

Presentation and Evaluation on the Course of Stories Based on Core Competencies for Chinese Students

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ABSTRACT. *It is a symbol of localization of humanistic learning theory to cultivate the core competencies for Chinese students. When referring to the core competencies, it needs a perfect routes by setting proper learning scaffolds, which can ensure a good result of the core competencies. This article shows how the 2LSPM mode works while the course of stories proceeding and how we evaluate it.*

KEYWORDS: *Core competencies, Course of stories, Construction for course, 2lspm mode, Serve model*

1. Introduction

The core competencies have become vital measures to enhance people's qualities, balance the quality structure of population and achieve happy life for citizens. According to PISA(2009)and TIMSS(2015), practices from Finland and Singapore are good examples.

Finnish education embodies in life education and process evaluation with low stakes, which contributes to students' acquisition of self-caring, service for others, common knowledge on society, proper attitudes to conflicts, being confident and sustainable development.

With multiple language teaching and differential education, Singapore broadens the eyesight and discourse choices, and has created a respectful circumstance for differences and self-confidence, which does well for perfect personality.

What's more, the practice in Chinese education highlights. The account and comment on a typical practice is hereby shown as below.

2. Introductions to 2splm Mode Contributing to the Course of Stories

2.1 On 2splm Mode

Considering the teaching of stories from the perspectives of educational philosophy, it shows the reality of a teaching method and the practical attribute. Therefore the mix of its objectivity and practicality makes values and paradigm towards education.

Since story teaching method itself is a special one which consists of some certain procedures, there was once a period containing studying theories and constructing models. Through constant teaching and discussion activities on the theme, a route including five procedures came into being, called 2LSPM mode.

Table 1 the Structure of 2lspm Mode



Table 2 Deconstruction on 2lspm Mode and Core Competencies

procedures	time duration	contents	teaching aims	teaching strategies	core competencies
Step 1 - L look through...	3'30"	ss. looking through the words and pictures, talking together.	perceptions on the words and language itself.	visual and logic knowledge, cooperative study.	cognition and usage on language, cooperative and logic study, linguistic moralities.
Step 2 - L listen to...	4'20"	the audio, model reading showing words' pronunciation structures.	relation among pronunciation, Structure and meaning formed.	perception on listening, approaching personal ZPDs.	abilities of cognition and usage of language, efficient construction and learning.
Step 3 - S say and speak...	5'15"	ss. talking or making dialogue according to the stories and the texts.	being familiar with text, roles' words, strengthening them.	strengthening saying and speaking, experience first.	abilities of language usage, innovation and cooperative learning, experience on language moralities.
Step 4 - P perform...	20'33"	performing the story in roles, encouraging ss. to develop on language and behaviors.	enhancement on contextual communications, deepening the experience of language and moralities.	everyone involved in saying and speaking tasks, experience on moralities and relationships.	abilities of language usage, innovation and cooperative learning, experience on language moralities.
Step 5 - M make up...	9'10"	materials about story context, make-up upon imagination and innovation.	basic consolidation, enhancement on thinking, innovation and learning.	according to the story itself, making integration between new knowledge and old one.	abilities of language usage, innovation, cooperative learning and integration an language materials.
Evaluation	2'12"	evaluations on 2LSPM Mode used in story lessons	feedback and enhancement.	experience, expression, communication and perfection.	critical thinking, ability of rethinking and learning.

2.2 An Example for 2splm Mode

This section conveys a case of 45 minutes' lesson proceeded by 2SPLM mode. The chart below shows how the mode works and contribute to students' core competencies.

3. Analyses on the Case and Course Based on 2splm Mode and Serve Model

As a key method to assess education achievement, Professor Liu Jian's scientific achievement called *SERVE* model comprehensively shows solution, example, rules, value and education and their interrelationship. Based on the usage of 2LSPM mode in story lesson and course, the analyses below cater to *SERVE* model and core competencies for English language including linguistic abilities, cultural awareness, thinking quality and learning ability.

