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Reading Service Models and Strategies for Disadvantaged Groups Under the Reading Cycle Theoretical Framework: A Case Study of Juvenile Orphans in Jilin Province (Postprint)

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Abstract

[目的/意义] Through investigating the reading status and proficiency levels of orphaned students, analyzing the problems they encounter in reading, and proposing models and strategies for serving orphans and other disadvantaged groups within the theoretical framework of the “Reading Cycle”.

[方法/过程] Employing questionnaire surveys and interviews to investigate the reading status of orphaned and regular students in Jilin Province, and utilizing statistical software to analyze whether significant differences exist in reading proficiency between orphaned and regular students.

[结果/结论] The investigation reveals that while orphaned students demonstrate strong reading enthusiasm, they face challenges including insufficient reading resources, difficulty in book selection, and lack of effective feedback. Their reading speed and comprehension abilities also differ significantly from their peers. Libraries and other reading service organizations, as well as reading assistants, should enhance reading services for orphans and other disadvantaged groups across the three stages of book selection, reading, and response.

Full Text

Preamble

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Reading Service Models and Strategies for Disadvantaged Groups under the “Reading Cycle” Theoretical Framework: A Case Study of Juvenile Orphans in Jilin Province

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Abstract: [Purpose/Significance] By investigating the reading status and reading levels of orphaned students, this paper analyzes the problems orphans face in reading and proposes service models and strategies for serving orphans and other disadvantaged groups under the framework of the “Reading Cycle” theory. [Method/Process] Questionnaire and interview methods were used to investigate the reading status of orphaned and ordinary students in Jilin Province, and statistical software was employed to analyze whether significant differences exist in reading levels between orphans and ordinary students. [Result/Conclusion] The investigation found that although orphans have strong reading enthusiasm, they face problems of insufficient reading resources, inability to select appropriate books, and lack of effective feedback. Their reading speed and comprehension ability also differ significantly from their peers. Libraries and other reading service organizations, as well as reading assistants, should strengthen reading services for orphans and other disadvantaged groups in the three stages of book selection, reading, and response.

Keywords: “Reading Cycle” theory; reading service model; disadvantaged groups; orphans; reading promotion

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As China enters the decisive period of building a moderately prosperous society in all respects, disadvantaged groups have received widespread attention. Currently, international social organizations and social policy circles share a basically similar definition of socially disadvantaged groups, considering them as a collection of social members who are in a disadvantaged position due to certain obstacles and lack of economic, political, and social opportunities—special social groups characterized by economic poverty, low quality of life, and vulnerability in social resource distribution [1]. Due to various subjective and objective factors, disadvantaged groups possess fewer resources and are at a disadvantage in terms of survival ability and competitiveness, making them a key focus for building a harmonious socialist society and improving the social security system [2]. The Chinese government has always attached importance to survival assistance, economic aid, and rights protection for disadvantaged groups. As members of society, they also have their own spiritual and cultural pursuits and need cultural nourishment and edification [3]. The spiritual realm and cognitive level of disadvantaged groups are key elements for enhancing their sense of well-being, and ensuring everyone’s happiness is an essential condition for promoting social harmony and building a moderately prosperous society.

