

Content Analysis of the "Whole Book Reading" Research

Based on the Analysis of China National Knowledge Infrastructure Core Journal Literature from 1996 to 2019

Li Li^{1,*}

¹School of Literature, Xi'an University, Xi'an, Shaanxi 710065, China

*66666 Corresponding author. Email: 903208316@qq.com

ABSTRACT

In order to comprehensively analyze the current research status of teaching in the whole book reading, this research uses content analysis method, taking the literature included in China National Knowledge Infrastructure (CNKI) core journals from 1996 to 2019 as the data source, and analyzes from the paper's publication year, research institutions, funded projects, publication journals, research segments, research topics, and research methods. The results show that the whole book reading research has been developed from a little involved in the previous period to continuous attention; the publication of journals is widely distributed, but the overall quality needs to be improved; the researcher's institution has multiple sources and the geographical distribution is extremely uneven; different levels of education have different degrees of attention in different levels of education; research topics are diverse, and research content is rich but focus on specific operations at the micro level; research methods are relatively simple, focusing on practical research. According to this, corresponding suggestions are proposed to improve the follow-up research.

Keywords: the whole book reading, content analysis, CNKI

I. INTRODUCTION

The whole book reading teaching emphasizes the reading teaching activities carried out with the entire book as the reading object. It takes into account both the in-class reading and the extra-curricular reading. It is an organic combination of teacher-guided reading and student autonomous reading. In 2017, the "General High School Chinese Curriculum Standards" proposed the course task of "the whole book reading and discussion" and used it as a task group throughout the compulsory, selective compulsory, and elective courses. Corresponding research on the whole book reading has also become a research hotspot. Reviewing and sorting out the current research status has a certain guiding role for the follow-up research.

II. RESEARCH DESIGN

A. Selection of research methods

This research adopts content analysis method to start research. Content analysis method is a research method to objectively, systematically and quantitatively analyze and describe the content that appears in the dissemination [1]. It takes the existing research literature materials in the research field concerned by the researchers as the analysis object, carries out systematic quantitative statistics and analysis, and conducts objective quantitative analysis on the content carried by the literature. This study follows the research requirements of the content analysis method. On the basis of reading the summary and full text of the selected literature, the analysis unit is selected, the analysis category is established, quantitative statistics are carried out, and a combination of quantitative and qualitative interpretation is adopted.

B. Document sources and sample selection

The research document of this study comes from the core journal articles of CNKI on the whole book reading. This research was searched in CNKI's journal

*Funds: This paper is a phased research result of the Shaanxi Provincial Social Science Fund Project "Practical Research on the Effective Integration of Chinese Excellent Traditional Culture and Chinese Curriculum" (No. 2019Q034). This paper is the research result of the 2020 school-level teaching research and reform project of Xi'an University, The project category: SPOC Curriculum Construction, Project Name: Organization and Management of Classroom Teaching (Project No.: JY2020KGB06).

database. The search time was "unlimited", the search range was "theme", and the theme was set to "the whole book reading". A total of 473 articles were retrieved, and then the researchers selected the "core journal" for a second search, and retrieved 66 core journals (the research data retrieval time is 2019-5-31). According to the principles of relevance, non-repeatability and technicality, 60 relevant research papers were obtained as sample literature by removing and studying less relevant volume headlines, bibliographic translations, school introductions and other research.

C. Analysis units and categories

In this study, the analysis categories of the 60 articles are divided into two categories. The first category is the basic information category, including the year of publication, the first author, the first signature unit, and the published journal. The second category is the literature content category, which includes the specific academic period, type of research, research theme and content, and research method.

III. RESEARCH RESULTS AND ANALYSIS

A. Analysis of the basic information of the samples

1) *Analysis of the annual distribution of documents issued:* This study carried out annual statistics on the research sample, and the results showed that the research articles on the whole book reading in the core journals were occasionally involved before 2015, and there was no continuous attention. Starting in 2016, the relevant research articles of the whole book reading have shown a continuity of concern. The proportion of research articles from 1996 to 2015 was only 6.7%, and the proportion of research articles from 2015 to 2019 was 93.3%. The interest in the research of the whole book reading showed a continuous upward trend.

