

Article

2024 International Conference on Education, Economics, Management,  
and Social Sciences (EMSS 2024)

# Research on Narrative Reading Teaching Strategies in Upper Elementary Grades of Elementary Chinese Textbooks under the Concept of Learning Task Groups

Yi Rong<sup>1,\*</sup>

<sup>1</sup> The University of New South Wales, Sydney, Canberra, Australia

\* Correspondence: Yi Rong, The University of New South Wales, Sydney, Canberra, Australia

**Abstract:** This study delves into the strategies of teaching narrative text reading in higher grades of primary school under the Unified Edition Chinese Textbook, guided by the concept of Learning Task Groups. The concept, a novel educational approach, emphasizes designing a series of interconnected, progressively deepening learning tasks to stimulate students' interest in learning and foster their comprehensive thinking and learning abilities. Through methods such as questionnaires, interviews, and classroom observations, the study comprehensively analyzes the current state of narrative text reading instruction in higher grades. It highlights the challenges faced by teachers in designing and implementing learning tasks and proposes targeted improvement strategies. The implementation of the Learning Task Groups concept, as evidenced by specific case studies and practices, has been shown to effectively enhance students' reading comprehension, language expression, and innovative and critical thinking abilities. Despite challenges like limited resources and individual differences among students, the study suggests that enhancing teachers' professional capabilities and optimizing educational resources can further promote the effectiveness of teaching strategies. Finally, the paper provides comprehensive suggestions for education policymakers, educators, and frontline teachers, emphasizing the need to focus on the holistic development of students, advocating innovative teaching methods, and improve the quality of education to nurture well-rounded individuals equipped with critical thinking, innovative capabilities, and a sense of social responsibility.

Published: 02 October 2024



**Copyright:** © 2024 by the authors.  
Submitted for possible open access  
publication under the terms and  
conditions of the Creative Commons  
Attribution (CC BY) license  
(<https://creativecommons.org/licenses/by/4.0/>).

**Keywords:** learning task groups; narrative text reading instruction; unified edition primary school Chinese language textbook; optimization of educational resources

## 1. Introduction

The new elementary school Chinese curriculum standards deeply embody the basic principles of quality education, aiming to comprehensively enhance students' language literacy to meet the demands of societal progress and personal development. The curriculum emphasizes the integration and practical application of language skills, focusing not only on teaching fundamental knowledge such as Chinese characters, vocabulary, and sentences, but also on cultivating students' comprehensive abilities in listening, speaking, reading, and writing, as well as their ability to apply language knowledge to solve real-life problems. In terms of content design, the new standards encompass various fields

including Chinese traditional culture, moral ideology, humanities, and science and technology, aiming to broaden students' horizons and enhance their cultural and scientific literacy.

### *1.1. Characteristics of Narrative Reading Teaching Strategies*

As an integral part of elementary school Chinese teaching, narrative reading is crucial for developing students' language expression, literary appreciation, and comprehensive thinking abilities. Ultimately, the Chinese curriculum is about nurturing individuals and promoting personal development, so teaching should first shift students' learning focus from primarily cultural knowledge acquisition to continuous efforts in enhancing various capabilities. By integrating inherited cultural excellence with contemporary developments and fostering innovation, narrative reading teaching in upper elementary grades not only aims to improve students' foundational language skills in reading, writing, comprehension, and accumulation, but also continuously enhances students' humanistic literacy [3]. Guided by the new curriculum concepts, narrative reading teaching strategies exhibit the following new characteristics

#### *1.1.1. Close Integration of Textbook Content with Students' Real Life*

Modern narrative reading teaching places greater emphasis on connecting textbook content with students' actual lives. This integration breaks down the barriers between traditional classroom education and real-life experiences, ensuring that student learning goes beyond theoretical knowledge. Textbooks not only include rich literary works but also meticulously introduce cultural backgrounds and author information, facilitating students' comprehensive and in-depth understanding of texts. This approach helps students better appreciate the relevance of literary works to their own lives, thereby enhancing their sensitivity to and application of language skills, thus achieving educational goals.

