

Research on Psychological Reading Fatigue of Intermediate and Advanced Chinese Learners

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Abstract: Taking the phenomenon of psychological fatigue in Chinese reading as the research content, based on the previous research on psychological fatigue and the psychological fatigue in Chinese teaching, this paper aims to investigate the current situation and causes of psychological reading fatigue among intermediate and advanced Chinese learners. It is found that the psychological fatigue exists in the reading process of intermediate and advanced Chinese learners, however, the psychological fatigue level of intermediate Chinese learners is higher than that of advanced Chinese learners. The psychological fatigue of intermediate and advanced Chinese learners in the process of reading is mainly due to their own factors, followed by the text factors, and then the teacher factors. The research also puts forward the corresponding countermeasures and suggestions from the three aspects of students, texts and teachers, hoping to help improve the psychological fatigue in the reading process of intermediate and advanced Chinese learners and improve the Chinese learning effect.

1. Introduction

“Psychological reading fatigue” is the psychological fatigue in the process of reading, which was formally proposed by Yu Ling in 2017. “Psychological reading fatigue refers to the phenomenon that Chinese learners’ reading efficiency decreases and negative emotions arise in the process of reading due to excessive concentration or monotonous, repetitive and boring reading behavior.” Psychological reading fatigue can be divided into: cognitive reading fatigue, such as slow thinking and declining memory in reading; emotional reading fatigue, such as anxiety and boredom in reading; volitional reading fatigue, such as declining willpower and the act of terminating reading in the process of reading; behavioral reading fatigue, such as avoidance, procrastination of reading activities, getting sleepy during reading, etc. The causes of psychological reading fatigue can be classified as learners’ own factors, text factors and teachers’ factors.

With the increasing number of Chinese learners, the study of psychological fatigue in the process of Chinese reading has gradually developed on the basis of previous studies in other fields, however, no one has paid attention to the phenomenon of psychological fatigue in the process of reading for learners of different Chinese proficiency. Therefore, the study of psychological fatigue in the reading process of learners with different Chinese proficiency is helpful to improve the effectiveness of Chinese learning at different levels and the quality of Chinese teaching.

2. Investigation on Psychological Reading Fatigue of Intermediate and Advanced Chinese Learners

2.1 Objects of Investigation.

The objects of this study were 58 learners with intermediate Chinese proficiency and 57 learners with advanced Chinese proficiency of Yunnan Normal University.

2.2 Compilation and Implementation of Questionnaire.

The first is the purpose of questionnaire compilation.

The purpose of compiling the self-assessment questionnaire and influencing factors questionnaire for intermediate and advanced Chinese learners' psychological reading fatigue is to investigate and analyze the status quo of psychological reading fatigue of learners with different Chinese proficiency and the priority and secondary of influencing factors.

The second is the basis of questionnaire compilation.

The self-assessment questionnaire of psychological reading fatigue of intermediate and advanced Chinese learners in this study was compiled based on the scale of psychological reading fatigue of international students compiled by Yu Ling (2017). The influencing factors questionnaire of psychological reading fatigue of intermediate and advanced Chinese learners in this study was compiled based on the influencing factors questionnaire of psychological reading fatigue of middle-level Southeast Asian students in China compiled by Yu Ling (2017). The reliability and validity of the scale and the questionnaire were good, which had practical value. On this basis, some items of these two questionnaires in this study were deleted and modified according to the actual situation of intermediate and advanced Chinese learners in Yunnan Normal University.

The third is the questionnaire quality.

The first one is the reliability.

In this study, Cronbach's α reliability coefficient was used to analyze the reliability of the questionnaire data. The α reliability coefficient of the self-assessment questionnaire was 0.820, and that of the influencing factors questionnaire was 0.892. Therefore, the two questionnaires in this study had good reliability and practical value.

The second one is the validity.

In this study, factor analysis was used to analyze the structural validity of the questionnaire. The KMO value of the self-assessment questionnaire was $0.841 > 0.8$, and the significance p value was $0.000 < 0.05$. The KMO value of the influencing factors questionnaire was $0.873 > 0.8$, and the significance p value was $0.000 < 0.05$. Therefore, the two questionnaires in this study had good validity and practical value.

