BREAKING THE "WORD POVERTY" AND MAKING THE LANGUAGE LIVELY —— INVESTIGATION AND ANALYSIS ON THE CURRENT SITUATION OF COLLEGE STUDENTS' WORD POVERTY AND ITS INFLUENCING FACTORS

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Abstract: In contemporary society, the phenomenon of lexical poverty is becoming increasingly prominent, as reported by the Chinese Youth Daily, which highlighted the lexical poverty issue among young people. Survey data indicates that over half of the interviewed youth feel their language expr ession abilities are gradually declining. Additionally, 47.1% of the interviewed youth believe they have a limited vocabulary and exhibit repetitive expressions. They often experience cognitive difficulties during speech, such as mental blockages, forgetting words while writing, and experiencing linguistic lapses. For university students, proficient language expression is one of their essential competencies. However, the research on lexical poverty among university students in China is currently limited, necessitating a deeper exploration of this phenomenon. This study employed a questionnaire survey method to investigate the lexical poverty status and influencing factors among university students in four r egions of Guangxi. A total of 925 questionnaire responses were collected, of which 772 were deemed valid after removing invalid responses. Basic descriptive analysis of the data provided insights into its distribution. Subse quently, differential analysis and multiple response analysis were conducted to explore the association between respondent characteristics and research questions. Finally, a structural equation model was constructed to explore the complex relationship between university students' understanding of lexical poverty and their behaviors. The research findings reveal that lexical poverty is widespread among university students, posing a significant challenge to their language expression abilities. The main reasons include inadequate reading habits, internet usage patterns, and limited face-to-face communication. Additionally, educational background and academic disciplines also influence the occurrence of lexical poverty. Students with higher educational levels experience r elatively fewer instances of lexical poverty compared to their counterparts, with students in STEM fields being more susceptible than those in humanities. Moreover, the frequency of lexical poverty increases significantly with the growing reliance on the internet, declining reading habits, intensified fragmented reading patterns, reduced face-to-face communication, and decreased participation in organized communication activities at universities. In light of these findings, it is recommended to strengthen guidance and regulation on internet information, conduct vocabulary education and language training activities, and actively encourage and support students to engage in debate, public speaking, writing, and other practical activities to alleviate lexical poverty among university students.

Keywords: University students; Lexical poverty; Differential analysis; Multiple response; Structural equation

1 INTRODUCTION

1.1 Research Background and Significance of the Topic

1.1.1 Research background

In recent years, with the rapid development of information technology and the popularity of social media, the phenomenon of word poverty among college students has aroused widespread concern. As the main users of information technology, college students frequently communicate on the Internet and social media. After the Internet entered the human world, the keyboard became a communication tool. Tapping on the keyboard and clicking on the mobile phone has become the normal state of most people's "writing". "Forgetting the words with a pen" has become a pain point for many people at present. In addition, many young people also feel that their language skills have declined[1]. In the Internet age, the way people get information is often fragmented and fast-food. Pictures can convey information more quickly and conveniently than words, and they are also more popular. Today, people prefer to gain knowledge by watching short videos rather than reading long articles. Young people who have grown up in the internet age have faced the problem of "poor words" over time[2]. This high-frequency virtual communication mode has had a far-reaching impact on their daily life and shaped their communication methods and habits. However, some studies have found that despite their outstanding performance in the digital world, college students often encounter word poverty in written and oral expressions. This phenomenon is not only limited to the ability of language expression, but also may have a negative impact on college students' way of thinking and social communication. Therefore, it is of great significance to study the phenomenon of college students' poor words. By deeply understanding the causes and effects of word poverty, we can provide effective countermeasures and methods for improving college students' language

expression ability. At the same time, it also helps to promote the development of college students' thinking ability and improve their comprehensive quality.

1.1.2 Research purposes

In today's rapidly developing design society, we should keep more of our love for traditional culture and absorb more nutrients from tradition. Only in this way can we not be overwhelmed by western design theories and techniques, and we can get out of the dilemma of unyielding reason and poor words"[3].Ask for help, how to describe the scenery in this picture", "How to praise a person euphemistically" and "What are the words to express amazement" ... Nowadays, similar "help posts" are not uncommon on online platforms. Behind these "help posts", many young people are troubled by the lack of words and language^[4]. The construction of national language ability is an important part of national development, and it is also one of the core propositions in the study of national language conditions. As the foundation of national language ability, citizens' language ability plays a key supporting role in the language environment and cultural construction of the whole country. There has been such a paragraph on the internet. In the face of beautiful scenery, many people can only sigh again and again, "How beautiful! It's beautiful! " Obviously, I have read many poems, and my emotions are stirring in my chest, but I can't express them when I talk about them. The only excuse is "poor words"[5]. In this process, the language ability of college students is very important, because they represent the main force of the future society, and the improvement of their language expression ability is directly related to the language of the whole country quality and international competitiveness.

This paper aims to deeply study the causes and influencing factors of college students' word poverty, so as to better understand the language habits and communication characteristics of this group. By analyzing the phenomenon of college students' word poverty, it can provide a basis for formulating more effective language education strategies. Such research not only helps to improve college students' language expression ability, but also promotes their all-round development in academic, professional and social fields. Only on the basis of comprehensive improvement of language ability can we better meet a richer and more diverse information age and realize the long-term development goal of the country.

1.1.3 Research significance

The ability to "speak" is first of all to have something to say, that is, to have the content of expression. Where does the content come from? Content has two sources, one is from life, and the other is from books. Only by guiding students to carefully observe and experience life, read widely, and form good study habits, the content will be like flowing water from the source, accumulating more and more[6]. In this book, through the analysis of the collected data, we will clearly understand the attitude of college students to the problem of word poverty and the actual impact of this phenomenon on their lives. Based on these analysis results, we put forward corresponding improvement measures and suggestions to help college students better cope with the problem of word poverty, improve their quality of life and learning efficiency, and then better adapt to college life and go to society. By improving college students' language ability, they will have a better chance to integrate into society, thus making positive contributions to China's economic development and social stability. This will also help to promote the progress of social exchanges and communication, build a more harmonious and inclusive social environment, and lay a solid foundation for the country's long-term development goals. Therefore, the significance of this study is not only to solve the problem of college students' word poverty itself, but also to make positive contributions to the progress of society and the country.

1.2 Research Status

Recently, I often hear the argument that it is difficult to write comments, especially the old problems that are often publicized in newspapers, which are even more difficult to write, because we can't find new arguments and new words, and there is quite a tendency to "run out of words"[7].Educational linguists across England and the USA have long critiqued deficit-based language ideologies in schools, yet since the early 2010s, these have enjoyed a marked resurgence in England's education policy as evident in discourses, funding, and pedagogical materials related to the so-called 'word gap'[8]. According to a recent survey conducted by the social survey center of China Youth Newspaper, 1333 young people were surveyed. The results show that more than half of the respondents (53.3%) feel that their language and writing skills have declined in recent years, while 47.1% of the respondents feel that their vocabulary is insufficient and their expression is single. At the same time, 43.2% of the respondents said that the frequency of writing decreased, and 41.5% of the respondents had encountered unclear expression and unsatisfactory words[9]. This trend is closely related to the development of the Internet era. Many young people are used to using buzzwords and expression packs to communicate on online platforms. However, in offline communication or formal occasions, they often forget words, and there is a certain gap between thinking and oral expression, so it is difficult to find an appropriate expression. In addition, in terms of written expression, words are often forgotten or ambiguous.

From "YYDS" to "Juejuezi", from "simply" to "too cool and spicy", has your expressive ability declined because of the popularity of online language? For example, I want to send a circle of friends with "culture", but I don't know where to start; When visiting relatives and friends, "speak a few words" and hold back for a long time; Academic reports, public speeches, and stumbling, lack of confidence.[10]. These online expressions often have unique expressions and concise forms, which can quickly convey information and emotions, so they are particularly popular among young people. However, over-reliance on network language and lack of normative guidance may lead to people's rigid thinking, making it difficult to express their language normally after leaving the network environment. Because network language

usually pays attention to concise and direct expression, which affects people's language expression ability to some extent, especially it is in the face of formal occasions or when deep communication is needed.

1.3 The Ouestion Raised

As an increasingly common phenomenon, college students' word poverty has aroused widespread concern and discussion from all walks of life. Word poverty not only affects individuals, but also has a certain negative impact on the whole society. As the backbone of society, college students' lack of language ability may affect the overall language environment of society. This paper will focus on the following issues: 1. Understand the current situation of word poverty; 2. Reveal the embodiment of word poverty in different aspects; 3. Explore the effects of word poverty; 4. Analyze the causes of word poverty; 5. Put forward suggestions to improve the phenomenon of word poverty.

1.4 Research Methods

1.4.1 Literature research method

Collect, classify and screen the documents related to the problem through China HowNet database and WeChat official account, and make an in-depth analysis of the sorted documents by using appropriate methods and tools, so as to integrate the cognitive status of "word poverty" and the relevant measures to reduce it, and provide theoretical basis for this paper.

1.4.2 Questionnaire survey method

After the pre-investigation of the questionnaire is reasonable, this study distributes the questionnaire by distributing leaflets on the test paper online and offline, obtains college students' understanding and suggestions on "word poverty", and collects a lot of data to provide basis for subsequent analysis.

1.4.3 Data analysis method

Statistical analysis of the collected questionnaire data reveals the manifestations, causes and influences of college students' "word poverty", which is convenient for the development of this paper.

