



RESEARCH ON LANGUAGE LEARNING POWER OF UPPER
ELEMENTARY STUDENTS IN TAIYUAN CITY

BY
MEIHUI LIU

AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION
IN EDUCATIONAL ADMINISTRATION (INTERNATIONAL PROGRAM)
SOUTHEAST ASIA UNIVERSITY
ACADEMIC YEAR 2022
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Independent Study Title Research on Language Learning Power of Upper Elementary Students in Taiyuan City

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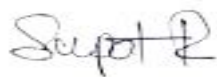
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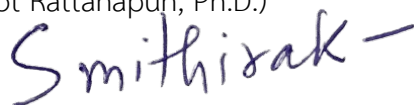
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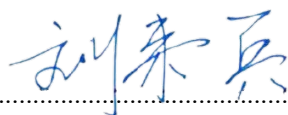
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Abstract

This thesis is dedicated to the study of elementary school students' language learning ability. The study was conducted in X elementary school in Taiyuan City, using the questionnaire method to investigate the learning ability of upper elementary school students. Theoretical pavement for this study. Secondly, we compiled a survey on the language learning ability of upper elementary school students with reference to the previous questionnaires. 451 upper elementary school students were selected to conduct a survey on the current situation of language learning ability. The following conclusions were drawn from the study: the language learning ability level of the upper grade students in Primary School X in Taiyuan City is generally above the medium level and in a good condition. However, the differences were more significant in the two demographic variables of gender and whether or not they were class leaders. On gender, the language learning ability level of girls was significantly higher than that of boys; on whether or not they were class leaders, the language learning ability level of students who were class leaders was significantly higher than that of students who were not class leaders. With regard to the current problems of language learning ability of upper elementary students, targeted strategies to improve language learning ability of upper elementary students were proposed in conjunction with the questionnaire study.

Keywords: Elementary school students, Language learning power, status study

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Table of Contents

Abstract.....	IV
Acknowledgement.....	VI
Table of Contents.....	VII
Chapter 1 Introduction	1
Chapter 2 Theory and Literature Reviews.....	17
Chapter 3 Research Methodology.....	27
Chapter 4 Results.....	30
Chapter 5 Conclusion and Discussion.....	35
References.....	58
Biography	65

Chapter 1

Introduction

1.1 Statement of the Research Problem

1.1.1 Research Background

(1) The needs of today's development

Today's society has entered the new era of "Internet+", along with the speed of modern science and technology knowledge update more and more rapidly, at this time, learning power has a significant value in today's knowledge economy^[1]. The term "learning" originated in the field of management and is mainly used to improve the competitiveness of enterprises and promote their development. Learning is the basic premise and basis for the survival and development of modern countries, societies, and individuals^[2]. Learners must not only have sufficient knowledge reserves but also have a strong willingness and ability to learn to survive and develop in today's society.

(2) Ways to improve learning efficiency

In the practice of teaching performance, we found that under the same educational resources, students have similar intelligence levels, but there is a significant difference in performance. Excluding some students' genetic environment and other uncontrollable factors, then other factors are searched for. The study found that students' learning initiative plays a rather important role, students can

only learn from the attitude of being happy to learn, the ability to learn, to improve learning efficiency, to solve and improve the performance of students' learning efficiency.

(3) Curriculum standards require students to be able to learn

The newly revised New Curriculum Standards clearly state that "students are guided to develop their thinking, initially master the basic methods of learning languages, and develop good learning habits." The main point is that language teaching under the new curriculum standards requires students to have an open mind, an open attitude, and innovative thinking^[3], with special emphasis on the cultivation of students' learning ability, which requires teachers to focus on the guidance of learning methods in the teaching process, and also facilitates the improvement of students' "listening, speaking, reading and writing".

(4) The current situation of students' lack of learning ability

At present, the learning situation of primary school students is not optimistic. Most of them lack interest in learning, have a heavy workload, have less time to allocate freely and have low efficiency in class. Through analysis, students treat learning as a task that parents and teachers require must be completed, but they lack interest in learning themselves. The constant brushing up on exams makes students lose interest in learning, and the daily study time and homework time are long, so the effect of such overload is not significant so that the improvement of students' learning power is especially important

1.1.2 Problem statement

There is a lack of education on learning power and the current situation is not optimistic. The American Alvin Toffler said that "the illiterate of the future are no longer the illiterate, but those who have not learned how to learn"^[4]. Learners must not only have a rich knowledge structure, but also a strong willingness and ability to learn in order to survive and develop in the context of a learning society.

After reviewing the literature and research surveys, learning power has gradually become a hot spot in the field of education in recent years, and the scope of research on learning power has gradually expanded, so from the research needs of this thesis, combined with the characteristics of elementary school students and the characteristics of elementary school language, and taking into account their physical and mental development, it is necessary to enhance the study of language learning power cultivation and strategies for elementary school students, hoping to provide reference and basis for practical teaching of elementary school language, and also I hope that every primary school student can feel happy in learning and learn in happiness.

1.1.3 Research Questions

1.1.3.1 What are the statistical variables of grade and gender of elementary school students, only children, and whether they are class leaders or not?

1.1.3.2 What is the effect of language learning power on elementary school students in the higher grades?

1.1.3.3 With the statistical variables of students' grade level, gender, an only child, and whether they are class leaders, do they have a significant effect on improving the language learning ability of elementary school students in the higher band?

1.2 The Research Objectives

1.2.1 Determine the statistical variables of grade and gender of elementary school students, only children, and whether they are class leaders.

1.2.2 To determine the impact of language learning power on elementary school students in the higher grades.

1.2.3 The effects and strategies of students' gender, grade level, an only child, and being a student leader on elementary school students' ability to improve language learning across different demographic variables.

1.3 Research Hypotheses

1.3.1 There are significant differences in the current status of the language learning ability of elementary school children under the variables of different grades of elementary school children.

1.3.2 There are significant differences between children's genders in language learning power.

1.3.3 There is a significant difference between whether primary school students are class leaders or not on language learning power.

1.4 Limitation and Scope of the study

By combing through the previous research literature, we found that foreign research on learning power in education has been more in-depth, while China's research on learning power has lagged, with a research history of fewer than 20 years. However, the research on learning power at home and abroad is mainly at the theoretical level of learning power research, and there is relatively little practical research on how to improve student's learning power, and it is not yet possible to form a set of systematic and comprehensive strategies to improve the learning of learning subjects.

From the viewpoint of research objects, they mainly focus on various adult organizations and secondary school and college students, especially the number of studies on the group of upper elementary school students is relatively small, and not enough attention is paid to this group.

In terms of the type of research, domestic research tends to be more theoretical, and relatively little practical research has been conducted.

In terms of research content, there are mainly studies on the connotation, components, enhancement strategies, and assessment methods of learning power and subject-specific learning power. The degree of conclusion migration promotion is not high, and there is less research on the current situation of the learning power of elementary school students, but learning power is occurring in each individual and plays an important role in the future development of each person, which is the

core competitiveness of each person, which should attract our sufficient attention.

1.5 Research Terminology

Learning power: The comprehensive performance of learning motivation, learning perseverance, and learning ability that generates, maintains, and deepens the learning of the learning subject in the learning process. It consists of three elements: learning motivation, learning perseverance, and learning ability.

Upper elementary school students: Based on the division of students at the elementary school level according to the language and mathematics curriculum standards and the convenience of practical sampling operations, the upper elementary school students in this study are therefore defined as students in grades 4 to 6.

Integrated language learning: a way of learning that is based on the language curriculum, uses practical activities as a form of teaching and learning, and aims to improve students' language literacy.

Learning methods: To accomplish certain learning tasks and achieve certain learning goals, learning subjects choose and adopt appropriate techniques and means according to the learning content and their actual learning situation, to ensure the effectiveness of the learning activities and finally achieve the expected learning results.

Interest: The term interest is widely used and, in terms of its definition, can be attributed to the psychological tendency to engage in a certain activity, the

degree to which one prefers a certain activity.