The fourth is the structure and content of the questionnaire.

The self-assessment questionnaire of psychological reading fatigue for intermediate and advanced Chinese learners was designed according to four dimensions: cognition, emotion, will and behavior. The influencing factors questionnaire of psychological reading fatigue of intermediate and advanced Chinese learners was designed from three dimensions: self, text and teacher. Both questionnaires were scored by the Likert Scale 5, which ranged from "totally disagreed" to "totally agreed".

The fifth is the implementation of questionnaire survey.

From April 3, 2019 to April 6, 2019, the author went to different classes to issue questionnaires to foreign students. With the help of teachers, the author conducted a unified survey of foreign students in the same class. After filling out the questionnaires, they were collected.

The sixth is the statistical processing tools

SPSS Statistics 25.0

3. The Current Situation of Psychological Fatigue in the Reading Process of Intermediate and Advanced Chinese Learners

In order to find out the difference of psychological reading fatigue between intermediate and advanced Chinese learners, the author makes a statistical analysis of the self-assessment results of learners with different Chinese proficiency from the whole to each dimension.

3.1 The Overall Situation of Psychological Reading Fatigue of Learners with Different Chinese Proficiency.

To analyze the overall situation of psychological reading fatigue of intermediate and advanced

Chinese learners, the author counts the proportion of learners with different Chinese proficiency in different severities of psychological reading fatigue. Since the total average score of psychological reading fatigue of Chinese learners is between 1 and 5, the author named the total average score of mental reading fatigue between 1 and 2.5 as mild fatigue level, the total average score between 2.5 and 3.5 as moderate fatigue level, and the total average score between 3.5 and 5 as severe fatigue level.

The statistical results of the number and proportion of learners with different Chinese proficiency in different severities are shown in Table 1.

Table 1 The overall situation of psychological reading fatigue of learners with different Chinese proficiency

Chinese proficiency level	Psychological fatigue level	Number	Proportion
Intermediate	Mild fatigue	7	12.07%
	Moderate fatigue	45	77.59%
	Severe fatigue	6	10.34%
Advanced	Mild fatigue	25	43.86%
	Moderate fatigue	27	47.37%
	Severe fatigue	5	8.77%

From the above data, it can be seen that psychological fatigue exists in the reading process of intermediate and advanced Chinese learners. Among them, the psychological reading fatigue of intermediate Chinese learners is more serious as a whole.

3.2 The Current Situation of Psychological Reading Fatigue of Learners with Different Chinese Proficiency in Different Dimensions.

The average score of intermediate Chinese learners in volitional reading fatigue is the highest (2.99), followed by emotional reading fatigue (2.97), cognitive reading fatigue(2.92), and the behavioral reading fatigue(2.86).

The highest score of advanced Chinese learners is volitional reading fatigue (2.66), followed by cognitive reading fatigue (2.54), emotional reading fatigue (2.48), and behavioral reading fatigue (2.44).

According to the average scores of each dimension of the self-assessment questionnaire of psychological reading fatigue of intermediate and advanced Chinese learners, it can be seen that the psychological reading fatigue of intermediate and advanced Chinese learners is mainly manifested in the volitional dimension, and the behavioral reading fatigue of both is the least serious. In addition, the psychological reading fatigue level of intermediate Chinese learners is moderate in four dimensions, while that of advanced Chinese learners is moderate in cognitive and volitional dimensions, and mild in emotional and behavioral dimensions.

4. The Influencing Factors of Psychological Fatigue Level of Intermediate and Advanced Chinese Learners in Reading

Based on the status quo of psychological reading fatigue, in order to determine the primary and secondary influencing factors of psychological reading fatigue, Pearson correlation coefficient method was used to measure the correlation coefficients between psychological reading fatigue and influencing factors, and between psychological fatigue and influencing factors in various dimensions, as shown in table 2:

Table 2 Analysis of the correlation between the dimensions of psychological reading fatigue and its influencing factors among learners of different Chinese proficiency

