

## A Survey and Analysis of the Reading Status of Mongolian University Students in Inner Mongolia (Postprint)

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### Abstract

[Purpose/Significance] Mongolian university students constitute a vital force for the inheritance, development, and innovation of Mongolian ethnic culture. A comprehensive understanding of their reading status can provide baseline data for effectively implementing reading promotion and reading education, thereby facilitating the comprehensive improvement of Mongolian university students' overall quality. [Method/Process] Through questionnaire surveys, data were collected across six dimensions: reading motivation, reading methods, reading efficacy, reading materials, reading environment, and reading evaluation, and were statistically analyzed utilizing Wenjuanwang's automatic statistical software. [Results/Conclusion] Due to influences from language, culture, and ethnic characteristics, Mongolian university students exhibit a certain degree of reading anxiety and reading difficulties. Universities and their libraries should, on the basis of fully considering their ethnic cultural background, personality traits, and language habits, conduct more targeted reading education, reading guidance, and reading promotion efforts.

### Full Text

#### Preamble

#### Investigation and Analysis of Reading Status Among Mongolian University Students in Inner Mongolia

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## Abstract

**[Purpose/Significance]** Mongolian university students constitute the vital force for inheriting, developing, and innovating Mongolian national culture. A comprehensive understanding of their reading status can provide foundational data for effectively implementing reading promotion and education, thereby fostering the overall quality improvement of Mongolian university students. **[Method/Process]** Through questionnaire surveys, data were collected across six dimensions: reading motivation, reading methods, reading effectiveness, reading materials, reading environment, and reading evaluation, with statistical analysis conducted using automatic survey software. **[Result/Conclusion]** Due to influences from language, culture, and ethnic characteristics, Mongolian students exhibit a certain degree of reading anxiety and reading disorders. Universities and their libraries should conduct more targeted reading education, guidance, and promotion based on full consideration of their national cultural background, personality traits, and language habits.

**Keywords:** Mongolian | university students | colleges and universities | reading

## Introduction

Reading represents an interaction between individuals and information resources of any medium, constituting a process of personal knowledge system construction and social-psychological development. Broadly defined, reading refers to an organic whole where the reading subject connects and interacts with the reading object (reading material) through various channels and means, associated with certain behaviors and activities. Narrowly defined, reading primarily denotes a dialogue between readers and books, representing the process through which readers construct textual meaning. As a crucial pathway for acquiring knowledge and information, reading directly relates to the overall quality improvement of Mongolian university students. Although occasional literature on reading surveys has emerged in recent years, providing basic data for reading guidance and promotion, such data predominantly reflect ordinary university or secondary school students, with no existing research specifically addressing the reading patterns of Mongolian university student populations. To comprehensively understand the reading status of Mongolian university students in Inner Mongolia, this study conducted a sample survey at the end of 2016 among Mongolian students in several higher education institutions in the region, aiming to provide reference data for effectively implementing reading education, promotion, and library reader services tailored to this group.

## 1. Research Object and Methods

### 1.1 Research Object

To ensure sample representativeness, this study selected Mongolian-language instructed students (hereinafter referred to as “Mongolian students”) from three

undergraduate institutions in Inner Mongolia: Inner Mongolia Agricultural University, Inner Mongolia University of Science and Technology, and Baotou Medical College. A total of 400 questionnaires were distributed, with 367 valid responses collected, yielding a valid recovery rate of 91.75%. The surveyed populations from the three institutions accounted for 38.69%, 25.34%, and 35.97% of the total, respectively. Male and female students comprised 31.88% and 68.12%, respectively, while grade-level distribution was as follows: preparatory course 38.96%, 2016 cohort 16.35%, 2015 cohort 20.44%, 2014 cohort 8.45%, and 2013 cohort 15.80%.

## 1.2 Research Methods

This study designed a questionnaire targeting factors related to Mongolian students' reading, supplemented by a few open-ended questions. First-hand data were obtained through field surveys, then statistically processed using automatic survey software. Based on these statistics, the reading characteristics of Mongolian students were analyzed. As some options allowed multiple selections, certain values exceed 100%.

## 2. Survey Data and Analysis

Factors influencing Mongolian students' reading behavior include external factors, internal factors, and various demand-level factors, primarily encompassing reading motivation, reading methods, reading effectiveness, reading materials, reading environment, and reading evaluation.

