-assessment: Let students evaluate their own learning achievements, make clear their mastery level, and detect the transformation of students' old and new knowledge.

3.2 Teacher evaluation: Teachers evaluate students' mastery according to their performance and answers to questions and detect the transformation of students' old and new knowledge.

3.2.1 Question 1: Through the growth characteristics of peanuts buried in the ground and growing short on the ground, can you understand what is valuable about peanuts? Unknown, unpretentious, indifferent to fame and fortune

Question 2: When talking about the benefits of peanuts, what is the role of mentioning peaches, pomegranates and apples? Communication at the same table: through comparison, highlight the spiritual quality of peanuts, which is obscure, unpretentious and indifferent to fame and fortune.

Question 3: Read your father's words and judge whether the following sentences are correct according to your own understanding and give reasons.

- 1) Peanuts are good, but peaches, pomegranates and apples are not. ( )
- 2) We don't need physical beauty. ( )
- 3) Everything buried in the ground is good, and everything hanging high on the branches is bad. ( )

#### **Step 4 Application**

At this stage, according to the teaching content and teaching objectives, the theory of meaningful learning is applied to help students understand and master the knowledge they have learned. Through practice and practice, we can deepen students' understanding and mastery of knowledge, and cultivate students' innovative spirit and practical ability.

4.1 Application of examples: By showing the application examples of groundnuts in daily life, such as food and medicinal materials, students can understand the uses of groundnuts more intuitively.

4.2 Innovative application: guide students to think about other applications of groundnuts, such as landscaping, making handicrafts, etc., and cultivate students' innovative thinking.

4.3 Cultivate students' analytical ability

By analyzing the plot and structure of the story, students' analytical ability can be cultivated. What is the main plot that can guide students to analyze the story? What is the connection between these plots? What is the structure of the story? This can help students improve their ability to analyze problems.

4.4 After-school application

Ask the students to tell the story to their parents in their own words and write a short review to deepen their understanding and application ability of the story.

#### **Step 5 Summary**

In this last step, students first make a summary against the previously set learning goals, and then the teacher makes a summary. Finally, through students' self-evaluation, mutual evaluation and teachers' evaluation, the evaluation process involves teachers and students.

5.1 Knowledge Summary: Summarize the basic characteristics, growth environment and uses of groundnuts learned in this lesson.

5.2 Summary of ability improvement: Summarize students' learning ability and performance in this class and encourage students to continue their efforts in future study. Guide students to learn to discover, think and accumulate in their lives, and learn the philosophy of life from it, so as to gain enlightenment from life.

### **Measurement and Evaluation**

1. Observe student's answers.
2. Check results while working.
3. Post-lesson assignments are used to assess students' mastery in this lesson.

### **Instructional Media**

1. The People's Education Press teaching materials.
2. Videos on the web platform-Learning.

## Learning Schedule: Narrative, 7.30 hours

Date/time	Teaching Process	Remark
12 <sup>th</sup> January 2024 09.00-09.20	<b>1. Introduction</b> Introduce the learning objectives of narrative are a unique literary form.	20 minutes
9:20-10.00	<b>learning content of reading</b> The teacher explains the learning content about reading narrative as follows: 3) Understanding the meaning of passages 4) Making inferences 3) Summarizing information	40 minutes
10.00-10.30	<b>Learning activities:</b> using meaningful learning theory teaching 5 steps 1) Attention	30 minutes
10.30-12.00	2) Transformation	1.30 hours
12.00-14.00	Lunch time	
14.00-15.30	2) Transformation (continue)	1.30 hours
13 <sup>th</sup> January 2024 09.00-10.00	<b>Learning activities:</b> (continue) 3) Evaluation	1 hour
10.00-11.30	4) Application	1.30 hours
11.30-12.00	5) Summary	30 minutes

## Lesson plan III

### Content

Ancient poetry

### Objective of Learning

1. Students can understand the meaning of passages. (K)
2. Students can make inferences of passages. (K)
3. Students can summarize information. (K)

### Main concept

Ancient poetry, a general term for China's ancient poetry, usually refers to China's ancient verse, including ancient poetry and modern poetry. These poems have unique meter, rhythm and artistic expression, and are an important part of China culture.

The concept of ancient poetry can be traced back to ancient times, and the earliest poems can be traced back to the Western Zhou Dynasty, such as Guan Ju and Jia Jian in the Book of Songs. These poems are usually written by folk songs or court musicians, expressing people's feelings and thoughts on themes such as nature, love and war. With the passage of time, ancient poetry has gradually developed into a unique literary form with fixed meter and rhythm. In the Tang Dynasty, ancient poetry reached its peak, and a large number of outstanding poets and works appeared, such as Du Fu's Ascending the Mountain and Li Bai's Thoughts on a Quiet Night. These poems are more rigorous in form and richer in content, expressing people's deep thinking and feelings about life, society and history.

In summary, ancient poetry reading is an important part of China culture and a cultural treasure of the Chinese nation. It has a unique artistic expression and profound cultural connotation and is one of the representatives of China ancient literature.

### Introduction

Introduce the learning objectives of ancient poetry are a unique literary form. The teacher begins by introducing students to the content and learning objectives of the lesson and explaining the content and detailing the importance of the instructional objectives. It is important that students are able to clearly understand the instructional objectives to achieve the desired instructional outcomes.

## Learning processes

### 1. understanding the meaning of passages

1) <Showing Children> is an ancient poem. By asking questions and reading aloud repeatedly, students can understand the deep meaning of the ancient poem and feel the author's wishes and affection. Let the students read the poem by themselves and try to understand its literal meaning. Then, the teacher explains the poem sentence by sentence to ensure that the students understand the meaning of each poem. Cultivate students' language expression ability, so that students can simply explain the meaning and value of poetry in their own language. Help students feel the story situation more intuitively and stimulate their reading interest.

2) <Titled Lin'an Mansion> is an ancient poem, which guides students to understand the deep meaning of the ancient poem by asking questions and reading aloud repeatedly, and feels the poet's concern for the country and the people. Through teaching, we can guide students to feel the rhythmic beauty of ancient poems and stimulate their love for China classical culture.

3) <Ji Hai Miscellaneous Poems> is an ancient poem, which guides students to understand the deep meaning of ancient poetry by asking questions and reading aloud repeatedly and feels the poet's noble sentiment and dedication. Through some key questions and discussions, guide students to deeply understand the meaning of the article.

### 2. Making inferences

1) <Showing Children> After students have a basic understanding of poetry, the teacher guides students to analyze the deep meaning of poetry and explore the poet's feelings and wishes. Students can discuss according to the key words and images in the poem and try to understand the feelings expressed by the poet.

2) <Titled Lin'an Mansion>: After the students have a basic understanding of poetry, the teacher guides the students to analyze the deep meaning of poetry and explore the poet's concern and anxiety about the fate of the country. Students can discuss according to the key words and images in the poem and try to understand the feelings expressed by the poet.

3) <Ji Hai Miscellaneous Poems>: After students have a basic understanding of poetry, the teacher guides students to analyze the deep meaning of poetry and explore the poet's understanding of social change and personal sacrifice. Students can discuss according to the key words and images in the poem and try to understand the feelings and thoughts expressed by the poet.

### 3. Summarizing information

Teachers can help students sort out and understand what they have learned by summarizing and reviewing. After students have a deep understanding of ancient poetry, the teacher guides students to sum up the poet's feelings and the subtleties of the language in the poem. At the same time, let the students briefly explain the meaning and value of poetry in their own language.

#### Learning activity

Teaching activities based on meaningful learning theory are divided into the following five steps: 1) attention 2) transformation. 3) evaluation. 4) application. 5) summary.

##### Step 1 Attention

At this stage, according to the theory of meaningful learning and the interests of learners, targeted learning tasks are provided to stimulate students' interest in learning.

##### 1.1 Preparation before class:

1.1.1 Teacher preparation: Understand the life story of the author Lu You and familiarize yourself with the poem "Show Your Son"; Prepare teaching wall charts; Understand what students have learned about ancient poetry.

1.1.2 Students' preparation: preview the text and use the dictionary to clear the obstacles of new words; Read the text carefully.

##### 1.2 Import new lessons:

1.2.1 blackboard writing topic, explain the topic. In order to stimulate students' interest in learning, at the beginning of class, teachers use multimedia to play pictures or videos consistent with the content of the text, so that students can perceive the content of the text as a whole and arouse their enthusiasm for learning. The introduction of conversation reveals the topic of the poem, stimulates students' interest in learning and desire for knowledge, and lays a good foundation for understanding the poem.