#### *1.1.2. Targeted and Innovative Design of Teaching Activities*

Under the guidance of the new curriculum standards, teachers are encouraged to design teaching activities that are targeted and innovative, catering to students' different levels and types. Activities such as scenario simulations, role-playing, creative writing, poetry recitation, and script creation are organized to make learning enjoyable. These tasks further stimulate students' creativity and systematically guide their Chinese language learning.

#### *1.1.3. Emphasis on Multi-Ability Development in Task Design*

Textbook learning tasks aim not only to improve students' reading comprehension skills but also to develop their language expression, thinking, and innovation abilities. Through detailed task analysis and practice, students gradually enhance their comprehensive literacy and abilities. In upper elementary grades' narrative reading teaching, teachers can initiate teaching activities focusing on understanding events, analyzing narrative techniques, and reflecting on thoughts and emotions. This systematic design and implementation of related learning tasks significantly enhance students' reading comprehension and comprehensive literacy. This teaching strategy not only promotes students' learning in the Chinese language discipline but also facilitates their comprehensive development in thinking, emotional attitudes, and values.

### *1.2. Characteristics of Narrative Texts*

#### *1.2.1. Main Contents*

The main contents of narrative texts include character depiction, narration, scene depiction, and object depiction, aiming to express a certain center. Such genre texts usually employ comprehensive expression methods, including description, explanation, argu-

mentation, and lyricism. In narrative texts, the six elements of time, place, characters, reasons, process, and results are indispensable. Meanwhile, narrative texts also emphasize the portrayal of narration and objects, among which the narrative of narrative texts emphasizes observation, landscape color, and language beauty, while the object of narrative texts, while not a complete event or a central character, has strong knowledge, new content, vivid description, and childlike interest.

### 1.2.2. Utilization of Various Techniques

In terms of expression techniques, narrative texts typically employ a variety of methods. For instance, in terms of expression methods alone, there are narratives, descriptions, lyricism, argumentation, explanations, etc.; expression techniques include the use of object-oriented ideals, side descriptions, direct descriptions, landscape lyricism, narrative lyricism, borrowing objects to describe people, direct expression of emotions, suppression and restraint, forward narration, reverse narration, interjected narration, contrast, concluding remarks to highlight ambitions, symbolism, references, and feelings in landscapes, contrasting, embellishing, and starting objects, rendering, combination of real and imaginary, direct lyricism, indirect lyricism, combination of movement and silence, combination of movement and silence, grandeur, layering, deepening themes, taking small steps to see large, combination of points and surfaces, primary and secondary, distance, synesthesia, sketching, coloring, material selection, cutting, and structural techniques (transition), among others.

### 1.2.3. Wonderful Description

Excellent description is an important feature of narrative texts. Compared to lyrical prose and other genres, narrative texts mainly use a large number of vivid action descriptions and a certain frequency of attitude descriptions to accurately depict characters [4]. Narrative texts can vividly present stories, events, or emotional experiences to readers through rich details and scene descriptions, enabling them to experience the time and space of the text and experience the same feelings as the author. Narrative texts may recount deep memories of personal life experiences or describe unforgettable travels, precious friendships, or descriptions of life-changing events; or describe macro-narratives of historical events and cultural inheritance, such as reproductions of war times or reproductions of social trends in a particular era. Narrative texts are more infectious and can evoke deep emotional resonance in readers, as well as provoke deep reflection on events.

## 2. Literature Review on Domestic Studies

### 2.1. Research Background and Significance of Narrative Reading Teaching Strategies

Narrative texts have always held an important position in reading instruction. With their unique narrative style, vivid storylines, and rich character portrayals, narrative texts are deeply beloved by students. Additionally, narrative texts provide students with a platform to showcase their writing talents. Therefore, research on narrative reading strategies is of significant importance. With the development of society and advancements in technology, the demands placed on reading skills are increasingly higher. As an important form of reading material, narrative texts require continuous updating and improvement of reading strategies. Especially for students, mastering effective narrative reading strategies plays a crucial role in enhancing reading comprehension and writing skills.

