

Investigation on Reading and Writing of College Students in Hubei Province

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Abstract: Through questionnaire survey on reading preferences, writing preferences and writing needs of college students in Hubei Province, the influencing factors of reading and writing of college students are analyzed, and how to create a good creative environment is considered. Guided by the internal needs of college students, various offline channels and Internet platforms are used to cultivate reading habits for writing guidance, so as to create a good reading and writing atmosphere. In order to solve the problems in reading and writing of college students, improve their reading quality and writing ability.

Keywords: College students, Reading and writing, Influencing factors.

1. Introduction

Writing is not only an important way to express inner emotional needs, but also an important tool to upload and transmit all kinds of information. It is a knowledge that involves a wide range of fields and covers many contents. College students are an important group in writing, and their enthusiasm for writing is unmatched by other groups. In the survey found that more than 80% of college students can realize the importance of writing, but from the practical point of view, the proportion of college students who pick up the pen to write is not high. Nowadays, college students study more specialized courses, coupled with serious procrastination, so many college students have ideas in mind, but they can't start writing and need external pressure to really start writing. Some college students do not want to write, the main problem is that they are not confident in their writing ability, and there are some problems such as improper speech, inexpressiveness, logic and so on in the writing process. Under such circumstances, how to mobilize students' writing enthusiasm and improve their writing level is an urgent problem to be solved.

Reading is the premise and foundation of writing, but with the development of short videos, people's attention span is getting shorter and shorter, and few people can pick up a book and read quietly. On the one hand, insufficient reading has become the most serious problem exposed in the process of reading. According to the 19th Chinese National Reading Survey, according to the survey on the reading amount of various publications by adult citizens, the per capita reading amount of paper books by Chinese adults in 2021 will be 4.76, up from 4.70 in 2020. The number of e-books read per capita was 3.30, up from 3.29 in 2020. Print newspaper reading per capita was 15.13 issues (copies), down from 15.36 in 2020. Print journal reading per capita was 1.90 issues (copies), down from 1.94 in 2020. On the other hand, it is the improvement of "quality" in reading. Without thinking and organizing in the process of reading, the text that has been read will become a passing cloud, and it is difficult to have real help for writing. How to do correct reading, intensive reading and skimming how to arrange more reasonable, how to count intensive reading, how to count skimming, what is the content of intensive reading and skimming, and how to apply these reading content in writing, these are obvious

things that we should think about and then propose methods to solve.

By understanding the basic situation of college students' reading and writing, we analyze the impact of reading on college students' writing. Through this research, we can find ways to improve college students' writing ability and create a good campus reading and writing atmosphere.

2. Research Question and Methods

2.1. Text processing theory

Since the 1980s, text processing has become the focus of reading research. Kintsch and vanDijk proposed the text representation theory (Kintsch & Van Dijk, 1978; vanDijk & Kintsch, 1983), this theory holds that in the process of text reading comprehension, readers will establish three levels of representation. They are surface code at word level, textbase at semantic level and situational model at discourse level.

Surface representation refers to the representation of words, words and syntax in the article; basic representation of the text refers to the representation of the semantic and hierarchical structure relations provided by the article, and it represents a series of propositions of the sentence and the meaning of the article. Rather than exact words and syntax: Situational model refers to the overall and coherent representation of the article formed by readers' integration of the information of the article according to their own background knowledge. It represents the micro-world established by the interaction between the content of the article or the information explicitly stated by the text and the background knowledge, which is a deeper representation than the surface representation and the basic representation of the text. Kintsch and vanDijk believe that text reading comprehension is to form mental representations, and the basic representations of texts and situational models should be paid attention to. This theory has a milestone role in the field of text reading research. The view that the process of text reading comprehension is essentially the process of the establishment of text representation has led the general direction of the study of the cognitive process of text reading.

Morey et al. believe that reading activities not only include the understanding of letters, words and sentences, but more importantly, readers are required to integrate the information in the sentences they are currently reading with the

information in the sentences they have previously read to achieve the understanding of the whole article, that is, the comprehension at the chapter level, that is, text reading. In daily life, the phenomenon of simply reading isolated letters, words and sentences is rare, and the reading activity is mainly text reading.

2.2. Group reading theory

Group reading, also known as "group reading teaching practice", is a breakthrough reading teaching practice that has arisen in China in recent years. The practice allows teachers and students to read and construct collectively around the same topic or multiple topics and then reach a consensus. Yu Zeyuan, Wang Yanling and Huang Limei believe that this kind of reading brings about the reform of educational concept by changing the reading form, helps Chinese education emancipate the mind, guides individual learning to collective construction, helps change the original infusing knowledge transfer mode to seek consensus, and can effectively improve students' Chinese literacy, reading interest and teachers' teaching efficiency.

Cognitive psychologists, linguists, educators and reading and writing experts at home and abroad have also concluded through theoretical and practical analysis that reading and writing are two relatively independent but interdependent skills, which should be combined with reading and writing through model teaching.

2.3. Questionnaire survey method

questionnaire was self-designed "Survey on College Students' Reading and Writing Situation" (Annex 1). This questionnaire consists of 18 questions, which are divided into three parts: the first part is three questions, to understand and collect the basic demographic attributes of the respondents; The second part consists of four questions, investigating the reading behavior of the respondents; The third part consists of 11 questions to understand the respondents' self-writing cognition and their needs for writing platform.

This paper chooses college students as the research object, not only because college students are the main representatives of contemporary young groups, but also as an important part of the society, with the most vigorous vitality. They are the most extensive receivers and disseminators of all new knowledge and technologies, and they also have the most innovative thinking and the ability to find and solve problems.

In this study, a total of 462 questionnaires were distributed to college students, and 462 were recovered, of which 461 were valid, with an effective rate of 99.78%. After SPSS software analysis, the reliability of the questionnaire is. The testing phase of the questionnaire started from January 3, 2022 to January 9, 2022, 34 questionnaires were collected, and further modified and improved according to the actual feedback of the questionnaire. The official release of the questionnaire began on January 12, 2022, and until January 18, 2022, the entire questionnaire testing, distribution, and recovery took 16 days. The distribution of the subjects was as follows: There were 298 male subjects, accounting for 64.5%; There were 164 female students, accounting for 35.5%; There are 365 freshmen, accounting for the proportion; 34 sophomores, accounting for the proportion; 48 juniors, accounting for the proportion; 15 seniors, accounting for the proportion; The subjects of the survey cover eight disciplines, including economics, education, literature, science,

engineering, medicine, management and art, respectively. The source of students is rural people, accounting for proportion, and the source of students is urban people, accounting for proportion. From the four dimensions of gender, grade, professional category and student origin, the sample distribution is relatively uniform.