1.2.2 Introduce the author and his works.

1.2.3 Introduce the author's creative background.

Understand the author and background, make students form the good habit of collecting information, and lay the foundation for understanding the profound connotation of ancient poetry and feeling the poet's personality spirit.

##### 1.3 Reveal the Poem Title

1.3.1 Teachers ask questions: What is the meaning of "showing children" in the title of ancient poetry? The student replied, "Show" tells you that "Show" is a poem written for your son.



1.3.2 Teachers guide students to pay attention to the annotations at the end of the book, and trying to understand poetry with the help of annotations is the basic method of learning ancient poetry. Teacher's question: After reading the poem, what questions did you ask? What does the poet want to tell his son? When did you tell him? Why did you tell your son?

### **Step 2 Transformation**

The purpose of this process is to enable students to transform their previous knowledge and experience with the new knowledge and experience after learning, and to make contact with the old and new knowledge.

2.1 Teachers teach the first ancient poem<Showing Children>.

2.1.1 Teachers let students know the concept, classification and characteristics of ancient poems by playing multimedia slides.

2.1.2 Students are free to read ancient poems and try to understand their literal meaning. The teacher explains the poem sentence by sentence to ensure that the students correctly understand the meaning of each poem.

2.1.3 Through group discussion, share the author's information and writing background learned by consulting materials before the exchange class.

2.1.4 Students work together to solve problems.

At this stage, teachers pay attention to individual differences, pay attention to the learning process, reduce the difficulty and give all students the opportunity to learn and participate.

The teacher asked question 1: What do you mean by "family sacrifice is not forgotten" and "sacrifice"? The answer presupposes: Sacrifice is to sacrifice and pay homage to the deceased ancestors and place their grief. It shows that this poem is his last masterpiece.

The teacher asked question 2: Understand the sentence "Everything is empty when you die, but you can't see Kyushu with sorrow". Why did the author feel so sad? Cultivating students' ability to understand poems with the help of annotations, and teachers' on-demand and guidance are aimed at guiding students to explore the profound connotation of poems through words.

2.1.5 class communication, according to student feedback, teachers sum up the problems and key knowledge.

2.2 Teachers teach the second ancient poem<Titled Lin 'an Mansion>.

2.2.1 Students are free to read ancient poems and try to understand their literal meaning. The teacher explains the poem sentence by sentence to ensure that the students correctly understand the meaning of each poem.

2.2.2 Through group discussion, share the author's information and writing background learned by consulting materials before the exchange class.

2.2.3 Students work together to solve problems.

At this stage, teachers pay attention to individual differences, pay attention to the learning process, reduce the difficulty and give all students the opportunity to learn and participate.

Question 1: Why is the poet angry and dissatisfied? Guide students to understand the poet's criticism of the extravagant life of powerful people and infer his worries about the future of the country.

Question 2: What expectations did the poet express for the ruler? Guide students to understand that the poet expects the ruler to wake up and fight for the future of the country and the nation.

Question 3: What are the characteristics of the writing techniques of this poem? Guide students to understand the irony of this poem and satirize the living conditions of the rulers by praising the "West Lake Song and Dance". Cultivating students' ability to understand poems with the help of annotations, and teachers' on-demand and guidance are aimed at guiding students to explore the profound connotation of poems through words.

2.2.4 Class communication, according to the students' feedback, teachers sum up the problems and key knowledge.

2.3 Students learn the third ancient poem <Ji Hai Miscellaneous Poems> in groups according to the reading methods learned in this lesson.

2.3.1 Grouping: According to students' abilities and personality characteristics, students are divided into groups of 4 people.

2.3.2 Group cooperative learning. Through group discussion, share the author's introduction and interpretation of ancient poems learned through consulting materials before the exchange class.

2.3.3 Group communication, and the group leader arranges and records the opinions of the students in the group.

2.3.4 Students discuss problems in groups.

At this stage, teachers pay attention to individual differences, pay attention to the learning process, reduce the difficulty and give all students the opportunity to learn and participate.

Question 1: What were the criteria for selecting talents at that time?

The answer presupposes that the standard for selecting talents at that time was rigid, single and Yang Chen's imperial examination system, based on the "Four Books and Five Classics".

Question 2: How to understand the meaning of the word "eclectic" in ancient poetry?

Answer presupposition: "eclectic" means not limited to one specification or pattern. The poet hopes to break the rigid and outdated system and select and appoint talents in all fields. Cultivating students' ability to understand poems with the help of annotations, and teachers' on-demand and guidance are aimed at guiding students to explore the profound connotation of poems through words.

Question 3: What imagination is used in the poem to express the poet's wishes and feelings?

Presupposition of the answer: The poet used such magnificent and peculiar imaginations as "Kyushu", "Wind and Thunder", "Wanma" and "Heaven" to express his determination and ambition to look forward to the emergence of outstanding figures, the tide of reform and the cleansing of old forces, and to express the author's strong patriotic enthusiasm.

2.3.5 Class communication, according to student feedback, teachers sum up the problems and key knowledge.

### **Step 3 Evaluation**

Learning effect through homework, testing and examination, so as to provide reference and basis for subsequent teaching. The teacher reviews the content of this lesson, summarizes the theme and characters of the article, and the truth we have learned from it. Investigate students' understanding of the story by asking questions and give positive evaluation and guidance.

3.1 Self-assessment: Let students evaluate their own learning achievements, make clear their mastery level, and detect the transformation of students' old and new knowledge.

3.2 Teacher evaluation: Teachers evaluate students' mastery according to their performance and answers to questions and detect the transformation of students' old and new knowledge.

### **Step 4 Application**

At this stage, according to the teaching content and teaching objectives, the theory of meaningful learning is applied to help students understand and master the knowledge they have learned. Through practice and practice, we can deepen students' understanding and mastery of knowledge, and cultivate students' innovative spirit and practical ability.

4.1 Example application: Learn two other ancient poems according to the learning method of this lesson and prepare to participate in the class ancient poem recitation competition.

4.2 Innovative application: create an imaginary situation, turn abstract words into vivid pictures, enrich students' imagination, guide students to experience, grasp the pulse of poetry emotion, let them have a close dialogue with the poet's mind, combine reading and writing, deepen their feelings, and make this poem, the great poet, leave a deep impression on students' minds. Cultivate students' innovative thinking.

4.3 Cultivate students' analytical ability: By analyzing the plot and structure of the story, students' analytical ability can be cultivated. What is the structure of ancient poetry? This can help students improve their ability to analyze problems.

4.4 After-school application: Students are recommended to read poetry, expand their accumulation and extend their knowledge, with the aim of making them feel patriotic feelings throughout the poet's life in a strong emotional atmosphere. Have a comprehensive perception of the poet's life, and also stimulate students' interest in learning poetry. Accumulate and recite Lu You's patriotic poems after class. Such as: <Express one's feelings after illness><Complain of love><It's a storm on November 4<sup>th</sup>>.

### **Step 5 Summary**

In this last step, students first make a summary against the previously set learning goals, and then the teacher makes a summary. Through students' self-evaluation, mutual evaluation and teachers' evaluation, the evaluation process involves teachers and students.

5.1 Summary of knowledge: Summarize the methods of learning ancient poems in this lesson.

5.2 Summary of ability improvement: Summarize students' learning ability and performance in this class and encourage students to continue their efforts in future study. Guide students to learn to discover, think and accumulate in their lives, and learn the philosophy of life from it, so as to gain enlightenment from life.

### **Measurement and Evaluation**

1. Observe student's answers.
2. Check results while working.
3. Post-lesson assignments are used to assess students' mastery in this lesson.

### **Instructional Media**

1. The People's Education Press teaching materials.
2. Videos on the web platform-Learning.

## Learning Schedule: Ancient poetry, 7.30 hours

Date/time	Teaching Process	Remark
14 <sup>th</sup> January 2024 09.00-09.20	<b>1. Introduction</b> Introduce the learning objectives of ancient poetry are a unique literary form.	20 minutes
9:20-10.00	<b>learning content of reading</b> The teacher explains the learning content about reading ancient poetry as follows: 5) Understanding the meaning of passages 6) Making inferences 3) Summarizing information	40 minutes
10.00-10.30	<b>Learning activities:</b> using meaningful learning theory teaching 5 steps 1) Attention	30 minutes
10.30-12.00	2) Transformation	1.30 hours
12.00-14.00	Lunch time	
14.00-15.30	2) Transformation (continue)	1.30 hours
15 <sup>th</sup> January 2024 09.00-10.00	<b>Learning activities:</b> (continue) 3) Evaluation	1 hour
10.00-11.30	4) Application	1.30 hours
11.30-12.00	5) Summary	30 minutes

<b>Assessment form for Validity of the lesson plan</b>
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**Research Title:** Using meaningful verbal learning to improve achievement of Chinese reading course for fifth-grade primary school students

**Directions:**

Please assess the congruence between components of lesson plan based on meaningful verbal learning by putting ✓ in the box according to the following criteria.