### 2.1 Reading Motivation

Reading motivation represents a psychological tendency and the source of power for all aspects of the reading process, significantly influencing self-regulation and execution during reading. Reading cognition, awareness, and effectiveness are largely constrained by reading emotions and willingness. Strong reading willingness determines serious and effective reading attitudes, which in turn determine the optimal reading strategies for achieving reading goals. All influencing factors in the reading process constitute an interconnected and interactive organic whole. Mongolian students' reading motivation reflects their unique ethnic psychology and life values, manifested through consciousness, concepts, and attitudes in their reading behavior.

**2.1.1 Reading Awareness** As shown in , the vast majority of Mongolian students clearly recognize the importance of reading for improving personal overall quality and promoting comprehensive personal development, with 99.2% considering it "very important" or "relatively important." A very small minority fail to recognize reading's importance, likely related to their long-term residence in desert and grassland areas where reading habits were absent.

**2.1.2 Reading Willingness** National culture constitutes the core of ethnic cohesion, the foundation of ethnic identity, and the source of ethnic pride. Mongolian students' growth process is accompanied by the inheritance of Mongolian national culture, making them a crucial force for inheriting, critiquing, and innovating traditional Mongolian culture, as well as the hope for cultural prosperity and comprehensive national development. In multicultural education contexts, bilingual interactive exchange can effectively promote the common development of minority and other ethnic cultures. According to , 46.87% of Mongolian students believe reading has "very close relationship" with their national culture inheritance, while 51.77% see "certain relationship," demonstrating strong Mongolian cultural identity and awareness of promoting excellent traditional culture—an important aspect of their reading willingness. Emotionally and psychologically, Mongolian students aspire to master scientific and cultural knowledge and skills through reading, shouldering the responsibility for Mongolian national revitalization and development. This strong sense of ethnic responsibility stimulates their reading enthusiasm, supports their efforts to improve overall Mongolian national quality and inherit excellent national culture, and enables them to experience ethnic pride and self-worth from Mongolian historical development.

**2.1.3 Reading Attitude** In today's rapidly developing information technology environment, Mongolian students commonly use electronic devices to access the internet, with extensive online reading content. The ranking in indicates that Mongolian students possess strong self-control in selecting online reading content, can scientifically and effectively utilize network resources, and demonstrate relatively positive cognition, understanding, and scientific utilization of this emerging medium, fully recognizing the internet as an effective tool for obtaining valuable information and comprehensively improving overall quality.

**2.1.4 Reading Psychology** Reading psychology refers to the expectations, feelings, and needs in reading behavior, which governs reading behavior and influences reading activities and outcomes. Practical issues such as knowledge acquisition, academic performance, application, employment, and entertainment constitute important aspects of Mongolian students' reading psychological needs. Mongolian culture worships heroes and strength, fostering independent and resilient personalities that shape unique life values. Consequently, Mongolian students possess stronger achievement motivation than other university students. "Utilitarian reading" represents their positive response to employment needs and other demands, indicating that their reading emphasizes practicality. Culture serves as a group's collective memory, and the Mongolian language forms the cultural foundation for Mongolian national existence and identity. Reading Mongolian literature not only benefits Mongolian students' survival and employment in Mongolian-inhabited areas but also facilitates the creative inheritance and development of traditional Mongolian culture among them. Reading with deep emotion can better stimulate their reading effectiveness, as shown in

**2.1.5 Reading Purpose** Is reading classic books the only genuine form of reading? The author argues that broadening horizons, inspiring thinking, accumulating professional knowledge and skills, satisfying interests and hobbies, entertainment and leisure, improving personal cultural cultivation, expanding knowledge scope, resolving psychological distress, and relieving emotional pressure all constitute healthy reading purposes. Of course, classic reading and professional reading deserve greater emphasis. Regarding reading purposes, Mongolian students prioritize “satisfying interests and hobbies” (see ), indicating a preference for interest-driven reading. Ranking “improving personal cultural cultivation and expanding knowledge scope” as the second most important purpose demonstrates their rational search for a moderate balance between personal interest and personal development, striving to achieve a state of being “broad but not biased.”

## 2.2 Reading Strategies

According to Wu Min’s research, learning strategies comprise six major categories: memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Reading strategies include macro-level strategies such as reading motivation guidance, reading time selection, reading material selection, and reading evaluation strategies, as well as specific micro-level strategies like detailed information searching, skimming for main ideas, and holistic inference strategies.