Reading is a necessary way for individuals to improve their knowledge and cultivate their character, as well as an indispensable skill for elevating spiritual realm and cognitive level. The *Amazon China 2018 National Reading Report* [4] shows that 90% of respondents consider reading very important, with 21% believing that reading has become an integral part of their daily lives. In February 2016, the State Administration of Press, Publication, Radio, Film and Television drafted the *National Reading Promotion Regulations* (Draft for Comments) [5] according to the State Council's legislative work plan. The document states that the state should give full play to its leading role, protect citizens' rights to participate in national reading activities according to law, focus on safeguarding the reading of minors and left-behind children, and promote balanced and coordinated development of national reading, demonstrating that the state increasingly attaches importance to disadvantaged groups in the spiritual and cultural domain. Today is an era of continuous interaction among various scenarios, and changes in the media environment derived from mobile Internet technology affect people's reading behavior [6]. Readers who can access information resources through multiple channels and have good reading ability can easily embrace reading opportunities brought by environmental changes. However, constantly updated technologies and concepts may pose challenges that are difficult for disadvantaged groups to cope with. They need external guidance and assistance to help them fall in love with reading, learn to read, and overcome reading barriers [7]. After more than ten years of practice, reading promotion has become an important strategy for implementing reading services and cultural services, but theoretical research on reading promotion lags significantly behind practice. The target of reading promotion is all citizens, with special groups as the focus [7]. While the basic theory of reading promotion is gradually enriched, there is still a lack of basic theory to guide reading promotion services for disadvantaged groups. Aidan Chambers' "Reading Cycle" theory can well guide parents and teachers in creating a good reading environment for children [8] and may also be applicable to reading service work for other groups.

2. Literature Review

Regarding research on reading services for disadvantaged groups, the CNKI database, which contains a relatively large number of journals, was selected as the retrieval tool. The search covered journals, master's and doctoral dissertations, and conference databases, with the search expression set as: SU='reading service' AND (SU='disadvantaged groups' OR SU='difficult groups' OR SU='children' OR SU='elderly' OR SU='migrant workers' OR SU='minors' OR SU='left-behind children' OR SU='orphans'). The literature timeframe was from February 15, 2005, to March 10, 2019 (retrieval date: April 5, 2019), with "precise" matching. This search yielded 316 documents, and after removing irrelevant literature, 289 valid documents were retained.

From the perspective of reading service providers, public libraries, university libraries, and children's libraries are the main research subjects of scholars. Fan

Bingsi [9] believes that public libraries should break through reading services for minors from three aspects: region, age, and special group categories. Ren Dongsheng and Liu Zidan [10] advocate applying contextualized reading to children's libraries. Pan Jing [11] analyzes that university libraries should innovate services from three aspects—optimizing service environment, innovating service openness, and perfecting service systems—in the context of online competition. From the perspective of service recipients, minors and children are currently the more concerned groups among disadvantaged populations. Wang Wen [12] proposes problems such as insufficient digital information literacy of minors in the “Internet+” era, digital reading habits needing improvement, and parents' misconceptions about minors' use of digital resources. Wu Baiyu [13] believes that under the concept of hierarchical service, reading services for minors are characterized by diversified service content, providing educational support for parents and children, and focusing on cultivating children's self-learning ability. Wang Hong [14] and others, through field surveys of reading facility construction and residents' reading cognition and behavior in 51 ethnic villages in the Nenjiang River Basin, found that the main reason for low rural reading rates is not inequality in reading and information opportunities but poverty in farmers' reading needs and obstacles in reading behavior. Yu Kaixuan and Zhang Zhongping [15], through investigation, found that rural left-behind children have problems such as weak awareness of mobile reading, lack of reading interest, weak reading initiative, improper reading methods, and lack of reading skills, and thus propose countermeasures for public libraries to carry out mobile reading services for left-behind children from three aspects: awareness, interest, and platform. Chen Wen [16] proposes introducing the Human Library concept into reading services for left-behind children. Wu Xueqin [17] proposes strategies for public libraries to serve the elderly, such as establishing exclusive spaces for the elderly and opening special borrowing channels for seniors.

Overall, regarding reading services for disadvantaged groups, most scholars identify problems in reading through field research and then propose relevant suggestions and countermeasures. Although reading promotion and reading services are highly practical, they also require theoretical guidance.