Rating is +1. There is an opinion that “consistent to relevant.”

Rating is 0. There is an opinion that “Not sure it consistent to relevant.”

Rating is -1. There is an opinion that “Inconsistent with relevant.”

No.	Questions	Assessment Results		
		+1	0	-1
1	The content is related to the learning objectives.			
2	The learning activities are consistent with the content			
3	The learning processes are related to meaningful verbal learning			
4	The Learning activities are related to meaningful verbal learning			
5	The assignment of work related to meaningful verbal learning			
6	There are various assessments related with learning objectives.			
7	The measurement and evaluation related with learning objectives.			

## The items test for pretest

Content	The item Questions
Short story	<p>在一片遥远的森林里，住着一只聪明的小狐狸。它非常善于发现食物和躲避危险。一天，小狐狸发现了一个陷阱。它仔细观察，用一根长长的树枝小心翼翼地把诱饵勾上来。令人惊奇的是，陷阱里竟然有一只受伤的小鸟。小狐狸犹豫了一下，但还是决定帮助小鸟。经过几天的照顾，小鸟的伤口终于愈合了。小狐狸把小鸟送回了它的家——一棵大树的鸟巢里。从那以后，每当小狐狸经过那棵大树时，它都会听到一阵清脆的歌声。那歌声是那只曾经被它救过的小鸟为它唱的感激之歌。</p> <p>Read short story and answer the following questions:</p> <p>1. "Fox hesitated but decided to help the bird." What does the word "hesitation" mean in this sentence?</p> <p>a) <b>hesitate</b>  b) can't wait  c) be quick  d) be anxious</p>
	<p>2. "One day, the little fox found a trap." What is the "trap"?</p> <p>a) Organs  b) Traps  c) Opportunities  d) <b>Pit</b></p>
	<p>3. How does the fox handle the food in the trap?</p> <p>a) eat it immediately  b) take it home  c) <b>hook it up with branches</b>  d) let other animals take it away first</p>
	<p>4. Why does the fox take care of these birds?</p> <p>a) <b>The fox is loving and afraid that the bird will not be saved and die</b>  b) The fox tried to save the bird and eat it  c) The fox is afraid that the bird will be eaten by other animals  d) The fox worried that the bird was starve</p>

Content	The item Questions
	<p>5.What does this story give morality about?</p> <p><b>a) helping each other</b></p> <p>b) Classification of animals</p> <p>c) rivalry between one another</p> <p>d) taking advantage of each other</p>
	<p>6. According to the article, which of the following conclusions is correct?</p> <p>a) Fox is a lonely animal.</p> <p>b) Birds can't heal wounds alone.</p> <p><b>c) All animals are friendly to Fox.</b></p> <p>d) Fox doesn't know how to be grateful.</p>
<p><b>Short story</b></p>	<p>一天，小华的妈妈带他去动物园玩。他们看到了各种各样的动物，小华非常兴奋。当他看到大象时，他被大象的长鼻子吸引了。他想：“大象的鼻子好长啊，它是用来做什么的呢？”</p> <p>小华决定去问动物园的工作人员。工作人员告诉他，大象的鼻子非常灵活，可以用来喝水、搬运物品、吹走身上的苍蝇等。小华听完后觉得很有趣。他决定回家后告诉他的小伙伴们关于大象鼻子的用途。</p> <p>Read short story and answer the following questions:</p>
	<p>7. What can an elephant's nose do?</p> <p>a) drink water</p> <p>b) carry things</p> <p>c) blow away flies</p> <p><b>d) all of the above</b></p>
	<p>8. According to the article, what kind of child is Xiaohua?</p> <p><b>a) curious</b></p> <p>b) naughty</p> <p>c) disobedient</p> <p>d) unfriendly</p>
	<p>9. What is the main message of this narrative?</p> <p>a) The elephant's nose is very long.</p> <p>b) Xiaohua is a curious child.</p> <p>c) Xiaohua doesn't like animals.</p> <p><b>d) The elephant's nose has many uses.</b></p>



## The items test for posttest

Content	The item Questions
Short story	<p>在一个温暖的春天，小明和他的家人去了郊外的公园。公园里有各种各样的花儿，五彩斑斓，美丽极了。小明非常喜欢那些花儿，他决定摘几朵回家。</p> <p>当小明正要摘花时，一位老爷爷走了过来，阻止了他。老爷爷告诉小明，花儿也有生命，我们应该尊重它们，而不是随意采摘。小明感到很惭愧，他决定不再摘花了。</p> <p>Read short story and answer the following questions:</p> <p>1. " There are all kinds of flowers in the park, colorful and beautiful. "What does the word" colorful " in this sentence mean?</p> <p><b>a) Many colors of flowers</b></p> <p>b) Many kinds of flowers</p> <p>c) only five colors</p> <p>d) only five colors</p>
	<p>2.In the first paragraph of the article, what did Xiao Ming see in the park?</p> <p>a) Fish</p> <p>b) Birds</p> <p><b>c)Flowers</b></p> <p>d) Grass</p>
	<p>3.What is the purpose of Xiao Ming's picking flowers?</p> <p>a) Give it to friends</p> <p><b>b) For decorators</b></p> <p>c) For playing</p> <p>d) For selling money.</p>
	<p>4.Why didn't grandpa let Xiaoming pick flowers?</p> <p>a) Flowers are poisonous.</p> <p>b) Flowers are expensive.</p> <p>c) Flowers are the property of parks.</p> <p><b>d) Flowers have life and should be respected.</b></p>
	<p>5.What did Xiao Ming decide after listening to grandpa's words?</p> <p>a) Pick another flower.</p> <p><b>b) Stop picking flowers.</b></p> <p>c) Pick a big bunch of flowers.</p> <p>d) Put the flowers back in the soil.</p>

Content	The item Questions
Short story	<p>在一个遥远的山村里，有个叫乐乐的孩子。他家有一片美丽的竹林，竹林里住着许多可爱的鸟儿。乐乐非常喜欢这些鸟儿，每天都会去竹林里看它们。一天，乐乐发现一只小鸟的翅膀受伤了，它无法飞翔。乐乐心里很难过，他把小鸟带回家，细心照顾。在经过一段时间的疗养后，小鸟的翅膀痊愈了。乐乐决定放飞小鸟，让它重返蓝天。小鸟围绕着乐乐的头顶盘旋了几圈，然后飞向了远方。乐乐望着小鸟远去的背影，脸上露出了幸福的笑容。</p> <p>Read short story and answer the following questions:</p> <p>6."After a period of recuperation, the bird's wings have healed." What does "recovery" mean in one sentence?</p> <p>a) physical recovery b) it's getting worse <b>c) Physical injury</b> d) Death</p>
	<p>7.What was Lele's mood when he found that the bird's wing was injured?</p> <p>a) happy <b>b) sad</b> c)nervous d) excited</p>
	<p>8.What will Lele do when she takes the bird home?</p> <p>a) Put the bird in a cage b) Put the bird in bed to take care of it <b>c) Treat the wound for the bird and take good care of it.</b> d) Leave the bird in the yard.</p>
	<p>9. What is the most valuable quality of Lele?</p> <p><b>a) Take care of small animals</b> b) Take care of nature c) Care for the environment d) Cherish water sources</p>

## The items test for pretest

Content	The item Questions
Narrative	<p>在遥远的小山村，有一位名叫小明的男孩。他家境贫寒，但他的父母总是鼓励他努力学习，相信知识能够改变命运。小明很懂事，他知道父母的期望，所以每天都刻苦读书。</p> <p>一天，小明听说村里的学校要组织一次知识竞赛，他毫不犹豫地报了名。为了赢得比赛，他利用课余时间查阅资料，努力准备。经过一段时间的努力，他终于准备充分，满怀信心地参加了比赛。</p> <p>比赛当天，小明表现得非常出色。他凭借丰富的知识储备和灵活的思维，成功地回答了评委的提问。最终，他赢得了比赛的冠军，并获得了丰厚的奖金。</p> <p>小明用奖金买了一台电脑，用来更好地学习。他的父母非常高兴，鼓励他继续努力，为实现自己的梦想而奋斗。小明的成功故事在村里传开了，成为了一个激励人心的榜样。</p> <p>Read narrative and answer the following questions:</p> <p>According to the first paragraph of the article, how is Xiao Ming's family paid off?</p> <p>a) being rich b) Middle class <b>c) poverty</b> d) difficulties</p>
	<p>2. Which of the following is not the reason why Xiaoming won the competition?</p> <p><b>a) his family is poor</b> b) he studies hard. c) he is well prepared d) he has a flexible mind</p>
	<p>3. What is the influence of Xiaoming's success story in the village?</p> <p><b>a) Inspired other children to study hard.</b> b) Make the villagers more united. c) Increased the visibility of the village. d) Promote the economic development of the village.</p>
	<p>4. What is Xiao Ming's most valuable quality?</p> <p>a) Half-hearted b) selfless c) Perseverance <b>d) be earnest and diligent</b></p>