Interest in learning: The student's desire, preference, and contextually resonant interaction with learning, which makes the student prefer to engage in learning activities with a stable and positive internal psychological disposition.

1.6 Research Benefits and Significant

(I) Theoretical significance

By organizing and summarizing the information about learning power. First, in the study of the connotation of learning power, this thesis mainly categorizes and organizes similar views at home and abroad; in the study of the elements of learning power, it mainly summarizes them from different research perspectives; in the study of the application of learning power, it organizes the important research results on students' learning power at home and abroad, which can provide a more comprehensive overview for future related research; second, learning power is becoming a popular topic in the field of education. Second, learning power has gradually become a hot topic in the field of education, but few studies combine learning power theory with specific subjects to cultivate students' learning power. This study proposes strategies to improve students' learning power from the perspective of language subjects, which can provide a reference for more detailed and in-depth research on learning power in the field of education.

(II) Practical significance

By understanding the current situation of students' learning ability, parents

and educators can have a clearer understanding of the development of students' learning ability in upper elementary school and realize the role of learning ability on students' growth, so that they can take joint measures to promote students' learning ability. This is to reduce the burden on educators, and the two are complementary.

Chapter 2

Theory and Literature Reviews

2.1 Concepts and Theories

In the study of language learning power, Yan Haili defines language learning power as "learning power is an inner energy that promotes secondary school students' voluntary participation in language activities, their ability to learn language knowledge, and their ability to regulate their own persistence in learning so that they can acquire language knowledge ^[5]. Wang defines language learning power as "language learning power is a comprehensive system that promotes students' interest in language knowledge in the language learning process, promotes students' voluntary and active participation in the language learning process, and combines the acquired language knowledge with their own needs to promote their own development^[6]". In this study, we will explain the aspects of Brunner's discovery learning theory, achievement attribution theory, constructivist learning theory, and self-directed learning theory.

I. Constructivist Learning Theory

Constructivist learning theory emerged in the 1980s and is a new cognitive theory. Constructivism believes that students are not active receivers of knowledge, but active learners who construct new knowledge based on their existing knowledge structures^[7]. Teaching is not simply a process of transferring indirect experiences but

should be a process of learners building new knowledge systems based on their existing knowledge experiences. Students need to construct new knowledge systems through their own efforts, according to their own needs, and under the guidance of teachers in their own ways. Therefore, learners need to have the ability of self-construction, which requires educators to fully reflect the subject position of learners in the teaching process and to create a kind of college and high-quality classroom by building a learning community in the classroom to improve the relationship between learners and educators. The purpose of building a learning structure is to enable learners to actively and freely express their thoughts and feelings in the learning process, thus stimulating learners' enthusiasm for learning.

II. Bruner's Discovery Learning Theory

American educational psychologist Bruner proposed the theory of discovery learning. According to Bruner, discovery learning is not limited to the discovery of things not yet discovered by human beings but refers to the process of acquiring new knowledge for the learner through independent reading of books and literature and independent thinking by the student^[8]. Bruner also says that discovery is not only the discovery of things not yet known to humans but also includes all forms of acquiring knowledge personally with one's mind. In general, the learner's efforts to get good grades or to achieve things come mainly from external stimuli, such as a child's efforts to get good grades, mostly from parental rewards, the teacher's compliments, or the position of the class officer. Bruner places more emphasis on

forming students' internal motivation, freeing them from the stimulus of external motivation, and coming to realize the value and meaning of learning from their consciousness. Through such learning, students can discover the fun and meaning of learning, thus improving their learning efficiency, and enthusiasm for learning, and having a good influence on students' learning.

III. Achievement Attribution Theory

The first to propose attribution theory was Hyde, and later, under the further development of Atkinson, Davis, and Weiner, the attribution theory has been continuously enriched and expanded from psychology to other aspects such as educational psychology, and the attribution theory has received a lot of attention from scholars in different fields and has now achieved fruitful results^[9]. In school, teachers and students themselves analyze the test scores from time to time, what factors led to the decline in students' performance, and what causes the students to make substantial progress, all of which require Weiner's attribution theory of achievement. Weiner's attribution theory is a motivational theory about judging and explaining the causes of the results of others or one's behavior.

It is concluded from the study that when students attribute failure to low ability, which is an internal factor, students will develop some negative emotions and make some bad comments about themselves from self-perception, and at this time students will have more inferiority complex. When students attribute their failure to the difficulty, this is an external factor, students will not doubt their ability,

their self-confidence will not be hit, and students will still have the expectation of success the next time. The dimension of stability in the three dimensions can have a great impact on students' psychological and emotional well-being. When students attribute failure to stable factors, it can cause students to have more low self-esteem, however, when students attribute failure to unstable factors (effort, physical and mental condition, good or bad luck, external environment), students are hopeful for the next outcome and students will not doubt themselves because of this. But it can foster a sense of luck in students that they can have the hope of success without trying. Especially when students attribute failure to "effort level," they blame themselves for their lack of effort and do not doubt their abilities. This is when students are self-motivated to make more effort and expect to succeed next time. Attributing achievement to "controllable" factors is more conducive to motivating students to learn, increasing their self-confidence in learning, and giving them more expectations for success. Therefore, in teaching, students should be taught to make correct attributions to themselves, especially to guide them to attribute their failures to "effort", and then to help them analyze their learning methods and guide them to make continuous improvements. Then, when developing students' learning power, we should motivate them to learn, encourage them to work hard, and help them to make correct attributions to improve their learning power.

IV. Autonomous Learning Theory

Autonomous learning is active, constructive learning. In independent learning, the learner is in a dominant position, and the learner takes responsibility for the learning attitude, defines the learning purpose and learning goals to develop a learning plan that meets his or her own, and implements monitoring and evaluation of his or her learning process. In teaching, teachers should advocate students' independent learning, give them time and space for independent learning, and at the same time guide students to be independent of their learning and determine their goals. Based on the theory of self-directed learning, we promote the development of students' self-selection, self-judgment, and self-reflection, which ultimately leads to the development of students' overall learning power.

2.2 Literature reviews

2.2.1 Literature Review of Learning Power

The term "learning" was first introduced in the field of management by Professor Forrest of the Massachusetts Institute of Technology (MIT) in the U.S. In the 1980s, learning began to be introduced into the field of education, and scholars began to realize that learning has a very close relationship with the growth and development of students, and learning is the central point of this thesis. Learning is the central focus of this thesis. The literature on learning power at home and abroad is organized as follows:

① Foreign studies on learning power

Foreign research on learning ability has been very rich, mainly including

theoretical research on the connotation and components of learning ability, and applied research on learning ability enhancement strategies and assessment methods.

(1) Foreign research on the connotation of learning power

By collating the relevant literature, it is concluded that the connotation of learning power can be divided into the following five views: first, the energy view of learning power: Professor G. Claxton^[10] and domestic scholar Shen Shusheng^[11], both of whom have similar views, believe that "learning power is to promote the better development of learners, to promote the formation of learners who can adapt to the It is the energy necessary to adapt to the needs of future society and to achieve lifelong learning." Second, the quality view of learning power: Dr. R.D. Crick^[12], director of the Centre for Innovation at the University of Bristol, and Gu Li^[13], a domestic scholar, have similar views and define learning power as "a necessary learning quality that learners possess in the learning process, which is composed of various elements and has a certain positive impact on learning activities. This quality is composed of a variety of elements that have a positive impact on learning activities." Third, the quality view of learning power: the British ELLI project^[14] and domestic scholars Wu Yixian^[15] have similar views, defining learning power as "a quality necessary for modern people, which can be expressed by participating in learning and is closely related to people's lives. Fourth, the ability view of learning power: Dr. Peter Senge (P.M. Senge)^[16] and domestic scholar Qu Jing^[17] have similar

views, and believe that "learning power is a comprehensive concept that has a certain positive impact on the thinking and behavior of learners, and both mention the essential connotation of learning power." Fifth, the developmental view of learning power: "The study represented by Professor Pei Di Na^[18] considers learning power as a synthesis of learning mental activities, knowledge and experience, practice and activities, etc., and aims to promote students' development, emphasizes the connotation of learning power as students' growth power (vitality, energy), and proposes that learning power is the future society's requirement for talents, and is also an important part of the current establishment of important component of a strong human resource nation."

