Research on the Necessity of High Expectations for Primary Language Learners

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Abstract. With the increasing competitiveness of contemporary education and the emergence of a large number of talented people, learners are under great pressure from all sides and have high expectations. Whether these external forces can promote learners' learning is worth considering and pondering having competitive arguing. This research will focus on whether lower-grade learners or beginners should have higher expectations and stricter requirements in their language learning. Amount of literature reading and retrieval to find articles and evidence, this paper will introduce the two most popular educational models in pedagogy and analyze whether there should be high expectations for language learners with empirical examples. Through research, analysis and discussion found that especially for low-grade learners, we should not expect too much from them, but we can expect more from high-grade learners.

Keywords: Expectation, Language Learning, Beginner, Taxonomy, Pyramid Model

1   Introduction

Wang cited Piaget's cognitive development to analyze what students should do and what kinds of expectations in K-12 education by cognitive characteristics, psychological characteristics, and communication. For elementary school students or primary learners, educators focus on forming and improving multi-dimensional thinking ability, correcting learning mistakes, and ability training [1]. More educators are trying to apply Piaget's theory in daily teaching and following the developmental needs of children at all stages. On this basis to design a reasonable curriculum. However, there is no literature and research to be found on what cognitive developmental requirements and how to properly design courses should be followed for students who start learning a new language at the university level. In this article, the author will fill up the present research gap. Through this study, the author will make teachers know how educators should reasonably design the curriculum and what expectations they should have for language learners who are just beginning at the university level. This research will be analyzed by reading a large number of literature and combining it with the author's personal experience in tutoring language. The topic of this paper is whether the teachers and counselors of a specific language need to put forward higher requirements for language

learning for new language learners to better improve the learning efficiency and enthusiasm of language learners and help them make rapid progress in language learning. Such research can help teachers and tutors correctly and clearly understand whether language learners need to have high expectations to reach the most efficient point of learning and the level of active learning. At the same time can also make students' parents clearly know how children's learning should have and how high expectations are to help students find suitable for their learning as the premise of the most efficient learning.

2   Analysis

Throughout k-12 education, each stage has what it wants and is expected to accomplish. Nomnian quotes both OBEC and Qiang to illustrate that in language learning, grade 1 students develop interest, confidence, and a positive attitude towards learning. In the third grade, students have solid basic skills for the follow-up of higher-order discipline learning output. he sixth grade needs to enter deeper study based on the third grade and explore other perspectives around [2]. Series of learning development is from the most basic interests or vocabulary to the final advanced application.

2.1   Benjamin Bloom's Taxonomy

Poetter T. S., Murray D. C., Larrick P., Moyer M. A., Berlioz E. C., Waldrop K. explain Benjamin Bloom's 1956 book: The Classification of Educational Goals Handbook I: Cognitive Domain (CEGH) seeks to address the quest for educational equality for African American children and White and quotes Forehand's article in 2005 that classifying into a multi-tiered model by the complexity of 6 cognitive levels looks a stage for leading and encouraging students can achieve a higher level of thought [3].

In 1956, Bloom proposed the model from the most basic, knowledge to students can be seen in Figure 1, which proposes more demanding demands at each level up, comprehension, application, analysis, synthesis, and evaluation, respectively (see Figure 1), which proposed different requirements on the left side of each level.

Fig. 1. 6 levels and its application of Bloom's Taxonomy

The taxonomy model was proposed in 1956 and has been updated over time. According to Figure 2, the two most demanding levels were changed in order, from synthesis and evaluation to create to evaluate in 2001. In addition, the word parts of speech in the taxonomy model also changed from noun to verb through the change of position. The model change also highlights the need for students to become more active in learning in a static way, which means the nominalized model is more like forcing students to learn, whereas the verb model expects students to be more responsive.
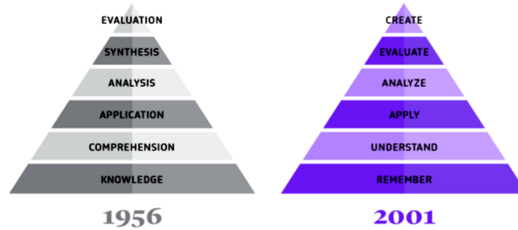