3. Overview of the “Reading Cycle” Theory and Its Applicability to Disadvantaged Group Services

3.1 Overview of the “Reading Cycle” Theory

British contemporary master of youth literature Aidan Chambers, in addition to writing novels, is also committed to children's reading promotion. He proposed the “Reading Cycle” theory, which consists of three stages: “selection,” “reading,” and “response” (see Figure 1 [Figure 1: see original paper]) [8]. He believes that reading is not simply a process of obtaining meaning from text but a cyclical organic whole composed of “an optional and easily accessible book reserve,” “a reading environment composed of reading time, place, and methods,”

and “feedback psychology and behavior generated by readers after reading” [18]. In this complete process, “a capable adult” is central, assisting readers in overcoming reading barriers and effectively completing the entire reading process [19]. The “Reading Cycle” begins with book selection, where readers must have sufficient book collections that interest them and are readily accessible. The “reading” stage includes not only external elements such as reading time and environment but also the attitudes of adults who guide children in reading and the factors influencing these attitudes, with reading time being the most core factor. The “response” stage after reading refers to readers’ feedback or reflections on their reading, hence also called “feedback.” Generally, a complete reading process is considered finished only when readers have the thought “I want to read it again” after finishing a book or communicate their insights and gains to others.

The “Reading Cycle” theory was originally used to create a good reading environment for children. With increasing emphasis on reading, libraries seek scientifically applicable theories to guide their work, and this theory has also been applied to guide library reading promotion services. Lin Cuixian [19], combining the actual situation of the library of the High School Affiliated to South China Normal University, proposes that libraries should promote reading from three aspects: stimulating students’ reading needs, helping students discover the joy of reading, and helping students become thoughtful readers. Ke Jiaxiu and Zhang Xiaotong [20] draw on the “Reading Cycle” theory to propose that schools in national reading promotion should enable readers to generate a reading “resonance effect” through differentiated leading strategies and networked leading strategies, thereby expanding influence to the entire society. Zhang Yu [21] proposes paying attention to the role of psychological suggestion in the reading cycle to form a virtuous trend of “reading interest - reading pleasure - reading value - reading interest.” From previous research and current practice, the “Reading Cycle” theory has been applied to library reading promotion services but still lacks breadth and depth.

3.2 Applicability of the “Reading Cycle” Theory to Disadvantaged Groups

According to the previous discussion, the connotation of the “Reading Cycle” is that assistants (i.e., capable people) help readers complete the entire reading process from three stages: selection, reading, and response. That is, on the basis of ensuring readers have abundant book collections, assistants help readers select suitable books and guide their reading, promote readers to finish selected books in a good reading environment, and then generate communication and feedback on the reading. This theory reflects the assistance of helpers to readers and the interaction between both parties.

Most disadvantaged readers find it difficult to obtain sufficient books for selection through their own abilities. Due to less reading training and insufficient reading volume, their book selection ability is limited. Moreover, disadvantaged

readers may lack a good reading environment and atmosphere, and their reading comprehension ability and level may be lower than their peers. Because of their special circumstances, they are prone to negative emotions, and feedback and communication after reading can release and relieve psychological pressure to a certain extent. Therefore, as a guide for reading services for disadvantaged groups, the “Reading Cycle” theory has strong applicability, and its guiding significance and value are more prominently reflected in the selection and response stages. First, the “selection” stage implies sufficient book resources and selecting an appropriate book. However, disadvantaged groups such as migrant workers, orphans, and left-behind children have special living environments and poor economic conditions, making it difficult to have sufficient books. Selecting a favorite and suitable book is not easy, requiring not only understanding one’s own reading needs but also having strong discernment of book quality. Therefore, disadvantaged groups need more external help in this stage. Second, due to various reasons, disadvantaged groups have few or no social resources, lack the ability to express and protect their basic rights, lack competitiveness, lack the ability to resist risks, and lack the possibility of improving their situation through their own efforts. They are marginalized politically, culturally, and psychologically [22]. Their civil and political rights are violated, and what is violated is often economic, social, and cultural rights, or even more seriously [23]. They are prone to strong feelings of loss and deprivation, and multiple dilemmas such as economic and survival difficulties intertwine, leading to anxiety and contradictions in their hearts and easily causing psychological imbalance and other negative emotions [24]. The response after reading is a good process of communication and reflection. Through communicating with others about reading content and deeply thinking about it, they can receive encouragement, inspiration, or comfort, sublimating their inner emotions.