**2.2.1 Application of Reading Methods** The reading process is a cognitive process involving attention, perception, memory, thinking, problem-solving, language, and imagination. Reading strategies determine the choice of reading methods. Writer Sun Li believed that “copying once is more effective than reading ten times,” and note-taking greatly benefits reading. As shown in [Figure 1: see original paper], 50.68% of Mongolian students choose note-taking, and 51.77% choose associative reading, indicating good reading habits.

The data in reveal that Mongolian students focus on comprehension and memory during reading, show weak awareness of consulting dictionaries when encountering problems, and mostly adopt word-guessing and skipping methods. Grasping the main idea represents a good reading habit. However, comprehension difficulties caused by language and cultural backgrounds constitute the most prominent reading 障碍 for Mongolian students, more difficult to overcome in short periods than grammatical and vocabulary obstacles. Nevertheless, 44.69% choose “combining both methods,” indicating that some Mongolian students adopt memory-focused, multi-method integrated reading strategies.

**2.2.2 Acquisition of Reading Skills** The selection strategy ranking in demonstrates that Mongolian students possess strong autonomous reading abili-

ties, being less influenced by social trends when selecting reading materials. This relates to their independent learning since childhood and relative distance from social groups, reflecting the autonomous and confident ethnic character of the Mongolian people. Reading conformity psychology adversely affects university students' reading interest cultivation and autonomous reading habit formation.

As shown in [Figure 2: see original paper], 61.04% of Mongolian students rely on personal reading practice accumulation, while only 7.08% receive reading guidance from libraries. This indicates that Mongolian students acquire few reading skills from library reading education or teacher guidance, 反过来证实了 the serious absence of university reading education in this regard.

### 2.3 Reading Effectiveness

Reading time and volume constitute the main parameters for examining reading effectiveness. Increased reading time and volume during extracurricular periods reflect students' reading initiative to some extent. Completing certain reading time and volume (including reading quality) requires scientific and reasonable reading plan formulation and execution.

**2.3.1 Reading Plan** According to , 82.01% of Mongolian students lack reading plans and engage in frequent random reading, while the proportion of students who read according to plan is very low. Due to the long-standing nomadic lifestyle of the Mongolian people, Mongolian students exhibit relatively weak personal willpower and weak time concepts in reading and learning processes. This manifests as lack of planning in reading, poor self-cognitive ability and self-control, and weak sense of direction, resulting in limited ability to formulate or execute reading plans.

**2.3.2 Reading Volume** The survey reveals that Mongolian students' monthly extracurricular reading volume and corresponding proportions are: 1-2 books (65.12%), 2-3 books (24.80%), 3-4 books (5.72%), and more than 4 books (4.36%). Evidently, Mongolian students' extracurricular reading volume is generally low, though 单纯评判 reading atmosphere and ability based solely on quantity may be biased.

**2.3.3 Reading Time** The length of reading time is not a decisive indicator of reading ability, yet certain reading time is indispensable in the reading process. The survey indicates that Mongolian students' daily extracurricular reading time and corresponding proportions are: 1-2 hours (59.13%), 2-3 hours (27.79%), 3-4 hours (9.54%), and more than 4 hours (3.54%). Objectively speaking, under heavy professional learning pressure, such extracurricular reading time is commendable.

As shown in , Mongolian students prioritize extracurricular reading during spare time, though 23.56% still use spare time for professional study, indicating that

language factors contribute to heavier professional learning burdens. The relatively high proportion of online entertainment also serves as a primary way for Mongolian students to relieve academic pressure. Improving classroom learning efficiency represents the key to alleviating their learning pressure.

## 2.4 Reading Materials

Reading material content and form influence reading interest and efficiency to some extent, with different individuals showing varying tendencies in material selection.

**2.4.1 Acquisition Methods** As shown in , self-purchase is the preferred method for Mongolian students to obtain documents, with library borrowing accounting for only 29.87%. This relates somewhat to the low variety and quantity of Mongolian-language literature in library collections. The data also show strong awareness and urgent demand among Mongolian students for actively acquiring documents. Balanced proportions across self-purchase, library borrowing, and online download methods demonstrate their flexible thinking and preference for diversified document acquisition.