3. The Basic Situation of Read and Write

As of March 2022, there are more than 30,000 papers on CNKI with "reading and writing" as the theme term. In fact, scholars have always paid much attention to reading and writing. In recent years, the research mainly focuses on reading teaching, in-depth reading and how to organically combine reading and writing.

The first is reading, Wen Rumin on the compilation of "part compiled" Chinese textbooks to explain the reading, teaching materials should have a more flexible unit structure, pay attention to the cultivation of Chinese core quality, extracurricular reading should be included in the teaching material system, the introduction of reading into the Chinese classroom to add the importance of reading is an important embodiment of the importance of reading.

Secondly, in-depth reading. Zhu Ziqiang believes that in the current research and teaching practice of primary school Chinese teaching, there are some problems in reading, such as unclear interpretation of "reading", deviation in reading comprehension, and difficulty in reading teaching. Therefore, he proposes to adopt the "in-depth reading" model in reading teaching, and realize the cultivation of primary school students' analytical ability, judgment and judgment. Ability to think and innovate.

Finally, the organic combination of reading and writing is not only applicable to Chinese teaching, but also to English learning. Yang Jinqiu and Peng Na believe that the role of English reading teaching should not be limited to the teaching of pronunciation, vocabulary and grammar, but should play an extended role, that is, combining reading and writing, so as to achieve the improvement of reading and writing abilities. Ma Fuhai analyzed the organic combination of reading and teaching based on the problems in the process of junior middle school Chinese teaching, and discussed the teaching level of reading, understanding and writing.

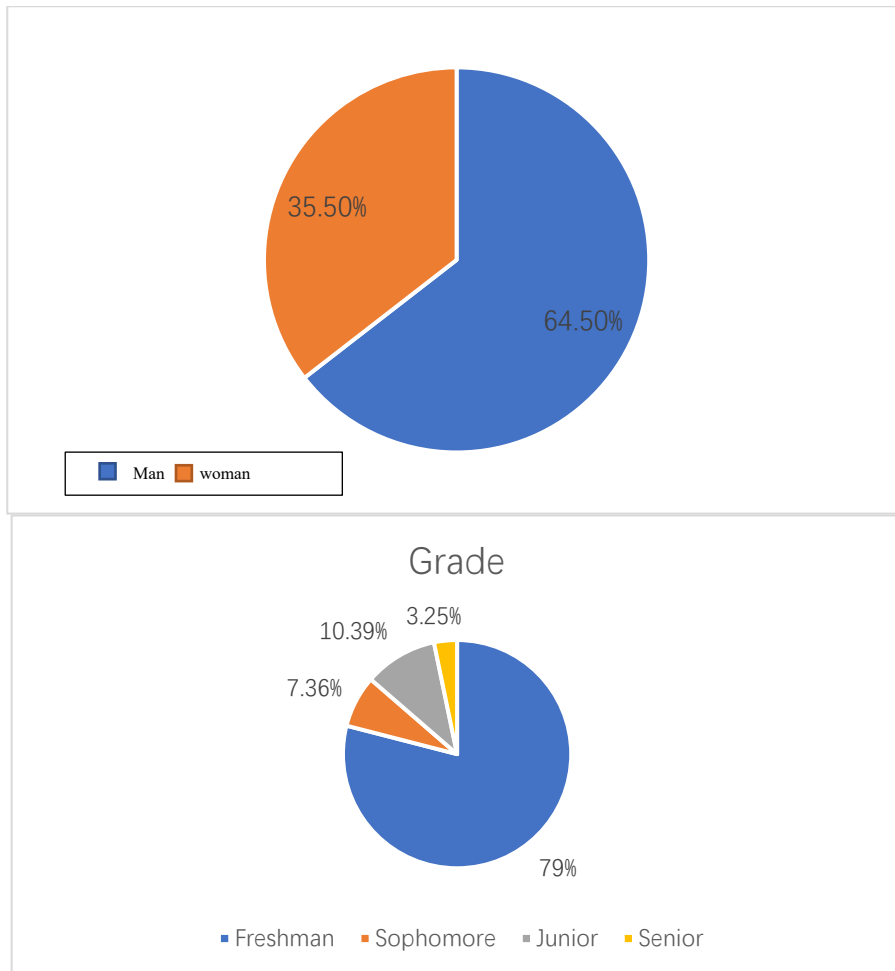
In general, the importance of reading and writing has always been a hot issue in academic circles. In today's highly developed material culture, the pursuit of spiritual culture has been widely valued.

4. Research Result

This investigation and research mainly from three aspects to elaborate the results. The first is the basic analysis of college students' reading behavior, the second is the analysis of college students' cognition of their own writing, and the third is to update and improve the concept and function of modern online writing platform according to college students' understanding and suggestions of writing platform.

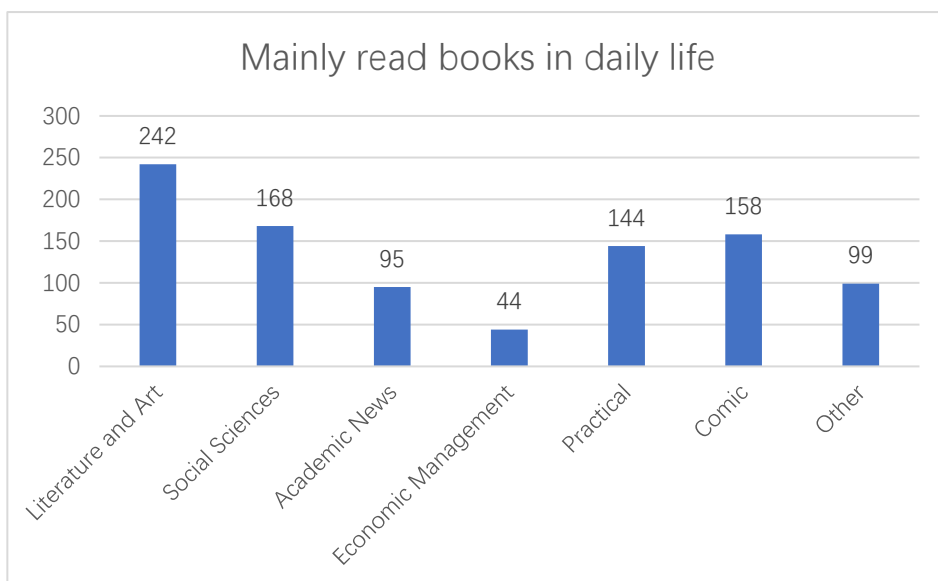
4.1. The reading part

4.1.1. The basic situation of college students' reading behavior



Based on the Chi-square test, gender samples do not show significant differences in three categories: economic management, practical use and academic journalism; in addition, gender samples show significant differences in four categories: literature and art, social science, comics and other categories. According to the survey results, 52.38% of college students like to read literature and art books, 36.36% like to