1.5 Research and Innovation

1.5.1 The topic is novel, filling the research blank

In recent years, the phenomenon of word poverty has gradually aroused widespread social concern. Although we can often hear the word "word poverty", it has not been discussed in depth, especially in academic circles. It is difficult for us to find literature on the phenomenon of word poverty on HowNet, and it is more reported in newspapers, especially for college students. Therefore, by studying college students' cognition of word poverty and putting forward measures to improve word poverty, we can appropriately fill the research gap in this neighborhood and provide some basic data and theoretical support for the follow-up research.

1.5.2 The uniqueness, concreteness and development of the research object

Previous studies may pay more attention to the general population or specific occupational groups. As a special group, college students' language expression ability, vocabulary and cognition of word poverty may be different from other groups. Therefore, it is unique to study the current situation of college students' cognition of word poverty. Only for college students, the scope is smaller and more specific, and the implementation of measures may be more effective. Moreover, as a new force in society, college students' language expression ability has a great influence on the future social development and national competitiveness.

2 THE INVESTIGATION PLAN AND IMPLEMENTATION

2.1 Design of Research Scheme

2.1.1 Purpose of investigation

This paper hopes to find out the current situation of college students' language expression, especially whether there is the so-called "word poverty" phenomenon, as well as the universality and seriousness of this phenomenon, and to explore the possible reasons leading to the phenomenon of word poverty among college students, so as to formulate measures to effectively deal with and improve the phenomenon of word poverty among college students. In the education system, students can be encouraged to participate in debates and speech contests, and more standardized language can be encouraged to be used in online communication.

The purpose of this paper is as follows:

(1) To understand whether contemporary college students have experienced word poverty and its frequency.

(2) Understand the forms, causes and effects of contemporary college students' word poverty, explain the importance of studying the phenomenon of word poverty, and provide analytical basis for the topic.

(3) To understand the attitudes and views of contemporary college students towards the emergence of word poverty and their efforts to do so.

(4) In order to reduce the word poverty of college students, methods and measures are formulated through investigation and analysis to help college students improve their language expression ability.

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2.1.2 Object of investigation

Most people think that the phenomenon of poor words is generally people with low academic qualifications, while those with academic qualifications speak like water. In fact, there are many contemporary college students who are poor in words, and there are many forms of expression. Based on this background, we take college students at different stages as the survey objects, which involve junior college students, undergraduates and graduate students.

2.1.3 Survey content

(1) The survey object is limited to college students; (2) Basic information involves: gender, age, education background and subject category; (3) To investigate the degree of college students' understanding of word poverty and its manifestations; (4) Understand their frequency of word poverty and their emotional and psychological reactions; (5) Analyze the main reasons and influences of college students' word poverty; (6) Investigate college students' coping strategies and measures to reduce word poverty.

2.1.4 Investigation method

(1)Pre-investigation

Before the formal investigation, we distributed pre-questionnaires in the circle of friends, QQ space and private chat with friends, and collected a total of 95 questionnaires in two days. The reliability and validity of these questionnaires were tested by SPSS, aiming at modifying the questionnaires and ensuring the rationality of the questionnaires for subsequent development.

(2)random sampling

Simple random sampling can be divided into two types: sampling with replacement and sampling without replacement. For the sampling with return, each individual drawn is returned to the population, and each individual may be drawn more than once. For non-return sampling, it will not be returned after drawing, and each individual can only be drawn once. Select the key survey method to extract individual samples from each key unit, including Guilin, Nanning, Liuzhou and Yulin.

(3)major investigation

Key survey refers to an incomplete survey method that only some key units (here refers to regions) are selected for investigation, so as to obtain data. Although the key units only account for a small part of all the respondents, the number of survey marks accounts for a large proportion, so the data obtained from the survey of these key units can be used to reflect the basic trend of economic changes. Through the key units shown in the questionnaire, this paper selects college students from Guilin, Nanning, Liuzhou and Yulin in Guangxi as the research objects to study the related problems of college students' "word poverty".

2.1.5 Investigation scheme design

(1)Determination of sample frame

According to the results of our questionnaire, the sample frame is composed of college students in Guilin, Nanning, Liuzhou and Yulin, where the questionnaire groups are concentrated.

(2)Determination of sample size

Because the survey of college students' status is located in many cities, in order to reduce the consumption of human, material and financial resources, this survey is conducted by simple random sampling. Then, from the sample size formula (1) in simple random sampling

$$n = \frac{Z_{\alpha/2}}{d^2} S^2 \tag{1}$$

In equation 2.1, n is the sample size. Under the guarantee of 95% confidence level, $Z_{\frac{q}{2}} = 1.96$, d =0.05 is absolutely wrong, and S^2 stands for population variance. Through the questionnaire collected this time, it is easy to know our sample. The difference s^2 is 0.6019, so is the sample variance s^2 instead of population variance, and the sample size calculated by formula (1) is 925.

3 THE QUESTIONNAIRE DESIGN

By consulting and reading a large number of relevant data and documents in the early stage, a questionnaire is designed for the investigation and analysis of the current situation of college students' word poverty and its countermeasures. The topic content distribution of the questionnaire is shown in the following table 1.

Questionnair Section	Explain
A. Basic information	Some basic information of college students' interviewees, such as gender, age,
	education and subject category (questions 1-4)
B. The current situation of word	College students' understanding of word poverty, the frequency of word poverty, the
poverty	emotional distress caused by word poverty to college students, and their views on
	word poverty (questions 5-8)
C. the trouble of poor words	The influence of poor vocabulary on college students' study, life and future
	development (questions 10-12)
D. Influencing factors of word poverty	What do college students think is the source of word poverty (question 13)

E. Countermeasures for word poverty The countermeasures of college students' respondents to the phenomenon of word poverty, such as personal aspects, social aspects, education system and network environment (questions 14-18)

 Table 1 Five Sections of the Questionnaire

Because some interviewees have the frequency of "never", in order to prevent logical errors in the questions answered by interviewees, this questionnaire has set a skip question in question 6.

4 PRE-INVESTIGATION

4.1 the Implementation Process of Pre-Investigation

Under normal circumstances, in order to ensure the overall reliability of the questionnaire and the smooth progress of the formal investigation, in the formal adjustment before the investigation, it is necessary to conduct a small-scale preinvestigation. According to the analysis of the results of the pre-investigation, mistakes in the questionnaire can be found in time and revised appropriately, and the options with repeated meanings can be deleted. If necessary, the questions can be supplemented appropriately. The pre-survey selected 95 college students from some colleges and universities in Guangxi. For the college students who are close to each other, paper questionnaires were used, while the college students who are far away switched to online questionnaires issued by the Questionnaires platform.

4.2 Reliability Test

Our team will use Cronbach reliability coefficient to measure the internal consistency coefficient of each item in the questionnaire. The specific calculation formula of Cronbach reliability coefficient is:

$$\alpha = \frac{K}{K-1} \left(1 - \frac{\sum S_i^2}{S_x^2} \right)$$
(2)

Where is the reliability coefficient, which usually ranges from [0,1], and the closer it is to 1, the more the questionnaire is tested. The greater the reliability of the quantity, the closer it is to 0, the smaller the reliability. K is the number of test

items in the scale, S_i^2 Represents the variation of scores of all subjects on question I, and S_x^2 is the variance of total s cores of all subjects.

The reliability of five questions in this questionnaire (question 5, question 10, question 11, question 13 and question 14) is tested and analyzed by SPSS software, and the Cronbach coefficient of each questionnaire is shown in the following table 2:

	Table 2 Clonoden Coefficient Table of The questionnane Seale				
Item	Cronbach coefficient	number of terms	Reliability evaluation		
Question 5	0.825	five	better		
Question 10	0.925	eight	good		
Question 11	0.905	five	good		
Question 13	0.833	six	better		
Question 14	0.802	five	better		

Table 2 Cronbach Coefficient Table of Pre-questionnaire Scale

As can be seen from the above table, the Cronbach coefficient of each scale item in the questionnaire is greater than 0.80, and the Cronbach coefficient of the whole scale is 0.895, so the reliability of the questionnaire design is considered to be good.

4.3 Validity Test

There are many questions in this questionnaire, so structural validity is chosen to test the data collected in the presurvey. The specific KMO and Bartlett test coefficients are shown in Table 3 below.

Table 3 KMO and Bartlett Test Coefficient Table of Pre-questionnaire Scale					
Item	KMO coefficient	Approximate chi-square	significance		
Question 5	0.725	199.267	0.000		
Question 10	0.943	1029.123	0.000		
Question 11	0.899	651.798	0.000		
Question 13	0.765	221.199	0.000		
Question 14	0.742	167.496	0.000		

Generally speaking, the KMO value is between [0,1]. When the KMO value is closer to 1, it means that the correlation between variables is stronger, and vice versa. According to the results of the above coefficient table, it is easy to know that the correlation coefficients between items under each scale are all greater than 0.7, and some of them are as high as

0.8-0.9, which shows that the questionnaire design is effective.

4.4 The revision of the topic

Through the pre-survey, the most authentic feedback from the surrounding college students who participated in the presurvey questionnaire was collected, and the overall content, typesetting and topic distribution of the questionnaire were modified and optimized according to their feedback. The specific contents of the questionnaire are as follows:

[Question 1] Redundancy in expressing the degree of scale questions-changing the number 1-5 from "never" to "always" to the number 1-4, which are never, sometimes, often and always respectively.