(2) Foreign research on the components of learning power

In terms of research on the components of learning power, Claxton in the UK proposed the "four elements theory", the ELLI project proposed the "seven elements theory", and Kirby in the US proposed the "synthesis theory Kirby proposed the "complex theory". The "four elements" include compliance, responsiveness, reflection, and reciprocity^[20]. "The seven elements include change and learning, critical curiosity, meaning-making, creativity, reciprocity, strategic awareness, and responsiveness^[20]. The "synthesis theory" considers learning power to be a combination of motivation, attitude, learning methods, learning efficiency, innovative thinking, and creativity^[21].

(3) Foreign Research on Learning Enhancement Strategies

In terms of research on learning enhancement strategies, foreign countries have mainly discussed and researched learning enhancement at the practical level, and some representative research results include the Promoting Effective Learning (PEEL)^[22] project in Australia and the Effective Lifelong Learning Inventory (ELLI) project in the UK^[23].

② Domestic research on learning effectiveness

Domestic research on learning capacity mainly includes research on the connotation and components of learning capacity and strategies for its enhancement.

(1) Domestic Research on the Connotation of Learning Power

In the study of the connotation of learning power, domestic scholar Shen Shusheng puts forward the energy concept of learning power, arguing that "the construction of learning power is a process that can provide energy for learners' lifelong learning. In this process, learners' existing and future learning resources and learning environment will provide them with energy, and only an effective combination of the two can stimulate learners' potential and provide energy for their lifelong learning". In addition to the energy perspective, there are other perspectives on the content of learning capacity, such as character, quality, competence, and development. Although researchers have interpreted the connotation of learning power from various perspectives, there are commonalities that can be seen, such as the fact that language learning power is held by the

learning subject and exists within the learning subject, and it is a combination of forces that can support the learning subject to continuously learn ^[24]. It is closely related to the learning activity and is generated and developed in the learning activity as well as embodied ^[25]. The learning power of the learning subject is not static, it is dynamic and can be improved ^[26].

(2) Domestic research on the components of learning power

The research on the components of learning power in China is divided into three major perspectives: the physical perspective, the educational perspective, and the psychological perspective.

Physics perspective. Peng Xilin and other scholars hope to explain the concept of learning force through the form of "force" in physics and believe that learning force is the same as the force in physics, including relay force, tolerance force, bearing force, prevention force, solution force, absorption force, gravitational force, modification force, creation force, belief force, and transformation force^[27].

From the perspective of education, Professor Zhong Zhixian believes that the learning force includes "the power of association, adaptability, sensitivity, search, judgment, transfer, practice, and innovation^[28]. Yan Yuan, who focuses on the study of the learning power of college teachers, believes that the individual learning power of college teachers is: the experience element, willpower element, goal element, and achievement element^[29]. As well as the three levels and six elements proposed by Prof. Pei Tiana's team.

Psychological perspective. The perspectives from the psychological perspective are:

Three elements say: learning power is composed of three elements: learning motivation, learning perseverance, and learning ability^[30]. The five elements say: learning power consists of five elements: learning motivation, learning ability, learning perseverance, learning discernment, and learning transformation power^[31].

The three stages and six elements say that learning power is composed of three stages: the trigger stage, the advance stage, and the effective completion stage, and six elements: the identification of learning needs, the total motivation of learning behavior, the activation of learning activities, the understanding of learning behavior, the assessment of learning potential and learning ability^[32].

(3) Domestic research on the application of learning power

In the early domestic research, Nanjing proposed three new basic classroom teaching models in 2007: the teaching model based on the brain, the teaching model based on the network, and the small classroom teaching model. Among them, in the research of brain-based teaching practice, Zhang Shilu and Yang Xiuping proposed to stimulate students' different senses when teaching, let students do their thinking map combing, and match with suitable music to improve students' learning efficiency and thus enhance their learning power^[33].

2.3 Conceptual Framework

The independent variables are the demographic variables of upper

elementary school students including gender, grade level, an only child, and whether the elementary school students are student leaders.

The dependent variables are the dimensions that affect elementary students' language learning power: motivation, perseverance, learning ability, and so on.

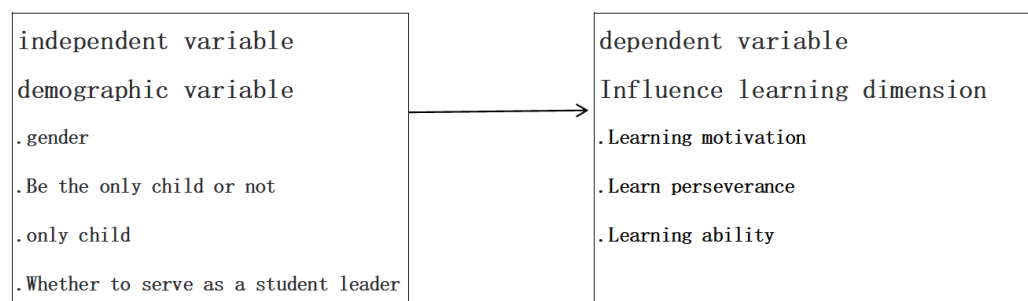


Figure 2.1 Research conceptual framework 1

2.3.1 Elements of learning motivation in the learning power of elementary school students

Learning motivation refers to the inner drive of the learning subject's consciousness, which is the source of motivation for the learning subject to carry out active learning and can stimulate students' learning motivation^[34].

Therefore, the learning motivation of this study is divided into the following three secondary dimensions: first, learning motivation. Learning motivation refers to the strong motivation for learning that is intrinsic or self-motivated by students. The stronger the learning motivation, the more students will pay attention to learning and produce learning behaviors, which in turn will affect students' learning

outcomes. Second, interest in learning. Interest in learning is an inherent psychological need of students, which means that students can have a strong curiosity and interest in learning new knowledge. Students who have a wide range of interest in learning will actively participate in learning activities in order to satisfy their desire to learn, which will affect the learning effect. Third, learning emotion. Learning emotion refers to an inner emotional experience that students have in the process of learning activities. If a student has strong positive emotions about learning and likes what he or she learns, his or her initiative and motivation to learn will be enhanced and he or she will be willing to take the initiative to explore new knowledge, thus improving learning efficiency. Conversely, it will affect the students' learning efficiency. And the main emphasis of this study is on positive learning emotion.

2.3.2 Elements of learning perseverance in elementary school students' learning power

Learning perseverance, i.e., the willpower to learn, refers to the state in which the learning subject can consciously govern his or her behavior to overcome the difficulties encountered in the learning process so as to achieve his or her learning goals.

Therefore, learning perseverance is divided into the following three secondary dimensions: first, learning conscientiousness. Self-awareness of learning means that the learning subject can complete the learning task consciously without the

supervision of others. Second, persistence in learning. The persistence of learning refers to the learning subject's ability to overcome difficulties in learning and complete the learning task. Third, learning self-control. Self-control of learning is when the learning subject's learning encounters interference or greater temptation, they can control themselves from external influences, to complete the learning task.

2.3.3 Elements of learning ability in elementary school students' learning power

Learning ability is the core part of learning power, which refers to an ability of students to arrange various elements of the learning process by themselves, such as setting learning goals and optimizing learning methods for independent learning.

Therefore, learning ability is divided into the following five secondary dimensions: First, setting learning goals. Setting learning goals means that students are able to set their own learning goals scientifically and appropriately. Second, optimizing learning methods. Optimizing learning methods means that students can adopt different learning methods according to different learning contents and thus optimize their own learning methods, including good methods of pre-study before class, listening to lectures during class and reviewing after class. Third, the use of learning resources. Using learning resources means that students can effectively use the resources around them, such as teachers, parents, classmates and the Internet, to help them solve their learning difficulties and improve their learning effect.