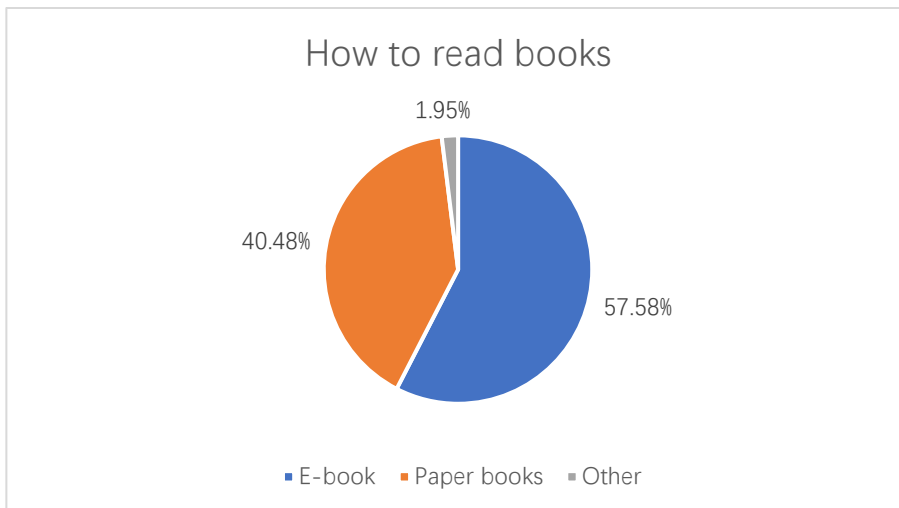
read social science books, 34.2% like to read comics, 31.17% like to read practical books, and 20.56% like to read academic news books. Only 9.52% of college students like to read books on economics and management. In addition, 21.43 percent of college students chose other types of books, including online literature, detective and mystery novels, science fiction and no reading.



4.1.2. Reading tool

Based on the Chi-square test, there was no significant difference in the reading tools chosen by college students (X^2

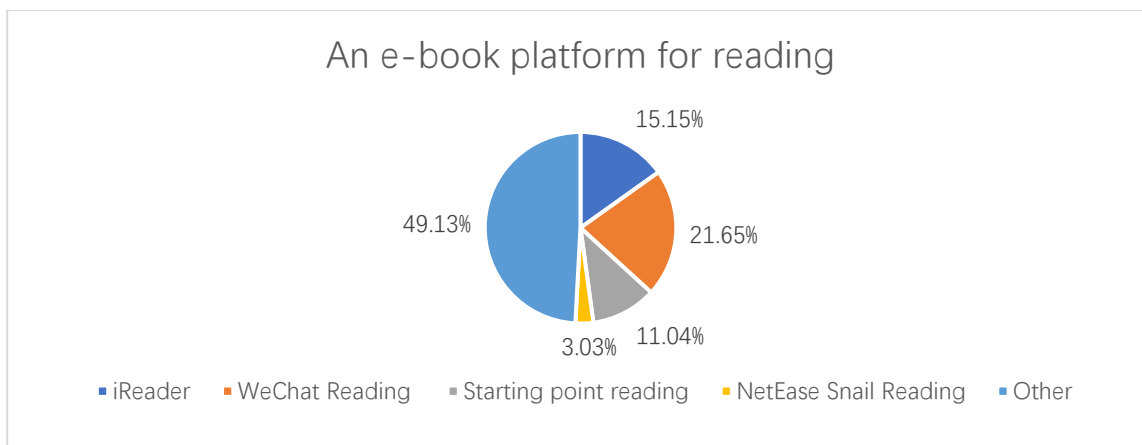
[df=3] =0.737, P=0.692). According to the survey results, 57.57% of people usually read electronically, 40.48% read paper, and only 1.95% use both electronic and paper reading.



4.1.3. Reading platform

Based on the Chi-square test, the reading platform selection of college students presents significant differences ($\chi^2 [df=5]$

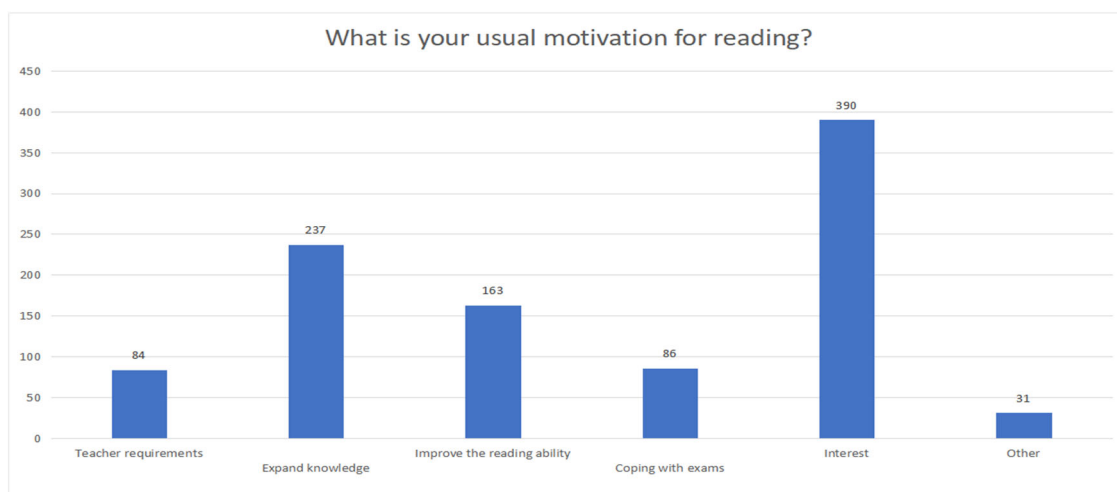
$=15.377, P=0.004$). According to the survey results, there are various types of online reading platforms for college students, including starting point reading, tomato novels, Jinjiang literature, and wechat reading.