[Question 2] What do you think are the causes of word poverty? In question 13, the first item "Internet usage habits (such as social media)" and the second item "Internet language and expression pack usage" are similar, resulting in redundancy, so they are merged into one item and changed to "Internet usage (such as network language and expression pack usage)".

5 FORMAL INVESTIGATION

With the completion of the pre-investigation, the collection results of 95 questionnaires distributed will be integrated and all of them will be passed the test of reliability and validity, and made a reasonable revision to the questions of the questionnaire. Therefore, according to the formula for calculating the sample size of simple random sampling in market research and considering the coverage of survey information, the final sample size required for formal survey is 925.

5.1 the Specific Distribution and Recycling of Questionnaires

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	Table 4 Distribution Table of Questionnaires in	n Guangxi
city	Number of questionnaires issued (copies)	Proportion (%)
Guilin	155	34.27
Nanning	189	24.97
Liuzhou	241	21.19
Qinzhou	187	11.35

As shown in table 4, in the formal investigation, we actually sent 925 questionnaires, and 772 valid questionnaires were recovered, with an effective recovery rate of 83.46%.

5.2 Reliability Test

According to the reliability test of 95 questionnaires collected in the pre-investigation, the actual situation of the formal investigation is analyzed. The reliability of 925 questionnaires was tested again. By analyzing five scales, it is easy to know that the Cronbach coefficient of each scale is greater than 0.8, and it is considered that the internal reliability of the questionnaire is ideal. Cronbach coefficient of each scale is shown in Table 5:

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Table 5 Cronbach Coefficient Table of Formal Questionnaire					
Item	Cronbach coefficient	number of terms	Reliability evaluation		
Question 5	0.868	five	better		
Question 10	0.972	eight	good		
Question 11	0.949	five	good		
Question 13	0.889	six	better		
Question 14	0.873	five	better		

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5.3 Validity Test

Referring to the steps of pre-investigation, the validity of 925 questionnaires was tested again, and each quantity was obtained. The KMO coefficients of the questions are all greater than 0.8, and the P values are all 0.000, which shows that it is very suitable for factor analysis, so the questionnaire structure is well designed. The specific KMO and Bartlett test coefficients under each scale are shown in Table 6 below:

Tab	Table 6 KMO and Bartlett test coefficients of formal questionnaire					
Item	KMO coefficient	Approximate chi-square	significance			
Question 5	0.872	2024.818	0.000			
Question 10	0.976	16348.894	0.000			
Question 11	0.931	7219.097	0.000			
Question 13	0.910	2699.033	0.000			
Question 14	0.878	2095.517	0.000			

Table 6 KMO and Bartlett test coefficients of formal questionnaire

5.4 Data Processing

925 questionnaires were imported into Excel through the platform of Questionnaires, downloaded according to the option serial number, and the data were sorted in Excel. For the processing of abnormal data and missing values in this questionnaire, the specific steps are as follows:

5.4.1 Abnormal data processing

(1)It takes an unusual time to fill in the questionnaire.

A total of 18 questions were designed in the questionnaire, and the time spent by college students to fill in the questionnaire was unified. Calculation and analysis, descriptive statistics as shown in table 7:

Table 7 Descriptive Statistics of Respondents' Time-consuming Question	iaire l	Filling
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Statistic	result	unit	Statistic	result	unit
Sample size	925	share	mode	160	second
average value	137.1	second	minimum value	49	second
Standard deviation	50.574	second	maximum	1038	second
median	133	second	Decimal quantile	95	second

It is calculated that the average time for each student to fill in the questionnaire is 189.09 seconds, which can be seen from the above table 7. It is known that the average time for respondents to fill in the questionnaire is 137.1 seconds, and the time for most respondents to fill in the questionnaire is controlled between 86.526 seconds and 187.674 seconds (137.1+50.574). The long decile for college students to fill in the questionnaire is 95 seconds, and the difference between the modes and their median is not big, so we have reason to believe that students should take no less than 100 seconds for student respondents to fill in the questionnaire rationally and carefully, so we set the questionnaires that take less than 100 seconds to fill in the questionnaire are regarded as invalid questionnaires and are rejected. (2)Logical conflict

Deal with the questionnaires that take a long time to fill in and have logical conflicts, export the data to Excel and use it to eliminate them. Therefore, through the overall screening of questionnaires, 772 valid questionnaires were finally recovered from 925 questionnaires, and the effective rate of questionnaire recovery reached 83.46%.

(3)Treatment of missing values

This questionnaire is mainly distributed through the quiz star network platform, and each question is set as a mandatory question. If you don't answer, you can't continue to answer the next question or submit the questionnaire. This questionnaire is set with jump questions. According to the default export rules of the test paper star platform, the option value of the questions that college students jump (unnecessary to fill in) is marked as -3. On this basis, the marked value in the jump questions is checked by using the Data-SelectCases method in SPSS software, and it is found that the missing value of this questionnaire does not exist.

5.4.2 Investigate the overall situation

The basic situation of the sample is: the number of college students in the survey sample is 925, among which the abnormal value is 153 students, and the actual number of effective surveys is 772. Among the 772 college students surveyed, male college students account for 46.63% and female college students account for 53.37%, and the ratio of male to female is relatively balanced. 31.22% are junior college students, 40.15% are undergraduate students and 28.63% are graduate students. The largest proportion is undergraduate; The liberal arts account for 35.36%, the science accounts for 32.25%, the engineering accounts for 32.38%, and the others account for a very small proportion, which can be ignored; Guilin accounts for 20.08%, Nanning for 24.43%, Liuzhou for 31.22% and Yulin for 24.22%. The specific distribution of basic information is shown in Table 8:

Table o Distribution of Dasic Information of Conege Students	Table 8 Distribution	of Basic	Information	of College	Students
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	Response analysis			Demonstrate of
	classify	Respose number	Response percentage	cases
Condon	Man	360	11.66%	46.63%
Gender	Woman	412	13.34%	53.37%
A 1 ·	College for professional training	241	7.80%	31.22%
Degree	Undergraduate course	310	10.04%	40.15%
Degree	Postgraduate	221	7.16%	28.63%
C1-14	Liberal arts	273	8.84%	35.36%
category F	Science	249	8.06%	32.25%
	Field of engineering	250	8.10%	32.38%
	Guilin	155	5.02%	20.08%
т.,	Nanning	187	6.06%	24.43%
Location	Liuzhou	241	7.80%	31.22%
	Yulin	189	6.12%	24.22%
Total		3088	100%	100%

6 DATA ANALYSIS OF SURVEY RESULTS

6.1 Descriptive Statistical Analysis

6.1.1 Sex distribution



Figure 1 Gender Distribution Map

As shown in Figure 1 and 2, among the college students surveyed, the number of boys is 360, accounting for 47%, and the number of girls is 412, accounting for 53%. The ratio of male to female is about 1:1.



Figure 2 Education Distribution Map

6.1.2 Educational background distribution

Among the college students surveyed, there are 241 junior college students, accounting for 31.22%, 310 undergraduate students, accounting for 40.15%, and 221 graduate students, accounting for 28.63%. Among the people who participated in the questionnaire survey, the number of undergraduates was the largest, and the number of postgraduates was the least.

6.1.3 Regional distribution



Figure 3 Regional Distribution Map

As shown in Figure 3, the proportion of college students in Guilin is 20.08%, accounting for the least; The proportion of college students in Yulin and Nanning is 24.22% and 24.43% respectively. The proportion of college students in Liuzhou is 31.22%, accounting for the largest proportion.

6.1.4 Subject category distribution



In figure 4, the proportion of liberal arts students, science students and engineering students is 35%, 32% and 33% respectively, and the proportion of liberal arts students, science students and engineering students is about 1:1:1. Since only three people fill in other disciplines, we will not discuss them here. 6.1.5 Distribution of college students' understanding of word poverty



Figure 5 Distribution Map of Word Poverty Understanding

As can be seen from the distribution maps of understanding in Figure 5, 20% and 54% of college students are ignorant and relatively familiar with the word "word poverty"; 18% did not know the specific meaning of word poverty and 57% did. The impact of poor understanding of words on study and life and the relative understanding are 20% and 55% respectively; 20% and 55% did not know how to improve their own word poverty and relatively understood it, respectively; I didn't know the measures given by the school to improve the phenomenon of word poverty, and the relative understanding was 17% and 56% respectively. On the whole, we can see that college students still have a certain understanding of word poverty and pay more attention to the phenomenon of word poverty.

6.1.6 Distribution of the frequency of college students' word poverty



Figure 6 Distribution Diagram of Word Limited Frequency

In figure 6, among the college students surveyed, 10% never have word poverty, accounting for the least; There are 41% college students who sometimes have word poverty, accounting for the most; There are 28% college students who often have word poverty, and 21% college students always have word poverty. It can be seen that among college students, most people will have the phenomenon of word poverty.

6.1.7 Distribution of college students' poor expressions

The vertical axis in Figure 7 is from top to bottom, which is used for psychological stress, expressing complex feelings, discussing unfamiliar topics, using professional terms, communicating with strangers, answering questions quickly, academic writing and academic speech. And green means always, yellow means often, red means sometimes, and blue means never. As can be easily seen from Figure7 below, word poverty always occurs in academic writing, followed by discussing unfamiliar topics; The most common form of expression is academic speech, followed by psychological pressure; It can be seen that the manifestations of word poverty include all the situations listed in the table.