Fig. 2. Evolution of Taxonomy in 1956 and 2001

Forehead discussed how the model has stood the test of time for about 50 years and is more popular with contemporary educators for many reasons, ranging from a static form to a dynamic one being reinterpreted, and these ideas are used by many teachers to encourage students to climb to a higher layer [4]. The first step to the top is always the most basic, remember. Forehead and Ceylan split Bloom's taxonomy into Lower Order Thinking Skills (LOTS) is remembering, understanding, and applying, and Higher Order Thinking Skills (HOTS) is analyzing, evaluating, and creating [5]. Teachers expect students to reach the HOTS level, but teachers cannot cross any intermediate layer in order for students to reach the teacher's expectations, because each layer is interdependent. Otherwise, the higher the expectations, the greater the disappointment. Based on achieving teachers' expectations, the correct way should be to make students know the correct way of learning and help students to find their own more effective and suitable for students to study to climb to a higher layer.

2.2   Feynman Learning Method and Cone of Learning

In the taxonomy model, being able to transition seamlessly from LOTS and fulfill the higher requirements of HOTS is something that most teachers expect of their students. Qiu & Tang conferred that Feynman's learning method from one level to another level is a way to have a deeper and more comprehensive embodiment of knowledge, not to think of learning as rote memorization, but should be the knowledge in the academic disciplines to actively build a network structure and logical relations [6]. The output on this basis is through HOTS, that is, the integration of knowledge and the establishment of relationships can find the secret of academic learning.

More effective learning is generally considered spending less time to learn more knowledge and actively participating in the learning processes. But people should also consider the retention of knowledge after learning. Qiu & Tang combine what scholars,

Edgar Dale, an America Scholar have discussed with Figure 3 from the Pinterest website to get the result that coming up with a stage of the average retention of content after two weeks of learning. The average knowledge retention rate of passive learning, such as lecturing, listening to a teacher, and reading a book in a traditional classroom, is only 30%. In contrast, the average retention rate for effective and active learning by students themselves, such as group discussions, practice, and mutual teaching, was as low as 50%.
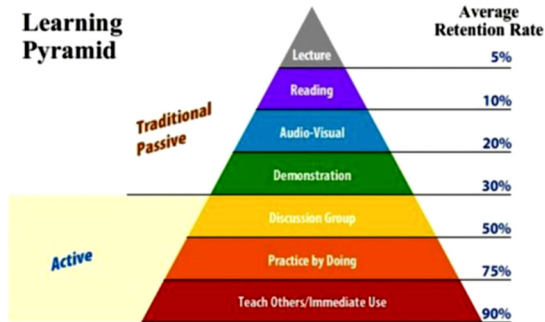

Fig. 3. Active Learning and Passive Learning

Feynman is a big fan of positive thinking about learning and knowledge output to reflect people's understanding of knowledge. In the traditional classroom, teachers input knowledge to students in a variety of ways, while students are forced to input in their position. Knowledge is only stored in the brain for a short time. According to Hermann Ebbinghaus, the Forgetting curve means that knowledge will be gradually forgotten over time. Qiu & Tang recommends using Feynman's Learning Method to force students to output to achieve a stronger grasp of knowledge.

The above two models are constructed and designed to pyramid-likes and can be applied to students' learning completely, but they can also be applied to curriculum teaching. However, Bloom's taxonomy can be said that is the expectation of students from the lower to the higher in the learning process. However, Dale's cone of learning is the knowledge retention rate after learning and knowledge input without knowledge output. Forehead hopes students can be outstanding and active learning also means that the expectation of students in Bloom's taxonomy reached the level of HOTS, which is an advanced level; that can also be achieved in Dale at the level of active learning, rather than LOTS and passive learning.

3   Discussion and Implication

Some expectations should be placed on students in academic discipline learning. In the Chinese one-on-one immersion programs, the tutor explained the idiom "forgetting to eat and sleep" during class time. Anna, a first-year student, and Kathryn, a fourth-year student told the tutor they understood it. But in the review section of the next class, Anna told me that she remembered the idiom, but she had forgotten what it meant.