4.1.4. Reading motivation

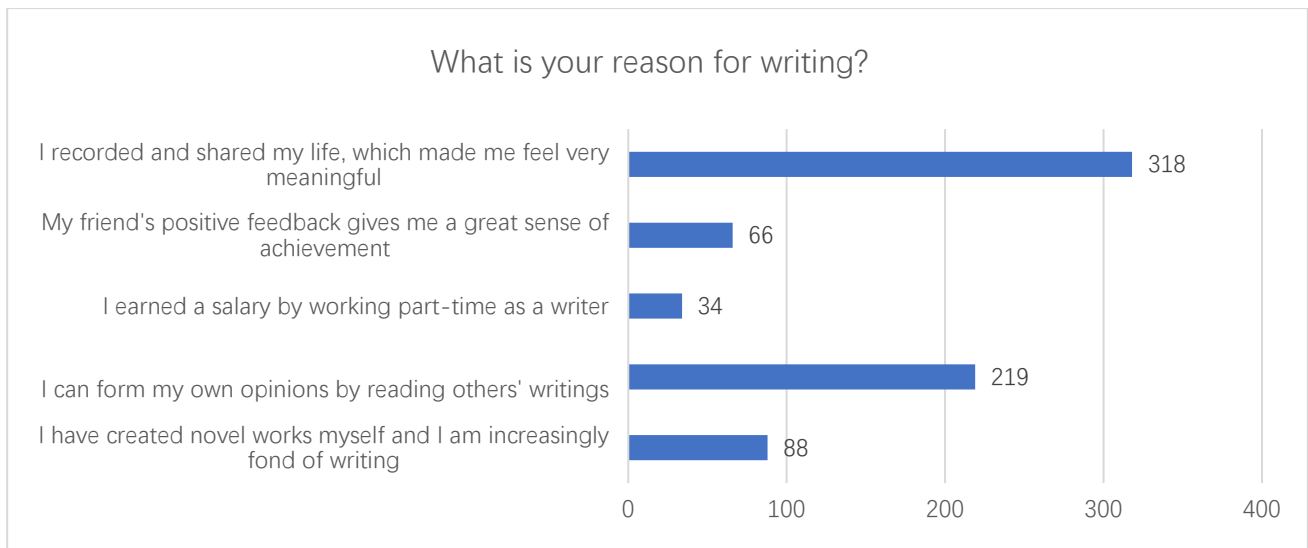
Based on the Chi-square test, it can be seen from the following table that gender differences in teacher requirements, expanding knowledge, improving reading ability, coping with exams, interests, and other six differences can be seen from the following table: Samples of different genders did not show significant effects on improving reading

ability, coping with exams, interests and hobbies, and the other 4 ($p>0.05$), which means that samples of different genders showed consistency in improving reading ability, coping with exams, interests and hobbies, and the other 4 ($P >0.05$). In addition, gender samples showed significant effects on teacher requirements and knowledge expansion ($p<0.05$), which means that gender samples showed differences in teacher requirements and knowledge expansion.



4.2. The writing part

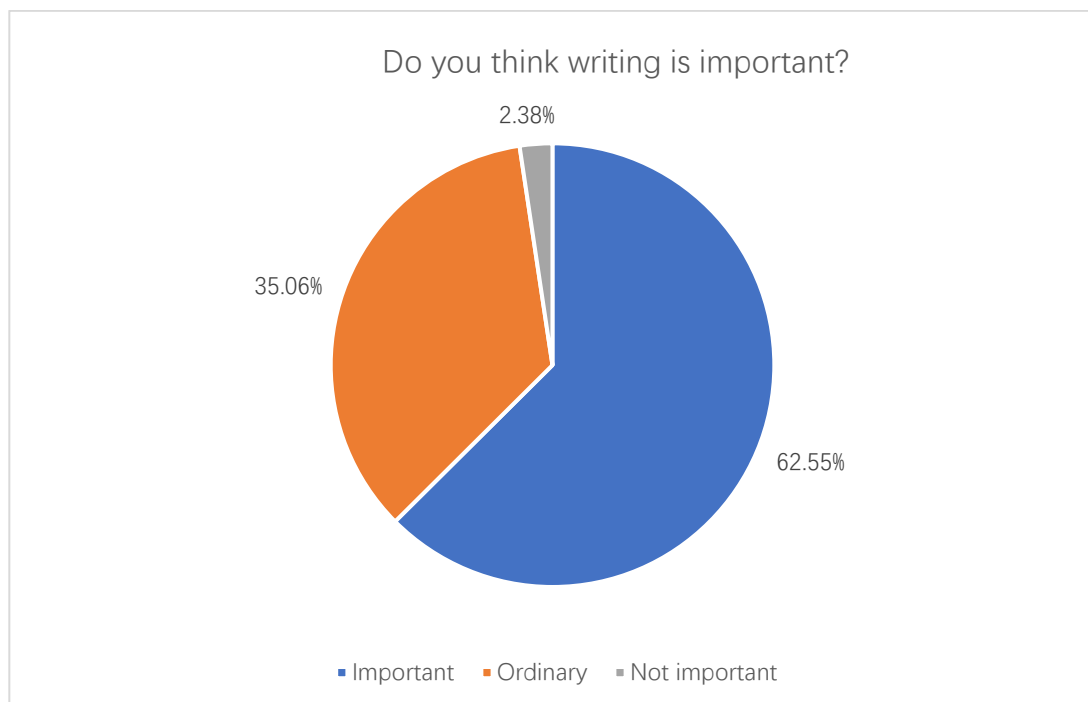
4.2.1. Reason for writing



As can be seen from the above table, gender samples do not show significant differences in the three items: "I have created novel works by myself, and I have become more and more interested in writing", "I can form my own opinions by reading other people's writing", and "I have earned money by writing part-time jobs". In addition, Gender samples showed significant differences in terms of "positive comments from friends make me feel a sense of accomplishment" and "I record and share my life, which makes me feel meaningful." Among them, "I have created novel works by myself, and I like writing more and more" accounted for 19.05%; "I can form my own opinions by reading other people's writing"

