

Analysis of Chinese Reading Ability in College Entrance Examination

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Abstract. This research starts from the investigation of the distribution of Chinese reading testing-points in college entrance examinations in Beijing, and analyzes the requirements of the reading ability of college entrance examinations in detail. The Chinese reading test in college entrance examination generally focuses on the examining of understanding ability and evaluating ability. It is also distinctive to the focus testing-point in different text type reading questions. In discussion and practical texts readings, it focuses on the analyzing ability. In readings of literary texts and ancient poetry, it focuses on the ability of evaluating, while in the reading of classical Chinese article, the key testing-point is on the understanding ability.

Introduction

We adopt the statement from the outline of Chinese college entrance examination of the new curriculum version that six abilities should be examined in senior high school Chinese tests, that is, memorizing ability, understanding ability, analyzing ability, evaluating ability, expressing ability and exploring ability, which are also cores in reading activities. We did an investigation which showed the distribution of Chinese testing-points in college entrance examinations in Beijing from 2010 to 2019, which reflected the requirement of Chinese reading ability that examinees needed to achieve. It shows in the data that understanding, analyzing and evaluating ability is more significant than the other three abilities in Chinese reading tests.

Background

College entrance examination is a completion mark of the basic education stage, which is also the final detection for the learning ability of senior high school students. Ability, as Bloom referred, is a combination of arts or skills adding knowledge [1]. Six abilities are specifically listed as the ability required in college entrance examination [2]. The amount of reading test is considerable in Chinese examinations. Five different type of reading texts—discussion, practical, literary, classical, and ancient poetry texts are selected as reading materials in Chinese examinations. College entrance examination has evolved with the development of society over the past 40 years. And the ability requirement of Chinese examinations especially reading tests have been developing with the changes in reading content, carriers and methods [3]. It is supposed to be examined in reading tests of examinees' reading ability. Up to now, Chinese reading tests has gradually deepened and formed into a system which aims to ability examining and enhancing.

Memorizing Ability

Memorizing is the first step in reading activity, as well as the perception and recognition of reading materials, and the most basic level ability among six abilities [4]. This ability refers to the basic decoding ability with the presented reading materials [5]. From 2010 to 2019, there appeared the reading test questions based on memorizing ability in the three types of reading texts which included the discussion, practical, and the ancient poetry in Chinese reading of the college entrance

examinations in Beijing. Among them, it requires the memorization of famous works in the reading of ancient poetry, and the recognition of basic knowledge of Chinese language (words and glyphs, etc.) in the discussion and practical text reading. The distribution is shown as the Fig. below:

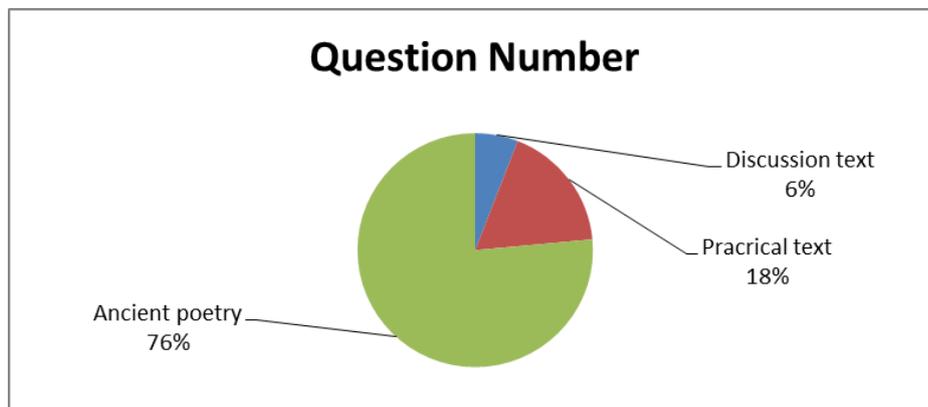


Figure 1. Distribution of the Chinese Reading Questions based on Memorizing Ability in College Entrance Examination in Beijing from 2010 to 2019.

On the one hand, senior high school students need use memorizing ability to grasp Chinese basic knowledge and identify the words and glyphs. On the other hand, the question of famous sentence memorizing is an exam for the students' daily reading accumulation. Obviously, it is also the key testing-points of the memorizing ability in college entrance examination of Chinese language in Beijing.

Understanding Ability

Understanding is the first step in processing reading materials. With this ability, it comes to the preliminary impression in students to the reading text based on the existing experience and knowledge. Understanding words and structures is the core to understanding in reading activities [6], which involves understanding the meaning, the usage of words, sentence structure and text structure.