Figure 7 Distribution Map of Word-limited Expression Forms



6.1.8 The distribution of the causes of word poverty

Figure 8 Distribution of Causes of Word Shortage

The horizontal axis in Figure 8 shows, from left to right, network usage habits, less reading, fragmented information browsing, face-to-face communication, less participation in exchange activities organized by schools, and great psychological pressure. Dark blue, yellow, gray, red and blue represent great influence, great influence, medium influence, slight influence and no influence in turn. As can be seen from Figure 8, the causes of college students' word poverty are internet use habits, less reading, fragmented browsing of information, less face-to-face communication, less participation in exchange activities organized by schools and great psychological pressure, among which the main reasons are less reading, less internet use habits and less face-to-face communication.

6.1.9 The influence distribution caused by word poverty

(1)The influence of poor words on college students' academic and social life.

The horizontal axis in Figure 9 represents no impact, slight impact, moderate impact, great impact and great impact from left to right. The colors in the picture from light to dark represent academic performance, class discussion participation, social activities, self-expression ability and personal self-confidence. As can be seen from Figure 9 below,

most college students feel that poor words will affect their academic performance, class participation, social activities, self-expression ability and personal confidence. Among the great influences, college students think that the greatest influence is academic performance, followed by social activities; Among the non-influences, college students think that the least influential is the participation in class discussion.



Figure 9 Distribution Diagram of the Influence of Word Poverty on Academic Social Aspects

(2) The influence of word poverty on college students' personal development



Figure 10 Distribution Map of the Influence of Word Poverty on Personal Development

From left to right, the horizontal axis in Figure 10 represents in turn that career choices are restricted, academic performance is affected, social activities are reduced, personal interests are changed, and self-evaluation is triggered. Talking about the influence of poor words on personal development, as shown in Figure 10 below, 58.02% of college students think that poor words have the greatest influence on personal development, which is to reduce my social activities, and secondly to change my personal interests, but also to career choice, academic performance and self-re-evaluation.

6.1.10 Distribution of measures to reduce word poverty

(1)Personal measures to reduce word poverty



Figure 11 Distribution of Personal Measures to Improve Word Poverty

Red, orange, gray, yellow and blue in the horizntal axis of Figure 11 represent regular oral training, expanding reading range, learning and using new vocabulary, participating in public speeches and debates, and conducting emotional and stress training. As can be seen from Figure 11, among the methods that college students think can effectively reduce word poverty, expanding reading range is the most effective, followed by learning and using new vocabulary. But generally speaking, regular participation in oral expression training, public speaking and emotional management are also good ways to reduce word poverty. If a person often suffers from word poverty, he can improve it through these methods.

(2)Measures taken by the education system to reduce word poverty



Figure12 Distribution Map of Measures Taken by the Education System to Improve Word Poverty

The green, blue, red and orange in the vertical axis of Figure 12 represent the introduction of multicultural education, the provision of psychological consultation and counseling, the encouragement of students to participate in debates and speeches, and the increase of language expression related courses. In view of the phenomenon of students' poor vocabulary, it is necessary for the education system to give some solutions. As can be seen from Figure 12, schools can introduce multicultural education, provide psychological counseling and counseling services, encourage and support students to participate in debates and speech contests, and increase language expression-related courses. The proportion of participating in debates and speech contests is 63.99%, providing psychological counseling and counseling services is 61.14%, increasing language expression-related courses is 41.19%, and introducing multiculturalism is 39.77%. (3)Measures to reduce word poverty in network environment



Figure 13 Distribution Map of Measures for Improving Word Poverty in Network Environment

Gray, blue-green, red and green in the vertical axis of Figure 13 represent encouraging the use of standardized language in network communication, increasing education on the differences between network and actual language, providing training on network communication skills, and encouraging practical communication in turn. Relying too much on network language and habits will also lead to poor words. As can be seen from Figure 13, among the network measures that college students think can effectively reduce word poverty, 39.9% are encouraged to use more standardized language in network communication, 62.95% are educated about the differences between network language and actual language, 65.03% are provided with network communication skills training, and 39.77% are encouraged to communicate in real life. Among them, the most recommended is to provide network communication skills training.

6.2 Difference Analysis

6.2.1 An analysis of the difference in the frequency of college students' word poverty

(1)An analysis of the differences in the frequency of word poverty a mong college students of different sexes In order to explore the gender difference in the frequency of college students' word poverty, the data were tested by independent sample t, and the test results are shown in the following table 9.

T	able 9 Difference Ana	lysis Table of the F	requency of Word Poverty in Dif	ferent Sexes	
	N (sample size)	M (average)	SD (standard deviation)	t	Р
man	360	2.4	0.92	0.102	0.919
woman	412	2.39	0.92		

From the above table, P=0.919>0.05, that is, there is no statistical difference in the frequency of word poverty among co llege students of different sexes, and it is considered that the frequency of word poverty among male and female student s is almost the same.

(2)An analysis of the differences in the frequency of college students' word poverty in different regions In order to explore the regional differences in the frequency of college students' word poverty, the data were analyzed

Table 10 Difference Analysis Table of the Frequency of Word Poverty in Different Regions N (sample size) M (average) SD (standard deviation) F р 0.51 Guilin 155 2.37 0.92 0.676 Yulin 187 2.41 0.97 Liuzhou 241 2.44 0.93 189 Nanning 2.34 0.86

by one-way ANOVA, and the test results are shown in the following table 10.

From Table 10, P=0.676>0.05, that is, there is no statistical difference in the frequency of word poverty among college students in different regions, and it is considered that there is little difference in the frequency of word poverty among college students in different regions.

(3)An analysis of the differences in the frequency of word poverty among college students with different academic quali fications

In order to explore the difference of the frequency of college students' word poverty in academic dimension, the data we re analyzed by one-way ANOVA, and the test results are shown in the following table 11.

	N(sample size)	M(average)	SD(standard deviation)	F	Р
College for professional training	241	2.12	0.96	21.74	0.000
undergraduate course	310	2.41	0.89		
postgraduate	221	2.67	0.83		

From the above table 11, it can be seen that P=0.000<0.05, that is, there is a statistical difference in the frequency of word poverty among college students with different academic qualifications, and it is considered that college students have more frequent word poverty.

(4)Analysis on the difference of the frequency of word poverty among college students in different disciplines In order to explore the differences in the frequency of word poverty among college students in different subject categories in the dimension of subject categories, the data were analyzed by one-way variance analysis. Among them, because the number of questionnaires collected in other subject categories, such as sports and arts, was very small, it was not analyzed. The specific test results are shown in Table 12 below.

Table	N (sample size)	M (average)	SD (standard deviation)	F	Р
liberal arts	273	2.8	0.86	48.39	0.00
science	249	2.26	0.87		
field of engineering	250	2.09	0.87		

 Table 12 Analysis on the Difference of Word-poor Frequency in Different Subjects

From the above table 12, we can see that P=0.000<0.05, that is, there is a statistical difference in the frequency of word poverty among college students in different disciplines, and it is considered that there is no statistical difference between science and engineering, but there is a difference between science and liberal arts.

6.2.2 An analysis of the differences of college students' understanding of the phenomenon of word poverty

Because college students' understanding of word poverty is a scale question, five dimensions are used to measure their understanding. In order to explore the differences of college students' understanding of word poverty in gender, region, education and subject category, pearson chi-square test is carried out on the data respectively, and the specific test results are shown in the following tables.

(1) An analysis of the differences in the understanding of word poverty among college students of different sexes.

Table 13 Difference Analysis Table of Different Genders' Understanding of Word Poverty

D		C	Gender	372	P
Dimension	Degree of understanding	Man	Woman	Xž	Р
Have you ever heard of	not familiar with	73	84	0.052	1
the word poor?	know little about	89	100	0.032	1

	General understanding	62	71		
	Know better	75	85		
	Know very well	61	72		
	not familiar with	70	70		
Do you know the	know little about	96	96		
specific meaning of	General understanding	66	81	4.406	0.354
word poverty ?	Know better	71	104		
	Know very well	57	61		
	not familiar with	70	83		
Do you understand the	know little about	84	111		
influence of poor words	General understanding	70	68	3.982	0.408
on your study life ?	Know better	80	76		
	Know very well	56	74		
	not familiar with	78	79		
Have you ever learned	know little about	93	102		
how to improve your	General understanding	64	80	2.313	0.678
word poverty?	Know better	80	87		
	Know very well	45	64		
Have vou ever	not familiar with	70	61		
learned about the	know little about	88	121		
measures given by the school to	General understanding	69	78	5.546	0.236
phenomenon of	Know better	74	95		
word poverty?	Know very well	59	57		

From the above table 13, we can see that there is no statistical difference in the understanding of word poverty among college students of different sexes in the five dimensions, that is, there is no difference in the understanding of word poverty among college students of different sexes.