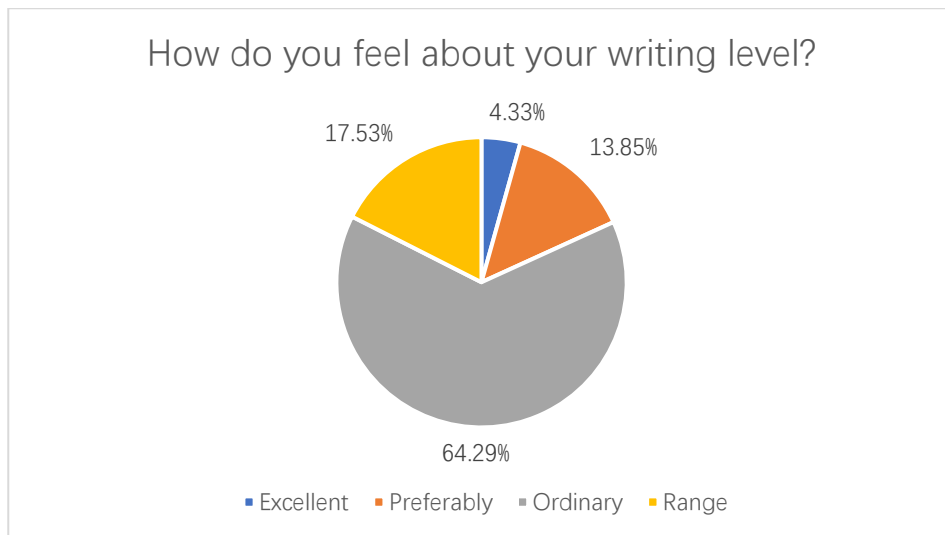
accounted for 47.4%; "I have earned remuneration by writing part-time jobs" accounted for 7.36%; "Positive comments from friends make me feel a sense of accomplishment" accounted for 14.29%. "I recorded and shared my life, which made me feel meaningful" accounted for 68.83%. To sum up, the reasons for modern college students to write are more inclined to "I recorded and shared my life, which made me feel meaningful" and "I can form my own opinions by reading other people's writing".

4.2.2. Importance of writing



As can be seen from the above table, "important" is relatively large among the samples, accounting for 62.55%, 35.06% of the samples are general, and 2.38% of the samples

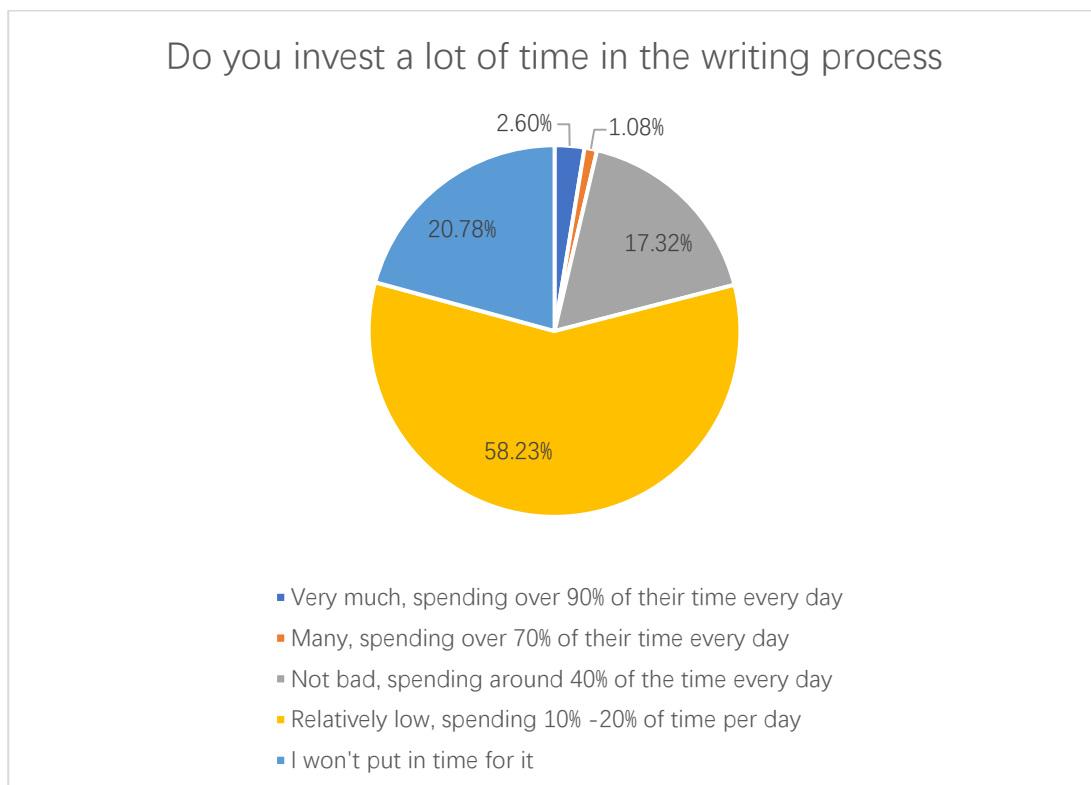
think that writing is not important. To sum up, it is more common for modern college students to believe that writing is important.



As can be seen from the above table, the analysis of variance was used to study the difference between gender and writing level in a total of 1 items. Therefore, it is known that samples of different genders do not show significant effect on all writing levels ($p>0.05$), which means that samples of different genders show consistency in all writing levels without difference. Among them, the proportion of

"excellent" is 4.33%, the proportion of "good" is 13.85%, the proportion of "average" is 64.29%, and the proportion of "poor" is 17.53%. In summary, more college students think that their writing level is average, and few college students think that their writing level is excellent.