**2.4.2 Carrier Form** The data in indicate that Mongolian students are not limited to traditional paper documents when selecting reading carriers, but prefer seeking literature in various media to satisfy their strong reading demands, demonstrating active thinking and strong contemporary awareness. Traditional reading represents paper-based unidirectional information dissemination, while electronic reading emphasizes multidirectional interactive information dissemination, with reading methods trending toward digitalization, networking, mobility, and diversified media, making reading more convenient. Some often associate digital reading with “shallow reading.” However, in essence, medium and carrier are merely superficial manifestations; whether reading is superficial depends primarily on readers’ willingness to think and the depth of thinking during the reading process, closely related to content rather than medium. Simply associating medium with “deep reading” or “shallow reading” is highly inappropriate.

**2.4.3 Document Content** University students read to broaden horizons, inspire thinking, and improve overall quality. Reading ability and experience closely relate to selecting appropriate document content that meets individual reading needs. As shown in , Mongolian students’ top five choices are literature, biography, social psychology, professional books, and political current affairs. Mongolian students possess cheerful, lively, extroverted, and confident personality traits with relatively high self-evaluation, yet lack planning and confidence in reading selection due to reading obstacles and anxiety caused by cultural background and language factors.

As shown in , when browsing webpages with unique ethnic characteristics, Mongolian students prioritize music content, with music proportion exceeding technology by 14.35%, consistent with their passionate, expressive, and musically talented ethnic characteristics, further confirming their rich imagistic thinking. Although interest is an important starting point for all readers, long-term emphasis on music may affect the reasonable construction of Mongolian students' overall quality and comprehensive development.

## 2.5 Reading Environment

The reading environment primarily refers to the macro-environment of campus and society, and the micro-environment of reading education, bibliography guidance, and reading promotion that students receive. These environmental factors all influence Mongolian students' reading effectiveness.

**2.5.1 Macro Reading Environment** As shown in , Mongolian students prefer reading in non-fixed locations, followed by dormitories and libraries, with very small proportions reading in classrooms. This indicates they prefer quiet, comfortable, and familiar environments, showing greater diversity and randomness in location selection. Good reading atmosphere helps improve university students' reading interest and effectiveness. The data in show that only 27.52% of Mongolian students are satisfied with their university's reading atmosphere, indicating both generally weak reading atmosphere in Inner Mongolian universities and the urgent need for in-depth reading promotion and education activities targeting Mongolian students.

**2.5.2 Micro Reading Environment** As shown in , the vast majority of Mongolian students consider reading guidance "very necessary," reflecting their urgent demand for such guidance. For years, library reading guidance has been limited to brief introductions during freshman orientation and limited-hour information retrieval courses with only superficial reading guidance content. Although reading activities have become more common in recent years, reading guidance specifically targeting Mongolian students with minority cultural backgrounds has been extremely rare.

As shown in , Mongolian students strongly recognize the important role of bibliography guidance, with the top two options totaling 88.01%. Compiling guided bibliographies requires not only certain disciplinary knowledge and reading experience, but also careful evaluation of document value and deep understanding of Mongolian students' cultural background, interests, and reading habits. Only scientific, hierarchical, and targeted guided bibliographies can effectively guide reading.

The formation of individual reading habits results from the collision of accidental and inevitable factors, such as influence from teachers, parents, or strangers. Overall, individual reading habits involve certain conformity psychology, influenced by certain groups or individuals in the reading environment. As shown

in , Mongolian students' influencing factors are relatively balanced, with family influence ranking relatively high at 25.12% besides campus learning impact. This indicates Mongolian students' greater dependence on family, more conservative personality traits, and the significant influence of elder family education on personality development and learning activities, combined with their ethnic hero worship complex.

As shown in , 14.17% of Mongolian students have never received professional bibliography recommendations, and 53.68% have only received recommendations from individual teachers, reflecting university teachers' lack of attention to professional bibliography recommendations. Generally, university teachers possess good reading habits and professional backgrounds and should assume responsibility for guiding students in professional reading; otherwise, students' professional reading and learning effectiveness will be seriously affected.

## 2.6 Reading Evaluation

Reading evaluation serves as an important indicator for assessing reading level and effectiveness. Evaluation of reading subjects' effectiveness can be implemented through their self-control ability over various factors and monitoring of reading goal completion. Reading evaluation includes self-evaluation and external assessment.

In self-evaluation, the author advocates drawing on "metacognitive theory" applied to reading strategy research. Mongolian students' self-evaluation should proceed from their unique ethnic psychological processes and cognitive systems, guiding them to understand reading characteristics formed by their historical and cultural background, living environment, and learning habits, and to master effective self-evaluation strategies and specific reading methods. This includes setting reading tasks, adjusting reading progress according to tasks, evaluating reading materials, and improving reading methods, enabling them to consciously and effectively improve reading effectiveness and form scientific self-cognition and effective self-control ability based on problems in their own practice. The author plans to analyze reading self-evaluation surveys and research in a separate article.