(2) An analysis of the differences of college students' understanding of word poverty in different regions

Table 14 Difference	Analysis	Table of U	nderstanding	Degree of	Word Povert	v in Different Reg	ions
	_		C				,

	Degree of		Location				_
Dimension	understanding Guilin Yulin Liuzhou		Liuzhou	Nanning	X ²	р	
	not familiar with	25	42	58	32		
Have you ever	know little about	30	48	67	44		
heard of the word poor?	General understanding	22	22	34	55	41.901	0.00***
	Know better	37	43	44	36		
	Know very well	41	32	38	22		
Do you know	not familiar with	27	40	44	29	24 721	0.001**
meaning of	know little about	37	60	52	43	34./21	0.001**

word poverty ?	General understanding	23	24	42	58		
	Know better	42	38	56	39		
	Know very well	26	25	47	20		
	not familiar with	39	36	44	34		
Do you	know little about	39	52	56	48		
understand the influence of	General understanding	25	28	37	48	22.026	0.037**
your study life ?	Know better	28	33	55	40		
	Know very well	24	38	49	19		
	not familiar with	33	41	48	35		
Have you ever	know little about	44	53	55	43		
learned how to improve your	General understanding	26	26	39	53	31.058	0.002***
word poverty?	Know better	21	42	61	43		
	Know very well	31	25	38	15		
	not familiar with	22	41	42	26		
Have you ever learned about	know little about	41	47	56	65		
the measures given by the	General understanding	33	31	47	36	13.45	0.337
improve the	Know better	32	40	58	39		
word poverty?	Know very well	27	28	38	23		

From the above table 14, we can see that in four of the five dimensions to measure the understanding of word poverty, the test P value of college students' understanding of word poverty in different regions is less than 0.05, but there is still one dimension with the test P value of college students' understanding of word poverty in different regions greater than 0.05. It can be considered that there are some statistical differences in the understanding of word poverty among college students in different regions, that is, there are some differences in the understanding of word poverty among college students in different regions, among which Yulin and Liuzhou have the highest rate of ignorance. (3) An analysis of the differences in the understanding of word poverty among college students with different academic

(3) An analysis of the differences in the understanding of word poverty among college students with different academic qualifications

Table 15 Difference analysis table of understanding degree of word poverty with different educational background

			Degree			
Dimension	Degree of understanding	college for professional training	undergraduate course	postgraduate	X ²	Р
	not familiar with	6	6	3		
Have you ever heard of the word poor?	know little about	9	4	6		
	General understanding	3	12	5	14.097	0.079*
	Know better	3	15	5		
	Know very well	4	11	8		
Do you know the	not familiar with	4	7	2	12 522	0.120
word poverty ?	know little about	11	10	4	12.333	0.129

	General understanding	3	13	5		
	Know better	3	11	7		
	Know very well	4	7	9		
	not familiar with	8	10	4		
	know little about	9	10	6		
Do you understand the influence of poor words on your study life ?	General understanding	2	12	4	9.384	0.311
5	Know better	4	11	7		
	Know very well	2	5	6		
	not familiar with	11	8	3		
	know little about	8	16	7		
how to improve your word poverty?	General understanding	2	7	7	16.203	0.040**
1 5	Know better	1	5	6		
	Know very well	3	12	4		
	not familiar with	3	5	2		
Have you ever learned	know little about	9	12	7		
given by the school to improve the	General understanding	4	13	8	5.881	0.661
phenomenon of word poverty?	Know better	4	14	5		
	Know very well	5	4	5		

From the above table 15, it can be seen that the test P values of college students with different academic qualifications are almost all greater than 0.05, so there is no statistical difference in general, that is, there is no difference in the understanding of college students with different academic qualifications.

(4)An analysis of the differences of college students' understanding of the phenomenon of word poverty in different disciplines

Table 16 Difference analysis table of different disciplines' understanding of word poverty

	Dimension Degree of understanding		Subject			
Dimension			Science	field of engineering	- X ²	Р
	not familiar with	3	2	10		
Have you ever	know little about		6	13		
heard of the	heard of the General understanding	3	14	3	47.522	0.000***
word poor?	Know better	12	6	5		
	Know very well	15	5	3		
	not familiar with	3	1	9		
Do you know	know little about	2	9	14		
the specific meaning of	General understanding	3	15	3	46.147	0.000***
word poverty ?	Know better	12	3	6		
	Know very well	13	5	2		

De vou	not familiar with	5	2	15		
understand the	know little about	0	11	14		
influence of	General understanding	2	14	2	70.712	0.000***
your study	Know better	18	2	2		
life ?	Know very well	8	4	1		
	not familiar with	5	4	13		
Have you ever	know little about	2	13	16		
learned how to improve your	General understanding	1	14	1		
word poverty?	Know better	9	1	2	70.23	0.000***
	Know very well	16	1	2		
Have you ever	not familiar with	1	1	8		
the measures	know little about	3	9	16		
given by the school to	General understanding	4	17	4	58,579	0.000***
improve the	Know better	12	5	6		
of word poverty?	Know very well	13	1	0		

From the Above table16, it can be seen that the test P value of college students' understanding of word poverty in different disciplines is less than 0.05, so it is considered that there is a statistical difference in general, that is, there are differences in the understanding of word poverty among college students in different disciplines, of which engineering has the lowest understanding of word poverty and liberal arts has a relatively high understanding.

6.2.3 An analysis of the differences of college students' attitudes towards the phenomenon of word poverty in writing and communication

(1)An analysis of the differences in attitudes of college students of different sexes towards the phenomenon of word poverty

10	tore 17 marysis re	tole of Differences be	tween Different Genders	Tunudes towards word	roverty	
Gender	Think it's normal, don't worry too much.	Will affect others' evaluation of their professional ability.	Feeling frustrated, I hope there are ways to improve.	Try to find other ways to supplement the lack of language expression.	other	Total
man	116	111	46	52	0	325
woman	130	119	64	60	0	373
total	246	230	110	112	0	698

Table 17 Analysis Table of Differences between Different Genders' Attitudes towards Word Poverty

As can be seen from Table 17, the data is subject to independent sample t-test. The results show that P=0.376>0.05, and there is no statistical difference in the attitudes of college students of different sexes towards the phenomenon of word poverty, which means that the attitudes of college students of different sexes towards the phenomenon of word poverty are basically the same.

(3) An analysis of the differences of college students' attitudes towards word poverty in different regions

Table 18 Analysis table of differences in attitudes towards word poverty in different regions

City	Think it's normal, don't worry too much.	Will affect others' evaluation of their professional ability.	Feeling frustrated, I hope there are ways to improve.	Try to find other ways to supplement the lack of language expression.	other	Total
Guilin	47	47	30	15	0	139
Yulin	62	51	22	25	0	160
Liuzhou	80	77	26	40	0	223
Nanning	57	55	32	32	0	176
Total	246	230	110	112	0	698

As can be seen from Table 18, the data is analyzed by one-way ANOVA. The result shows that P=0.028<0.05, and the attitudes of college students in different regions towards the phenomenon of word poverty are statistically different, that

is to say, college students in different regions have different attitudes towards the phenomenon of word poverty, and the frequency of college students in Liuzhou is higher.

(4) An analysis of the differences in attitudes of college students with different academic qualifications towards the phenomenon of word poverty

academic degre	Think it's normal, don't worry too much.	Will affect others' evaluation of their professional ability.	Feeling frustrated, I hope there are ways to improve.	Try to find other ways to supplement the lack of language expression.	other	Total
college for professional training	84	71	34	34	0	223
undergraduate course	100	92	37	49	0	278
postgraduate	62	67	39	29	0	197
Total	246	230	110	112	0	698

Table 19 Analysis table of differences in attitudes towards word poverty with different academic qualifications

As can be seen from Table 19, the data is analyzed by one-way ANOVA. P=0.786>0.05. There is no statistical difference in the attitudes of college students with different academic qualifications towards the phenomenon of word poverty, which means that the attitudes of college students with different academic qualifications towards the phenomenon of word poverty are almost the same.

(5) An analysis of the differences of college students' attitudes towards word poverty in different disciplines.

Table 20 Analysis table of differences in attitudes of different disciplines towards word poverty

subject category	Think it's normal, don't worry too much.	Will affect others' evaluation of their professional ability.	Feeling frustrated, I hope there are ways to improve.	Try to find other ways to supplement the lack of language expression.	other	Total
liberal arts	69	74	38	42	0	223
science	89	76	38	32	0	235
field of engineering	88	80	34	38	0	240
Total	246	230	110	112	0	698

As can be seen from Table 20, the data is analyzed by one-way ANOVA. P=0.000<0.05. There are statistical differences in the attitudes of college students in different disciplines towards the phenomenon of word poverty, that is to say, college students in different disciplines have different attitudes towards the phenomenon of word poverty, among which science and engineering students think that word poverty is a normal phenomenon more frequently than liberal arts students.

6.3 Multiple response analysis

In the questionnaire, the views on the measures to improve college students' vocabulary poverty are investigated in the form of multiple-choice questions from two aspects: educational means and network influencing factors. Therefore, when using SPSS to analyze the multiple-choice questions in the questionnaire, this paper adopts the method of frequency and crosstab in multiple response analysis.

I able 21 College Students' Views on Measures to Improve Word Poverty				
Measures to improve word poverty	n	Response rate		
Add courses related to language expression	318	9.96%		
Encourage and support students to participate in debates and speech contests.	494	15.47%		
Provide psychological counseling and counseling services to help students overcome anxiety.	472	14.78%		
Introduce multicultural education to enhance students' linguistic diversity and cultural understanding.	307	9.61%		
Restrict the use of social media and encourage communication in real life.	307	9.61%		

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Provide network communication skills training, including how to effectively express and understand network language.	502	15.72%
Increase education on the differences between online language and actual language.	486	15.22%
Encourage the use of more standardized language in network communication.	308	9.64%
Total	3194	100%

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As can be seen from the above table 21, the goodness-of-fit test is significant $\chi 2 = 161.056$, p=0.000<0.05, which means that the selection ratio of each item is obviously different, and the differences can be specifically compared by response rate or penetration rate.