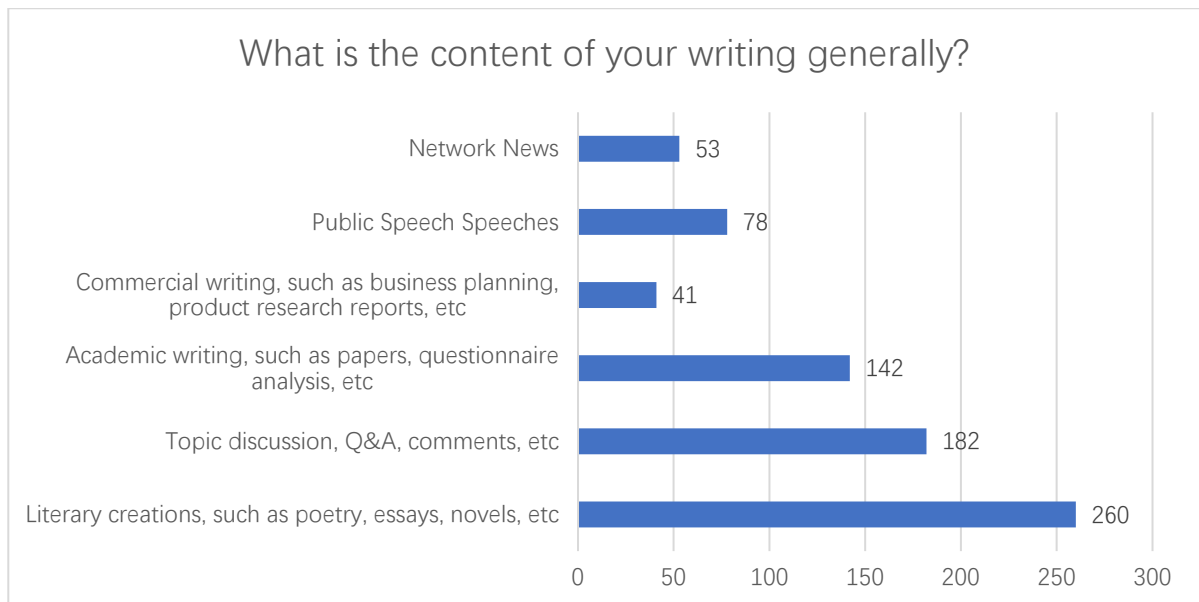
4.2.3. Time invested in writing



As can be seen from the above table, the proportion of "very many samples and spend more than 90% of their time every day" is 2.60%, the proportion of "a lot of samples and spend more than 70% of their time every day" is 1.08%, the proportion of "OK samples and spend about 40% of their time every day" is 17.32%, and the proportion of "relatively few samples" is less. The proportion of "giving 10% to 20% of

their time every day" was 58.83%, and the proportion of "not giving their time" was 20.78%. To sum up, more than 50% of the samples were "relatively small, giving 10%-20% of their time every day".

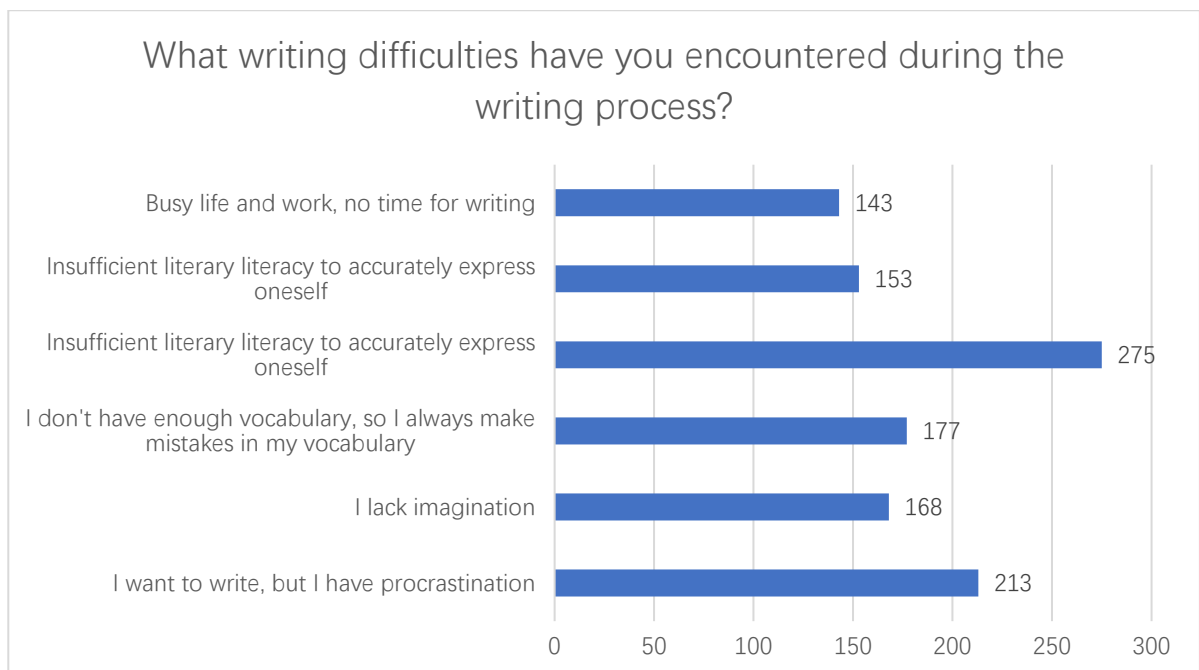
4.2.4. Writing content



As can be seen from the above table, using ANOVA, gender samples do not show significant differences in "topic discussion, question and answer, commentary, etc.", "academic writing, such as papers, questionnaire analysis, etc.", "public speech draft", and "online news". In addition, gender samples have significant differences in "literary creation, such as poetry, essays, novels, etc.", "commercial writing, etc.". Such as business planning, product research report, etc., a total of two items showed significant differences. Among them, the proportion of "topic discussion, questions and answers, comments, etc." was 39.39%, the proportion of

"academic writing, such as papers, questionnaire analysis, etc." was 30.74%, the proportion of "public speeches" was 16.88%, the proportion of "network news" was 11.47%, and the proportion of "literary creation" was 39.39%. The proportion of "such as poetry, essays, novels, etc." was 56.28%, and the proportion of "commercial writing, such as business planning, product research reports, etc." was 8.87%. To sum up, more college students are fond of literary creation.