Content	The item Questions
Narrative	<p>在小镇的最北端，住着一个名叫张华的小男孩。他最大的梦想就是能成为一个超级英雄，保护村子和朋友。他经常模仿电视上的英雄，做些英勇的动作，想象自己就是那个拯救世界的英雄。</p> <p>有一天，张华看到新闻报道说小镇的果园被一群盗贼入侵，果农们都非常担心。他知道这是一个机会，一个实现梦想的机会。他决定采取行动，保护果园和村民。</p> <p>当天晚上，张华穿上自己制作的英雄装备，悄悄地来到了果园。他凭借自己的智慧和勇气，制定了一个完美的计划来抓住盗贼。他用绳索陷阱将盗贼一一捕获，并通知了警察。</p> <p>果农们得知是张华抓住了盗贼后，纷纷向他表示感谢。他们说：“多亏了你，我们的果园和村庄才能安全。”张华笑着说：“我只是做了我应该做的。”</p> <p>后来，张华成为小镇上的英雄，受到大家的欢迎和尊重。他知道，只要心中有爱和勇气，每个人都可以成为超级英雄。</p> <p>Read narrative and answer the following questions:</p> <p>5. Read the first paragraph, what is the dream of the little boy Zhang Hua?</p> <p>a) Become a teacher  <b>b) Become a superhero</b>  c) Become a doctor  d) Become a scientist</p>
	<p>6. It is mentioned in the article that "as long as there is love and courage in the heart, everyone can become a superhero." What does this sentence mean?</p> <p><b>a) Everyone has the potential to be a superhero.</b>  b) Love and courage are necessary conditions for becoming a superhero.  c) Superheroes have love and courage.  d) Love and courage are qualities that everyone has.</p>
	<p>7. How do people in the town thank Zhang Hua?</p> <p>a) sent him a gift  <b>b) welcome him as a hero</b>  c) give him a bonus  d) invite him to dinner</p>

Content	The item Questions
	<p>8. How did Zhang Hua catch the thief?</p> <p>a) Subdue the thief with a gun</p> <p><b>b) Catch thieves with rope traps</b></p> <p>c) Fighting thieves</p> <p>d) Notify the police to catch the thief</p>
Narrative	<p>9. What story does the article mainly tell?</p> <p>a) How did Zhang Hua become an excellent fruit farmer?</p> <p><b>b) How does Zhang Hua protect orchards and villages?</b></p> <p>c) How does Zhang Hua get along with the villagers?</p> <p>d) How does Zhang Hua get along with the villagers?</p>
	<p>10. What is Zhang Hua's most valuable quality?</p> <p>a) Brave and fearless</p> <p><b>b) Wisdom and courage</b></p> <p>c) Optimism and positivity</p> <p>d) Decisiveness and determination</p>

## The items test for posttest

Content	The item Questions
Narrative	<p>小红是个非常有礼貌的孩子。一天，她去商店帮妈妈买东西。当她挑选完商品准备付账时，发现她的钱包不见了。她非常着急，因为那里面有妈妈给她的零花钱。</p> <p>小红向店员说明了情况，并询问是否有人捡到了她的钱包。店员摇摇头说没有。小红感到很失望，但她没有放弃。她记得妈妈曾经说过，如果遇到困难，要向他人寻求帮助。于是，她向在商店里的一位老爷爷求助。老爷爷听完后，告诉小红他的钱包可能掉在了商店的某个角落。他帮小红仔细寻找，最终找到了那个钱包。小红非常感激老爷爷，向他道谢后高兴地离开了商店。</p> <p>Read narrative and answer the following questions:</p> <p>1. Read the first paragraph of the article, what did Xiao Hong lose in the store?</p> <p>a) mobile phone  <b>b) wallet</b>  c) book  d) toy</p>
	<p>2. Reading the second paragraph of the article, whose advice did Xiao Hong recall when asking for help?</p> <p>a) Teacher  b) Classmate  c) Father  <b>d) Mother</b></p>
	<p>3. What are the valuable qualities of the grandfather in the article?</p> <p><b>a) enthusiastic about helping others</b>  b) apathy  c) Poor Xiaohong  d) Ignore Xiaohong</p>
	<p>4. What is the main message that this narrative wants to convey to readers?</p> <p>a) It's important to be polite.  b) Be careful in the shop.  <b>c) Ask for help if you are in trouble.</b>  d) Learn from grandpa.</p>

Content	The item Questions
Narrative	<p>在一个阳光明媚的周末，小明和他的朋友们去公园玩耍。公园里有许多美丽的花朵，小明和他的朋友们都非常喜欢。他们决定玩捉迷藏，小明藏在一棵大树后面，等待其他朋友的寻找。</p> <p>不久，小明发现了一只美丽的蝴蝶，它的翅膀五颜六色，非常漂亮。小明非常想抓住蝴蝶，但他记得妈妈曾经告诉他，蝴蝶是益虫，不应该被伤害。于是，小明决定不抓蝴蝶，而是欣赏它的美丽。</p> <p>Read narrative and answer the following questions:</p> <p>5. Read the first paragraph of the article. Where does Xiao Ming play with his friends?</p> <p>a) Home b) School <b>c) Park</b> d) Shop</p>
	<p>6. What does the word "beneficial insect" mean?</p> <p><b>a) insects beneficial to human life and other organisms.</b> b) Insects that are not good for human life and other organisms. c) beautiful bugs. d) an ugly bug.</p>
	<p>7. What is the reason why Xiaoming decided not to catch butterflies?</p> <p>a) He doesn't like butterflies. b) Butterflies are dirty. c) He is afraid of butterflies. <b>d) Butterflies are beneficial insects.</b></p>
	<p>8. What information did Xiaoming's mother tell him about butterflies?</p> <p>a) Butterflies are poisonous <b>b) Butterflies are beneficial insects</b> c) Butterflies are ugly d) Butterflies are pests</p>
	<p>9. According to the article, what is Xiao Ming's attitude towards butterflies?</p> <p>a) like it and want to catch it. b) not interested. c) afraid of it. <b>d) appreciate it and protect it.</b></p>

Content	The item Questions
Narrative	10. What is the central idea of this narrative? a) Xiaoming is a naughty boy. b) Butterflies are beautiful. <b>c) Take care of beneficial insects.</b> d) Weekends are a good time to play.



## The items test for pretest

Content	The item Questions
Ancient poetry	<p style="text-align: center;">春望</p> <p style="text-align: center;">国破山河在，城春草木深①。 感时花溅泪，恨别鸟惊心②。 烽火连三月，家书抵万金③。 白头搔更短，浑欲不胜簪④。</p> <p>Read poetry and answer the following questions:</p> <p>1. How long does "March" in "after the war-fires of three months" mean?</p> <p><b>a) Three months</b> b) Three years c) Thirty years d) Three seasons</p>
	<p>2. According to the content of ancient poems, which of the following options can most accurately describe the core emotions expressed in the poem?</p> <p>a) Loyalty to the country b) The helplessness of the war <b>c) A desire for peace</b> d) Critique of the society</p>
	<p>3. According to the understanding, "the city is deep in spring"?</p> <p><b>a) Flowers in the city in spring</b> b) Plants outside the city in spring c) Plants outside the autumn d) Flowers in the city in autumn</p>
	<p>4.. What is the theme of this poem?</p> <p>a) parting b) life c) friendship <b>d) homesickness</b></p>
	<p>5. How does "I stroke my white hair. It has grown too thin, to hold the hairpins anymore" express the poet's feelings?</p> <p><b>a) Worries about the country</b> b) Missing friends c) Pessimism about life d) Feeling for nature</p>