At the same time, the data shows that the proportion of encouraging and supporting students to participate in debates and speech contests is 15.47%, which is higher than other measures. This reflects a positive advocacy and practice, that is, to improve language expression ability and self-confidence by participating in practical activities. Providing psychological counseling and counseling services to help students overcome anxiety is 14.78%, which is also an aspect worthy of attention. In addition, the proportion of providing network communication skills training and encouraging the use of more standardized language in network communication is 15.72% and 9.64% respectively. This shows that the school attaches importance to adapting to the information age, realizes the difference between online language and actual language, and the necessity of cultivating students' good online communication habits.

In a word, improving college students' word poverty requires many efforts and measures. In addition to strengthening classroom teaching and practical activities, we should also pay attention to students' mental health, cultural literacy and network communication ability.

Cross-table analysis will be made between the views on measures to improve college students' word poverty and their basic information (gender, education level and subject category), and the proportion of college students' views on measures to improve word poverty with different basic conditions will be obtained.

First of all, the cross table of different academic qualifications and measures to improve word poverty is shown in the following table 22.

		_		
Measures to improve word poverty	college for professional training (n=241)	undergraduate course $(n=310)$	postgraduate $(n=221)$	Total (n=772)
Add courses related to language expression	47.30%	38.06%	38.91%	41.19%
Encourage and support students to participate in debates and speech contests.	65.98%	61.61%	65.16%	63.99%
Provide psychological counseling and counseling services to help students overcome anxiety.	56.43%	63.23%	63.35%	61.14%
Introduce multicultural education to enhance students' linguistic diversity and cultural understanding.	36.51%	42.58%	39.37%	39.77%
Restrict the use of social media and encourage communication in real life.	43.98%	37.10%	38.91%	39.77%
Provide network communication skills training, including how to effectively express and understand network language.	60.58%	65.16%	69.68%	65.03%
Increase education on the differences between online language and actual language.	64.73%	61.94%	62.44%	62.95%
Encourage the use of more standardized language in network communication.	40.25%	35.81%	45.25%	39.90%
	Chi-square test:	x 2=11.410 p=0.654		

Table 22 Cross-table of views on measures to improve word poverty with different academic qualifications

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Secondly, the cross table of different genders and measures to improve word poverty is shown in the following table 23.

		Gender		
Measures to improve word poverty	Female (n=412)	Male (n=360)	Total (n=772)	
Add courses related to language expression	41.50%	40.83%	41.19%	
Encourage and support students to participate in debates and speech contests	63.83%	64.17%	63.99%	
Provide psychological counseling and counseling services to help students overcome anxiety	60.68%	61.67%	61.14%	
Introduce multicultural education to enhance students' linguistic diversity and cultural understanding	42.96%	36.11%	39.77%	
Restrict the use of social media and encourage communication in real life	39.56%	40.00%	39.77%	
Provide network communication skills training, including how to effectively express and Understand network language	64.81%	65.28%	65.03%	
Increase education on the differences between online language and actual language	59.95%	66.39%	62.95%	
Encourage the use of more standardized language in network communication	40.29%	39.44%	39.90%	

Table 23 Cross Table of Gender and Measures to Improve Word Poverty

Finally, the cross table of different subject categories and measures to improve word poverty is shown in the following table 24.

Table 24 Cross table of different subject and	d measures to improve word	poverty
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		_		
Measures to improve word poverty	field of engineering (n=250)	liberal arts (n=273)	science (n=249)	Total (n=772)
Add courses related to language expression	41.60%	41.39%	40.56%	41.19%
Encourage and support students to participate in debates and speech contests	66.00%	62.64%	63.45%	63.99%
Provide psychological counseling and counseling services to help students overcome anxiety	62.00%	63.74%	57.43%	61.14%
Introduce multicultural education to enhance students' linguistic diversity and cultural understanding	34.40%	41.39%	43.37%	39.77%
Restrict the use of social media and encourage communication in real life	45.60%	38.10%	35.74%	39.77%
Provide network communication skills training, including how to effectively express and Understand network language	64.00%	64.84%	66.27%	65.03%
Increase education on the differences between online language and actual language	59.20%	62.64%	67.07%	62.95%
Encourage the use of more standardized language in network communication	36.40%	41.03%	42.17%	39.90%

7 COGNITION AND INFLUENCE ANALYSIS OF "WORD POVERTY" BASED ON STRUCTURAL EQUATION MODELI

In this survey, the reliability of 772 valid data collected was tested, and the representative core factors were extracted by exploratory factor analysis, so as to build a structural equation model. Considering the relationship between the representative factors, the cognitive degree of college students in four places in Guangxi (Guilin, Nanning, Liuzhou and Yulin) and the influence degree caused by word poverty were analyzed.

7.1 Brief Introduction of Structural Equation Model

7.1.1 Concept of structural equation model

Structural equation model (SEM) is a method to establish, estimate and test causality model. The model contains both observable obvious variables and potential variables that cannot be directly observed. Structural equation model can replace multiple regression, path analysis, factor analysis, covariance analysis and other methods to clearly analyze the role of individual indicators on the population and the relationship between individual indicators. Compared with traditional analysis methods, structural equation model can explain as many variations of variables as possible while understanding the covariant relationship between variables. When you want to study the causal relationship between complex variables, it is most appropriate to use structural equation model.

The construction of structural equation model is usually divided into four main parts, including model hypothesis, reliability and validity test, model establishment and model revision. Generally speaking, the establishment of structural equation model first needs to determine the design of external latent variable factors and internal latent variable factors. If the established structural equation model has a good fitting effect, that is, it passes the evaluation criteria of model fitting, there is no need to modify the model.

7.1.2 Basic form of structural equation model

Structural equation model usually has two definitions: ① structural equation model = factor analysis+path analysis; ② Structural equation model = measurement model+structural model, and there is no difference in essence.

(1)Measurement model

The measurement model is confirmatory factor analysis (CFA), which describes the relationship between the observed variable and the latent variable, and measures the measurement effect of the explicit variable (that is, the measuring tool) on the latent variable (the magnitude and significance of the load of the observed variable on the latent variable). When doing validity analysis, what we usually expect is to find that the observed variables are significantly loaded on theoretically related latent variables, but not on unrelated latent variables by confirmatory factor analysis. The specific model expression is:

$$\begin{cases} x = \Lambda_x + \delta \\ y = \Lambda_y + \varepsilon \end{cases}$$
(3)

Where x is a vector composed of exogenous indicators, y is a vector composed of endogenous indicators, Λ_x and Λ_y are factor load matrices, ε and δ are error terms.

(2)structural model

$$\eta = B\eta + \Gamma\xi + \zeta \tag{4}$$

Where B is the coefficient matrix of sum for η and η , which also becomes the path coefficient; Γ represents the coefficient matrix between η and η , and ζ represents the error term.

7.2 the establishment of structural equation model

7.2.1 factorial analysis

Before establishing the structural equation model, it is necessary to use SPSSAU online software to conduct exploratory factor analysis on all the valid data to be investigated, so as to explore the influencing factors of college students on the consequences of word poverty, find out the potential variables in the theory, reduce the number of questions, and get better variables.

First of all, KMO test and Bartlett spherical test are needed. The KMO value in the test results is 0.928, the Bartlett spherical test value is 25,548.947, and the P value is less than 0.05. The output four factors explain that the cumulative percentage of 24 variables is 80.01%, so it can be considered that there is a certain correlation between the items. The specific KMO and Bartlett spherical test analysis results are shown in the following table 25:

Table 25 KMO and Bartlett Spherical Test Analysis Results

project	numerical value
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KMO sampling suitability quantity	0.928
Approximate chi-square of Bartlett spherical test	25548.947
freedom	276
significance	0.000

7.2.2 Setting of observation variables

According to the rotated factor load matrix, four factors are defined, which are: the understanding degree of word poverty, the form of word poverty, the consequences caused by word poverty and the reasons for word poverty. These four factors are latent variables, and their corresponding observed variables are shown in the following table 25:

Latent variable	Observed variable	Item
	Have heard of the word poor	A1
	Understand the specific meaning of word poverty	A2
Understanding degree of word poverty	Understand the influence of poor words on study and life	A3
	Understand the ways to improve word poverty	A4
	Understand the school's measures to improve word povert	A5
	Academic speech	B1
	Academic writing	B2
	Answer questions quickly	B3
The form of expression of	Communicate with strangers	B4
word poverty	Use technical terms to express opinions	В5
	Discuss unfamiliar topics	B6
	Express complex feelings or opinions	B7
	has psychological pressure	B8
	Decline in academic performance	C1
The consequences of poor	Talking about the low degree of discussion	C2
words	Low participation in social activities	C3
	Decline in self-expression ability	C4
	Personal self-confidence is frustrated	C5
	Internet usage habits	D1
	Less reading, weakened expression ability	D2
The causes of the formation of	fragmented browsing information, lacking systematic thinking	D3
word poverty	Less face-to-face communication	D4
	Participation in school organization and exchange activities is less	D5
	under great psychological pressure	D6

Table 26 System	Indicators	of Structural	Equation	Model
Table 20 System	manualons	of Structural	Equation	withdei

7.2.3 Reliability and validity test of data

After the statistics of dimensionality reduction, the total number of variables finally included can be explained by four common factors, and then the reliability of these four common factors is tested by SPSSAU, and the results are as follows Table 27:

aspect	Cronbach's	α	number of terms
Understanding degree of word poverty	0.763		5
The form of expression of word poverty	0.992		8
The consequences of poor words	0.979		5
The causes of the formation of word poverty	0.887		6

According to Table 26, Cronbach's Alpha coefficient values of all latent variables are above 0.70, which indicates that the latent variables have high reliability and can be included in the path diagram of structural equation model. 7.2.4 Model setting

After setting the relationship between latent variables, the online software SPSSAU is used to set up the causality path diagram as required, and the specific results are as follows figure 14:



Figure 14 Road Map of Research Theory Model

7.2.5 Fitting degree analysis and hypothesis test of the model

(1)Fitting degree analysis of the model

Estimating the set model parameters with sample data is the primary task to test the structural equation model, but it is the goal of parameter estimation to generate another covariance matrix of the observed variables, so as to make the covariance matrix of the observed variables as close as possible. When the two covariance matrices are very close, we think that the model fits the data.