3.3 Application of the “Reading Cycle” in Disadvantaged Group Reading Services

The premise of conducting reading services and promotion under any theory is having sufficient reading materials (including both paper and digital forms). However, disadvantaged group readers may not have access to reading materials and “capable adults,” so it is necessary to enrich and improve “Chambers’ Reading Cycle” to better guide reading services for disadvantaged groups. Reading promoter A Jia proposed in his book: From an ecological perspective, Chambers’ “Reading Cycle” describes a subtle children’s reading ecosystem where children are the reading subjects, capable adults are guides and promoters, and the cycle’s environment consists of physical environment and psychological situation. Its ideal state is a virtuous cycle: selection-reading-response-reselection-rereading-reresponse... [25]. Reading promotion services are a social activity requiring participation from all citizens, needing advocacy, guidance, organization, and support from relevant organizations or institutions that initiate and organize social reading activities [26]. This study expands Chambers’ children’s “Reading Cycle” into a multi-participant “Reading Cycle” serving disadvantaged

groups, namely the “Disadvantaged Groups Reading Cycle” (see Figure 2 [Figure 2: see original paper]). In this cycle, participants include reading subjects and reading objects. Subjects refer to readers, assistants, and reading service organizations; objects refer to reading materials in various forms including paper and digital. The concepts and relationships among disadvantaged group readers, reading assistants, and reading service organizations are defined as follows:

- (1) **Disadvantaged Group Readers:** In this study, disadvantaged group readers refer to those with low social status whose current economic capacity cannot fully cover reading costs, who have low reading levels, and who need guidance and supervision in reading.
- (2) **Reading Assistants:** That is, “capable adults.” In this study, reading assistants refer to librarians, teachers, parents, reading promotion volunteers, new media workers, and all others who can provide help and guidance in others’ reading.
- (3) **Reading Service Organizations:** Refer to libraries at all levels, school libraries, research libraries, libraries in institutions where disadvantaged groups are located, bookstores, digital reading platforms, publishing houses, and all organizations capable of reading promotion and services, with public libraries as the main body.
- (4) **Relationships Among Reading Service Organizations, Reading Assistants, and Disadvantaged Group Readers:** Reading service organizations and reading assistants jointly serve disadvantaged group readers. Reading service organizations mainly provide “hardware” services such as space and equipment, while reading assistants mainly provide “software” services such as guidance and communication to readers. In the book selection stage of the “Disadvantaged Groups Reading Cycle,” reading service organizations provide needed paper books or digital devices for disadvantaged group readers, and reading assistants help readers select suitable books and may also help formulate reading plans according to readers’ needs. In the reading stage, reading service organizations can create good reading environments and atmospheres for readers, and reading assistants teach reading skills to low-level readers. In the response stage, libraries, bookstores, and other institutions can cooperate with reading assistants to create a communication platform for readers through reading exchange meetings, speech contests, and themed forums for discussion.

4. Empirical Study on Reading Among Juvenile Orphans in Jilin Province

Orphans are a special disadvantaged group. As of December 31, 2018, there were 322,000 orphans nationwide, including 77,000 in institutional care and 245,000 in social dispersed care [27]. Dispersed orphans are mainly raised individually by village committees, neighborhood committees, or families and can receive

more care from relatives. Institutionally raised orphans need more external attention, so this study selected institutionally raised orphans as the main research subjects. This study selected junior high school students from Jilin Provincial Orphan School and randomly selected junior high school students from several ordinary middle schools in the province for investigation. The orphan school is the largest in Jilin Province, supporting about 700 orphans from 60 counties across the province, and the results can represent the provincial level. At the same time, through two employees of the school, the reading status of juvenile orphans was understood more deeply. Students' reading includes in-class and extracurricular reading. In-class reading is mostly led by teachers for intensive training, making it difficult to reflect students' autonomy. Extracurricular reading better reflects students' reading interests and scope. Therefore, in this investigation, students' reading was limited to extracurricular reading. By comparing students' extracurricular reading status, we can understand whether there are significant differences in reading status between orphaned and ordinary students in the province, analyze specific problems, and propose corresponding reading service strategies under the "Reading Cycle" theory.