### 2.2. Core Elements of Narrative Reading Teaching Strategies

**Text Interpretation:** A fundamental aspect of narrative reading teaching is the in-depth interpretation of texts. Yu Yi (1999) proposed in his research that text interpretation is an essential component of language teaching for educators, serving as a prerequisite for effective language instruction. During the process of text interpretation, teachers must not only focus on the text itself but also understand the author's background and the context

of their writing. This involves comparative and multi-layered interpretations of texts. From this perspective, teachers who stand in the students' shoes, empathize with the author's intentions, can achieve deeper insights and wisdom in their interpretation.

**Plot Development:** Since narratives are structured around storytelling, narrative reading teaching naturally focuses on organizing plots. Huang Xia (2021) suggested in her research that teachers can guide students to understand the beginning, development, climax, and resolution of a story by tracing chronological order, event development, and other clues. This approach helps students grasp the narrative's structure and storyline coherence. During the process of organizing the plot, it is essential to grasp the main storyline and clarify the train of thought. The main storyline serves as the core of the narrative, crucial for advancing the story's development.

**Appreciating Language:** Narrative texts often exhibit expressive and emotive language. Teaching narrative reading should emphasize guiding students to appreciate the charm of language. Teacher Yu Yinchao explicitly discussed in "Analyzing Words, Savoring Memories - Discussing the Poetic Techniques in Reading Instruction Design" (2008) his understanding of "appreciating language," particularly focusing on the "appreciation of words." He emphasized that "appreciating words" is an indispensable language learning activity that must be highlighted in any language text instruction. It involves guiding students to understand, analyze, savor, appreciate, and apply language within specific contexts, thereby enhancing students' appreciation abilities in language learning activities.

### 2.3. Teaching Practices of Narrative Reading Teaching Strategies

#### 2.3.1. Whole Book Reading Teaching Model

Dong Ailing (2023) proposed in her research that the whole book reading teaching model is an effective practice for learning narrative texts. By integrating various activities before, during, and after reading, students can develop a comprehensive understanding of the text, thereby promoting their understanding and internalization of language, emotional experiences, values, and more [4].

#### 2.3.2. Task-Driven Narrative Reading Teaching Strategies

Studies by He Qinglin (2023) and Zhang Yu (2020) both focus on task-driven strategies in narrative reading teaching. He Qinglin suggests that setting specific learning tasks such as role-playing and situational simulations effectively stimulates students' interest in learning, enhancing their understanding of storylines and character traits [5]. Zhang Yu emphasizes starting from hierarchical reading tasks, guiding students from surface-level reading to deep comprehension, gradually enhancing their grasp of textual depth and appreciation of language expression [6].

#### 2.3.3. Integration of Teaching Resources

Lin Sang (2023) explores how integrating different teaching resources such as texts, images, and multimedia materials can optimize teaching processes. Her research indicates that organically integrating narrative reading with various teaching resources significantly improves the targetedness of teaching and student engagement [7].

#### 2.3.4. Systematization of Knowledge and Internalization of Concepts

Wang Liling (2023), based on the new curriculum standards, details how to integrate different knowledge points within units in specific teaching practices. This enables students to achieve systematic knowledge and internalize concepts while completing specific learning tasks. She points out that through designing challenging and interconnected learning tasks, teachers can guide students to actively explore, continuously expanding their boundaries of language knowledge and abilities [8].

#### 2.4. Implementation Challenges and Countermeasures of Narrative Reading Teaching Strategies

**Role Transformation of Teachers:** Narrative reading teaching strategies require teachers to shift from traditional knowledge providers to guides and supporters of student learning. Xu Peng (2020) suggests that this role transformation presents new challenges to teachers' professional competence and teaching philosophies. Countermeasures include strengthening teacher training to enhance their awareness of student agency and support students in developing active learning abilities [9].

**Designing Learning Tasks:** It is crucial to consider students' interests and needs. Chen Xiaorui (2008) proposed in his research on the structured design of Chinese learning tasks from the perspective of teachers that structured thinking is required for lesson planning activities. This emphasizes effective representation of the basic structure of the Chinese language subject, guiding students through pre-set activities to generate exciting content during lessons [10]. Countermeasures involve conducting needs analysis, designing tasks based on students' actual situations, and adjusting them based on feedback.

Through the analysis above, we can see that narrative reading teaching strategies have brought new teaching models and methods to the education field. They not only help improve students' learning efficiency and deep comprehension but also cultivate their critical thinking and creative expression abilities. However, implementing the concept of learning task groups also faces challenges that require joint efforts from teachers, students, and educational administrators to continuously explore and improve.