In the college entrance examination of Chinese language in Beijing from 2010 to 2019, the reading test questions based on understanding ability accounted for about 24%. There appears numbers of the reading test questions based on understanding ability in every type of reading text except for the reading of ancient poetry, and the amount of questions in the reading of classical Chinese article is the most. The distribution of examination questions number based on understanding ability in various types of reading text is shown as the following Fig.:

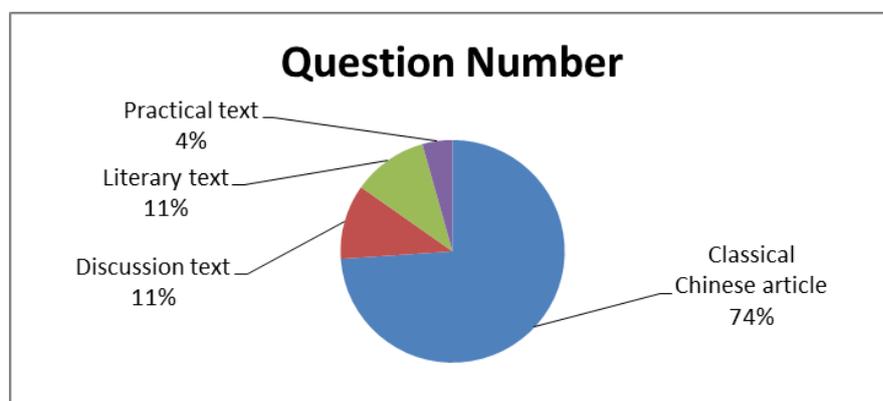


Figure 2. Distribution of the Chinese Reading Questions based on Understanding Ability in College Entrance Examination in Beijing from 2010 to 2019.

As we can see from the figure, the vast majority of the understanding questions are distributed in the classical Chinese article reading. Classical Chinese articles are difficult for modern people because of the totally distinguished grammatical system with modern Chinese, for which we must first understand the meaning, the usage of words and expressions of the articles. Therefore, the understanding ability is the most essential ability for students in classical Chinese articles reading test of college entrance examination.

Analyzing Ability

Analyzing is the second step in processing reading materials based on the formal two reading abilities. Logical thinking is core to analyzing ability, with which students use it to dissect the content, structure and expression of texts and come to personal ideas, that is, analyzing ability is actually the analyzing and synthesizing ability to reading materials [7].

The statistical results of the testing-point distribution in Chinese reading of College Entrance Examination in Beijing from 2010 to 2019 shows that the reading test questions based on analyzing ability appeared in every text type, as shown in Fig. 3.

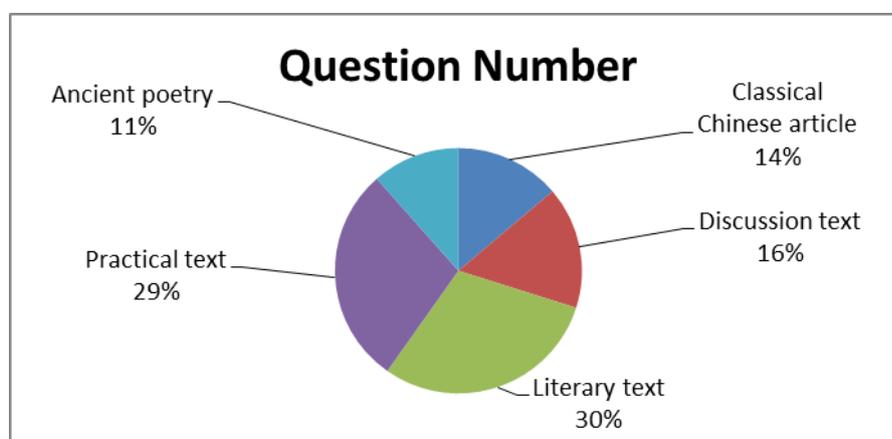


Figure 3. Distribution of the Chinese Reading Questions based on Analyzing ability in College Entrance Examination in Beijing from 2010 to 2019.

In discussion and practical text reading, it emphasizes to grasp and analyze the text information which makes the analyzing ability particularly critical. As mentioned above, logical thinking is the pivotal component of analyzing, for which it requires the participation of this ability in all types of text reading, and results that the test questions based on analyzing ability are distributed in various types of text readings.

Evaluating Ability

Appreciation and evaluation are the main aspects in evaluating ability. The formal aspect means the feeling and appreciating to the beauties contained in reading materials, such as the expressive words and the moving behavior, situation and image in the works [5]. And the latter aspect refers to reflect and evaluate the ideological content, emotional attitudes, values and linguistic forms of the works for specific purposes and contextual needs.