4.1 Research Methods and Process

4.1.1 Sample Selection and Composition

- (1) **Questionnaire Method:** Junior high school students from Jilin Provincial Orphan School and three ordinary middle schools were selected as research subjects. The investigation was conducted in October 2018, with all questionnaires distributed and collected on-site. A total of 636 questionnaires were distributed, including 289 for orphaned students and 347 for ordinary students. All 289 orphaned student questionnaires and 347 ordinary student questionnaires were collected. After eliminating invalid questionnaires with missing answers, multiple answers, or contradictions, 218 valid orphaned student questionnaires and 237 valid ordinary student questionnaires were obtained, with effective recovery rates of 75.4% and 68.3%, respectively.
- (2) **Unstructured Interview Method:** The director of the junior high school department and eighth-grade Chinese teachers from the orphan school were interviewed. The director had a clear understanding of students' overall situation, and Chinese teachers were familiar with students' Chinese learning and in-class and extracurricular reading. The interview location was the director's office. The main researcher asked questions and conversed, while two assistants took handwritten notes. Information obtained from the interviews was summarized and organized by the assistants.

4.1.2 Questionnaire Design and Interview Outline

- (1) **Questionnaire Design:** This study used a self-designed *Middle School*

Students' Extracurricular Reading Survey. Question settings were based on the three stages of the “Reading Cycle” theory. Questions for the “selection” stage included whether books were sufficient (E1, E5) and what books students liked to read (A3). The “reading” stage included reading location (D2), reading time (D3), reading level (C1, C2, C3, C4), reading volume (B1, B2), reading carrier (D1), and commonly used reading media (A2). The “response” stage included whether students reread books (D6) and overall reading experience (F1). Based on previous literature, libraries are the main providers of reading services, so questions about library use (E2, E3, E4) were also included. Schools provide certain reading guidance to students, so questions related to school reading guidance (E6, E7) were included. Additionally, the questionnaire collected basic information about respondents and reading willingness (A1, D4, D5). The questionnaire contained 23 questions. Some questions used simple frequency analysis to investigate the reading status of orphaned students, while others used Likert-type options. The five options for each question were scored 1, 2, 3, 4, and 5, with higher scores indicating better performance. “Mean \pm standard deviation” was used to reflect the general reading level of orphaned students, with ordinary students' scores as the comparison baseline. Specific questionnaire content is shown in Table 1 .

- (2) **Interview Outline:** Through reviewing relevant materials and previous investigations, the research team compiled 11 interview questions. The main content included students' basic information, current status of school library reading services and Chinese class reading guidance, students' extracurricular reading, usage of school-provided reading resources, students' reading ability levels, reading effectiveness, and obstacles in reading. Interview questions and responses are shown in Table 2 .

4.2 Questionnaire Data Results

4.2.1 Reading Status of Orphaned Students Items A2, D1, D2, D3, D5, E1, E2, E3, E4, and E7 used frequency statistics to understand the reading status of orphaned students, including their preferences and habits. Statistical results are shown in Table 3 .

4.2.2 Reading Levels of Orphaned Students and Differences from Ordinary Students Eleven items (A1, B1, B2, C1, C2, C3, C4, D5, E5, E6, F1) used Likert-type five-level options. The five options for each question were scored 1, 2, 3, 4, and 5, with higher scores indicating better performance. “Mean \pm standard deviation” was used to measure the reading levels of orphaned and ordinary junior high school students, and SPSS 23.0 was used to test whether significant differences existed between them. Differences in reading levels between orphaned and ordinary junior high school students are shown in Table 4 .