Fourth, develop study habits. Forming study habits means that students can develop good study habits in the process of learning, and the formation of good study habits can have a great effect on students' learning and improve their learning effect, including the formation of good study habits before, during and after class.

Fifth, monitor the learning process. Monitoring the learning process means that students can self-check and self-regulate their learning process so that they can move toward the goal of progress and not deviate from the direction of learning^[35].

Chapter 3

Research Methodology

3.1 Methods of study

The theories related to the current status of language learning power research at home and abroad were explored to understand and grasp the current status of learning power research and language learning related to elementary school students at home and abroad, and then the research questions of this study were proposed. The specific research design flowchart is shown in 3.1.

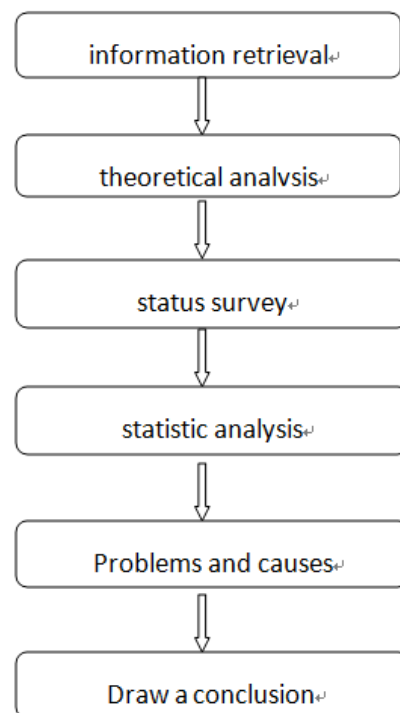


Figure 3.1 Research design flow chart 1

The main body of this study consists of six steps:

In the first step, we combed out the existing research results on elementary school students' learning power through literature search, and then proposed the topic we needed to study after we had a certain understanding of the theories and practical situations related to elementary school students' learning power.

The second step is the theoretical analysis. Through the theoretical discussion of the connotation and components of elementary school students' learning power, we propose the connotation and components of learning power for this study, and provide the theoretical basis for the next investigation of the current situation of elementary school students' learning power.

The third step is the investigation of the current situation. Through literature analysis, a corresponding questionnaire survey was designed. Investigate the current situation of the learning power of the upper grade students in X elementary school in Taiyuan City to understand their current situation of learning power.

Step four, statistical analysis. On the basis of the survey on the current situation of students' learning power in the upper section of X elementary school in Taiyuan City, the SPSS data analysis software was used to first test the reliability of the self-administered questionnaire to check the reasonableness of the questionnaire, and then the overall situation of students' learning power level was analyzed by descriptive statistics with the difference of students' learning power level of different demographic variables.

The fifth step, problems and causes. Based on the results of the statistical analysis, suspicions were raised about the problems in the current situation of students' learning power in the upper section of elementary school X in Taiyuan City.

The sixth step, presenting references and conclusions. Based on the basis of the above research, the corresponding countermeasures are proposed to provide a theoretical basis and reference for the subsequent research, taking into account the actual situation of the learning power level of the students in the upper section of X elementary school in Taiyuan City.

3.2 Population and Sampling method

A questionnaire was distributed to students in the upper section (grade 4 to grade 6) of X elementary school in Taiyuan to find out the current situation of students in X elementary school in terms of language learning power. The survey mainly included three parts: learning motivation, learning perseverance, and learning ability. In the survey study, 451 questionnaires were distributed and collected, and the collection rate was 100%, of which 437 were valid and 14 were invalid.

Table 3.1 Demographic characteristics of 1 (N=437)

Project	Category	Amount	Percentage (%)
gender	male	222	50.8
	<u>female</u>	215	49.2
grade	Fourth grade	144	33.0

	fifth grade	147	33.6
	sixth grade	146	33.4
only child	Y	203	46.4
	N	234	53.5
student cadre	Y	171	39.1
	N	266	60.9

In order to have a preliminary understanding of the demographic variables of students in the upper section of elementary school X in Taiyuan, this paper used SPSS22.0 statistical software to conduct a general descriptive statistical analysis of the respondents' gender, grade level, only child and whether they were student leaders.

From Table 3.1, it can be obtained that, in terms of school gender, boys accounted for 50.8% and girls accounted for 49.2%, and the proportion of gender difference is not large, which is more conducive to the analysis of the current situation of students' learning power.

In terms of grade level, 33.0% of the students were in the fourth grade, 33.6% in the fifth grade, and 33.4% in the sixth grade, and the difference ratio of grade levels was also not large, which was conducive to the analysis of the data.

In terms of whether or not they are only children, 46.4% are only children and 53.5% are not only children.

In terms of whether they are student leaders, 39.1% are student leaders and

60.9% are not. The number of student leaders in a class is after all a minority, and it is impossible for everyone to be a student leader, so there is a large gap in the proportion of this item.

3.3 Data Collection

In this study, we refer to Tian Ling's "Children's Learning Power Assessment Questionnaire" to develop a "Language Learning Power Questionnaire for Upper Elementary School Students" suitable for upper elementary school students^[36], and investigate the current situation of language learning power of upper elementary school students in X Primary School in Taiyuan, Shanxi Province, as detailed in Table of Contents A. The purpose of this study is to understand the language learning power of elementary school students in this school, and to summarize the current situation of language learning power of the surveyed students based on the survey data, so as to be able to The purpose of the survey was to find out the language learning ability of the primary school students, and to summarize the current situation of the students' language learning ability based on the survey data, so as to improve the language learning ability of the primary school students. Data collection method: The students of X elementary school in Taiyuan, Shanxi Province, were selected as the target of the questionnaire distribution. The questionnaires were distributed and collected in a centralized manner, with the assistance of the institution's course leader. After the teacher explained the general content of the questionnaire and the requirements for filling it out, students were

asked to fill it out. A total of 451 questionnaires were distributed and 437 questionnaires were collected, with a valid recovery rate of over 96.9%, which met the data collection criteria.

3.4 Data preparation and data analysis

In order to further understand the current situation of the learning power of the upper elementary school students, this questionnaire uses a Likert 5-point scale with a minimum score of 1 and a maximum score of 5. A higher score indicates a higher level of language learning power and better performance of that upper elementary school student. The options in the questionnaire were assigned a score (not at all consistent with 1, basically not consistent with 2, somewhat consistent with 3, basically consistent with 4, and fully consistent with 5), with a theoretical median score of 3 indicating an intermediate level. Among the three dimensions, learning ability is the lowest (3.81 points), followed by learning perseverance (3.85 points) and learning motivation is the highest (3.95 points), with the mean value of all dimensions being greater than the median value, so that it is said to be at an above-medium level. Inside the questionnaire the data from all valid questionnaires filled by the respondents were subjected to SPSS statistics and the data were tested for reliability to evaluate the reliability of the questionnaire. Table 3.2 shows the recording and interpretation criteria of the questionnaire, which was used to assess the current status of students' learning power.

Table 3.2 Questionnaire scores and analy 1

Answer	Score	Range	Analysis
Strongly Agree	5	4.51 ~ 5.00	Very High
Agree	4	3.51 ~ 4.50	High
Neutral	3	2.51 ~ 3.50	Moderate
Disagree	2	1.51 ~ 2.50	Low
Strongly Disagree	1	1.00 ~ 1.50	Very Low

The questionnaire section of this study consisted of two main parts: the first part was the independent variables of learning power, including the grade level of elementary school students, gender, whether they were only children, and whether they were class leaders. The second part is the dimensions of learning power of primary school students, including motivation factors (6 questions), perseverance (3 questions), and learning ability (16 questions), with 25 questions in 3 sub-dimensions.

1. Reliability test

Reliability (reliability) is to check the reliability of the data sample and the degree of consistency of the data results, which can reflect the stability of the experimental results or measurement results and the true degree of the measured characteristics. This questionnaire uses Cronbach's alpha to evaluate its internal consistency; the higher the value of Cronbach's alpha coefficient, the higher the degree of reliability and the smaller the error of measurement will be.