Content	The item Questions
Ancient poetry	<p style="text-align: center;">茅屋为秋风所破歌</p> <p>八月秋高风怒号，卷我屋上三重茅①。 茅飞渡江洒江郊，高者挂罥长林梢，下者飘转沉塘坳②。 南村群童欺我老无力，忍能对面为盗贼③。 公然抱茅入竹去，唇焦口燥呼不得，归来倚杖自叹息④。 俄顷风定云墨色，秋天漠漠向昏黑⑤。 布衾多年冷似铁，娇儿恶卧踏里裂⑥。 床头屋漏无干处，雨脚如麻未断绝⑦。 自经丧乱少睡眠，长夜沾湿何由彻⑧！ 安得广厦千万间，大庇天下寒士俱欢颜，风雨不动安如山⑨？ 呜呼！何时眼前突兀见此屋，吾庐独破受冻死亦足⑩！</p> <p>Read poetry and answer the following questions:</p> <p>6. What does the "howl" in "August autumn high wind howl" describe?</p> <p>a) The wind is very strong b) <b>The wind is fierce</b> c) The wind is piercing d) The wind is long</p>
	<p>7. What does "Triple Mao" mean in "Triple Mao on my house"?</p> <p>a) <b>Three layers of thatch</b> b) Three piles of thatch c) Three pieces of thatch d) Three thatchs</p>
	<p>8. According to the understanding and inference of ancient poems, what does the word "leaning on the stick" in "Returning and sighing on the stick" indicate?</p> <p>a) The poet is old and weak b) <b>The poet lives in poverty</b> c) The poet is physically ill d) The poet is mentally exhausted</p>
	<p>9. According to the understanding and inference of ancient poems, what does "cold as iron" in "cloth has been cold as iron for many years" express?</p> <p>a) the quilt is thick b) the quilt is rough c) <b>the quilt is cold</b> d) the quilt is old</p>

Content	The item Questions
Ancient poetry	<p>10. What is the poet's wish expressed by "There are thousands of buildings in Ande, and all the poor people in the world are happy"?</p> <p><b>a) Live and work in peace</b></p> <p>b) The country is prosperous</p> <p>c) The world is peaceful</p> <p>d) The people are happy</p>
	<p>11. Which of the following options best summarizes the theme of this poem?</p> <p>a) describe the scenery in autumn and the ruin of huts.</p> <p>b) express the poet's feelings about his personal life.</p> <p>c) reflect social injustice and people's sufferings.</p> <p><b>d) Texpress the poet's expectation of national stability.</b></p>

## The items test for posttest

Content	The item Questions
Ancient poetry	<p style="text-align: center;">望庐山瀑布 日照香炉生紫烟①， 遥看瀑布挂前川②。 飞流直下三千尺③， 疑是银河落九天④。</p> <p>Read poetry and answer the following questions:</p> <p>1. What does "nine days" mean in "Doubt is that the Milky Way has set for nine days"?</p> <p>a) Nine floors in the sky <b>b) The highest point in the sky</b> c) The nine floors on the ground d) The lowest point on the ground</p>
	<p>2.. What does "censer" mean in the poem?</p> <p><b>a) incense burner peak</b> b) incense burner c) cooking burner d) incense burner on the top of the mountain</p>
	<p>3. What does "Hangqianchuan" depict?</p> <p><b>a) Waterfalls are like a big river.</b> b) Waterfalls are like a huge water column. c) Waterfalls are like a suspended river. d) Waterfalls are like a huge waterfall.</p>
	<p>4. What kind of rhetoric is used in the "flying down three thousand feet"?</p> <p>a) metaphor b) personification <b>c) exaggeration</b> d) parallelism</p>
	<p>5. What is the truth of this ancient poem?</p> <p><b>a) It reflects the poet's infinite love for the great rivers and mountains of the motherland.</b> b) Reflects the depth of life philosophy. c) reflects the author's weak life. d) It reflects the author's generosity to life.</p>

Content	The item Questions
Ancient poetry	<p>6. What kind of emotion does this poem mainly express?</p> <p>a) Praise for nature b) Feeling for life c) Missing friends d) Missing hometown</p>
	<p style="text-align: center;">夜雨寄北 君问归期未有期①， 巴山夜雨涨秋池②。 何当共剪西窗烛③， 却话巴山夜雨时④。</p> <p>Read poetry and answer the following questions:</p> <p>7. In the ancient poem "you ask the return period is no period" is the correct one?</p> <p>a) You asked about the date of returning home, and the date is difficult to tell b) The gentleman asked the date, but no one answered c) If you ask about the time to go back, you may have a chance to go home in the future d) The gentleman asked the vacation, never the exact time</p>
	<p>8. Who is the "Jun" in "Jun asked that his return date is not fixed"?</p> <p>a) the author's friend b) the author's wife c) the author's teacher d) the author's hometown</p>
	<p>9. According to the understanding inference, what is the picture of "the night rain of Bashan and the rising autumn pool"?</p> <p>a) The autumn rain in Bashan continued to fill the pool. b) The autumn rain in Bashan continued, and the water in the pool dried up. c) The autumn rain in Bashan continued, and the rain flowed into the pond. d) The autumn rain in Bashan continued, and the water in the pool overflowed.</p>

Content	The item Questions
Ancient poetry	10. According to the understanding, what is the symbolic significance of "candle cutting" in "why should the candle in the west window"? a) A. Happy reunion b) B. Parting from sorrow c) C. Parting from pain <b>d) D. Endless yearning</b>
	11. How does "Refusing to talk about evening rain" express the poet's feelings? a) Missing my hometown <b>b) Missing my friends</b> c) Praising nature d) Feeling for life

Appendix E  
Certificate of English

**BS  
RU** BANSOMDEJCHAOPRAYA  
RAJABHAT UNIVERSITY

This is to certify that

**Miss Sun Qianyue**

Achieved BSRU English Proficiency Test (BSRU-TEP) level

**B2**

Given on 9th August 2022



(Assistant Professor Dr Kulsirin Aphiratvoradej)  
.Director



Appendix F  
Research Article Response Form

MHESI 8038.1/13



JOURNAL OF MCU UBON REVIEW  
Mahachulalongkornrajavidyalaya  
University, Ubon Ratchathani Campus

### RESPONSE FOR PUBLICATION OF THE ARTICLE

5<sup>th</sup> June, 2024

The Editorial Department of the Journal of MCU Ubon Review (TCI) of MCU, Ubon Ratchathani Campus has considered the article.

**Title** USING MEANINGFUL VERBAL LEARNING TO IMPROVE ACHIEVEMENT OF CHINESE READING COURSE FOR FIFTH-GRADE PRIMARY SCHOOL STUDENTS

**Writer** Sun Qianyue, Supapom Srihamee and Jittawisut Wimuttipanya

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Your article has been sent to 3 experts for peer review and found that its quality is at a "Good" level and academically useful.

Please be informed accordingly.

(Assoc. Prof. Dr. Phrakhruwutthidhampandit)

Editor of the Journal of MCU Ubon Review (TCI)  
Mahachulalongkornrajavidyalaya University, Ubon Ratchathani Campus

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**USING MEANINGFUL VERBAL LEARNING TO IMPROVE  
ACHIEVEMENT OF CHINESE READING COURSE FOR FIFTH-GRADE  
PRIMARY SCHOOL STUDENTS**

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**Abstract**

The purposes of this research were 1) to improve achievement of Chinese reading course using meaningful verbal learning and 2) to compare students' achievement of Chinese reading course between before and after the implementation base on meaningful verbal learning. The sample group were 30 fifth-grade primary school students with 1 class from Yantai Oriental Foreign Language Experimental School, Shandong City, China, those who obtained through the cluster random sampling. The research instruments involved 1) lesson plans according to the meaningful verbal learning and 2) Chinese reading test. The data was statistically analyzed by mean, standard deviation, and t-test for dependent samples.

The results were found that:

1) The improvement achievement of Chinese reading course using meaningful verbal learning, the researcher developed 3 lesson plans base on meaningful verbal learning by studied the documents and research related from many researchers then synthesized into 5 steps: 1) Attention 2) Transformation 3) Evaluation 4) Application and 5) Summary. After students have learned according to the lesson plans: 1) Short story, 2) Narrative, and 3) Ancient poetry using meaningful verbal learning. The result showed that, students' achievement of Chinese reading course, the average score after learning was 21.90 which was higher than the average score before learning was 15.17.

2) The comparison of students' achievement of Chinese reading score before and after the implementation using meaningful verbal learning of primary school students. The results showed overall that, students' achievement of Chinese reading course after learning higher than before learning statistically significant at the level .01.