The test questions based on evaluating ability in the college entrance examination of Chinese language in Beijing from 2010 to 2019 mainly distributed in the reading of ancient poetry and the literary texts, as showing in Fig. 4:

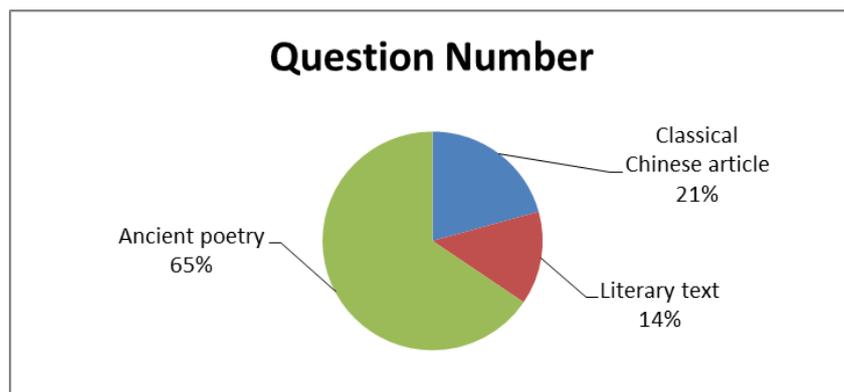


Figure 4. Distribution of the Chinese Reading Questions based on the Evaluating Ability in College Entrance Examination in Beijing from 2010 to 2019.

Different from the discussion and practical text, the ancient poetry and literary texts are more artistic and aesthetic in general, which can render feelings of beauty and enlightenments of thought to readers. Therefore, in the ancient poetry and literary text reading, more attention is paid to the examination of evaluating ability. Reflected in the specific testing-points and reading test questions, the evaluating ability means the evaluation of images, expressions art and even themes in the works, and the excavation and judgment to thoughts, feelings and values outside the literal meaning of the works.

In contrast of analyzing ability mainly aiming to the objective analysis to the text logic, the evaluating ability mainly aims to the subjective appreciation of the textual art. What is called subjective appreciation means to establish connect with the existing knowledge and personal ideas when you are reading, which is inseparable from the participation of the formal three abilities. Since that, the evaluating ability is regarded as the ability developed in the *reading aspect* based on the previous three abilities, while the following two abilities we will instruct after a while are developing in terms of *expression aspect* and *creative thinking aspect*, which indicates that the evaluating ability is actually the highest level of reading ability.

Expressing Ability

According to statistics, there are only 3 questions for the reading tests based on the expressing ability in the college entrance examination of Chinese language in Beijing from 2010 to 2019, which appear in the practical text reading in 2014, and the testing-point is mainly about correctly using words and sentence patterns.

We believe that the expressing ability can also reflect the reading ability of students. In text reading and questions, it can be reflected from the examinees' answers. However, the ability to express is more reflected in writing tests. Although the expressing ability is essential to many subjective questions, it is rare to purely examine the expressing ability in reading tests. Correct selection of words and sentences, correct expressions, etc. are all knacks for correct answers and high scores, so that the students' expressing ability is the basis for reading questions, especially subjective questions.

Exploring Ability

There are total 4 reading questions based on the exploring ability in the college entrance examination of Chinese language in Beijing from 2010 to 2019, and all of them appear in the reading of literary texts. What the testing-points aim to is mainly digging out the deep meaning, national psychology and humanistic spirit of the works, and interpretation the works in personalized and creative ways from multi angles and levels. In new curriculum standard for Chinese language of senior high school, it points out that we should vigorously advocate learning methods of autonomy, cooperation and exploring in students, for cultivating their creative thinking. The test for exploring ability is also the training of students' creative thinking ability.

Summary

As we can see from the data above, reading is an indispensable way for a person to gain knowledge, experience the world, develop himself and make innovation. Reading is one of the key points for students to raise their scores in the college entrance examination of Chinese language, and for further is one of the key issues of the nation and society. Chinese reading test in college entrance examination generally focuses on the students' understanding, analyzing and evaluating ability. The focus of reading test in different text type questions is also distinctive. It focuses on the analyzing ability in the discussion and practical texts readings, evaluating ability in readings of literary texts and ancient poetry, while the understanding ability in the reading of classical Chinese article. This research gives us some enlightenment for methods of reading ability-improving. First of all, it can be an exploration for Chinese reading ability training mode in Senior High school, and provides service for Chinese reading tests. In addition, as more and more experts realized that the field of reading has been greatly impacted in the era of artificial intelligence [8], which inspires us to apply study results into construction of an intelligent reading system.

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