#### 2.5. Review of Foreign Literature

In the field of international education, the whole book reading teaching strategy has garnered significant attention and research as an important pedagogical method. Scholars from different countries have conducted in-depth discussions and empirical studies on this strategy, drawing valuable insights and suggestions from their respective cultural backgrounds and educational systems.

Qian Wang (2022) pointed out in their research that the whole book reading teaching strategy effectively helps students develop cross-cultural understanding and a global perspective. In an increasingly globalized world, this capability is crucial for students' future development. By reading literary works from diverse cultural backgrounds, students not only enhance their language skills but also foster critical thinking and creative expression. This study underscores the significant role of the whole book reading teaching strategy in cultivating students as global citizens [11].

Scholars such as Chen Zhixiang (2024) and Min Sun (2024) have empirically examined the effectiveness of the whole book reading teaching strategy and proposed further optimizations. Chen Zhixiang's research found through comparative analysis that effective reading strategies significantly improve students' reading comprehension [12]. This highlights the importance for teachers to carefully select and apply strategies to enhance students' reading abilities. Similarly, Min Sun's study emphasizes the need for teachers to flexibly adjust teaching methods based on students' specific needs to maximize teaching effectiveness [13].

Regarding teaching models of reading strategies, foreign scholars have proposed various approaches. Examples include reciprocal teaching models, interactive strategy teaching models, concept-oriented reading teaching models, and interactive strategy training models for active reading and thinking. These models emphasize the diversity and interactivity of reading strategy teaching, encouraging students to actively think, explore, and share during the reading process. Through the implementation of these teaching models, students can better grasp reading strategies and improve their ability to comprehend and analyze texts.

Foreign researchers also emphasize the integration of reading and writing. Soveltavan kielitieteen tutkimuksia (2012) proposed in their research, "When we write, we are

reading; when we read, we are creating meaning." This viewpoint highlights the interactive relationship between reading and writing, considering them symbiotic processes that mutually enhance and shape each other. Therefore, in whole book reading teaching, teachers should encourage students to deepen their understanding and reflection of reading content through writing, thereby promoting knowledge internalization and the development of innovative thinking among students.

### 3. Investigation of the Current State of Teaching Narrative Text Reading in Upper Grades of Primary School in the Unified Curriculum Version

#### 3.1. Survey Overview

This study selected students from Huai'an Experimental Primary School in Jiangsu Province for the survey. The school adheres to the teaching philosophy of "establishing morality and cultivating people, and innovating development," which emphasizes the comprehensive development of students, including the cultivation of morality and innovation ability. The educational group is committed to nurturing future citizens with good moral character and innovative spirit through moral education.

In our in-depth investigation of teaching strategies for narrative text reading in upper grades, we found that the relevant texts in the unified curriculum textbooks mainly focus on the upper grades. Considering the limitations of lower-grade students in understanding the questionnaire, we conducted teacher interviews randomly selected to get a more comprehensive grasp of the current state of research on teaching strategies for narrative text reading in upper grades of primary school Chinese. This approach aims to provide more accurate and feasible guidance for educational practice.

A total of 235 questionnaires were distributed in this survey, covering students from grades five to nine. The survey was conducted both online and in paper form, and 219 valid questionnaires were successfully collected, with an effective recovery rate of 93%.

##### 3.1.1. Survey Subjects

Since the study focuses on teaching strategies for narrative text reading in upper grades, most of the relevant texts in the unified curriculum textbooks appear in these grades, and lower-grade students have limited comprehension of the questionnaire. Without considering factors such as class level and students' gender, one class each was randomly selected from grades four, five, and six, totaling three classes. The number of students participating in this questionnaire survey was 235, and the situation of the students participating in this survey is as follows in Table 1:

**Table 1.** Basic Information of Student Questionnaire Survey.

Category	Number of Students	Percentage (%)
Fourth Grade	78	33.19
Fifth Grade	69	29.36
Sixth Grade	88	37.44
Male	106	45.10
Female	129	54.89

##### 3.1.2. Survey Results and Analysis

**Question 1: How much time do you spend on learning narrative texts each week? [Single choice]**

**Table 2.** Weekly Time Spent on Learning Narrative Texts.

Option	Number of Students	Percentage (%)
A. Less than 1 hour	49	22.37

B. 1-2 hours	88	40.18
C. 2-3 hours	46	21.00
D. More than 3 hours	36	16.44
<b>Total Responses</b>	<b>219</b>	<b>100.00</b>

**Question 2: How do you usually encounter narrative texts in class? (Multiple choice)**  
 [Multiple choice]

Table 3. Ways Students Encounter Narrative Texts in Class.