As shown in Table 3.3 below, the reliability coefficient of the learning motivation dimension is 0.806, the reliability coefficient of the learning perseverance dimension is 0.776, the reliability coefficient of the learning ability dimension is 0.903, and the reliability coefficient of the total questionnaire is 0.931. The reliability coefficients of the learning power dimensions and the total questionnaire are all greater than 0.7, and according to Cronbach's Alpha The reliability of this questionnaire and each dimension is satisfactory according to the criteria of Cronbach's Alpha coefficient.

Table 3.3 Reliability analysis table 1

	Cronbach's Alpha
Learning motivation	0.806
Learning perseverance	0.776
Learning ability	0.903
Master volume	0.931

2. Validity test

Validity refers to the extent to which a scale can accurately reflect the characteristics of the object to be measured, that is, the validity and correctness of the scale. The higher the validity, the more the questionnaire measurement results can represent the real behavior of the target, the more correct and valid the questionnaire or scale.

Content validity and structural validity are the more commonly used validity indicators. Content validity is a subjective indicator, so the evaluation of content validity is mainly done by asking relevant experts to analyze and judge whether the measurement items can represent the content that they want to measure well. Content validity. Structural validity refers to the degree to which the measurement results explain a certain construct. For the test of structural validity, the commonly used indicators are KMO value and Bartlett's sphericity test. It is usually considered that greater than or equal to 0.9 is the ideal value of KMO, greater than 0.6 is within the range of thinking values, and the ideal value of significance of Bartlett's sphericity test requires less than 0.05.

Table 3.4 KMO And Bartlett's sphericity 1

KMO sampling appropriateness measure		0.932
	Approximate	4849.502
Bartlett's sphericity test	degree of freedom	594
	significance	<.001

As can be seen from Table 3.4, the KMO value is 0.932, which ranges from 0.6 - 0.9, indicating that the scale of this questionnaire is well suited for factor analysis. When the KMO value is larger, it indicates that the more common factors among variables, the more suitable for factor analysis. Bartlett's sphericity test was used to test the independence of the variables. When the significance level is less than 0.001, it indicates that there is correlation between the variables and further factor

analysis can be performed. In the Bartlett test results, the chi-square value was 4849.502, corresponding to a p-value (0.000) < 0.05, indicating that the Bartlett sphericity test is significant and suitable for factor analysis.

Exploratory factor analysis is a technique used to find out the essential structure of multivariate observed variables and to process them for dimensionality reduction. Thus, EFA is able to synthesize variables with intricate relationships into a few core factors.

Table 3.5 Results of exploratory factor 1

Item	learning motivation	Learning perseverance	capac ity	Common degree
V1	.736			.598
V2	.692			.611
V3	.638			.493
V5	.635			.533
V4	.634			.502
V6	.622			.580
V7		.606		.501
V11		.569		.478
V10		.516		.495
V33			.794	.685
V29			.668	.603
V34			.656	.538
V32			.640	.556
V19			.609	.582

V35			.589	.478
V21			.534	.551
V13			.704	.675
V27			.680	.498
V26			.655	.433
V12			.653	.598
V14			.678	.508
V17			.574	.583
V15			.533	.526
V18			.498	.443
V23			.427	.408
eigenvalue	4.627	4.482	4.339	Total
rate of contribution	18.48%	17.91%	17.33%	53.73%

In the process of factor analysis, when the test did not reach a significant difference and the critical value of less than 3.000 question items, need to be deleted. After the screening criteria were deleted to get a total of 25 questions that meet the criteria, as can be seen from Table 3.5, the results obtained show that each question of the language learning ability questionnaire for upper elementary school students in X elementary school in Taiyuan City belongs to a factor, with a total of three factor loading values above 0.4, which means that the factor loading is in a good condition, and the common degree of the whole questionnaire is above 0.4 is greater than the standard 0.3, and the cumulative contribution rate is 53.73% is greater than 40%.

One of the indicators to determine the validity of the questionnaire is to calculate the total score and the correlation coefficient between the questionnaire and each dimension. The results detected in this questionnaire were that the correlation coefficient between the total score and the dimensions ranged from 0.638 to 0.963. Therefore, it can be concluded that the validity of the questionnaire is good and the results are presented in Table 3.6. Table 3.6 Correlation matrix between each dimension of the Chinese learning ability questionnaire and between dimension and total score of senior primary school students

Table 3.6 Correlation matrix 1

	Learning motivation	Learning perseverance	learning ability
Learning motivation	1	0.638**	0.700**
Learning perseverance	0.638**	1	0.699**
learning ability	0.700**	0.699**	1
General questionnaire	0.829**	0.800**	0.963**

注：* $p < 0.05$, ** $p < 0.01$

Chapter 4

Results of Data Analysis

This part of the study focuses on the statistical analysis of the data obtained from the questionnaire. In order to accurately determine the current situation and study of the language learning ability of the upper elementary school students, descriptive statistics of the language learning ability of elementary school students in general and among the dimensions will be presented.

4.1 Descriptive statistics distribution table of primary school students' language learning ability in general and among the dimensions

Table 4.1 Descriptive statistics distrib 1

Dimensionality	Number	Mean value	Standard deviation
Learning motivation	6	3.95	0.70
Learning perseverance	3	3.85	0.88
Learning ability	16	3.81	0.67
Overall learning ability	25	3.87	0.64

As shown in Table 4.1, the mean value of language learning power of upper primary students is 3.87, which is in the middle to upper level, indicating that the level of language learning power of primary students in the upper grade of elementary school X in Taiyuan City is high. Among the three dimensions, learning ability is the lowest (3.81 points), followed by learning perseverance (3.85 points) and learning motivation is the highest (3.95 points), and the mean values of all

dimensions are greater than the median value, so it is said to be at an above-medium level.

4.2. Analysis of differences in language learning power of elementary school students

In this study, four items were used to investigate the status of differences in language learning power levels of upper elementary school students in X elementary school in Taiyuan City in terms of different grades, gender, whether they were class leaders or not, and only child. Among them, there are no statistically significant differences in the variables of different grades and whether they are only children, so the analysis of differences will be conducted for the variables of different genders and whether they are student cadres.

4.2.1 Differences in language learning power of elementary school students by grade level

Table 4.2 grade level 1

Tests for differences in elementary school students' language learning ability across grades

Dimension	Fourth grade (M±SD)	Fifth grade (M±SD)	Sixth grade (M±SD)	F	Sig
Learning motivation	3.90±0.71	4.03±0.67	3.88±0.73	2.007	.134
Learning perseverance	3.72±0.91	3.86±0.90	3.95±0.88	2.253	.161
Learning ability	3.78±0.67	3.78±0.69	3.91±0.63	1.104	.257
Total learning ability	3.81±0.67	3.89±0.69	3.92±0.65	.606	.496

After a one-way ANOVA, the results showed that there were no significant grade differences in the overall scores of elementary school students on motivation, perseverance, learning ability, and learning power (due to $P > 0.05$). Looking at the means alone, the scores of fifth grade were the highest on the learning motivation dimension, followed by fourth and sixth grades, and it is possible that this situation occurred because sixth grade students faced pressure to advance to higher education or were heavy in school and were clearly the The motivation dimension is the lowest. Sixth graders scored the highest on the perseverance dimension, followed by fifth and fourth graders. The possible reason for this is that fourth graders are less likely to think about things than the other two grades. On the learning ability dimension, sixth graders had the highest ability dimension, followed by fifth and fourth graders. The possible reason for this is that the sixth grade students developed better than the other two classes in terms of self-discipline, so the highest grade on the learning ability dimension was the sixth grade.