**Keywords:** Achievement of Chinese reading, Meaningful verbal learning,  
Primary school students

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### **Introduction**

According to the Curriculum standard of compulsory education (2022) formulated by the Ministry of Education of People's Republic of China, teachers should actively interact with students in the teaching process, properly handle the relationship between knowledge implantation and ability training, pay attention to cultivating students' creativity and autonomous learning ability, guide students to have critical thinking and initiative in the learning process, and deeply understand knowledge through questioning, investigation and analysis. At the same time, it is also necessary to combine learning with application, so that students can master and apply knowledge in practice and improve the learning effect. (China Ministry of Education, 2022) Chinese curriculum standards point out that reading ability is an important part of cultivating primary school students' Chinese literacy, and reading habits developed in primary school have a far-reaching impact on students' personal development. Teachers should pay attention to cultivating students' good reading and understanding ability in primary school Chinese teaching activities, improve students' reading efficiency and make them better adapt to future social life and study. Chinese reading course is a course based on meaningful learning theory to improve students' reading achievement. Reading ability refers to the ability of students to acquire, understand and apply new knowledge. Learning ability can be cultivated and improved. Adopt correct learning methods, cultivate good study habits, use various learning methods flexibly, and constantly reflect and adjust students' learning process. (China Ministry of Education, 2022)

At present, there are still some problems in Chinese reading teaching, such as: the selection of reading materials is not scientific; The reading goal is single; The reading method is not flexible enough; Teaching evaluation is single and invalid. Therefore, it is necessary to take relevant measures to improve the teaching content of Chinese reading, so as to improve students' reading ability. In order to improve this situation, teachers need to pay more attention to the law of physical and mental development of primary school students, and adjust the teaching content and teaching methods appropriately, so as to stimulate students' enthusiasm and interest in learning and improve the learning effect. (China Ministry of Education, 2022).

Achievement of reading can reflect a person's reading comprehension and thinking ability. Reading ability includes the ability to understand, analyze and evaluate the text, while thinking ability includes the ability of logical reasoning, judgment and analysis, induction and summary. These abilities are crucial to a person's academic and professional development. Secondly, achievement of reading can also reflect a person's language ability and cultural literacy. As McQuillan, J. (2020) Stated that the importance of reading achievement lies in its positive influence on personal learning and development. Reading is an important way to acquire knowledge, master information, improve thinking ability and cultivate creativity. By improving reading scores, individuals can expand their knowledge, enhance their critical thinking ability, enhance their expressive ability, and gain more opportunities in their academic and professional development.

Ausubel's meaningful verbal learning theory holds that learning should be meaningful and the learning content should be related to the existing knowledge. This way of learning helps students to understand the learning materials more deeply and make them review and apply what they have learned better. As Lu Cuihong (2017) mentioned Ausubel learners must have the heart of meaningful verbal learning, that is, students' interest in reading and memorization can be cultivated in Chinese language teaching. To increase interest in learning Chinese Meanwhile Teaching should also be closely related to life. In addition to the students themselves, there also needs to be a desire to learn in a meaningful way. In addition, when teachers design classroom instruction, they must consider the student's desire for meaningful learning. And the value of carefully preparing the language for students at the nexus of new and old knowledge is only evident in the use of charm. You cannot learn any language well if you study it without practice. So, in Chinese class Students are encouraged to speak up more and express their opinions and ideas as much as possible. Only by creating familiar life situations can arouse students' greater interest in learning.

At the same time, meaningful verbal learning also encourages students to think positively and establish their own views and understanding. Compared with simple rote learning, this learning method can help students better understand and use knowledge. (David Paul Ausubel, 2000). Meaningful verbal learning can also cultivate students' creative thinking and critical thinking ability, so that they can better apply what they have learned to solve problems, thus improving their academic achievements as Zhang Yanming (2019) use meaningful verbal learning to improve the reading results of middle school students. The experimental group was 30 in the third 3 grade of junior high school and 30 in the first class of the first grade. The summary method is used to summarize the materials provided by teaching practice.

In summary, the meaningful verbal learning has a positive impact on the improvement of students' reading achievement. By linking new knowledge with existing knowledge, students can better understand and remember new learning materials. This meaningful way of learning can help students better grasp the core concepts and principles of the subject, thus improving their learning achievements.

#### **Research Objective**

1. To improve achievement of Chinese reading course using meaningful verbal learning for fifth-grade primary school students.
2. To compare students' achievement of Chinese reading course between before and after the implementation base on meaningful verbal learning.

#### **Research Hypotheses**

After Using meaningful verbal learning, students' achievement of Chinese reading course has been significantly improved.



### **Literature review**

In the study of “Using meaningful verbal learning to improve achievement of Chinese reading course for fifth-grade primary school students”, the researcher studied the documents concerning the following:

#### **Importance of Meaningful verbal learning**

Meaningful verbal learning developed by David Paul Ausubel. (2020) American psychologist. He has faith that any learning will be meaningful to students if you can connect with what you've learned before. any content It is possible to organize learning for students, but methods must be used that are appropriate to the potential of each student. Each student can learn when they are ready. Ausubel divides learning methods into 4 types: 1) Learning by receiving information in a meaningful way (Meaningful Reception Learning), 2) rote learning Do it without knowing the meaning (Rote Reception Learning), 3) Meaningful Discovery Learning, and 4) Rote Discovery Learning. What Ausubel places importance on learning is whether it is learning by means of receiving the message or should the discovery method be meaningful to the learner? There are 3 factors: 1) the learning content (materials) which is meaningful to the learner or is it something similar to something that has been learned before? 2) Does the learner have experience related to what they are learning? They must connect what they have learned with what they have learned. knowledge or similar previous experiences; and 3) the learner's intention to connect what they learn with their own previous knowledge and experiences.

Meaningful verbal learning emphasizes the connection between the learned knowledge and students' interests and experiences, and the understanding of the concepts and principles behind knowledge, rather than simply memorizing facts or formulas. The importance of meaningful verbal learning is reflected in the following aspects:

1) Improve learning interest and motivation: When learning is closely related to students' interest and experience, they will be more involved in learning, thus enhancing their interest and motivation in learning.

2) Cultivate thinking ability: meaningful verbal learning encourages students to think positively, analyze and solve problems. This helps to cultivate their logical thinking ability, analytical ability and innovative ability.

3) Enhance the ability of understanding and application: The theory of meaningful learning focuses on understanding the principles and concepts behind knowledge, which helps students better understand the nature and application of knowledge. At the same time, it also emphasizes linking the knowledge learned with real life and enhancing the application ability of knowledge.

4) Improve the learning effect: The theory of meaningful learning focuses on the understanding and regulation of the learning process, which helps students to better master knowledge and improve the learning effect.

5) Promote personal and social development: through meaningful learning, students can better understand themselves and the world around them, cultivate the ability of autonomous learning and lifelong learning, and at the same time help promote personal and social development.

Li Na (2017) summarized Ausubel's Meaningful acceptance of learning theory has a very important guiding significance for modern teaching. By constructing an effective knowledge structure system, it can help students understand the knowledge

they have learned more easily, so as to fundamentally improve students' learning effect, which is conducive to the realization of quality-oriented education reform. It is of great significance to promote students' progress and growth. The practice and application of this teaching theory in teaching can realize the transformation from mechanical education to meaningful acceptance learning. Ausubel's theory of meaningful acceptance of learning meets the requirements of quality-oriented education reform, respects students' subjectivity to a large extent, and plays an important role in their long-term development.

Mao Wei (2017) summarized Ausubel's emphasis on the importance of meaning learning in knowledge acquisition in his book "A New Theory of Meaning Learning -- A Cognitive View of Acquiring and Maintaining Knowledge". Ausubel believes that meaning learning is very important in the process of education, because it is an important mechanism for human beings to acquire and store a large number of ideas and information, covering all fields of knowledge. It is of great significance to acquire and maintain a large body of disciplinary knowledge because: (1) Unlike computers, humans can only understand and quickly memorize a few pieces of representational information at a time. (2) Knowledge lists acquired mechanically by passively accepting multiple knowledge representations will disappear over time or be quickly forgotten due to the length of the list, unless overlearning and frequent replication occur.

Shen Qianlin & Zeng Bin (2018) believes that Ausubel has done extensive research in the field of educational psychology, and put forward the meaningful verbal learning based on the research of meaningful language learning. Ausubel clearly extracted the key factors in his interpretation of the concept of meaningful learning theory: first, "the connection between new knowledge and original knowledge is not artificial"; Second, "the connection established is substantive, not literal." In other words, it is a process in which the new knowledge symbol finds the "impression" equivalent to it in the original consciousness, so that the two automatically establish a connection in the consciousness and produce psychological meaning.

Xiong Chaoping (2018) believes that the study of education requires a profound analysis of the basic characteristics of education. Only by analyzing the characteristics can we better understand the phenomena and problems of education. The coexistence and extinction of education and human beings emphasize the permanence of education function, but there is history in this permanence, which reflects the restriction effect of political, economic, cultural and other factors in each social stage on education and its related elements.