4.3 Analysis of Problems in Orphaned Students' Reading

Table 1 shows that electronic resources, digital resources, and paper resources are all popular among orphaned students. Orphans mostly obtain books through borrowing from classmates, the Internet, and libraries, with library use concentrated on borrowing extracurricular books, low utilization of library space, and a desire to decide their own reading lists and for schools to hold more reading meetings. Interviews with teachers revealed that the biggest difficulty orphaned students face in reading is inability to select suitable books, with some students unable to persist in finishing their chosen books. Some students have poor comprehension and thinking abilities and lack good reading habits. Table 2 shows that orphans have more reading time and enthusiasm, but their reading speed and comprehension ability are inferior to ordinary students, and the reading resources they obtain are less satisfactory to their needs than those of ordinary students. Overall, orphaned students' extracurricular reading faces the following problems: (1) available books cannot meet reading needs; (2) difficulty in book selection; (3) reading level gaps with ordinary students; (4) lack of good reading and thinking habits; (5) need for external supervision. Problems 1 and 2 reflect issues in the "selection" stage of the "Reading Cycle" theory—schools cannot guarantee providing students with abundant books, and orphaned students find it difficult to efficiently select books they are interested in and can persist in finishing. Problems 3 and 4 reflect issues in the "reading" stage, especially students' lack of good reading habits. Problem 5 indicates students lack high self-discipline in reading, and "communication" after reading is also a way to supervise and guide students. Thus, questionnaire results based on the "Reading Cycle" theory can reflect deficiencies in all three stages of the theory among orphaned students.

Research by Dr. S. J. Wadsworth from the University of Colorado found that children's reading ability is determined by both genetic and environmental factors. Parents' reading ability does not change the impact of environmental factors on children's reading ability, and the environment's impact on each person's reading performance is unique [28]. The influence from parents and families on reading can no longer be changed, so we must focus on improving the existing environment to enhance orphaned students' reading status.

5. Reading Service Models and Strategies for Disadvantaged Groups under the "Reading Cycle" Theoretical Framework

5.1 Constructing a Reading Service Model for Disadvantaged Groups under the "Reading Cycle" Framework

The investigation shows that although orphans have strong reading enthusiasm, they face problems of insufficient reading resources, inability to select books, and lack of effective communication, with significant gaps in reading levels compared to their peers. The connotation of the "Reading Cycle" theory is to guide

readers through the three stages of selection, reading, and response, with the key being assistance from others. Compared with ordinary people, orphans and other disadvantaged groups especially need external help, making this theory suitable for guiding reading services for orphans and other disadvantaged groups. Its applicability is mainly reflected in that reading service organizations can provide sufficient reading resources and help organize reading services for disadvantaged groups, while reading assistants can help select appropriate books, guide reading, and facilitate effective communication—aligning with the three stages of the “Reading Cycle.” Therefore, this study constructs a reading service model targeting orphans and other disadvantaged groups based on the “Reading Cycle.”

This model is divided into three parts according to the “Reading Cycle” theoretical framework: selection, reading, and response. Personal internal needs are the core driving force for promoting reading and book purchasing [4]. Therefore, in the selection part, reading assistants first analyze the reading needs of the disadvantaged group. Reading service organizations then formulate corresponding reading plans and programs and prepare relevant reading materials based on these needs. In the reading service activity implementation part, reading service organizations provide hardware facilities such as venues and equipment, while reading assistants lead or organize disadvantaged group readers in reading, providing necessary guidance and help during the process and appropriately teaching them reading skills. In the response stage, the main focus is thinking about and discussing the reading content through formal lectures, reading exchange meetings, or casual conversations, and readers can also reread books. After completing all three parts, reading service organizations, reading assistants, and readers evaluate and provide feedback on the reading activity’s effectiveness, which can identify problems and deficiencies for future reference. The reading service model is shown in Figure 3 [Figure 3: see original paper].