However, Kathryn was able to capture and articulate the core meaning of the idiom. In addition, students go through a different learning process before they say "understand." After Anna said "understand," the tutor explained the next idiom. After this lesson and before the next one, Anna will only do a short review in the review section. But, after the tutor had explained the idiom, Kathryn would repeat it back to me as she understood it and ask if it was correct, forming a striking contrast to Anna's learning. At the same time, Kathryn sometimes asks the tutor how to use this idiom in a sentence and if it is used correctly. Sometimes Kathryn would ask if the idiom bore any resemblance to all through the night she had learned. After class, Kathryn shares her new idioms or other Chinese content with friends who are interested in the language.

By combining Bloom's Taxonomy model with the cone of learning proposed by Dale for further analysis, Anna knew and understood idioms in a class by combining the teacher's explanation and visual or verbal materials. But Anna forgot to eat and sleep and had little retention to speak of after one week. Go back to the two pyramid-likes models and only match LOTS and passive learning. On the contrary, what Kathryn pursues in learning is not only unilateral input from teachers to students but also room for her own output. In the classroom, making sentences is just one way to apply the knowledge (even remaining at the LOTS level). Kathryn would even ask the tutor to review and reflect on what Kathryn had learned and vocabulary or idiom and try to establish whether there was a relationship that could be established between them. In addition, Kathryn would share the latest learning content with her friends who are learning Chinese or interested in Chinese. The tutor even saw some vocabulary usage in the assignment, which is an advanced learning approach. A month later, the idiom "forgetting to eat and sleep" came up again in class. Kathryn still remembered and even can use it. Such knowledge retention rates are high and enviable. This has been very consistent with and achieved the high expectations of teachers for students in learning.

Kathryn's attitude towards learning and initiative is the level that everyone hopes to achieve and meets teachers' expectations for students. The tutor told Anna about Kathryn's learning attitude and enthusiasm for language learning and hoped that Anna could emulate Kathryn. The model of Bloom's Taxonomy was divided into six stages and reserved time so that Anna could give me some information on each part at HOTS. At the same time, the tutor asked Anna can share what she has learned in class with her friends and tell me how she has output in Chinese learning in the next class. It is difficult and even painful for a beginner to learn the language. In the next class, the tutor even found that her interest in learning Chinese was not as high as before. No matter what field of learning, the first step for beginners is to have an interest in this discipline, rather than blindly giving beginners high expectations, but make these beginners slowly progress and slowly reach higher expectations.

Western discussed that for learning beginners, educators and teachers should not have high expectations and high requirements for learning [7]. Otherwise, the result will be higher expectations and higher disappointments. More importantly, learners should have reasonable expectations. It is not only the expectations of students that need to be reasonable but also the content of teaching. Inappropriate study material will make the whole learning process uncomfortable and will level of unacceptable. It is

difficult for a first-grade student to learn idioms in the follow-up reflection of the guidance to consider the content setting. In addition, Western cited the theory of i+1 of learners' expectations proposed by Krashen should be kept a little higher than the current level of learners, which adds a little more difficulty to what you already know. This is acceptable to students to learn Mystakidis mentioned that students can participate in the whole learning process more actively with appropriate difficulty and expectation [8]. If the educators blindly pursue the students to satisfy and realize the requirements of two extremely excellent models, it is actually an unreasonable mode.

4   Conclusion

Obviously, it is inappropriate to give students too high expectations and put forward too high learning requirements for learning. However, with the popularity of educational models, Bloom's Taxonomy and Cone of Learning, teachers, and educators all hope to apply educational models to students, so teachers expect students to reach the higher level of the pyramid. In the model of Cone of Learning, students are expected to achieve an active learning stage rather than a passive learning stage, although both passive learning and active learning have their own advantages and disadvantages. And students are expected to achieve at the HOTS level in the model of Bloom's Taxonomy. The author analyzes whether it is reasonable for teachers to have high expectations and high learning requirements for students through the author's own experience of tutoring Chinese and combining these two models. But it is clear that deliberately applying the models to students will only make them uncomfortable during the whole learning process. The theories and pyramid-like models the author's found and used are relatively early. For these earlier theories and models, the literature was described by other scholars, and there was no literature about the explanations and ideas of the founders of the theory or the model. Maybe it was my insufficient search and the amount of literature, or maybe keyword search was not in place. In the future study, the focus will be on studying the difference in academic achievement between primary school students in the LOTS and primary school students in the HOTS and how to be a HOTS learner.

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