Option	Number of Students	Percentage (%)
A. Teacher explanation	193	88.13
B. Peer sharing	105	47.95
C. Group discussion	73	33.33
D. Role-playing	47	21.46
<b>Total Responses</b>	<b>219</b>	<b>-</b>

**Question 3: What type of learning activity do you prefer in narrative text learning?**  
 [Single choice]

Table 4. Preferred Learning Activities for Narrative Text Learning.

Option	Number of Students	Percentage (%)
A. Reading and discussion	129	58.90
B. Writing and creation	32	14.61
C. Role-playing and performance	40	18.26
D. Text analysis and research	18	8.22
<b>Total Responses</b>	<b>219</b>	<b>100.00</b>

From the survey results in Table 2- Table4:  
 40% of students spend 1-2 hours weekly on narrative text reading.  
 88% of students encounter narrative texts through teacher explanations in class.  
 59% of students prefer learning narrative texts through reading and discussion activities.

3.1.3. Discussion and Recommendations Based on Survey Results

According to the survey findings, upper-grade students exhibit a positive attitude towards narrative reading and have high expectations. However, they also face challenges during the reading process, such as understanding complex plots and dealing with unfamiliar words and long sentences. Therefore, teachers should emphasize storyline clarification and explanations of unfamiliar words and complex sentences to help students improve their reading abilities and foster interest.

Based on these survey results, the following recommendations are proposed:1) Increase the diversity of narrative reading materials to cater to different students' interests and needs. 2) Introduce specialized narrative reading guidance courses to teach students effective reading strategies and methods. 3) Regularly recommend high-quality narrative works to students and provide reading guidance and feedback. 4) Organize diverse reading activities, such as book sharing sessions and reading competitions, to stimulate students' enthusiasm for reading.

#### **4. Elementary School Upper Grade Narrative Reading Teaching Current Situation: Reasons Analysis**

##### *4.1. Issues Identified*

##### **4.1.1. Uneven Mastery of Chinese Language Basic Knowledge and Skills**

A notable issue in the teaching of elementary school Chinese language using the standardized curriculum is the uneven mastery of basic knowledge and skills among students. The core of this problem lies in the imbalance in attention given to language knowledge and language skill development during the teaching process. On one hand, traditional teaching methods overly emphasize the memorization and understanding of grammar, vocabulary, and other language knowledge, while neglecting the cultivation of practical language skills such as reading comprehension, text analysis, and creative writing. This bias results in students acquiring a large amount of language knowledge but struggling in its practical application. On the other hand, the current evaluation system often emphasizes written exam scores, further exacerbating the emphasis on knowledge memorization and overlooking the assessment and encouragement of students' practical language skills. This imbalance in teaching and evaluation methods not only affects students' interest and motivation in the Chinese language subject but also restricts the comprehensive development of their overall Chinese language literacy.

##### **4.1.2. Insufficient Development of Student Personalization and Creative Thinking**

Another prominent issue is the insufficient development of students' personalization and creative thinking. This issue partly stems from the uniformity in teaching content and methods. Although standardized textbooks cover a wide range of content, in teaching practice, teachers tend to rely on traditional lecture methods, providing few opportunities for students to actively explore, critically think, and express creatively. This teaching approach disregards students' individual differences and fails to provide enough space for each student to develop a personalized learning path according to their own interests and abilities.

##### **4.1.3. Conclusion and Recommendations**

Through an in-depth analysis of these two issues, it is evident that for better cultivation of students' core literacy in the standardized elementary school Chinese language curriculum, comprehensive reforms are necessary in teaching content, methods, and evaluation systems. These reforms should aim to promote balanced development of students' knowledge and skills, as well as foster the full development of personalized and creative thinking.