4.2.2 Differences in language learning ability of elementary school students by gender

Table 4.3 Test for differences in language learning power of elementary school students across genders

Table 4.3 Test for differences in language 1

Dimension	Gender	N	M	SD	t	Sig
Learning motivation	Male	226	3.79	0.71	-3.429	<.001
	Female	211	3.98	0.66		
Learning perseverance	Male	226	3.68	0.9	-4.008	<.001
	Female	211	3.99	0.76		
Learning ability	Male	226	3.83	0.76	-4.163	<.001
	Female	211	4.01	0.61		
Total learning ability	Male	226	3.77	0.71	-4.412	<.001
	Female	211	3.99	0.57		

After independent sample t-test, the results showed that there were significant differences ($p < 0.05$) in the dimensions of learning motivation, learning perseverance, learning ability and overall learning power among elementary school students, in which boys' language learning motivation, learning perseverance and learning ability and overall learning scores were lower than girls', and the possible reasons were: (1) boys' reading ability was generally inferior to that of girls of the same age, because boys love to move, can't sit still, and like to play games, so they don't like to read. (2) The brain experiment confirmed that boys' brain development is on average 6-12 months behind. (3) Compared with girls, boys have less self-control, are more curious, and are naturally interested in new things, all of which can affect boys' learning ability less than girls^[37].

Table 4.4 Descriptive statistics of male students' motivation to learn.

Table 4.4 Descriptive statistics of male 1

Secondary dimension	Mean value	Standard deviation
Motivation for learning	3.76	0.91
Learning interest	3.95	0.82
Learning emotion	3.81	0.93

Table 4.5 Descriptive statistics of male students' perseverance in learning

Table 4.5 Descriptive statistics of male 1

Secondary dimension	Mean value	Standard deviation
Learning self-control	3.73	0.94
Study persistence	3.8	1.03
Conscientiousness in learning	3.89	1.02

Table 4.6 Descriptive statistics of male students' learning ability

Secondary dimension Mean Standard deviation

Table 4.6 Descriptive statistics of male 1

Secondary dimension	Mean value	Standard deviation
Setting learning goals	3.51	1.08
Optimizing study methods	3.75	0.79
Developing study habits	3.73	0.86
Using learning resources	3.83	0.83
Monitoring the learning process	3.65	0.89

The analysis of the boys' learning power was conducted by describing and counting the secondary dimensions under learning power, and it was concluded that: in learning motivation, the last secondary dimension in descending order of the mean value is learning motivation; in learning perseverance, the last secondary

dimension in descending order of the mean value is learning motivation is learning self-control; in learning ability, the last two secondary dimensions in descending order of the mean value are setting learning goals and monitoring the learning process.

4.2.3 Test for differences in elementary school students' language learning ability whether they are only children or not

Table 4.7 Test for differences in language learning ability of elementary school students who are or are not only children

Table 4.7 Test for differences in language 1

Dimension	Only child	N	M	SD	t	Sig
Motivation to learn	Yes	206	3.97	0.69	1.279	0.205
	No	231	3.89	0.73		
Learning perseverance	Yes	206	3.88	0.79	0.981	0.328
	No	231	3.79	0.93		
Ability to learn	Yes	206	3.83	0.67	1.523	0.134
	No	231	3.73	0.73		
Total learning ability	Yes	206	3.89	0.64	1.531	0.128
	No	231	3.81	0.68		

After independent sample test, the results show that there is no significant difference ($p>0.05$) in the overall dimensions of motivation, learning ability,

perseverance and learning power regarding whether the primary school students are only children or not. The possible reason for this is that most of the students are in school for a long time and school education plays a very important influence, so that there is no significant difference about whether they are only children or not.

4.2.4 Difference test of primary school students' language learning ability

whether they are student cadres or not

Table 4.8 Difference test of primary school students' language learning ability whether they serve as student cadres or not

Table 4.8 Difference test of primary sch 1

Dimension	Cadre	N	M	SD	t	Sig
Learning motivation	Yes	179	4.31	0.56	8.011	<.001
	No	258	3.79	0.73		
Study perseverance	Yes	179	4.11	0.66	7.342	<.001
	No	258	3.66	0.91		
Ability to learn	Yes	179	4.16	0.55	9.143	<.001
	No	258	3.65	0.73		
Total learning ability	Yes	179	4.19	0.49	9.768	<.001
	No	258	3.71	0.68		

After independent sample test, the results showed that there were significant differences ($p < 0.05$) in the dimensions of motivation, learning ability, learning

perseverance and learning power overall regarding whether elementary school students were student leaders or not. Possible reasons for the higher scores on the dimensions of motivation, perseverance, study ability and overall study power for students who are student leaders than for those who are not student leaders are that students who are student leaders need to take the lead in the class, and they may be more demanding of their studies and work harder than those who are not student leaders.

Table 4.9 Descriptive statistics of learning motivation without being a student leader

Table 4.9 Descriptive statistics of lear 1

Secondary dimension	Mean value	Standard deviation
Motivation for learning	3.66	0.91
Learning interest	3.89	0.83
Learning emotion	3.71	0.93

Table 4.10 Descriptive statistics of study perseverance without serving as student leaders

Table 4.10 Descriptive statistics of stu 1

Secondary dimension	Mean value	Standard deviation
Learning self-control	3.83	1.01
Study persistence	3.75	1.03
Conscientiousness in learning	3.67	1.02

Table 4.11 Descriptive statistics of learning ability without serving as student leaders

Table 4.11 Descriptive statistics of lea 1

Secondary dimension	Mean value	Standard deviation
Setting learning goals	3.51	1.06
Optimizing study methods	3.63	0.79
Developing study habits	3.62	0.87
Using learning resources	3.78	0.83
Monitoring the learning process	3.73	0.88

The analysis of the learning power of languages without student leaders was conducted by specifically describing and counting the secondary dimensions under learning power, and the conclusion was that: in learning motivation, the last secondary dimension in descending order of the mean value is learning motivation; in learning perseverance, the last secondary dimension in descending order of the mean value is learning motivation is learning self-control; in learning ability, the last two secondary dimensions in descending order of the mean value are In learning ability, the last two dimensions in descending order of means are learning goals and developing learning habits.

Chapter 5

Summary, Discussion of Results and Recommendations

5.1 Summary of research results

The following conclusions were drawn from a questionnaire survey on the language learning ability of students in the upper section of Primary School X in Taiyuan City:

I. The overall level of primary school students' language learning ability is above the middle level.

From the results of the data analysis in the previous chapter, it can be seen that the levels of each dimension of language learning power among the upper-section elementary school students in Taiyuan X are learning ability, learning perseverance, and learning motivation, in order from low to high. Among them, the mean scores of the three dimensions of learning motivation, learning perseverance, and learning ability as well as the overall mean of language learning ability are all greater than the theoretical median, and their language learning ability levels are above the medium level, indicating that the overall level of language learning ability of the upper elementary school students in Taiyuan X Primary School is in a good condition. The possible reasons for this are that the state, society, and families are now paying much more attention to children's education; the policies of educational reform are constantly improving, making educational water and

achieving visible results.

From the overall dimension description statistics, we can see that the mean score of learning motivation is 3.95, the mean score of learning perseverance is 3.85, the mean score of learning ability is 3.81, and the mean score of overall learning ability of elementary school students is 3.87. From the specific mean value, the mean score of learning ability dimension of upper grade elementary school students in Taiyuan X Primary School has the lowest score compared with the learning motivation and learning perseverance dimensions. When compared with the overall learning ability score, it is also lower than the overall learning ability score. From this, we can see that one of the factors that affect the learning ability level of the upper elementary students in Taiyuan X Primary School is the level of learning ability of the students.

2.the level of language learning power of male students in upper elementary school is significantly lower than that of female students.

From the results of the data analysis in the previous chapter, it can be seen that girls' language learning ability level is 3.99 and boys' language learning ability level is 3.77. Girls' learning motivation, learning perseverance, learning ability dimensions and overall language learning ability level are statistically significantly higher than boys', and boys' language learning ability level is lower than girls' learning ability level.

3. the level of language learning power of non-class cadres of upper primary

students was lower than that of class cadres.