3.1 Integration and Analysis between Core Competencies in 2lspm Lesson and Serve Model

Table 3 Deconstruction on the Case by the Two Dimensions

Core Competencies \ SERVE Model	Solutions	Examples	Rules	Value	Education
linguistic abilities	scaffolds before learning such as listening to the audio, following to read, communicating.	epidemics like looking through, listening, saying or speaking, the basis of performing and make-up.	mechanism: looking through → listening → saying / speaking → performing → make-up.	devoted to understanding linguistic knowledge and grasping linguistic skills.	aimed at the acquisition and consolidation on linguistic knowledge and skills.
cultural awareness	setting language usage, language moralities, differential lives.	conversations, different moralities and lives of species in the case	based on the context and text, different lives and moralities.	devoted to the awareness of proper usage of language, different cultures and moralities.	understanding and internalization on linguistic characters of cultures, knowledge and skills.
quality of thinking	setting dialectical and general values, guidance of innovation .	understanding kinds of lives, making up the dialogues or stories in the case.	thinking on understanding, acquisition and acknowledgement for the items.	devoted to the ss.' learning ability, dialectical thinking, general and innovative awareness.	helping with the thinking of dialectics, inclusion and creativity.
learning ability	circumstances of cooperative learning, contextual learning and practical learning.	experience after learning to talk to each other, perform the story out.	strategies: cooperative learning, contextual learning and practice.	guidance for ss. To grasp the strategies and learn efficiently.	kinds of useful leaning strategies, abilities to learn English language efficiently.

According to the deconstruction on the lesson case, the two dimensions are simply including 9 aspects which somehow show the main purpose of development and innovation in 2LSPM mode. Specifically, when seen vertically, presenting certain language materials and setting the circumstance of practice English language

make sure that students can enhance their levels on linguistic usage, cultivate the qualities of innovations and dialectics, form multiple learning abilities and experience linguistic culture and moralities, which contribute to developing students' core competencies; When seen horizontally, 2LSPM mode is full of characters such as humanism and active construction, which are with standard routes that can be practical, duplicated and inspected, and are the example as specific plans and procedures to highlight the achievements qualitatively.

Among the 20 aspects from the two dimensions, it is easy to notice that SERVE model can explain and summarize any questions about core competencies. Similarly, things SERVE model has embodied in can all be symbolized by core competencies based on the scaffold of 2LSPM mode. Theoretically, the 20 aspects sum up to a general meaning which is the orientation for SERVE model. Then the general meaning on education can be explained by the collective method (Table 4), typically as below, that to develop Chinese students' core competencies, we should pay more attentions on the practice of ideology and modes, experience and practice on language. After that, students will acquire enough while living or studying. When it comes to philosophy, hermeneutics and dialectics help to prove it that things including education are with many conflicts such as values, standards, plannings, practice and functions, which should be integrated together on their advantages to achieve the proper development on things like education.

Table 4 Collective Interpretation on the Two Dimensions

SERVE Model B Core Competencies A	Solutions (B ₁)	Examples (B ₂)	Rules (B ₃)	Values (B ₄)	Education (B ₅)
Language Skills (A ₁)	A ₁ B ₁	A ₁ B ₂	A ₁ B ₃	A ₁ B ₄	A ₁ B ₅
Cultural awareness (A ₂)	A ₂ B ₁	A ₂ B ₂	A ₂ B ₃	A ₂ B ₄	A ₂ B ₅
Thinking qualities (A ₃)	A ₃ B ₁	A ₃ B ₂	A ₃ B ₃	A ₃ B ₄	A ₃ B ₅
Learning abilities (A ₄)	A ₄ B ₁	A ₄ B ₂	A ₄ B ₃	A ₄ B ₄	A ₄ B ₅
In A ₂ , B ₃ , A ₄ and B ₂ influence each other.	AB (I) = A ₁ B ₁ (I ₁₁) ∪ A ₁ B ₂ (I ₁₂) ∪ ... ∪ A ₄ B ₄ (I ₄₄) ∪ A ₄ B ₅ (I ₄₅)				

3.2 Analysis with Serve Model on 2lspm Course at Core Competencies

The transfer of knowledge from pieces to courses shows a vital measure to operate the teaching under the theory of curriculum and teaching. It is somehow a general route to lead to the future of the education meaningfully.

Any 2LSPM mode in teaching based on certain English language materials are all trying to break down the barriers among linguistic knowledge, linguistic skills and linguistic culture, and inside themselves. By constructing certain course culture and support according to actual needs, meaningful mutual activities between

students and language come into being. Below are the analyses on course of 2LSPM mode towards education by three indexes.

On the capacities, during the eight semesters when the 2LSPM mode were practiced in story lessons, 200 students of four class took participation in the 64 courses proceeded by 2LSPM mode. Besides, the time domain is about 4 years, which gave students experience and got tested with success; And the contents here showing related teaching materials of 8 series of themes, 64 totally, which provides multiple contextual topics in many levels, got through the significant test practically.