In this paper, the specific results of fitting index calculated by SPSSAU online software are as follows:

Table 28 Fitting index of structural equation model							
Fitting index	CMIN	GFI	RMSEA	RMR	CFI	NFI	NNFI
	/DF						
numerical value	1.223	0.969	0.017	0.046	0.996	0.988	0.998

According to Table 28, the value of chi-square/degree of freedom, that is, CMIN/DF, is 1.225, which is less than the criterion 3, so the data of this model is well fitted. The GFI value is 0.969, which is greater than the criterion of 0.9, indicating that the fitting degree is good. The RMSEA value is 0.017, which is less than the criterion of 0.1, indicating that the fitting degree is good. RMR value is 0.046, which is less than the criterion of 0.05. The CFI value is 0.996, which is greater than the criterion of 0.9, indicating that the fitting degree is good. The NFI value is 0.988, which is greater than the criterion of 0.9, indicating that the model fits well. The value of NNFI is 0.998, which is greater than the criterion of 0.9, indicating that the model has a good fitting degree. To sum up, most of the evaluation indexes of this model have reached the standard.

(2)Hypothesis test of model

In this paper, the test results of each path obtained by AMOS26.0 software are shown in the following table 29:

null hypothesis	path			P value	result			
H1	Understanding degree of word poverty	<—	The causes of the formation of word poverty	***	found			
H2	The form of expression of word poverty	<—	The causes of the formation of word poverty	***	found			
Н3	The form of expression of word poverty	<—	Understanding degree of word poverty	***	found			
H4	The consequences of poor words	<—	The form of expression of word poverty	***	found			
Н5	The consequences of poor words	<—	Understanding degree of word poverty	0.232	false			
H6	The consequences of poor words	<—	The causes of the formation of word poverty	***	found			
H7	Understand the school's measures to improve word povert.	<—	Understanding degree of word poverty	***	found			

Table 29 Test Results of Path Hypothesis

(The following 22 paths are omitted, and the results are all valid.)

According to the above table, we can find that there is a significant relationship between the degree of understanding of word poverty and its manifestation, the causes of word poverty are all significantly related to the degree of understanding, the form of expression and the consequences of word poverty, and there is also a significant relationship between the form of expression and the consequences of word poverty, but there is no significant relationship between the degree of understanding and the consequences of word poverty, with a p value of 0.232>0.05. The relationship between observed variables and latent variables is very significant, so the original hypothesis is not completely rejected between latent variables, but between latent variables and observed variables. Therefore, it can be considered that most hypotheses have been tested, but there is still one hypothesis that failed to pass the test.

7.2.6 Modification of model

(1)Fitting degree analysis of the modified model

According to the modified index, the model structure is more reasonable by releasing paths or adding new paths. In order to improve the fitting degree of the model structure, the modified model is obtained after being modified by AMOS26.0 software, as shown in the following figure 15:



Figure 15 Road Map of Revised Research Theory Model

The modified goodness of fit is shown in the following table 30:

 Table 30 Fitting Index of Modified Structural Equation Model

Fitting index	CMIN/DF	GFI	RMSEA	RMR	CFI	NFI	NNFI
numerical value	1.226	0.969	0.017	0.044	0.998	0.988	0.998

As can be seen from Table 30, the value of chi-square/degree of freedom, that is, CMIN/DF, is 1.226, which is less than the criterion 3, so the data of this model is well fitted. The GFI value is 0.969, which is greater than the criterion of 0.9, indicating that the fitting degree is good. The RMSEA value is 0.017, which is less than the criterion of 0.1, indicating that the fitting degree is good. RMR value is 0.044, which is less than the criterion of 0.05. The CFI value is 0.998, which is greater than the criterion of 0.9, indicating that the fitting degree is good. The NFI value is 0.988, which is greater than the criterion of 0.9, indicating that the model fits well. The value of NNFI is 0.998, which is greater than the criterion of 0.9, indicating that the model has a good fitting degree. To sum up, most of the evaluation indexes of the model have reached the standard, which shows that the modified model has a good fitting degree. (2) Hypothesis test of the modified model

Table 51 Test Results of Revised Faul Hypothesis							
null hypothesis		path		P value	result		
H1	Understanding degree of word poverty	<—	The causes of the formation of word poverty	***	found		
H2	The embodiment form of word poverty	<—	Understanding degree of word poverty	***	found		
Н3	The embodiment form of word poverty	<—	The causes of the formation of word poverty	***	found		
H4	The consequences of poor words	<—	The embodiment form of word poverty	***	found		
Н5	The consequences of poor words	<—	The causes of the formation of word poverty	***	found		

Table 31 Test Results of Revised Path Hypothesis

(The following 24 paths are omitted, and the results are all valid.)

According to the above table 31, we can find that there is a significant relationship between the degree of understanding of word poverty and the forms of word poverty, between the causes of word poverty and the degree of understanding, the forms of word poverty and the consequences of word poverty, between the forms of word poverty and the consequences of word poverty, and between the observed variables and the latent variables, the original hypothesis is rejected. Therefore, it can be considered that all hypotheses have been tested.

7.2.7 Interpretation and analysis of structural equation model results

(1)Relationship between latent variables

The coefficient between latent variables indicates the degree to which the change of one variable causes the change of other variables. Because the estimated value of residual term is relatively small and usually meaningless, its influence can be directly ignored, so this paper has not conducted in-depth and detailed research and discussion on the error term.

From the path diagram of structural equation model, it is easy to see the path coefficient between latent variables, and the relationship between most of the set latent variables has a significant positive correlation. Among them, there is a significant positive correlation between the degree of understanding of word poverty and the reasons for its formation, and its path coefficient is greater than 0, showing a significance of 0.01 level. At the same time, there is a significant positive correlation between the form of word poverty and the causes and consequences of word poverty, and the path coefficients between them are all greater than 0, and they all show the significance of 0.01 level. There is a significant positive correlation between the form of word poverty and the consequences caused by word poverty, and its path coefficient is also greater than 0, which also shows a significance of 0.01 level. From the above analysis results, it can be seen that there is a certain causal relationship between college students' understanding of word poverty, the form of word poverty, the consequences caused by word poverty and the reasons for its formation.

The regression coefficient between the reasons for the formation of word poverty and the degree of understanding of word poverty is 0.3, which shows that every one percentage point increase in the factor of the formation of word poverty of college students will increase the degree of understanding of word poverty of college students.

Will increase by 0.3 percentage points. It can be seen that when college students are under great pressure to strengthen the use of the Internet, the reading volume decreases, the fragmented reading mode increases, the face-to-face communication decreases, and the activities organized by the school decrease, the frequency of word poverty will be higher, which will lead to their deeper understanding of the impact of word poverty on their study life, their more urgent desire to understand the ways to improve their own word poverty and the measures given by the school to improve word poverty.

The regression coefficient between the reasons for the formation of word poverty and the forms of word poverty is 0.39, which shows that every one percentage point increase in the factors of the formation of word poverty, the factors of the forms of word poverty will increase by 0.39 percentage points. Similarly, it can be seen that when college students are under great pressure to strengthen the use of the Internet, the amount of reading decreases, the fragmented reading mode increases, the face-to-face communication decreases, and the activities organized by the school decrease, the frequency of word poverty will be higher, which will lead to an increase in the frequency of word poverty in all aspects and at all times, such as academic speech, academic writing, quick answering questions, communicating with strangers, and expressing opinions with professional terms.

The regression coefficient between the causes and consequences of word poverty is 0.05, which shows that every percentage point increase of college students' understanding of the causes of word poverty will increase by 0.05 percentage point. It can also be seen that when college students are under great pressure to strengthen the use of the Internet, the amount of reading decreases, the fragmented reading mode increases, the face-to-face communication decreases, and the activities organized by the school decrease, the impact of poor words on college students' social learning will be greatly affected.

The regression coefficient between the manifestation of word poverty and the consequences caused by word poverty is 0.98, which indicates that every one percentage point increase in the manifestation of word poverty of college students, the influence of word poverty on college students' academic socialization will increase by 0.98 percentage points. That is, when the frequency of college students' word poverty increases in academic speech, academic writing, quick answering questions, communicating with strangers, and expressing their views in professional terms, it is more likely to directly lead to their academic performance decline, class discussion participation and social activities participation decline, self-expression ability decline and personal self-confidence frustration.

