

# A Teaching Model Improving Students' Chinese Learning in Rural Area in China

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**Abstract.** Education gap exists between urban and rural area in China. In this article, a teaching model in Chinese class is introduced. It is developed by the Institute of Modern Educational Technology in Beijing Normal University. The validity of the model has been proved, in the process of 12 years' practice in different areas in China, while the effect in an area in Ningxia province is mainly discussed here. The model can help to improve the students' words and expressions, reading and writing ability greatly. Students in the country schools can achieve as well as those in the city.

**Keywords:** Chinese teaching, rural students, model, China

## 1 Introduction

With the urbanization and fast development of the society in China, the gaps between urban and rural areas have received great attention. Besides economy, medical care and living environment, education is one of the most important aspects that people concern about. According to the statistical data analysis from some Chinese experts, students from the rural areas have a higher drop rate and shorter years of education than students from urban areas (Chen, 2009). Moreover, as is showed in the following chart, there are also differences between rural and urban students in math, reading, science abilities and reading abilities with the PISA tests (Xue, 2012). In this case, How to reduce the gap, help students from rural area to improve their learning is a big issue for educators to work on.

## 2 Analyzing the reasons

Schools in cities can always get more educational resources than those in the countries. With the unbalanced development of the urban and rural areas in China, most people tend to seek the opportunity to develop their career in the cities. This causes a shortage of qualified teachers in rural school. On the one hand, there are not enough teachers in rural schools; on the other hand, the current teachers are mostly with low degree, old-aged, or less-experienced (Kim, 2012). They lack modern educational ideas and teaching ability. There are problems of both quantity and quality of the situation of teachers in the country. Students in urban and rural areas have different socioeconomic status which will cause their different foundation before they enter school.

## 3 Introduction to the model

Based on the Constructivism and the theory of instructional design, Professor He Kekang advanced the Literacy-Reading-Writing Chinese teaching model, in which language using is very much emphasized. The following picture shows the main teaching process of a Chinese class.

In the first 20 minutes, teacher mainly plays the role of guiding; students follow the design of the teacher and reach the low level of the instructional objectives. Then there will be 10 minutes reading and 10 minutes writing, both the reading and writing should be about what the students have learned in the first 20 minutes. In this way, the students can reach the high level of the objectives. So, according to the time arrangements, the model is also called 2-1-1 model.

Besides the different arrangement of class time, the additional reading and writing, the advocate of "language teaching based on language using" is also the main content of the model. The advocate is reflected in the 20 minutes' teacher's teaching, such as help the students use different ways to remember the character, try to use the character in words and sentences, and so on.

## 4 Research design

Since 2000, this model has been practiced in more than 500 schools in different areas in China, both in the urban and rural area, and has achieved great effect. In this article, the results of rural area, Hayman County, Ningxia Province will be mainly discussed.

There were 7 schools, 10 Chinese teachers, 10 classes and 561 students taking part in the trial from the country in Haiyuan County. Besides, there were 2 contrast classes, one is the best school in the city, and another is a similar school from the county.

From 2009 to 2011, during the 2 years' time, in the 10 experimental classes from the 7 schools, the 10 teachers had taught their Chinese classes in the Literacy-Reading-Writing Chinese teaching model (or the 2-1-1 model). After 2 years, there was an exam for their students, testing the number of the characters they know and their Chinese ability including words and expressions, reading and writing. The following tables show the results and comparison with the 2 contrast classes.

**Table 2.** The number of Chinese characters the experimental and contrast classes students remembered

<i>Class</i>	<i>Students Number</i>	<i>Means</i>	<i>t</i>
<b>Class in the city</b>	83	2539.8±315.5	4.59***
<b>Experimental classes</b>	561	<b>2731.8±360.6</b>	--
<b>Class in the country</b>	70	2484.1±559.6	5.04***

(\* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$ ; )

From this table, we can see that, the students in the experimental classes can remember more words than both those in the city and in the country classes. The model really can do a lot to help the students remember more characters or words.

**Table 3.** Comparison of students' Chinese ability in experimental classes and similar country class

<i>Chinese Ability</i>	<i>Means of experimental classes</i>	<i>Means of class in the country</i>	<i>t</i>
<b>Words and expressions</b>	23.58±4.81	19.61±4.76	6.59***
<b>Reading ability</b>	13.68±4.99	9.72±5.70	6.20***
<b>Writing ability</b>	17.08±5.80	8.62±6.90	11.32***
<b>Sum</b>	54.3±11.76	37.94±14.36	10.76***

By testing the Chinese ability, including words and expressions, reading ability and writing ability, the table shows that the students in the class that use the model in Chinese teaching have stronger ability in words and expressions, reading and writing than those in the similar country class. By comparing the 2 better experimental classes with the class in the city, we get the following table, and it shows that the students have similar outcomes, which mean the teaching model can help the students in the country to get better Chinese performance.

**Table 4.** Comparison of students' Chinese ability in 2 best experimental classes and the city school

<i>Chinese Ability</i>	<i>Means of 2 best experimental classes</i>	<i>Means of class in the city</i>	<i>T</i>
<b>Words and expressions</b>	25.74±4.97	27.62±4.38	-2.76*
<b>Reading ability</b>	15.60±5.04	15.09±5.67	0.65
<b>Writing ability</b>	19.19±6.08	18.82±6.17	0.41
<b>Sum</b>	60.53±11.98	61.54±12.21	-0.58

## 5Discussions

To balance the educational development of city and country, most solutions are about the facility or the teachers' professional development; however this model focuses on the class teaching. The data above can show the practice effect of this model. To guarantee that the model can help the students, some main factors should be paid attention to.

**Teachers training.** The model seems to be easy in time arrangement, but it also needs teachers' understanding of the advocate, "language teaching based on language using", so teachers' training is very important, both in the beginning and in the process.

**Persistence in everyday teaching and learning.** The model emphasizes reading and writing in class, which needs teachers' and students' persistence, only long time practice can lead to good effect. When quantity sums, quality will change.

Besides, teachers' communication and collaboration with each other, technology use in teaching are also very important.

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