#### **5. Elementary School Standardized Chinese Language Upper Grade Narrative Reading Teaching Strategies**

For upper-grade elementary students, narrative reading is not merely material for comprehension but also a crucial pathway for shaping values and enhancing cognitive abilities. Below are designed narrative reading teaching strategies tailored to the characteristics of students at this stage:

##### *5.1. Differentiated Teaching Strategies*

Implementing differentiated teaching strategies is particularly crucial in narrative reading instruction. This approach takes into account individual differences among students in learning abilities, interests, and learning styles, thereby providing more personalized and effective teaching support. Through differentiated teaching, teachers can gain deeper insights into each student's specific needs, enabling them to design more suitable teaching content and learning tasks. For example, tiered instruction allows teachers to group students based on their reading abilities, ensuring that each student encounters



reading materials that are neither too challenging nor too simplistic but appropriately aligned with their proficiency level. This method not only enhances students' reading comprehension skills but also prevents weaker students from feeling discouraged and stronger students from becoming bored. Personalized reading tasks further expand this differentiation by allowing students to select reading materials based on their interests and characteristics, thereby increasing their initiative and enjoyment in learning. Such personalized exploration not only fosters students' reading interests but also stimulates their creative thinking and critical analysis skills. This teaching environment not only promotes the development of students' cognitive abilities but also provides strong support for their personalized growth and social-emotional skills.

### *5.2. Emphasis on Genre Characteristics*

In narrative teaching, emphasizing the genre characteristics of texts is essential for improving narrative reading instruction. Teachers, based on a thorough understanding of the text's characteristics, can determine teaching content and select teaching methods, providing a scientific perspective and assessment criteria for teaching. Take narrative literature as an example. Narrative literature primarily highlights character traits through rich descriptive details. When teaching such texts, teachers should grasp characteristics such as physical descriptions, actions, language use, and demeanor descriptions, while ensuring students understand the author's purpose in depicting these aspects to reveal character qualities. For instance, in teaching the text "Brush Lee," students should identify the detailed descriptions of Brush Lee's actions while brushing and appreciate Brush Lee's qualities. Moreover, through learning, students should connect with similar tasks in their surroundings and gain emotional experiences, mastering the writing characteristics and methods of narrative literature to describe typical characteristics of people in their lives. Therefore, in teaching narrative literature, attention should be paid to students' understanding of the characteristics and expression methods of articles.

### *5.3. Clarifying Teaching Objectives*

For smooth narrative reading instruction, it's essential to understand that teaching objectives guide student behavior, not just teacher actions. Therefore, when formulating teaching objectives, they must integrate with student circumstances, placing students at the center. Within the compulsory education standards for Chinese language courses, teaching objectives are categorized into three aspects: knowledge and skills, processes and methods, and emotions and values.

In designing narrative reading instructional objectives, teachers should always prioritize enhancing students' holistic development. They should progressively implement and promote established teaching objectives according to the classroom teaching process. Teaching objectives should align with the curriculum objectives of each grade. In the actual teaching process, due to differences in students' actual situations and class settings, teachers pre-set objectives. Taking "Winter Sun - Childhood - Camel Team" as an example, its teaching objectives are: 1) Accurately, fluently, and emotionally read the article. 2) Based on understanding the central idea of the article, analyze the descriptive scenes that leave the deepest impression (for example: watching the camel team eating and saying it's a camel bell, I want to shave it, I want to ask its mother where it wants to go.) From the innocence of people, feelings of longing for childhood and nostalgia. 3) After becoming familiar with the text, summarize the words in the text that are considered good, and discuss their performance effects. The teaching objectives of this question are clear, allowing students to grasp the general idea of the article first, and then better understand the main idea of the article. Master the key to text teaching, requiring students to analyze the descriptive scenes in the text and use them as language training points in classroom learning.

In comprehensive reading, experience the author's emotions, understand the artistic expression of the work, and analyze its linguistic features. This setting of teaching objectives highlights the characteristics of narrative writing instruction in high school stages [9].