Shi Linxia (2019) believes that Ausubel's meaningful verbal learning Means that WHETHER Students Can Acquire New Knowledge Mainly Depends on the Existing Knowledge. The relationship between new information and existing concepts in Students' Assimilation of the Meaning of Old Knowledge. The meaningful verbal learning has a profound impact on future teaching.

Han Ting (2021) believes that meaning learning is the acquisition of new meaning. "New meaning" refers to a positive and comprehensive interaction between new learning materials and relevant concepts in the existing knowledge structure of learners. Therefore, obtaining new meaning from the connection between new knowledge and old knowledge is the ultimate result of meaning learning. On the one hand, Ausubel points out that meaning learning is to connect potentially meaningful



materials with existing concepts in cognitive structure in order to understand the relationship between important concepts. On the other hand, meaningful learning and rote learning way of learning and keep there is essential difference between, meaning of learning and to keep the main concepts related to cognitive structure of system. The influence of this idea and the interaction between primary learning tasks. It makes the maintenance of machine learning susceptible to the interference of forethinking and back thinking, and its maintenance time is usually relatively short, which is easier to cause forgetting.

In summary, meaningful verbal learning focuses on the important role of accepted learning and the cognitive structure of students in knowledge acquisition, and provides a basis and motivation for teachers to conduct curriculum and teaching reform. It has important guiding significance to promote students' development. It is constantly updating and improving the traditional teaching concepts of teachers in various disciplines, greatly improving students' learning and application ability, and producing good learning results.

#### **Importance of achievement of reading**

Shi Liangfang (1994) the new curriculum reform of basic education in China is being carried out in depth, and curriculum implementation is the central link of the new curriculum reform, which is embodied in classroom teaching. Based on the research, we find that Ausubel's meaningful learning theory is of great guiding significance to the reform of teaching, the improvement of teaching quality and effectiveness, and the promotion of new curriculum reform. Pay attention to give play to students' autonomy in learning. Fundamentally speaking, it is the independence, initiative, enthusiasm and innovation that students show in the interaction between teachers and students, and it is the maximum play of students' subjective active role. The emphasis is on giving play to students' learning autonomy in teaching coincides with ausubel's teaching behavior that learners have subjective initiative, which is the primary characteristic of classroom learning.

McQuillan, J. (2020) The importance of reading achievement lies in its positive influence on personal learning and development. Reading is an important way to acquire knowledge, master information, improve thinking ability and cultivate creativity. By improving reading scores, individuals can expand their knowledge, enhance their critical thinking ability, enhance their expressive ability, and gain more opportunities in their academic and professional development.

Han Tao (2021) Points out that meaningful speech acceptance learning is actually the most important mode of acquiring and maintaining such knowledge in school or similar learning environment. First of all, it should be made clear that some scholars point out that the weakness of expository teaching and acceptance teaching is not inherent in itself, but caused by its misuse and abuse. Most first-line teachers understand that when necessary supplement some concrete instances, the words of the expository teaching actually is the most effective way of teach pupils the subject content, while in the process of studying ancient Chinese poems, the learner's independent discovery is indispensable, but found that learning throughout all classroom activities, due to the obscure poems, and it contains profound philosophic theory and so on, However, as a very useful auxiliary teaching method of ancient poetry, it is very necessary for the development of problem solving skill and learning how to discover



new knowledge. Poems in the process of teaching in the elementary school higher grades, therefore, the words of the meaningful reception learning and discovery learning, learners can be more solid, broader access to related knowledge and deep understanding of those ancient poetry connotation, clear poetry contains the philosophy, and improve the elementary school higher grades in the significance of continuous learning poems teaching efficiency.

In summary, importance of achievement of reading, people can learn how to understand, analyze and think about problems, and also learn how to express, communicate and share their views. At the same time, reading can help people shape good character and stimulate people's creativity and imagination. Through reading, people can be exposed to different ideas, cultures and ideas, thus stimulating their creativity and imagination. Reading is a lifelong learning habit, which can make people learn, grow and progress continuously. Through reading, people can constantly update their knowledge, keep up with the pace of the times, and maintain their desire and pursuit of knowledge.

### **Research Methodology**

#### **Population and Sample**

The Population: There were 60 fifth-grade primary school students with 2 classes from Yantai Oriental Foreign Language Experimental School, Shandong City, China, and 30 students in each class. (There were students' mixed ability in each class: high, medium, and low level abilities.)

The Sample group: There were 30 fifth-grade primary school students with 1 class from Yantai Oriental Foreign Language Experimental School, Shandong City, China, Through the cluster random sampling.

#### **Research Instrument**

Using meaningful verbal learning to improve achievement of Chinese reading course for fifth-grade primary school students. The procedures for creating research instruments were as follows:

##### **1. Lesson plans**

Procedures for lesson plan according to the meaningful verbal learning theory creating lesson plans details were as follows:

1.1 Studied the Ministry of Education "Chinese Language Curriculum Standards for Compulsory Education (2022)", to serve as a guideline for developing lesson plans. In addition, studied of concepts from documents, and related research to 29 create lesson plans using meaningful verbal learning to improve students' Chinese reading achievement for teaching 1) Short story, 2) Narrative, and 3) Ancient poetry. Each lesson plan includes elements topic: 1) Content, 2) Objectives of Learning, 3) Main concept, 4) Introduction, 5) Learning content of reading, 6) Learning Activity, 7) Measurement and Evaluation, 8) Instructional Media, and 9) Learning Schedule for teaching.

1.2 Create 3 lesson plans on the subject about Short story, Narrative and Ancient poetry total 22 hours and 30 minutes. Researcher has studied the documents and related research about meaningful verbal learning theory and studied information from many researchers: Feng Shanliang (2017); Wang Junli (2017); Yuan Lin (2019);

and Li Na (2017). And synthesized into 5 steps used in developing lesson plans: 1) Attention, 2) Transformation, 3) Evaluation, 4) Application, and 5) Summary.

1.3 When the lesson plan is completed, the researcher presented this to the thesis advisor. To check the suitability and consistency of the content, the appropriateness of the learning activities and the feasibility of the activities in accordance with the learning objectives. Then improve according to suggestions.

1.4 Present the revised lesson plan to 3 experts to consider the contents and completeness of the lesson plans with the learning objectives, contents, learning activities, instructional media, measurement and evaluation. And analyzed the index of Item Objective Congruence (IOC), the result of lesson plans has an IOC = 1.00 for all questions. And lesson plans using meaningful verbal learning, it was used to assess suitable, it was found that, all contents were the most suitable.

1.5 Improve the teaching plan according to experts' recommendations before using it to teach with real samples.

## 2. Chinese reading achievement test (multiple-choice test).

2.1 Study the theory: Principles and methods of creating multiple choice tests from documents, textbooks and related researches.

2.2 Create multiple-choice test with 4 choices for 3 contents were Short story, Narrative and Ancient poetry, each content was 24 questions, totally 72 questions to measure students' achievement of Chinese reading course. The scoring criteria 1 point for correct answer and 0 point for wrong answer.

2.3 The multiple-choice test is handed over 3 experts for measurement and evaluation. Check the content validity, analyzed an Index of Item Objective Congruence (IOC), the result of each question = 1.00 for all questions.

2.4 Improve and revise tests that have been verified by experts. Then took it to try out with students who were not a sample for 30 students to analyze the quality of the item test. The results of the quality analysis of the questions found that, there were 60 questions, difficulty value (p), discrimination power (r), and reliability: 1) Short story, there were 18 questions (p=0.43-0.73, r=0.27-0.47), 2) Narrative, there were 20 questions (p=0.57- 0.77, r=0.20-0.40), and 3) Ancient poetry, there were 22 questions. After that dividing the items test into 2 sets for pretest (30 questions) and posttest (30 questions). And checking the quality of the Chinese reading test confidence values for the entire document are determined by Kuder Richardson's method (KR-20) = 0.85.

### **Data Collection**

This research was divided into 3 phases, the details are as follows.

1. Pre-experiment phase: 1) Organize an orientation before starting the experiment to understand students how to study meaningful verbal learning theory and the benefits that will be gained from taking the ability test and learning activities during the experiment. 2) Test before teaching (Pretest) with 30 fifth-grade primary school students from YanTai Oriental Foreign Language Experimental School, Shandong City, China, in the second semester of the academic year 2023 and check the score record in order to analyze the data.

2. Experiment phase: The experimental phase is the phase in which the sample group learns using the lesson plan developed by the researchers based on meaningful verbal learning theory. The teaching time in 10<sup>th</sup>–15<sup>th</sup> January 2024 for 22 hours and 30 minutes, excluding the days of pretest and posttest.

3. Post-experiment phase: After all the content has been taught, a proficiency test was given to a sample group of students. Test after learning (Posttest), and then check and score according to the scoring standards formulated by the researcher. Once the scores have been reviewed and combined, the scores are submitted for further data analysis.