2) *Analysis of the distribution of research institutions and the distribution of funded projects:* This research takes the research institution as the entry point and makes a statistical analysis of the source distribution of the authors of the research literature. It mainly counts the provinces where the author unit is located and the school segment where the unit is located. The provinces where the authors' first signature units of existing research literature are mainly located in Beijing and Jiangsu, with a total of 39 research literatures, accounting for 65% of the total literature. The author's first signature unit of all research literature materials comes from 14 provinces, municipalities and autonomous regions. This shows that the current research on the whole book reading has significant differences in the attention of researchers from different regions. From the perspective of the

distribution of authors, the authors are mainly distributed in colleges and universities, middle schools, primary schools, education management departments, and educational research institutions. Among them, there are 23 papers from colleges and universities, accounting for 38.3%, followed by 22 papers from middle schools, accounting for 36.7%, and 5 papers from primary schools, accounting for 8.3%. There are 10 papers from the education management department and other institutions, accounting for 16.7%. The research from colleges and universities is mainly the researcher of normal colleges and teachers of comprehensive universities. This shows that teacher educators in colleges and middle school Chinese teachers are the main researchers of the whole book reading, promoting the research and development of the whole book reading. Of the 60 research documents, 11 are research results of the subject. The overall fund project support rate is 18.3%, and the research fund support rate is low. Among them, 5 fund projects come from Jiangsu Province, accounting for 45.5% of the total fund projects. The geographical distribution of the project is extremely uneven.

3) *Analysis of the distribution of journals issued:* According to the category of journals issued, all articles were published in educational journals. The top four journals with the most papers published 49 articles, accounting for 81.7%. The top four journals with the number of published articles are "Chinese Teaching in Middle School", "Chinese Construction", "Teaching and Management" and "Basic Education Curriculum", all of which belong to secondary education journals. It can be seen that the secondary education journals pay the most attention to the whole book reading, which is in line with the positioning of the journals of the secondary education journals, and it is also closely related to the explicitness of the whole book reading in the standard of the ordinary high school Chinese curriculum.

B. Analysis of the content of the samples

1) *Analysis of the distribution of sample research segments:* According to the statistical data of the distribution of the sample, the research scope of the current whole book reading includes from elementary school, junior high school, high school, and university stage. Among them, there are only 16 research documents for the primary school segment, 42 research documents for the secondary school segment only, and 1 research document discusses both the middle school and university segments. This is also the only research document that involves the whole book reading of the university segment. In addition, there is one document

that summarizes Ye Shengtao's reading ideas of the whole book reading, and does not analyze specific segments. Among the documents that have been studied for the middle school segment, there are 35 well-pointed junior high school segments, with a junior high school to high school ratio of 6:29. This shows that the whole book reading research document for the high school segment accounts for a large proportion of the total literature. This is closely related to the whole book reading in 2017 as one of the curriculum task groups in the general high school Chinese curriculum standards, showing that researchers can timely note the changes in the reform of Chinese curriculum.

2) *Analysis of the research theme of the samples:* The keywords of the paper are selected from reports and papers for the purpose of document indexing, and are used to represent the words or terms of the full text of the subject content information entry [2]. The keywords the words or terms with real meaning that are extracted from the title, abstract, and text of the articles, and can express the content theme of the paper. Keywords are one of the important indicators of content analysis research. Of the 60 articles, 33 articles published abstracts and keywords before the main text, and 27 were directly published in the main text. The classification analysis of keywords shows that the current research focuses on the following four aspects. First, from the perspective of reading teaching, most of the literature on the whole book reading is studied, and the focus is on "reading" and "teaching". Second, from the perspective of the curriculum, the whole book reading is studied in the Chinese curriculum system. Third, it is to study the whole book reading from the perspective of the language discipline. Fourth, it is the theoretical thinking about the whole book reading.

Since there are still 27 literatures (accounting for 45%) in the sample literature without keywords, it is necessary to analyze all the sample literatures. This study extracts and categorizes the research content of the sample literatures on the basis of reading through the sample literatures without published keywords, and establishes a coding framework. Through the classification and discovery, the paper mainly studies the whole book reading from the following four aspects. First, it is to explore the concept of the whole book reading. Second, it is about the goal, value and meaning of the whole book reading. Third, it is about the problems and countermeasures in teaching of the whole book reading. Some studies have presented problem thinking and strategy exploration correspondingly. More research literature tends to focus on the strategy of the whole book reading. It involves all aspects of teaching preparation, implementation, feedback, and evaluation of the whole book reading. It has thoughts on how to choose a book, how to guide,

how to follow up, how to check, how to evaluate, etc. Fourth, it is about the precautions for the whole book reading, such as the research on the subject positioning of the whole book reading, the construction of the curriculum system and the evaluation system, the teacher's own reading ability, and the implementation and development ability of the teacher's teaching of the whole book reading.