4.2.5. Difficulties encountered in writing

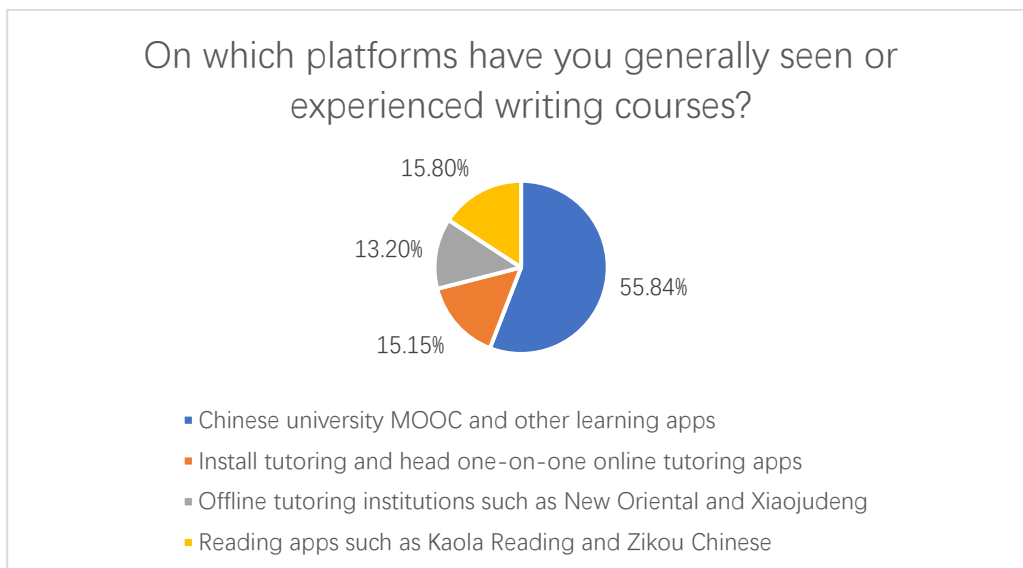


Chi-square test proved that there was no significant difference between the samples. As can be seen from the above table, the proportion of "I want to write, but I have procrastination" is 46.1%, "I lack imagination" is 36.36%, "I have insufficient vocabulary and always make word mistakes" is 38.31%, "I have insufficient literary literacy and cannot express myself accurately" is 59.52%, "I cannot keep writing for a long time. The proportion of "language is not smooth" is 33.12%, and the proportion of "busy life and work,

no writing time" is 30.95%. To sum up, modern college students are more likely to encounter difficulties in writing due to their lack of literary literacy.

So, what do college students know and suggest about writing platforms? The following is mainly from the network platform writing course, the stage of writing course, writing training, writing course and the expected development trend of network platform five aspects of analysis.

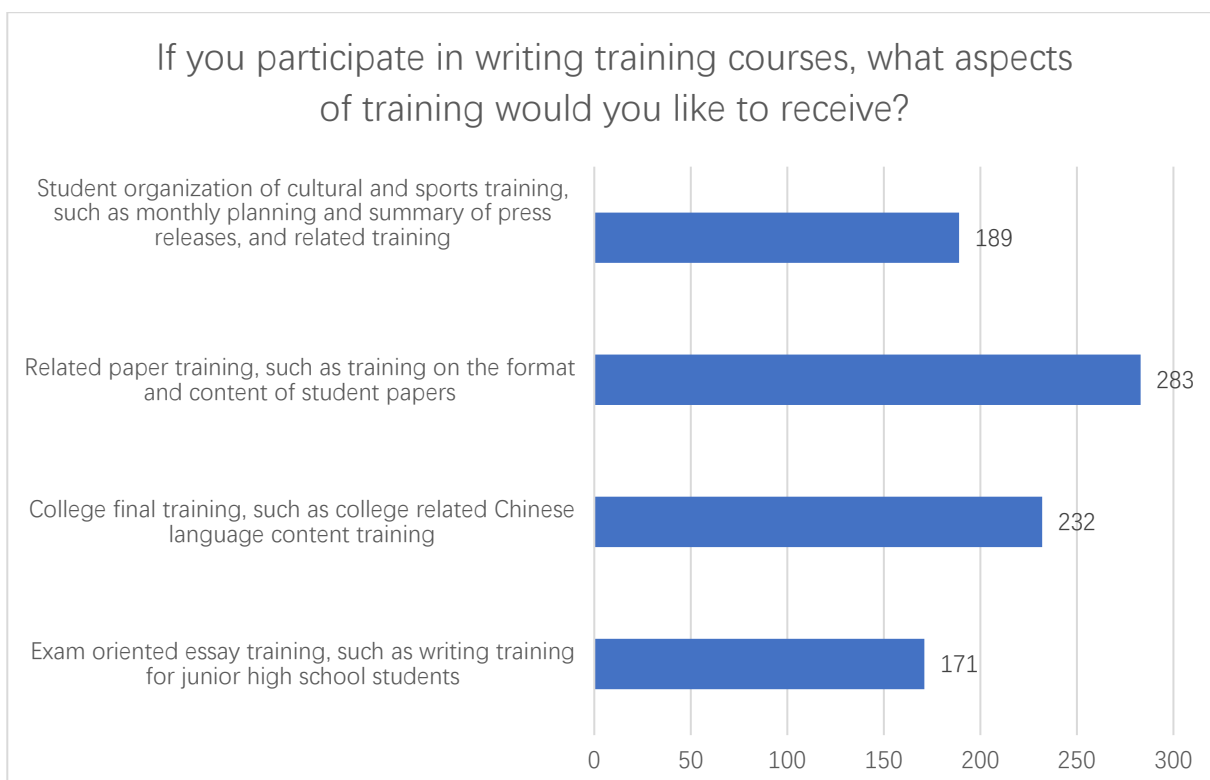
4.2.6. Writing courses for online platforms



According to the above table, the proportion of learning apps such as "China University MOOC" is 55.84%, the proportion of online tutoring apps such as "Ape tutoring, one to one master" is 15.15%, the proportion of offline tutoring institutions such as "New East and Small Orange Lamp" is 13.20%, and the proportion of reading apps such as "Kaola

Reading and Zikou Language" is 15.80%. To sum up, modern college students are more inclined to use self-learning writing platforms.