5.2 Book Selection Strategies for Disadvantaged Groups under the “Reading Cycle” Framework

5.2.1 Reading Assistants Must Accurately Grasp Disadvantaged Groups’ Reading Needs Famous American language educator Stephen Krashen once said, “It is very important for school or classroom libraries to provide diverse books and introduce them to students with different language needs. We can never predict which book will be a home run book for a child.” The investigation of orphaned groups found that the top five preferred book types are novels, history, psychology, subject readers, and military/politics, and orphaned students’ reading levels differ from ordinary students, showing that each group’s reading needs are different. When analyzing disadvantaged groups’ reading needs, reading assistants should select books that not only increase knowledge and cultivate character but also consider their reading interests and levels. For example, books selected for teenage orphans should be slightly less difficult than those for ordinary teenagers; books for farmers

should focus on agriculture; books for the elderly should relate to health knowledge; and for readers with intellectual disabilities, picture books can be recommended. Reading assistants should understand different groups' and individuals' reading needs through research and communication to recommend the most suitable books.

5.2.2 Reading Service Organizations Must Provide Reading Resources to Cooperate with Reading Assistants and Disadvantaged Readers

As the “hardware equipment” of reading service activities, reading service organizations play a supporting role throughout the reading service process. For disadvantaged groups, insufficient reading activities and resources are urgent problems to solve. The investigation of orphaned students shows that e-books and digital resources are almost as popular as paper books, but orphans rarely use electronic products and digital resources. Orphan schools also hold limited reading activities and rarely participate in reading activities organized by other organizations. Public libraries have rich physical collections and complete digital equipment that can compensate for the shortage of paper and digital resources in orphan schools. Public libraries have the obligation and responsibility to provide equal services to all readers and are important venues for providing reading services and improving citizens' reading literacy. Therefore, they should actively “contribute” reading resources. Public libraries and other reading organizations can increase disadvantaged groups' access to abundant books through mobile libraries, book donations, and book drifting, ensuring they have books to read when they want to read and helping them develop good reading habits. Additionally, reading service organizations should actively cooperate with reading assistants' and disadvantaged readers' needs and plans. After formulating complete reading programs, reading service organizations should also publicize and promote them to ensure more disadvantaged groups understand and participate.

5.3 Reading Strategies for Disadvantaged Groups under the “Reading Cycle” Framework

5.3.1 Reading Assistants Must Strengthen Reading Guidance for Disadvantaged Groups

Reading effectiveness is key to improving readers' cultural quality through reading activities. Guiding readers to read well and improve reading effectiveness will achieve twice the result with half the effort in improving cultural quality [29]. Interviews revealed that some orphaned students have difficulty understanding texts at the depth expected of junior high school students, and their reading and comprehension abilities are poorer than ordinary students. Therefore, teachers must explain reading content to orphaned students and provide different guidance according to their reading foundation and level. During reading, reading assistants can teach disadvantaged groups reading skills and methods, such as reading aloud and taking notes. American reading expert Jim Trelease confirmed through extensive research that reading aloud to children is the most important factor in cultivating reading habits, and

the U.S. Reading Commission called for reading aloud as the only and most important activity in its document *Becoming a Nation of Readers* [30].

5.3.2 Reading Service Organizations Must Create Good Reading Environments In the “Reading Cycle” theory, a good reading environment includes reading time and place. Orphan schools have fixed reading classes every Friday afternoon, but the investigation found that students prefer reading during weekends/holidays, before bedtime, and in free time after school. Therefore, schools can appropriately adjust reading class times to allow students to arrange reading time according to their interests. Orphaned students most prefer reading in dormitories, classrooms, and libraries. Schools can appropriately allow students to freely arrange their schedules and support reading in dormitories, while also promoting good class and library reading environments. Under the premise of ensuring safety, schools can lead students to public libraries, bookstores, and other places to participate in reading activities and experience different reading venues and environments. The same applies to other disadvantaged groups—relevant organizations can arrange for disadvantaged group readers to read in different places. Whether libraries or bookstores, good reading environments are essential elements. When conducting reading service activities for disadvantaged groups, libraries, bookstores, and other reading organizations should create good reading environments that emphasize comfort and quietness, with appropriate book placement and seat design.