### **Research Results**

This research was to improve achievement of Chinese reading course using meaningful verbal learning for fifth-grade primary school students and to compare students' achievement of Chinese reading course between before and after the implementation base on meaningful verbal learning. The data analysis result can be presented as follows:

1. The improvement achievement of Chinese reading course using meaningful verbal learning, the researcher has studied the documents and related research to meaningful verbal learning from many researchers and synthesized into 5 steps used in developing lesson plans: 1) Attention, 2) Transformation, 3) Evaluation, 4) Application, and 5) Summary. The data analysis was assessment of the quality of the lesson plans according to meaningful verbal learning by 3 experts, and the results are shown the quality of the lesson plans; overall, the suitability of the research objectives has the most suitable. After students have learned according to the lesson plans: 1) Short story, 2) Narrative, and 3) Ancient poetry to implemented Chinese reading achievement using meaningful verbal learning with 30 fifth-grade primary school students in the second semester of the academic year 2023. The result showed that, students' achievement of Chinese reading course the average score after learning was 21.90 which was higher than the average score before learning was 15.17.

2. The comparison of students' achievement of Chinese reading score before and after the implementation base on meaningful verbal learning of primary school students. the results of comparison students' Chinese reading score before and after learning to analyzed the data using average statistics, standard deviation, and t-test for dependent samples which the data analysis results are shown in table 1



Table 1 The comparison of Chinese reading score between before and after learning  
n=30

Chinese reading	Testing	Score total	$\bar{X}$	SD.	df	t	p
Short story	Pretest	9	4.63	1.33	29	8.79**	0.00
	Posttest	9	6.37	0.89			
Narrative	Pretest	10	5.17	1.37	29	9.28**	0.00
	Posttest	10	7.63	1.43			
Acient poetry	Pretest	11	5.37	1.63	29	8.28**	0.00
	Posttest	11	7.90	1.30			
Total	Pretest	30	15.17	3.17	29	14.65**	0.00
	Posttest	30	21.90	2.37			

\*\*p<.01

From table 1, the comparison of students' Chinese reading score before and after learning using the meaningful verbal learning theory of the primary school students. The results were found that the Chinese reading achievement of students after learning higher than before learning statistically significant at the .01 level. When considering the results of data analysis classified by contents: Short story, Narrative, and Acient poetry. The results were found that the Chinese reading achievement of students after learning higher than before learning statistically significant at the level .01 for all contents.

### Research Discussion

From research results on the using meaningful learning to improve achievement of Chinese reading by using meaningful learning can be discussed as follows:

1. The improvement achievement of Chinese reading course using meaningful verbal learning, the researcher has studied the documents and related research to meaningful verbal learning from many researchers and synthesized into 5 steps used in developing lesson plans. The results are shown the quality of the lesson plan by 3 experts; overall, the suitability of the research objectives has the most suitable. And The result showed that, students' achievement of Chinese reading course the average score after learning was 21.90 which was higher than the average score before learning was 15.17. It maybe because meaningful verbal learning emphasizes the subjective initiative and deep thinking in the learning process. It believes that learning is not only the reception and memory of information, but also the deep processing of information, the understanding of its internal meaning and correlation (Moreira, M. A., 2012). In addition, meaningful verbal learning helps learners understand knowledge through linking and

integrating new knowledge and existing cognitive structures to create a knowledge system that is personally important (David Paul Ausubel, 2020). Which was consistent with the research results of Zhang Yanming (2019) used meaningful verbal learning to improve the reading results of junior high school students. The experimental group was 30 in the ten-grade of junior high school and 30 in the first class of the ten-grade. Using the method of meaningful learning theory to teach junior high school students reading courses, the research results show that most students' reading achievement have been improved. It is concluded that Chinese teaching should face all students and pay attention to the cultivation of students' emotions. Finally, can improve students reading achievement. And consistent with the research results of Huang Yanqing (2019) uses meaningful verbal learning to improve primary school students' reading results. The experimental team was 45 students in the third grade of Kongjia Elementary School in Hubei and 45 in class 2. Using action research method to observe and reflect on your teaching behavior in research, teach with the theory of meaningful learning and observe and reflect on your teaching behavior in the research according to the action research method. The result of the study is that middle school students' reading achievement has been significantly improved through meaningful learning theory teaching.

2. The comparison of students' achievement of Chinese reading score before and after the implementation base on meaningful verbal learning of primary school students. The results showed overall that, students' achievement of Chinese reading course after learning higher than before learning statistically significant at the level .01. Which was consistent with the research results of Li Na (2017) Studied the research on the teaching of reading guidance of famous work in Junior Middle School Chinese 47 Based on meaningful verbal learning. The experimental group was 50 Junior Middle school students in Class 7 of Grade 9 and 50 Junior Middle school students in Class 8 of Grade 9. Carry out meaningful learning theory teaching and use test questions to measure and evaluate students' reading level. The results show that most students' reading achievement and reading ability have been significantly improved. Consistent with the research results of Yang Lu (2017) used meaningful learning theory teaching to improve middle school students' reading performance. There are 40 students in Grade 8 and 40 students in Class 1 of Grade 8 in the experimental group. Using the method of meaningful learning theory to teach middle school students short story reading, the research results show that most middle school students' reading scores have improved obviously. It is concluded that carrying out reading teaching activities according to the theory of meaningful learning can effectively improve middle school students' reading achievement and reading level. And consistent with the research results of Zhang Xiufeng (2018) used meaningful learning to improve primary school students' reading performance. In the experimental group, there are 35 students in grade three. The research results show that most primary school students' reading scores have improved and show that carrying out reading teaching activities according to the theory of meaningful learning can effectively improve students' reading achievement and reading ability.

In summary, that creating a student-centered teaching environment for Chinese reading under the theory of meaningful learning. The theory of meaningful learning emphasizes the connection between new knowledge and existing knowledge, so that learners can better understand and remember new concepts and information. According to the theory of meaningful learning, the key to learning is to establish a meaningful concept network, and promote deep understanding and long-term memory through the integration and induction of concepts. Through the theory of meaningful learning, students can understand reading materials, so as to choose and implement more effective reading methods and improve their reading performance. This research result holds that reading teaching based on meaningful learning theory can significantly improve primary school students' Chinese reading performance and make positive contributions to their learning and development.

### **Research Suggestion**

#### General recommendation

1. Meaningful learning teaching theory, in the teaching process, students have limited knowledge through meaningful discovery learning, and it is difficult to find that 48 learning is an effective and primary learning means. The vast majority of knowledge still needs students to master through receptive learning. It is difficult for students to learn professional knowledge directly without knowing anything about it, so teachers need to choose effective teaching methods.

2. Teaching based on meaningful learning theory takes up more time in actual teaching, because students need to study independently and solve practical problems, which is an investigation of students' Chinese reading comprehension skills. Teachers should help students make clear the direction of learning, actively guide them in class, improve students' enthusiasm and initiative in learning, and strengthen the connection between old and new knowledge. Avoid students spending too much time thinking about how to study.

3. In the teaching of Chinese reading based on the theory of meaningful learning, it is very important to build the overall knowledge framework of the subject in students' minds. The framework of subject knowledge reflects the knowledge structure, general content composition, origin of knowledge, hierarchical relationship, correlation and so on. It is helpful for students to know where they are in their reading level, how far they are from the expected goal, where to start and what cognitive ways to learn, so that students can understand the knowledge to be learned in this lesson faster and more clearly.

#### Suggestions for further research

1. Consider multiple variables: besides paying attention to the influence of meaningful learning theory on Chinese reading performance, it is also important to further explore other potential related variables. Personal learning ability, social support, family background, etc. May have an impact on students' learning. By investigating the interaction between these factors, we can fully understand the influence of meaningful learning theory on Chinese reading performance of different students.



2. Long-term follow-up research: Although the current research is mainly based on short-term classroom reading achievement research, long-term follow-up research can better understand the development of students' Chinese reading level and the lasting influence of meaningful learning theory on students' learning. Through long-term follow-up observation of the same group, we can observe the changing trend of Chinese reading performance and analyze the long-term influence of meaningful learning theory on Chinese reading performance at different time points.

3. Compare different Chinese reading methods: The existing research has involved some Chinese reading methods (such as listening, speaking, reading and 49 writing). However, it is very valuable to further compare and study the influence of different reading methods on Chinese reading performance.

4. Consider multi-dimensional evaluation of Chinese reading achievement: In addition to existing Chinese reading achievement measurement tools, such as questionnaire surveys, research can comprehensively consider multiple evaluation methods, to obtain more comprehensive and objective results.

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