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# English Reading and Writing Abilities Among Chinese University Students

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**Abstract:** In this study, a mixed research methodology will be used to assess the relationship between Chinese university students' English reading and writing ability. The total number of participants in the study was 2900 from the three selected universities with a sample size of 340 based on the Raosoft calculator. These three universities are representative of the three regions of China and are all high performing schools, and the results of the study can be used as a framework to augment the need for improvement in some of the other schools in China. Results showed that most of the respondents are female sophomores majoring in Education. Most respondents believe that "The impact of reading methods on learning outcomes and student interests" and "Innovation in understanding articles while reading" are very important in terms of English reading ability in Innovation in understanding articles while reading. Most respondents believe that in terms of writing ability, "The Behavior of Participating in English Writing" has the greatest impact. When grouped by Sex, there are significant differences content. There is a significant relationship between English reading and writing ability. A proposed program to enhance Chinese university students' English reading and writing abilities.

**Keywords:** English Reading ; Writing ability ; Chinese University Students

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## Introduction

With the development of globalization, the importance of English as an international language for people is increasing. In China, English education is an area that has received a lot of attention because English has become a very important subject among Chinese university students. However, despite the fact that students spend a great deal of time and effort in learning English, their proficiency in English reading and writing is generally low. This raises concerns about the importance and necessity of research on the relationship between Chinese university students' English reading and writing abilities.

Aliyu and Danladi (2020) pointed out that English literacy is a core skill for learning English and an important indicator of students' English proficiency. In China, although English education is popular, research on students' English literacy is insufficient, especially in terms of systematization and in-depth exploration. The level of English literacy directly affects students' academic performance and future career development. Therefore, improving students' English literacy not only enhances their language proficiency, but also improves their future competitiveness in the workplace. This suggests that a systematic approach to improving English literacy is crucial, and it involves the quality of education and the overall development of students.

According to Liu (2020), the main challenges faced by Chinese students in English reading and writing include insufficient vocabulary, grammatical errors, and a lack of practical application scenarios. Insufficient vocabulary means that students may be limited to the use and comprehension of basic vocabulary, which is overwhelming when faced with more complex texts or the need to express complex ideas. Grammatical errors affect the accuracy and clarity of sentences, making it difficult for readers to understand their intentions. In addition, the lack of practical application scenarios makes it difficult for students to translate theoretical knowledge into real-world competence, which is especially evident in real-world communication. Together, these problems make students encounter obstacles in understanding the deeper meaning of the text and expressing their ideas accurately, thus affecting their learning effectiveness and language use ability.

To improve this situation, teachers can adopt diversified teaching methods, such as incorporating modern information technology tools, interactive teaching, as well as increasing opportunities for practical language application. For example, Zeng (2020) argues that

foreign literature and current news can be introduced through online reading platforms so that students can learn and apply English in real contexts. In addition, by setting specific writing tasks, such as letter writing and essay writing, students can improve their writing skills in practice.

According to Yang (2021), further research should focus on assessing the effectiveness of different teaching methods in enhancing Chinese students' English literacy and exploring teaching strategies that are more suitable to the characteristics of these students. Students' English proficiency can be significantly improved by gaining a deeper understanding of the specific difficulties they encounter in the process of learning English and developing effective solutions to these problems. This approach not only enhances students' language skills, but also contributes to their all-round development, laying a solid foundation for their future academic and professional careers. In addition, adaptable teaching strategies can better match students' learning habits and needs, thus improving learning efficiency and effectiveness. Therefore, in-depth research and application of these teaching methods and strategies are key to improving the quality of teaching and students' English proficiency.

English reading and writing skills play an important role in the development of students' comprehensive language literacy. Cascella's (2020) study shows that the development of reading and writing skills can promote and support each other. Chinese university students often have some common problems in English reading and writing, such as insufficient vocabulary and weak discourse comprehension. By exploring the interrelationship between reading and writing ability, it can provide empirical evidence and guidance for improving students' comprehensive language literacy.

As a non-native English-speaking country, China has its own unique English learning environment and characteristics. The study of Chinese university students' English reading and writing ability can provide useful reference for understanding English learning in different cultural contexts. It also helps to adjust and improve the development of English education in China.

In actual teaching, Che (2018) believes that reading and writing are interrelated. Reading and writing can promote and influence each other. However, there are not many studies on the relationship between Chinese university students' English reading and writing abilities, and the existing research results do not give a clear conclusion. Therefore, it is necessary to conduct a study to explore the relationship between Chinese university students' English reading and writing abilities.

Understanding the relationship between Chinese university students' English reading and writing abilities is crucial for customizing English teaching methods that better meet their learning characteristics and educational needs. Liu (2018) showed that because Chinese students' learning background and cultural environment are different from those of Western countries, they may have specific learning habits and cognitive patterns. Therefore, an in-depth study of the relationship between reading and writing in English can help educators better grasp their students' learning needs and design teaching activities and course content in a targeted manner in order to improve their overall English ability. In addition, for educational policy makers and teaching administrators, understanding this relationship can also provide important references for formulating relevant policies and curriculum reforms to better promote Chinese university students' English learning and development.

## Conclusions

1. Most of the respondents are female sophomores majoring in Education.
2. Most respondents believe that "The impact of reading methods on learning outcomes and student interests" and "Innovation in understanding articles while reading" are very important in terms of English reading ability in Innovation in understanding articles while reading.
3. Most respondents believe that in terms of writing ability, "The Behavior of Participating in English Writing" has the greatest impact.
4. When grouped by Sex, there are significant differences in content.
5. There is a significant relationship between English reading and writing ability.
6. A language learning program proposed to enhance the Chinese university students' English reading and writing abilities was proposed.

## Recommendations

1. Universities may encourage a balanced approach to teaching English that emphasizes both reading and writing skills.
2. Teachers may use innovative teaching techniques that combine reading and writing, such as journal writing, creative storytelling and reading-based essay writing.
3. Students may actively participate in classroom discussions and writing exercises to practice expressing ideas in English.
4. The proposed language learning program may be tabled for discussion, comprehension and evaluation.
5. Future researchers may conduct studies to explore the specific challenges Chinese university students face in developing their

English reading and writing skills.

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