		Text factors	Self factors	Teacher factors	Influencing factors
Intermediate	Cognitive reading fatigue	0.410 ^{**}	0.488 ^{**}	0.277 [*]	0.545 ^{**}
	Emotional reading fatigue	0.482 ^{**}	0.600 ^{**}	0.301 [*]	0.645 ^{**}
	Volitional reading fatigue	0.446 ^{**}	0.600 ^{**}	0.269 [*]	0.607 ^{**}
	Behavioral reading fatigue	0.344 ^{**}	0.636 ^{**}	0.256	0.599 ^{**}
	Psychological reading fatigue	0.526 ^{**}	0.717 ^{**}	0.340 ^{**}	0.741 ^{**}
Advanced	Cognitive reading fatigue	0.340 ^{**}	0.536 ^{**}	0.279 [*]	0.442 ^{**}
	Emotional reading fatigue	0.604 ^{**}	0.629 ^{**}	0.448 ^{**}	0.641 ^{**}
	Volitional reading fatigue	0.596 ^{**}	0.652 ^{**}	0.423 ^{**}	0.636 ^{**}
	Behavioral reading fatigue	0.473 ^{**}	0.627 ^{**}	0.404 ^{**}	0.577 ^{**}
	Psychological reading fatigue	0.637 ^{**}	0.747 ^{**}	0.484 ^{**}	0.713 ^{**}

Note: ^{**}. At 0.01 level (double tail), the correlation is significant; ^{*}. At 0.05 level (double tail), the correlation is significant.

According to the data analysis in Table 2, there is a significant correlation between psychological reading fatigue of intermediate and advanced Chinese learners and its influencing factors at the level of 0.01, that is, the higher the score of influencing factors, the more serious the level of psychological reading fatigue. Among them, the psychological reading fatigue of intermediate Chinese proficiency learners in all dimensions is weakly correlated with teachers' factors, but significantly correlated with other factors at the level of 0.01. Although the correlation between psychological reading fatigue of advanced Chinese learners in all dimensions and teacher factors is stronger than that of intermediate level, their correlation is also weaker than that of other factors. In summary, it is known that the main factors affecting the psychological fatigue of intermediate and advanced Chinese learners in the process of reading are their own factors, followed by text factors and teacher factors, and the psychological fatigue of intermediate and advanced Chinese learners in each dimension is also most affected by their own factors, followed by text factors and teacher factors.

5. Fatigue Improvement of Psychological Suggestions for Intermediate and Advanced Chinese Learners

The results of this study show that psychological fatigue exists in the reading process of intermediate and advanced Chinese learners. Therefore, the author puts forward suggestions from the following three aspects to improve the psychological reading fatigue of intermediate and advanced Chinese learners.

Chinese learners should have clear self-perception, cultivate correct attribution, develop good reading habits, correct bad reading habits, develop the habit of reviewing and accumulating knowledge, strive to cultivate interest in Chinese reading, and establish a correct attitude towards Chinese reading..

The length of the reading text should take into account the requirements of Chinese learners for

the number of words in the text. The interest of the subject matter should be paid attention to so that Chinese learners can enjoy reading, and the layout design of the article should be flexible according to the needs of students. Teachers should adopt appropriate and abundant teaching methods in the process of teaching, pay attention to the change of language speed, interact and communicate with students more, carefully select reading texts and teaching content, and adjust the expectations of students according to the learners' Chinese proficiency.

6. Conclusions

By investigating and analyzing the phenomenon of psychological reading fatigue of intermediate and advanced Chinese learners, the current situation of psychological reading fatigue of intermediate and advanced Chinese learners is presented. Through this survey, this paper draws the conclusion that psychological reading fatigue is widespread among intermediate and advanced Chinese learners, and the psychological reading fatigue level of intermediate Chinese learners is generally higher and more serious. In addition, through the analysis of the causes of psychological reading fatigue of Chinese learners, it is known that the main causes of psychological reading fatigue of intermediate and advanced Chinese learners are their own factors, followed by text factors and teacher factors. This also enlightens us that the psychological reading fatigue of Chinese learners is not formed overnight, nor is it caused by a single factor. Therefore, both learners and teachers should pay attention to the learners' Chinese reading state in the process of learning and teaching, so as to prevent it from happening.

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