External assessment of reading primarily includes forms such as "credit system" reading certification, reading course final examinations, and Chinese proficiency tests, as well as participation in various reading activities, exchanging reading experiences, and publishing book reviews. Exchanging reading experiences with teachers and classmates constitutes oral sharing, writing reading reflections represents written sharing, while online posting and microblog comments belong to online exchange. The data in indicate that Mongolian students use methods less frequently when others can easily observe them. Their tendency to avoid exchanging reading experiences reflects relatively closed and unconfident psychological characteristics in reading, as well as weak expressive ability through text, images, and sound. This introverted exchange approach significantly limits

improvements to their reading status and ability enhancement.

## Recommendations

The Mongolian people are a horse-riding nation renowned for nomadism and archery, which has fostered their hardworking, brave, resolute, and expressive national character. Influenced by traditional Mongolian cultural customs, Mongolian students differ from ordinary university students in cognitive characteristics, personality traits, and living habits. Additionally, Mongolian students instructed in Mongolian during basic education face dual pressures of relatively low Chinese language and culture proficiency and professional knowledge learning when entering Chinese-language and Chinese-culture dominated university environments. They exhibit certain inferiority complexes, emotional impulsivity, avoidance of social interaction, and social isolation. The conversion between Mongolian and other languages in vocabulary and grammar also involves thinking transformation during reading, affecting their reading interest and confidence, leading to varying degrees of reading anxiety and disorders. Consequently, university libraries should adopt scientific and serious attitudes to implement targeted reading education, guidance, and promotion based on full consideration of Mongolian student groups' national cultural background, personality characteristics, and language habits. According to the current reading status of Mongolian students, the following priorities are recommended:

- (1) Guide Mongolian students to further enhance their understanding of reading's importance and necessity. Help them recognize that reading is not only essential for enriching scientific and cultural knowledge and improving personal quality, but also crucial for Mongolian national revitalization and the great rejuvenation of the Chinese nation.
- (2) Advance Mongolian students' Chinese language and culture learning, focusing on improving their proficiency. Organize knowledge lectures, speech contests, poetry recitations, Chinese classics appreciation, and reading clubs in forms that Mongolian students enjoy, enabling their Chinese cultural proficiency to improve imperceptibly and rapidly.
- (3) Strengthen reading method guidance for Mongolian students. Based on their cognitive and behavioral characteristics, guide them with scientific reading methods to 发扬 their reading habit strengths, compensate for reading strategy shortcomings, and gradually develop good reading behaviors of loving reading, reading good books, reading extensively, and reading effectively.
- (4) Enrich Mongolian-language and Mongolian studies collections in university libraries. Insufficient collection has become an important factor affecting Mongolian students' reading. University libraries in Mongolian-inhabited areas should promptly change the current situation of low quantity and single variety of Mongolian-language and Mongolian studies documents, providing a solid foundation for Mongolian students' reading and

library reading promotion and reader services.

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## Author Contributions

**Wu Guilan:** Responsible for questionnaire design, literature collection and organization, partial field investigation, and paper structure arrangement, writing, and revision.

**Cui Lixia:** Responsible for data compilation, statistics, and partial survey work.

**Lin Jihong:** Responsible for partial field investigation and providing revision suggestions.

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*Investigation and Analysis of University Students' Reading Status in Inner Mongolia*

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**Abstract:** [Purpose/significance] Mongolian college students are the new force for inheriting, developing, and innovating Mongolian national culture. A comprehensive understanding of their reading status can provide basic data for effectively carrying out reading promotion and education, thereby promoting the overall quality improvement of Mongolian college students. [Method/process] Through questionnaire surveys, data were collected from six aspects: reading motivation, reading methods, reading effectiveness, reading materials, reading environment, and reading evaluation, and statistically analyzed using automatic survey software. [Result/conclusion] Due to influences from language, culture, and ethnic characteristics, Mongolian college students show a certain degree of reading anxiety and reading disorders. Universities and their libraries should attach great importance to their national cultural background, personality characteristics, and language habits to carry out more targeted reading education, guidance, and promotion.

**Keywords:** Inner Mongolia | college and university students | colleges and universities | reading

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

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