3) *Analysis of research methods used in the samples:* In educational research, different research perspectives will present different classifications of research methods. German scholar Brechinka divided pedagogy into three categories: educational philosophy, educational science, and practical pedagogy [3]. Accordingly, Chinese scholar Liu Lianghua divided education research methods into three categories: philosophical research, empirical research, and practical research [4]. This study reads through 60 sample documents one by one according to this classification standard, and analyzes and classifies the research methods adopted in each document. The analysis shows that in the 60 sample literatures, there is no literature that strictly adopts the method of philosophical research, and only one research article adopts the method of empirical research [5]. One article uses the method of investigation and research, but analyzing the full text, it is still a practical study [6]. The other literatures use the method of practical research, which belong to daily education reform, experience summary and countermeasure research.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Through the content analysis of the sample literatures, this study draws the following conclusions: First, the whole book reading research is an important research problem in the study of Chinese teaching. The whole book reading research has begun to attract the attention of the majority of researchers, with the promulgation and implementation of the 2017 Chinese Curriculum Standards. At present, the research is in a state of continuous attention and has achieved certain research results. Second, the whole book reading research occasionally involves rapid development in recent years. The publication of papers is widely distributed in the journals of secondary education, education theory and education management all pay attention to this research problem. The comparison of the number of papers with that of core journals indicates that the quality of research articles needs to be further improved. Third, there are multiple sources for the institutions to which the researchers belong, and there are researchers at all levels of the basic education segment, educational science research institutions, and

colleges and universities to study the whole book reading. However, the geographical distribution of the institutions to which the researchers belong is extremely uneven, and the research intensity currently has obvious regional differences. Fourth, the research sections targeted by the whole book reading research institute involve various sections of basic education, but there is a certain degree of difference in the degree of research focus on this issue among the various segments. The current research's highest focus is on the high school segment. Fifth, the whole book reading research currently involves a variety of research topics and rich research content, but focuses on the specific operation content at the micro level. There are more experience summary and case analysis, and less rational thinking. Sixth, the research methods are mainly based on practical research, and the standardization and rigor of research need to be improved.

B. Suggestions

In view of the above conclusions, the following issues should be noted in the follow-up research: First, the study of the whole book reading should go deeply further, avoid low-level repeated research, effectively improve the quality of the research, and try to form continuous and systematic research results on some important issues. Secondly, the whole book reading as a curriculum task clearly stated in the Chinese curriculum standards is a problem that should be valued in Chinese teaching in all regions of the country, and efforts should be made to change the current phenomenon of uneven research in different regions. Third, the whole book reading involves various stages of basic education. All the stages should carry out relevant research in accordance with academic conditions, and the study of the whole book reading in elementary and junior middle schools should be strengthened. Fourth, it is not enough to conduct specific operational research based on the relevant requirements in the Chinese curriculum standards. It is necessary to strengthen the rational thinking and critical review of the whole book reading. Fifth, it is also necessary to increase the diversity of research methods and further enhance the standardization and rigor of research. In the choice of research methods, it should not focus too much on practical research methods and ignore other research methods. It is recommended that researchers take years or more rounds of experience as the object of re-research, so that the research can be transformed from practical research of experience summary into empirical research of experimental research; An in-depth critical analysis of the reading value, purpose, meaning, and cold thinking of the whole book reading should be conducted to transform the research from the practical research of countermeasure research to the philosophical research of critical research.

References

- [1] Feng Xiaotian, *Research Methods of Sociology* [M]. Beijing: China Renmin University Press, 2005: 226. (in Chinese)
- [2] National Technical Committee for Standardization of Documentary Work. National Standards of the People's Republic of China: the format of scientific and technical reports, degree thesis and academic papers [EB/OL], GB7713-87 National standard format for thesis. <http://www.doc88.com/p-1854306872916.html>2014-03-08,2019-05-21. (in Chinese)
- [3] Wolfgang Brezinka, *Philosophy of Educational Knowledge* [M]. Yang Mingquan, Song Shichun, trans. Shanghai: Shanghai Educational Publishing House, 2006: 28. (in Chinese)
- [4] Liu Lianghua, *Education Research Methods* [M]. Shanghai: East China Normal University Press, 2017: 3,4-7,6. (in Chinese)
- [5] Wu Juan, Liu Xu, Wang Jinrong, Construction and Practice of Teacher-student Co-reading Model Based on Learning Meta-Platform, Ye Shengtao [J]. *China Educational Technology*, 2014 (7): 119-125. (in Chinese)
- [6] Liu Qianqiu, Dong Xiaoyu, Research on the Status Quo and Methodology of "Entire Book Reading" in Senior High School [J]. *Chinese Construction*, 2017 (28): 21-24. (in Chinese)