(2)The relationship between observed variables and latent variables

In the understanding degree of word poverty, the path coefficient of hearing the word word poverty is 0.59, understanding the specific meaning of word poverty is 0.65, understanding the influence of word poverty on study life is 0.59, understanding the methods of improving word poverty is 0.66, and understanding the improvement measures of school about word poverty is 0.65. This shows that these observed variables have obvious influence on the understanding of word poverty, among which understanding the methods to improve word poverty is the most important influence. It shows that compared with these options, college students in Guangxi have a better understanding of the methods to improve word poverty.

Among the forms of word poverty, the path coefficient of academic speech, academic writing, answering questions quickly, communicating with strangers, expressing opinions in professional terms, and discussing unfamiliar topics are all 0.97. This shows that these observed variables have a very obvious influence on the form of word poverty, and each observed variable can be regarded as the most important influence shows that college students in Guangxi are poor in words, which is generally reflected in academic speech, academic writing, answering questions quickly, communicating with strangers, and expressing opinions with professional terms.

Among the consequences caused by word poverty, the path coefficients of academic performance, class discussion, selfexpression ability and personal self-confidence are all 0.95, and the path coefficient of social activities is 0.96. This shows that these observation variables have a very obvious influence on the consequences caused by word poverty, and each observation variable can be regarded as the most important influence. It shows that college students in Guangxi generally believe that word poverty will lead to a decline in academic performance, a decrease in class discussion, a deterioration in self-expression ability and an impact on personal self-confidence, especially on social activities.

Among the causes of word poverty, the path coefficient of network usage habit is 0.79, reading is less, the path coefficient of weak expression ability is 0.74, the path coefficient of fragmented browsing information is 0.73, the path coefficient of lack of systematic thinking is 0.75, the path coefficient of less face-to-face communication is 0.76, and the path coefficient of less participation in school organization exchange activities is 0.75. This shows that these observed variables have obvious influence on the causes of word poverty, among which network usage habits are the most important.

8 CONCLUSION AND SUGGESTIONS

8.1 Research Conclusions

Based on the data of online questionnaire survey, this paper tests the reliability and validity of the questionnaire, analyzes the data of the questionnaire by means of difference analysis, frequency and cross table method in multiple response analysis and structural equation model, and analyzes the understanding of college students about word poverty, the existence of word poverty among college students, the manifestations of word poverty in different aspects, the reasons leading to word poverty and some suggestions to improve it. This paper aims to explore the relationship between college students' personal situation and the current situation of word poverty, understand the interaction mechanism between them, and put forward better measures to improve this phenomenon.

It is found that among the 772 questionnaires, the understanding degree of the word poverty is: 20% can't understand, 25% don't know much, 17% know generally, 21% know well and 17% know very well. This shows that most students have a certain degree of understanding of word poverty, but there are some differences in understanding. This may be influenced by one's learning background, experience and subject field. At the same time, it also shows that word poverty, as a concept, has a certain popularity and attention among college students. From the distribution map of college students' word poverty frequency, 10% college students never have word poverty, accounting for the least;

There are 41% college students who sometimes have word poverty, accounting for the most; There are 28% college students who often have word poverty, and 21% college students always have word poverty. This reflects the universality and frequency of word poverty among college students. Although a small number of students rarely or hardly encounter word poverty, the vast majority of students will face this problem from time to time. Among them, nearly one-third of students often feel the trouble of word poverty, while a considerable proportion of students are almost always in the state of word poverty. This shows that the phenomenon of word poverty is quite common among college students, which constitutes their language expression ability a certain degree of challenge. From the distribution map of the causes of word poverty, it can be seen that the causes of college students' word poverty are internet use habits, less reading, fragmented browsing of information, less face-to-face communication, less participation in exchange activities organized by schools and great psychological pressure, among which less reading, internet use habits and less face-to-face communication are the main reasons. This set of data emphasizes the influence of insufficient reading, internet usage habits and lack of face-to-face communication on word poverty.

Through the investigation of the current situation of college students' word poverty in four regions of Guangxi, this study finds that college students do have a serious phenomenon of word poverty. At the same time, we conducted an independent sample T-test with gender, region, different educational background and subject category for the frequency, understanding and attitude of college students towards word poverty in writing and communication. The results show that the frequency of word poverty is almost equal between men and women; The frequency of word poverty in different regions is not much different; There are statistical differences in the frequency of word poverty among college students with different academic qualifications, and it is considered that college students have more frequent word poverty; There is no statistical difference between science and engineering, but there is a difference between science and liberal arts; There is no difference in the understanding of word poverty among college students of different sexes; There are some differences in college students' understanding of word poverty in different regions, among which Yulin and Liuzhou have the highest proportion of ignorance; There is no difference in the understanding of word poverty among college students with different academic qualifications; Engineering has the lowest understanding of word poverty, while liberal arts is relatively high; There is almost no difference in the attitude of college students of different sexes and educational backgrounds towards the phenomenon of word poverty; However, college students in different disciplines have different attitudes towards the phenomenon of word poverty, and the frequency of Chinese science and engineering students thinking that word poverty is a normal phenomenon is higher than that of liberal arts students. The results of these differences remind us that when educating and tutoring college students' language expression ability, we should consider the differences between different groups and take targeted measures and methods to help them overcome the problem of word poverty and improve their language expression ability.

Through the multiple response analysis of college students' views on measures to improve word poverty, the conclusion shows that there are many efforts and measures to improve college students' word poverty. By encouraging and supporting students to participate in debates and speech contests, providing psychological consultation and counseling services, providing network communication skills training and standardizing language use, the school has demonstrated active advocacy and practice for improving students' language expression ability. This not only helps to solve the problem of word poverty, but also cultivates students' self-confidence and ability to adapt to the information age. The comprehensive application of these measures will help to cultivate compound talents with international competitiveness and lay a solid foundation for their future development. Therefore, schools and society should continue to pay attention to and strengthen these aspects in order to promote the all-round growth and development of college students.

The research results of structural equation model reveal the complex relationship between college students' cognition and behavior on word poverty. It is found that with the increase of college students' dependence on the internet, the decrease of reading volume, the strengthening of fragmented reading mode, the decrease of face-to-face communication and the decrease of participation in exchange activities organized by schools, the frequency of their word poverty has increased significantly. This not only deepens their understanding of the influence of word poverty, but also makes them more eager to know how to improve their word poverty and the improvement measures provided by the school. It is particularly noteworthy that Internet usage habits have played a vital role in shaping word poverty and become the leading factor among the influencing factors. Therefore, these findings call on us to take effective measures to guide and improve college students' internet.Network behavior, to provide them with better support and guidance in academic and social aspects, in order to deal with the problem of poor words and promote their all-round development.

8.2 Deficiencies

Due to the limitation of objective factors. The respondents in this study are only distributed in four cities in Guangxi, and the scope of the respondents is relatively small, which may have some influence on the overall situation of college students' word poverty, and may not represent the specific situation of college students' word poverty in China.

In this study, the causes and present situation of word poverty are only preliminarily investigated, and it is necessary to further investigate whether there will be potential effects among various factors in the later stage.

For some reasons, all the questionnaires collected are from online questionnaires, and they are not distributed face to face offline, which may have a certain impact on the quality of the questionnaires.

At present, there is not much corresponding research on the phenomenon of college students' word poverty. The design of the questionnaire used in this study may have some defects and is not perfect, and it needs further revision in the later stage.

8.3 Suggestions

1. Suggestions from the social level: (1) Advocate and advocate diversified reading culture, and encourage young people to extensively dabble in various literary works, academic materials and news reports, so as to expand their vocabulary and improve their language expression ability; (2) Strengthen the guidance and supervision of network information, promote the network platform to provide more high-quality and valuable content, and reduce the influence of fragmented reading mode; (3) Carry out vocabulary education and language training activities, including holding vocabulary expansion classes and language expression training camps to help college students improve their vocabulary and language expression ability; (4) Increase publicity and promotion activities on reading culture, including holding reading sharing meetings, literature lectures, reading promotion weeks, etc., to stimulate college students' interest and enthusiasm in reading.

2. Suggestions at the university level: (1) Set up special courses or workshops for language expression, aiming at teaching students how to effectively use vocabulary and language to communicate and express. (2) Actively encourage and support students to participate in practical activities such as debate, speech and writing. Provide students with sufficient stage and opportunities to show their language ability and thinking depth, so as to cultivate their self-confidence and expression ability; (3) Strengthen students' mental health education and counseling services to help them effectively cope with stress and anxiety. Schools can organize mental health lectures and provide psychological counseling services to provide students with channels for emotional management and stress release, so as to promote their healthy growth.

3. Personal suggestions: (1) Pay attention to improving writing skills, and constantly improve your expressive ability through regular writing exercises and feedback; (2) Actively participate in various social and academic activities, have face-to-face communication and interaction with others, and exercise their oral expression skills; (3) Take the initiative to use network resources for learning and communicate, but also pay attention to choosing valuable and credible information sources to avoid falling into the misunderstanding of fragmented reading and expression; (4) Cultivate self-confidence and dare to express your views and ideas. Participate in public speeches, debates, group discussions and other activities, speak actively, and show your thinking depth and logical thinking ability.

COMPETING INTERESTS

The authors have no relevant financial or non-financial interests to disclose.

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