#### 5.4. *Connecting to Real Life*

If attention is focused solely on the theoretical level, it risks losing its practicality in the practice of narrative reading. This necessitates closely linking curriculum objectives with real-life scenarios when setting them. Grade 4 in elementary school is a critical period of rapid development across various domains. To adapt to this distinct characteristic, teachers are required to establish clearer, multi-level educational objectives.

In the process of teaching narrative reading, students play the primary role. They explore and investigate existing knowledge through experience. Therefore, when designing teaching objectives, it is essential to consider the realistic levels of most students while also addressing individual differences. After identifying students' starting points for learning, scientific design of the "zone of proximal development" should be undertaken, enabling them to progress step-by-step according to their needs.

Thus, as students grow older during the process of teaching narrative reading, objectives should gradually adjust based on actual educational conditions. For instance, when setting objectives for teaching "White Poplar," due to the text's deeper meaning, some teachers consider understanding the content of the text as their teaching objective. Learning to comprehensively grasp the linguistic features of the text is crucial.

How can students master the language characteristics of an article effectively? Setting vague objectives in education can only confuse students, leaving them unsure of where to start. This perception of difficulty in language learning may lead to waning interest over time, significantly reducing the effectiveness of language learning.

#### 5.5. *Enhancing Comprehension, Role-playing Appropriately*

Under the requirements of the "New Curriculum Standard," teachers should flexibly use various learning methods in the classroom and provide opportunities for performance and communication. Therefore, in the teaching process of narrative writing for upper grades in elementary school, to enhance classroom interest, stimulate their enthusiasm for learning, and achieve efficient educational objectives, teachers can use the content of textbooks and the plot of articles to capture their attention. After understanding the text, encourage students to try to play the characters in the article. This allows students to delve deeper into the plot, experience the characteristics of the roles, and deepen their understanding and emotional connection to the text.

For example, in the book "The Power of Money," to highlight Todd's greed and his boss's greed, teachers can arrange role-playing in the classroom. This helps students experience the article, understand the changes in Todd and his boss's tone and expression at the beginning and end of the article, and immerse themselves in the environment of the article. They use their own experiences to understand the significant changes in these characters, all driven by the question of "how much money I have."

## 6. Conclusion and Recommendations

The use of Learning Task Groups (LTGs) in narrative reading instruction has shown significant advantages in enhancing student learning outcomes and fostering their interest in learning. However, it also exhibits limitations in practical implementation. Here is a detailed analysis of the strengths and limitations of LTGs in narrative reading instruction under the concept of LTGs:

### 6.1. *Advantages*

**Cultivating students' humanistic literacy:** Narrative texts often embody rich humanistic spirit, aiding in the development of students' emotions, attitudes, and values.

**Enhancing students' narrative ability:** Through the study of narrative texts, students can master basic narrative skills and improve their writing proficiency.

**Promoting students' language expression skills:** Studying narrative texts helps enrich students' vocabulary and enhance their language expression abilities.

### 6.2. Limitations

High demands on teachers' professional capabilities: Designing and implementing LTGs requires teachers to possess high professional skills and innovative spirit. Teachers need to design engaging and challenging learning tasks tailored to students' specific circumstances, placing high demands on their instructional design abilities.

Constraints on resource allocation: Effective implementation of LTG-guided teaching underpins adequate teaching resources, such as suitable teaching venues and abundant teaching materials. Limited resource allocation may hinder the teaching effectiveness guided by LTGs.

Challenges posed by individual student differences: Variations in students' interests, learning styles, and ability levels necessitate teachers to fully consider these differences when designing and implementing learning tasks. Effectively managing these individual differences to ensure every student benefits from learning tasks is a significant challenge in LTG implementation.

### 6.3. Future Trends and Recommendations for Teaching

In today's rapidly evolving educational environment, the widespread adoption of LTG (Learning Through Games) concepts has become crucial for enhancing educational quality and effectiveness. To better implement this concept, comprehensive recommendations are offered for education policymakers, educational stances, and grassroots teachers:

Education policymakers should play a decisive role in promoting the adoption of LTG-guided teaching models by schools and teachers through policy formulation and implementation. This includes providing necessary financial support, resource allocation, and professional training. Additionally, policymakers should encourage and support educational research, particularly practical research on LTGs, to better understand their application effectiveness in different teaching environments, continuously optimizing and innovating teaching methods. Furthermore, fostering collaboration between the education sector and other industries can introduce more innovative teaching concepts and technologies.