Table 5 Course Values on the Two Dimensions of Time and Contents

content/C																
R2	Game	R2	Game	R2	Game	R2	Game	R2	Tim's rescue	R2	A room!	R2	Birthday party	R2	A special tip	
U6	Merry Christmas	U6	My week	U6	What's your hobby?	U6	Troublesome trouble	U6	Monkey's job	U6	Different countries	U6	Doing chores	U6	The Ugly Duckling	
U5	Things I like	U5	Daily life	U5	My clothes	U5	Lonely Kate	U5	What is safety?	U5	Luqi is tired?	U5	Watch TV	U5	The best camper	
U4	Happy birthday	U4	What time ?	U4	My pets	U4	Look for mother	U4	Rescue	U4	My hobbies	U4	Purchasing	U4	Peanuts	
R1	Game	R1	Game	R1	Game	R1	Game	R1	Balrtdil	R1	The Halloween	R1	The Big Bad Wolf	R1	Animal musicians	
U3	Friends	U3	The harvest	U3	Greedy Harry	U3	After school	U3	Transport	U3	Travel abroad	U3	Choose friends	U3	Sending a letter	
U2	Who is she ?	U2	The weather	U2	What is it?	U2	Bill's school	U2	Bill's weekend	U2	The two mice	U2	Miss K.Kitty	U2	Special days	
U1	Welcome	U1	Can you...?	U1	Good friends	U1	Go for school	U1	Activities	U1	In my community	U1	Going camping	U1	Mrs. Brown's wish	
Autumn of 2015		Spring of 2016		Autumn of 2016		Spring of 2017		Autumn of 2017		Spring of 2018		Autumn of 2018		Spring of 2019		time/t

The setting and running of the course show a systematically successful model and case based on the principle and idea of students orientation. That is the key measure which ensures the core competencies can work efficiently and also the symbol that stands for SERVE model by showing certain course opinions.

On the evaluations, SERVE model works as a systematical one towards the achievements of education, highly oriented towards whether the outcomes or so-called achievements can serve for the real practice of education. Therefore whether an outcome can serve for education or not absolutely becomes the key item when people handle the evaluation towards it. Below are some conclusive details from some official and academic agencies, which can prove whether 2LSPM mode works a lot on the certain course and students' achievements.

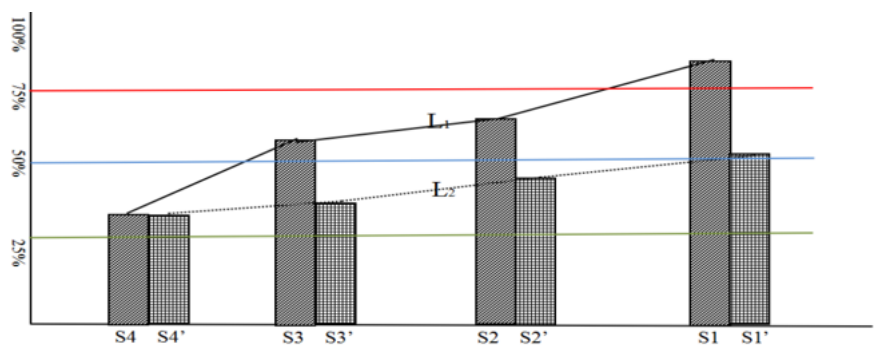
Firstly, during the 4 years when the course of 2LSPM mode's proceeded, the mode was changed again and again by frequent practice and discussion, which can be regarded as a process of two tracks such as advanced teaching and educational research. Of the duration, there were many vital outcomes and honors, containing a piece of investigation paper(*by the year of 2017*), a national award for a case of 2LSPMmode lesson(*by the year of 2017*), three pieces of professional paper(*by the year of 2017, 2018, and 2019*) including one recruited by a PKU journal, four projects of education(*by the year of 2017, 2018 and 2019*) including a national one, two awards for 2LSPM mode cases. When classified, there are eight ones on researching and three ones about honors, of which five are of national level and six

are of provincial level.

Secondly, four investigations were made towards 2LSPM mode course, in which some comparative experiments were handled between the experiment class and the objective class, and by the whole achievements in periods. The data are shown in details below.