5.4 Response Strategies for Disadvantaged Groups under the “Reading Cycle” Framework

5.4.1 Holding Themed Reading Exchange Meetings According to the Reading Cycle theory, the two most ideal responses after finishing a book are: (1) appreciating a book so much that one wants to read more books of the same type or by the same author; or (2) wanting to communicate with others. Reading is a social activity, and sharing reading experiences through casual conversation is the most social characteristic part of reading, with post-reading communication belonging to reading itself. The survey results show that only 37% of orphaned students support holding reading exchange meetings. Orphans are a special group who are often inferior, timid, and less courageous compared to children from normal families, so they need encouragement to actively participate in communication and express their ideas. Moreover, discussion and reflection in communication can help disadvantaged group readers open their hearts and release pressure. Communication not only conveys one’s own insights to others but also allows learning from others. Reading service organizations and reading assistants can hold themed reading exchange meetings based on reading content and readers’ needs, and can also introduce the Human Library concept to recruit suitable people to share experiences that readers need or are interested in.

5.4.2 Involving Psychological Counseling Teachers in Reading Exchanges Interviews revealed that many students come from non-normal families, and the complex conditions of their original families and lack of family love cause them to have psychological problems such as timidity, cowardice, extremism, and inferiority. Professional psychological counseling teachers should join the reading service work for orphaned students. In the process of communicating reading content with students, they can improve students' psychological conditions. If specific problems can be accurately identified, psychological counseling teachers can also use reading therapy with professional knowledge to fundamentally solve their psychological issues. Disadvantaged groups are prone to psychological problems due to subjective and objective reasons. Psychological counseling teachers participating in their reading exchanges can understand their thoughts and emotions during communication and guide them to handle negative emotions correctly, achieving the goal of reading for self-cultivation and promoting a virtuous cycle between reading and mental health.

The existence of disadvantaged group problems directly affects social order and stability. We must strengthen ideological and moral construction for disadvantaged groups to help them establish correct worldviews, outlooks on life, and values [31]. Educator Maugham once said that reading is a portable refuge. Reading ability is the foundation of learning and a basic skill necessary for survival and development in modern civilized society [32]. Compared with ordinary people, disadvantaged groups need to rely more on the positive effects of reading to improve themselves. Based on Chambers' "Reading Cycle" theory, this study adds the help of reading service organizations and expands the scope of "capable adults" to make this reading service model more applicable to disadvantaged groups, prompting relevant organizations, institutions, and personnel to actively participate in helping disadvantaged groups join the national reading campaign and safeguarding more people's cultural rights and spiritual pursuits.

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Ma Jie: Proposed the research proposition and overall framework, revised the paper and finalized it.

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The Pattern and Strategy of Reading Service for the Disadvantaged under the Theoretical Framework of "Reading Cycle": A Case Study of Juvenile Orphans in Jilin Province

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Abstract: [Purpose/significance] By investigating the reading status and reading level of orphan students, this paper analyzes the problems orphans face in reading and proposes models and strategies for serving orphans and other disadvantaged groups under the framework of the "reading cycle" theory. [Method/process] Questionnaires and interviews were used to inves-

tigate the reading status of orphan students and ordinary students in Jilin Province, and statistical software was used to analyze whether there were significant differences in reading levels between orphans and ordinary students. [Result/conclusion] Through investigation and research, it was found that although orphan students have strong reading enthusiasm, they face problems of insufficient reading resources, inability to select books, and lack of effective feedback. Their reading speed and reading comprehension ability are also significantly different from their peers. Libraries and other reading service organizations and reading assistants should strengthen reading services for orphans and other disadvantaged groups from three aspects: book selection, reading, and response.

Keywords: the “reading cycle” theory; reading service modes; disadvantaged groups; orphan; reading promotion

Note: Figure translations are in progress. See original paper for figures.

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