The results of the data analysis in the previous chapter showed that students who were class leaders scored 4.19 and those who were not class leaders scored 3.71. Students who were not class leaders scored statistically significantly lower than those who were class leaders on the dimensions of motivation, perseverance, learning ability, and overall learning ability. The results indicate that the level of language learning ability of students who are not class leaders is low compared to that of students who are class leaders.

Regarding the research on strategies to improve elementary school students' language learning ability, most of the researchers suggested several aspects related to students, such as schools, teachers, and parents, and schools: upper-level leaders have the awareness of developing language learning ability and reforming the school curriculum; teachers mostly focus on improving their teaching strategies and methods, changing assessment methods, improving students' learning styles, focusing on motivating students to learn, enhancing students' perseverance, and improving students' learning ability. Teachers focus on improving their own teaching strategies and methods, changing assessment methods, and improving students' learning styles, focusing on motivating students to learn, enhancing their perseverance, and improving their learning abilities. Parents are mainly concerned with changing their educational concepts and parenting styles. For example, Yao Xiaoli proposes to improve students' motivation, perseverance, and learning ability

in the actual classroom from both teachers and students, so as to enhance students' learning power ^[38]. Wang Huaihui, on the other hand, mainly from the teachers' side, proposes to improve the teaching contents to make them more hierarchical and selective, and to penetrate the practical, cultural and humanistic aspects in the usual teaching contents; to optimize the learning style of primary school students, to transform the traditional teaching into cooperative and inquiry learning; to improve the assessment system of students, to change from a result-oriented assessment to a process-oriented and personalized assessment in order to enhance the learning of elementary school students in mathematics [33]. power ^[39].

5.2 Discussion

5.2.1 Analysis of the reasons for the relatively low level of language learning ability of upper elementary school students

1. The school curriculum is rich in variety, but the real implementation is not in place. Although schools are now advocating quality education and implementing educational reform, and setting a variety of curricula, the real implementation is still in accordance with the original main subject teaching, although schools may emphasize that students should develop in all aspects, but it is still more concerned with students' academic performance. The development of students' learning ability is not properly implemented^[40].

2. The school has a single way of assessing teachers. Although the school also assesses teachers in terms of students' participation in practical activities, classroom

culture construction, and students' manners, the school still assesses teachers mainly in terms of students' grades. As a result, teachers' teaching focus is on improving students' academic performance. Thus, the cultivation of students' learning ability is neglected.

3. The complexity of teachers' work. Nowadays, elementary school teachers have endless training, endless summary meetings, and complicated work, which leads them to have no extra time and energy to cultivate students' learning ability. Students' motivation to learn can be stimulated by more advanced teaching methods and abundant extracurricular resources, but the development of learning ability is mainly based on the students' own implementation in place to truly improve.

4. Parents' education concept is biased. Even though the state, society, and schools emphasize the need to reduce the burden of students and cultivate their learning ability, parents still privately buy various tutorial exercise books for their children and enroll them in various remedial classes, which results in an increased burden of learning for students and less time and energy to improve their learning ability.

5.2.2 The level of language learning power of male students in the upper primary section is significantly lower than that of female students.

1. The influence of school education. Since elementary school students spend most of their time at school and have the longest contact time with their

teachers, they are greatly influenced by their teachers. Inside elementary school, there are far more female teachers than male teachers, and the overall school climate reflects a predominantly female value orientation. In this atmosphere, girls are more likely to receive more praise, and it is easy for girls to become more self-disciplined, plus the girls themselves are more delicate and resilient than boys, and their motivation, perseverance and ability to learn will be stronger than boys.

2. inappropriate family upbringing. The training that boys and girls receive at home is different, girls have been raised with the expectations of society to develop behavioral habits, so in adapting to the requirements of school will do better than boys; while boys at home are generally small bully, parents do not make too many requirements, as long as he does not fight and make trouble, neglecting the training of boys' sense of rules, so once you enter a school full of rules and regulations, boys Therefore, once they enter a school full of rules and regulations, boys will have difficulty in adapting to them, resulting in a significantly lower level of learning ability than girls.

3. Boys are not able to catch up with girls in terms of intellectual development rate and language reading ability. This makes boys less able to acquire knowledge than girls. This causes girls to have a higher level of learning power than boys.

The combination of these reasons results in the phenomenon that boys' learning power level is lower than girls' learning power.

5.2.3 Analysis of the reasons for the relatively low level of learning power of students who are not class leaders

1. Teachers' attention is not enough. As a teacher, it is usually easier to pay attention to the students who have good grades or are naughty and mischievous in the class, while students who are not class cadres are generally less conspicuous in school, and such students usually just do their own things silently, in a small transparent state, and are naturally easy to be ignored by teachers. For example, for those students who study very hard but do not do well in school, teachers should communicate with them, analyze the reasons for their unsatisfactory academic performance, and propose solutions to improve and cultivate students' learning ability. In addition to cultivating students' correct attribution, teachers can also make students think and experience the implied meanings and thoughts and emotions according to the specific teaching contents, which can invariably enhance students' learning power^[41].

2. The students who serve as class cadres are themselves of good quality. Because the selection criteria of student cadres at the elementary school level are mostly the good or bad academic performance and the usual good performance, students who are class cadres are basically students who usually have excellent academic performance and good performance, so that student cadres are relatively better in learning motivation, learning perseverance and learning ability.

3. The role model of class cadres influences the formation of their learning

power. After serving as student cadres, these students understand that they can only remain as class cadres if they continue to have good learning power and have the role modeling role, so in order to maintain their honor of being class cadres, students who are class cadres have stronger learning motivation, more positive learning emotion, higher learning self-awareness, self-control and persistence, and better learning behavior compared to other non-class cadre students ^[42].

5.3 Recommendations

The results of this study showed that the levels of the dimensions of learning power of the students in the upper section of Primary School X in Taiyuan City were, in descending order, learning ability, learning perseverance, and learning motivation. The scores of all dimensions are higher than the theoretical median, which indicates that the students of Taiyuan X Primary School are in a better situation in terms of their learning ability levels, and after a specific comparison of the means, it is found that the score of learning ability is the lowest and lower than the overall learning ability score. This indicates that the level of learning ability of students in the upper section of Taiyuan X Primary School still needs to be enhanced. In addition, the two demographic variables of learning ability levels showed statistically significant differences by gender and whether or not they were class leaders. Among them, the learning power level of male students was significantly lower than that of female students, and the learning power level of students who were not class leaders was significantly lower than that of students

who were class leaders. Therefore, this paper will focus on improving the learning ability level of students in the upper section of X elementary school in Taiyuan City, the Therefore, this paper will focus on the countermeasures to improve the learning ability level of the senior students, the learning power level of the male students, and the learning power level of the students who are not class cadres in X primary school in Taiyuan.

5.3.1 Countermeasures to enhance the language learning power of students in the upper section of elementary school X in Taiyuan City

1. For teachers

Change the traditional teaching methods and strategies. The new curriculum standards clearly suggest that teachers should "guide students to think independently, explore actively, and communicate cooperatively" ^[43].

Cultivate students' independent learning ability. In normal school life, teachers can develop students' independent learning skills in many small ways. For example, at the beginning of a semester, teachers should guide students to set a learning goal for the semester according to their actual situation, so that students can have a goal to strive for and a clear direction from the beginning of the school year; after understanding the basic situation of students in the class, teachers should respect students' learning needs, set up different learning contents for students with different bases, give students some freedom, and let them go to When there is a goal and learning content, the importance of learning methods

becomes apparent, although the market is now flooded with many good and novel learning methods, but after the previous research summary will find that adhere to the pre-course pre-reading and after-class review is the most basic learning method, so the teacher should Therefore, teachers should teach students the good methods of pre-study before class and review after class^[44]; learning is a difficult and long process, and students will definitely not have smooth sailing in the learning process, so teachers should actively provide help when students encounter learning difficulties, and teach students to learn to turn to the effective learning resources around them, such as the Internet and the library; in addition, we should pay attention to cultivating good study habits in daily learning, and having good study habits can enhance students' learning ability. In addition, we should pay attention to cultivating good study habits in daily study, because having good study habits can enhance students' learning initiative and improve the learning effect. For example, we should strictly require the basic sitting posture, writing posture, standardize the format of homework, emphasize careful pre-study before class and timely review after class, and test the effectiveness of students' pre-study and review; establish personal learning files for students, and after a period of study, give students formative tests and ask them to make self-examination and self-evaluation of their learning process and results, so that both teachers and students can This enables both teachers and students to provide timely feedback and correction to enhance students' learning ability^[45].