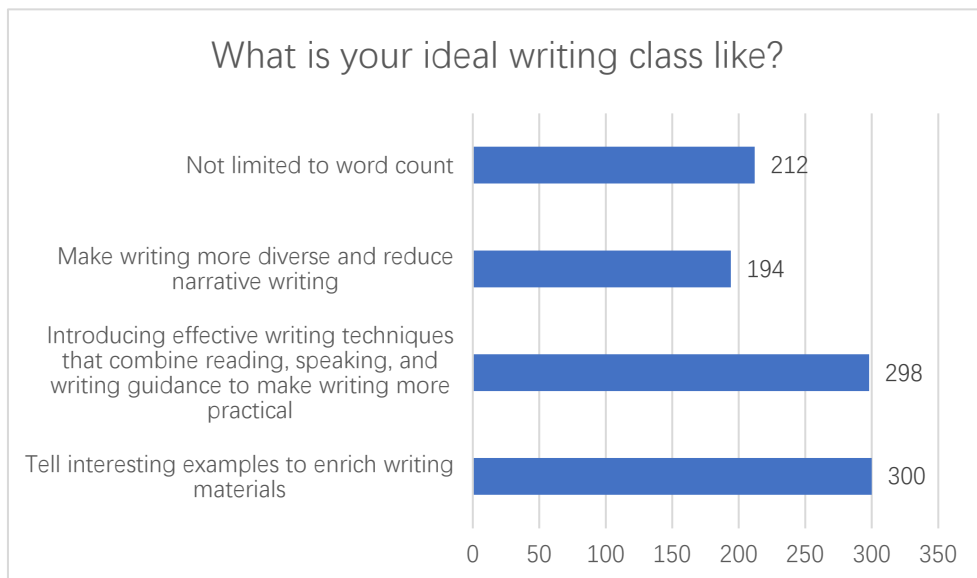
4.2.7. Writing training



According to the above table, the proportion of "exam-oriented composition training, such as composition training in junior and senior high schools" is 62.99%, the proportion of "university final training, such as college-related Chinese content training" is 49.78%, the proportion of "relevant thesis training, such as the format and content discussion of students' thesis training" is 38.74%, and the proportion of

"student organized stylistic training, The proportion of relevant training such as press release month, plan month and summary month "was 59.09%. To sum up, more college students are more inclined to accept test-taking composition training.

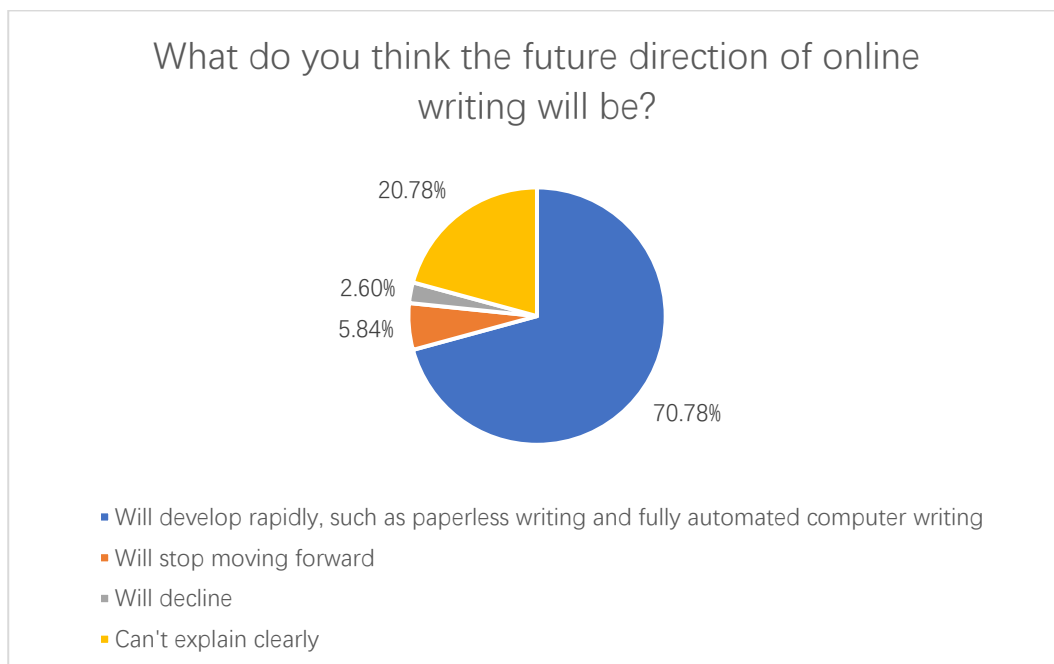
4.2.8. Writing course



According to the above table, the proportion of "enrich writing materials with interesting examples" is 69.94%; the proportion of "introduce effective writing skills and combine reading and speaking with writing guidance to make writing more practical" is 64.50%; the proportion of "diversify writing forms and reduce narrative writing" is 41.99%. The proportion of "not limited to the number of words" was 45.89%. To sum up, there is no significant difference between

the four samples, and college students are more willing to accept the courses that enrich writing materials by telling interesting examples and introduce effective writing skills, and combine reading and speaking with writing guidance to make writing more practical.

4.2.9. The expected development trend of the network platform



According to the above table, the proportion of people who think that "it will develop rapidly, such as paperless writing and computer automatic writing" is 70.78%, the proportion of people who think that "it will stop" is 5.84%, the proportion of people who think that "it will decline" is 2.60%, and the proportion of people who think that "it is unclear" is 20.78%. To sum up, more college students believe that online writing will develop more rapidly.

developing towards a brighter future, and it has become an important part of the needs of modern college students in learning and career. According to the results of the questionnaire, college students still have some problems with online writing, which also trigger our further thinking and discussion.

First, the writing level of college students is not high, and the time spent on writing generally cannot reach 10%-20% of the time of the day or even will not pay time for this. In the end, the first reason is that their own reading is less, their own literary literacy causes them to have no good ideas, good writing, so they can't do things, naturally, they can't write good articles, and ultimately they are not willing to spend

5. Discussion and Conclusion

In the era of the rapid development of the Internet and the dominance of new media, online platform writing is also

time writing. The second is the formation of college students' own habits, because the modern life is colorful, material life will inevitably lead to the lack of spiritual life, so they will develop a variety of bad habits, so that they are not willing to write.

Second, a variety of online platforms for writing training are varied and emerging in an endless stream. Regardless of whether they are real and effective, students are separate individuals, different students have different preferences and needs, and their cultural writing level is inevitably good and bad. Therefore, different students should follow the principle of "teaching students according to their aptitude" and carry out writing training suitable for them. To achieve truly effective training.

According to the problems exposed in this questionnaire survey, we can feel that modern college students have some problems in reading and writing and some special needs for online writing training platforms. How to formulate effective solutions to these problems has always been the direction we seek.

With the rapid development of the Internet and new media, the online writing training platform has become an important part of the development of the Internet era. Looking forward to the future, I believe there will be more and more online

writing training platforms will spring up like mushrooms, according to the demands of different ages and different stages to create more flexible and more adapted to the development of this era.

Acknowledgment

Internet intelligent writing comprehensive training platform, Project of innovation and Entrepreneurship for college students(S202110920020);A study of the cultural and historical values of thorns Chu in the context of a "Two-oriented society", Hubei polytechnic university (21xjr08y); Hubei Provincial Department of Education Humanities and Social Science Research Key Project: The Pre-Qin Language Education Training System and Its Modern Significance: A Case Study of Jixia Xuegong (21D120).

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