1) When catering to the duration of while-class and post-class, seven aspects(including *teaching methods, class participation, class anxieties, partner cooperation, learning outcomes, homework and family's attitudes*) were raised toward the eight candidates(*four from the experiment class and the others from the objective class*) . Data from the interview were integrated in table 6, from which broken line L_1 stands for the status of candidates from experiment class, showing the steady increase from S_4 to S_1 ; While L_2 stands for the status about objective class, increasingly from S_4' to S_1' .

Table 6 Trends from the Interview on the Practice of 2lspm Course



2) Investigation on 2LSPM mode course was made based on questionnaires, in which 200 candidates were enrolled, including 93 boys and 107 girls. After counting, two of the questionnaires are of invalidity, so the 99% validity means that the further work will be of worth. There were four dimensions about information of questionnaire investigation, data from experiment class, comparative data and data about genders, from which we found that experiment class embodies over 21% higher than objective class in students' abilities of oral expression, communication and learning on English language.

3) After choosing students from the both classes randomly, researchers recorded their behaviors of answering questions positively in order to cater to 2LSPM mode course. Hereby the behaviors recorded need be defined as positive answers or participation in activities during the class, and the different numbers if status mean the times of providing answers or participating in activities positively.

Comparison from table 7 shows that experiment class has a higher value than objective class on average. While the standard deviation of experiment class is lower than objective class. That means that the lesson of 2LSPM mode was intended to enhance the qualities of interpretation and oral expression on English language and

it quite worked.

Table 7 The Performance of Candidates in Class

candidates(status)	S ₁ (4)	S ₂ (8)	S ₃ (6)	S ₄ (7)	S ₅ (3)	S ₆ (5)	S ₇ (2)	.	experiment class
candidates(status)	S ₁ (2)	S ₂ (3)	S ₃ (5)	S ₄ (3)	S ₅ (1)	S ₆ (3)	S ₇ (0)	..	objective class

In all, evaluation from agencies and investigations indicates the identification towards 2LSPM mode and the course, which can be regarded as an achievement on students' core competencies from the perspectives of the SERVE model.

On the dimension of future, people appeal to Future School or Future Education which embodies in ecology, humanism, demands and internet. As was mentioned before, 2LSPM mode needs more new ingredients in order to get the practice of itself in teaching advanced.

Specifically, when it comes to the advancement for 2LSPM mode, there should be enough work on the union of teachers which leads to more thinking and deeper discussions. And when it comes to strategies of the mode, the application of it to VR/AR class may help to create a new ecology in technological class, because it may possibly contribute to the cognition on micro-knowledge, abstract knowledge, fragment knowledge and intercourse knowledge.

Specially, study and practice on the integration of language materials and reconstruction of the teaching texts have already absorbed the good experience from the teaching method of drama by William Leddbetter. The method calls for the enrollment of exaggeration, performance, musical things, dressings and moralities, and the practice based on the recall has enriched 2LSPM mode.

4. Critical Thinking and Plan for Advance

The course of stories shows two main features that proper scaffolds on teaching and learning should be a useful route and core competencies provide the orientation for students's achievements. Based on the theory of schema, the teaching and the course of stories should be gradually practiced when people explore the right experience on core competencies. When facing the setbacks and difficulties in the practice, plans and measures are being made.

4.1 Perfection on the System of Support and Practice

Enough supports give basic guarantees for the proceeding of a project. 2LSPM mode on course of stories needs educational thoughts, scientific management, proper circumstances and policies on education. While the practice here means the radical

power which serves the construction of course with intelligence and operations and ensures the right direction that courses go towards. Therefore, a key knowledge on the dialectical relations between the support system and practice system matters a lot, because it sets the foundation for the work based on scaffolds and achievements on core competencies in students themselves.

4.2 Advanced Deconstruction and Integration Based on Curriculum Theory

To construct a proper and operative course, it needs integration thoughtfully and practically, which highlights on the comprehension dynamically. Compared with it, teaching materials seem to be more permanent because of its longer cycle of change and the certain characters in them. Therefore, to handle a differentiated teaching that focuses on the achievement of students core competencies, 2LSPM mode and its application to courses call for the teachers and scholars to pay more attention to the practice of deconstruction and integration on different teaching or learning materials.

4.3 Consolidated Teacher Training in Schools Needed by Course

2LSPM mode and the course that the mode applies to are both with school features because of the teachers or the teaching materials typically. Therefore, while courses are being developed, efficient and qualitative teacher training in schools should work in order to produce more ideas or experiences on the construction of courses.

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