2.For parents.

Create an excellent learning environment. We know that the environment has a great influence on a person, so parents should create an environment conducive to learning for their children at home.

The power of modeling. Parents should set a good example for their children themselves and set an example to achieve a subtle influence.

5.3.2 Countermeasures to enhance the language learning power of boys in upper elementary school

1.For teachers

Appropriately adjust the ratio of male to female language teachers

Language teachers' expectations of students' language learning can vary depending on the gender of the students, and language teachers who hold traditional views of gender as a factor influencing language learning. There have been several studies at home and abroad concluding that there are gender differences in language teachers' teaching methods and effectiveness and other dimensions, while students also hold gender expectations of language teachers^[46].

Changing gender bias and teaching for "sex"

There are gender stereotypes among language teachers: boys cannot sit still, cannot concentrate, and are less focused on language learning than girls, and it is common for boys to learn languages less well than girls. This makes boys passive in language learning, resulting in boys being less enthusiastic about language learning,

less willing to make an effort, and less capable than girls. Therefore, language teachers need to change the gender bias towards boys and think more about how to improve boys' language learning ability in their teaching. Language teachers should therefore change their gender bias towards boys and think more about how they can attract boys' attention and improve their language learning ability in their teaching^[47].

2. For parents:

Change parenting style. Parents should cultivate good living habits for boys, let their children go to bed and get up on time, adjust their mental state, and also pay attention to their children's usual diet, to have a balanced nutrition, meat and vegetables, less sweets, less drinks. This can ensure that the child has a good mental state to study.

Create a good learning environment. To create a comfortable, quiet and good environment for your child, it is best to have an independent study space, try not to play cards at home, and try to reduce the interference caused by television, cell phones, etc., do not bother when the child is studying. Strengthen your child's perseverance in learning.

Listen to and respect your child's ideas. Parents usually pay more attention to their children's learning situation, learn to listen to and respect their children's ideas, and communicate with their teachers when they find that their children are not learning well, so that they can find out where the causes are and prescribe the

right remedy.

5.3.3 Measures to enhance the language learning power of non-class cadre elementary students in upper elementary school

1. For teachers

Implementing a classroom cadre rotation system to increase growth opportunities

In the research, we found that elementary school language teachers are multi-taskers, i.e., subject teachers and classroom teachers. Therefore, they know more about the actual situation of students in the class, so they can change class cadres regularly in class management, so that everyone is a small cadre and everyone is the "master" of the class.

Establish a correct view of students and build a good teacher-student relationship

The students should be given the same attention and guidance as each other. In the language classroom, you can ask more questions to timid and shy students who are not good at expressing themselves, and make more comments and guidance to children's ideas; carry out as many language activities as possible, and give more opportunities for non-cadre students to express themselves, such as class activities, class answers, and group achievement demonstrations, so that they can discover and show their bright spots.

For parents

Parents should try to gradually change their own concept of education, and do away with the "achievement theory". Read more monographs and articles on education and child psychology to enrich their views on parenting and education and to improve their cultural literacy so that they can get closer to and understand their children.

Lower your expectations and do not compare yourself with other children. What children are most afraid of is being compared. Once they are compared, children will be psychologically resistant and frustrated, "no one is perfect", learn to accept their children's shortcomings, be good at finding their shining points and respect their ideas. When the family atmosphere becomes harmonious and cordial, it will naturally affect the child, which will make the child become more confident and have more courage to meet the difficulties in learning.

To sum up, students' learning motivation, learning perseverance and learning ability are improved, then students' learning power is also improved.

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Appendix

A Survey Related to Students' Language Learning Power in Upper Elementary School (Student Version)

Hello, dear students!

Thank you for your support of this survey. Learning power is a basic cultural quality for people's lifelong development in modern society, including the three elements of students' learning motivation, perseverance and ability, which constitute the key factors of personal core competition. The purpose of this survey, which is anonymous, is to find out the actual situation of students' language learning power. Please answer according to the real situation of your language learning, there is no right or wrong answer, only for scientific research, we will guarantee the strict confidentiality of your answers, please do not have any concerns, according to the real situation since the independent completion.

I. Basic information (please tick under the corresponding number):

Grade: ① fourth grade ② fifth grade ③ sixth grade

Gender: ① male ② female

Only child: ①Yes ②No

As a student leader: ①Yes ②No

Please choose the following questions according to your real situation, and tick the corresponding options.

Fully compliant 5, Conformity 4, Basic compliance 3, Basic compliance 2, Not at all 1

Title item	5	4	3	2	1
1. I have a very strong desire to learn.	5	4	3	2	1
2. The main purpose of my study is to enjoy the pleasure that knowledge brings me.	5	4	3	2	1
3. I am very interested in all the courses offered by the school.	5	4	3	2	1
4. I can get pleasure from learning.	5	4	3	2	1
5. I can gain confidence in the process of learning.	5	4	3	2	1
6. In addition to the courses offered at school, I am also interested in extracurricular knowledge.	5	4	3	2	1

7. I can resist temptation and persist in my studies when I meet temptation at school.	5	4	3	2	1
8. I set learning goals every day.	5	4	3	2	1
9. I make a study plan every week.	5	4	3	2	1
10. I can complete the study tasks assigned by the teacher on time without the teacher's supervision at school.	5	4	3	2	1
11. I can persist in my studies when I encounter distractions at school that interfere with my studies.	5	4	3	2	1
12. I can complete homework independently without parental supervision at home.	5	4	3	2	1
13. When I encounter difficulties in studying, I can overcome them and persist in studying.	5	4	3	2	1
14. I can set learning goals every semester.	5	4	3	2	1
15. I can study independently with my own situation and accomplish my learning goals.	5	4	3	2	1
16. be able to ensure good pre-reading before class to understand new knowledge content.	5	4	3	2	1
17. Pre-teach carefully before class and mark the questions you don't know first.	5	4	3	2	1
18. Different learning methods are adopted according to different learning contents.	5	4	3	2	1
19. Listen carefully to the lectures and know all the points the teacher talks about.	5	4	3	2	1
20. When listening to the lecture, you should pay high attention to the lecture, see with your eyes, hear with your ears, write with your hands and think with your mind.	5	4	3	2	1
21. Listens carefully in class and can follow the teacher's thoughts.	5	4	3	2	1
22. Review after class and be able to memorize based on understanding the questions.	5	4	3	2	1
23. Review after class and use other methods to deepen your memory and understanding.	5	4	3	2	1
24. Review after class to systematize the old knowledge.	5	4	3	2	1

25. Seek help from classmates, teachers and parents when they encounter difficulties in the learning process.	5	4	3	2	1
26. I can go to the library to check the information.	5	4	3	2	1
27. I can use the Internet to access information.	5	4	3	2	1
28. I can do pre-study before class to understand the new knowledge and facilitate classroom comprehension.	5	4	3	2	1
29. Listen carefully and think actively in class.	5	4	3	2	1
30. Review in time after class to consolidate what you have learned.	5	4	3	2	1
31. Take the initiative to check their own learning and summarize the problems during the study process.	5	4	3	2	1
32. Carefully analyze the reasons for your achievements and problems in the learning process.	5	4	3	2	1
33. Adjust your study method according to the problems you encounter in your study process.	5	4	3	2	1
34. Develop strengths and improve weaknesses according to their strengths and weaknesses in learning.	5	4	3	2	1
35. I can recognize my shortcomings and the need for improvement based on my learning.	5	4	3	2	1

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THIS IS TO CERTIFY THAT

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