Educational stances should consistently prioritize student-centered approaches, aiming to promote students' comprehensive development. This involves not only imparting knowledge but also fostering critical thinking, creativity, and social responsibility. Moreover, they should advocate and support more open, flexible, and innovative teaching methods, such as LTGs, to meet evolving societal needs and personalized learning demands.

In conclusion, the promotion and application of LTG concepts represent a systematic endeavor requiring close collaboration and concerted efforts from education policymakers, educators, and grassroots teachers. Future teaching practices should focus on optimizing teaching environments, providing necessary resources and support, while encouraging teachers to innovate teaching methods and enhance teaching quality. Through these efforts, we can expect educational practices to truly achieve students' comprehensive development, cultivating individuals with critical thinking, innovation, and a sense of social responsibility.

## References

1. Yu Yi. Research on the Art of Chinese Language Education [M]. National Youth Teacher Research Center of the National Chinese Language Association. Shandong Education Press. 1999.

2. Huang Xia. A Brief Discussion on Reading Strategies for Narrative Texts [J]. *Chinese Language World (Window for Primary School Students)*, 2021(12):18.
3. Yu Yingchao. Analysis and Appreciation of Words and Phrases: A Poetic Approach to Reading Teaching Design (43) [J]. *Chinese Language Teaching Communication*, 2008(35):25-26.
4. Dong Ailing. Practical Exploration of "Whole Book Reading" Teaching under the Concept of Learning Task Groups [D]. Shandong Normal University, 2023-04-01:2-3.
5. He Qinglin. Research on Teaching Strategies of Narrative Texts in Primary School Chinese under the Background of Learning Task Groups [D]. Linyi University, 2023-05-01:30-32.
6. Zhang Yu. Research on Reading Teaching of Narrative Texts in Senior Grades of Primary School [D]. Hunan University of Science and Technology, 2020.
7. Lin Sang. Research on the Overall Teaching Strategy of Chinese Language Units in Primary School from the Perspective of Learning Task Groups [J]. *Chinese Selected Essays*, 2023-06-15:125-126.
8. Wang Liling. Practice and Reflection on Integrated Teaching of Primary School Chinese Units under the New Curriculum Standards [D]. Guangxi Education, 2023-06-05:180-181.
9. Xu Peng. Teaching Transformation Based on the Big Concepts of the Chinese Language Discipline [J]. *Chinese Language in Middle School*, 2020(3).
10. Chen Xiaoduan, Hao Wenwu. Curriculum and Teaching Thoughts of Western Educational Philosophy Schools [M]. Beijing: China Light Industry Press, 2008: 212-213, 94-95.
11. Qian Wang. Teaching Strategy of "Whole Book Reading" of Primary School Chinese under Core Literacy Teaching [J]. *International Journal of New Developments in Education*, 2022-10-20:10-11.
12. Chen Zhixiang. *Soft Computing*. Volume 28, Issue 5 [J]. 2024. PP 4051-4105.
13. Min Sun. *International Journal of New Developments in Education*. Volume 6, Issue [J]. 2024:13-16.
14. Dou Guimei. "Pearl Bird" Classroom Record [J]. *Chinese Language Teaching Communication: Primary School Edition*, 2007(3):25.
15. Jiang Meiling. Research on Teachers' Practical Knowledge [D]. East China Normal University, 2006-04-01:67-72.
16. Li Jilin. Situational Teaching for Children's Joyful Learning [J]. *Curriculum·Teaching Material·Method*, 2013-02-01:158-167.
17. Zhao Danfang. Research on the Cultivation of Good Chinese Learning Habits in Primary School Students [D]. Central China Normal University, 2012-10-01:2-8.

**Disclaimer/Publisher's Note:** The statements, opinions and data contained in all publications are solely those of the individual author(s) and contributor(s) and not of SOAP and/or the editor(s). SOAP and/or the editor(s) disclaim responsibility for any injury to people or property resulting from any ideas, methods, instructions or products referred to in the content.