

MINISTRY OF CULTURE, SPORTS AND TOURISM

MINISTRY OF EDUCATION
AND TRAINING

HANOI UNIVERSITY OF CULTURE

DOAN TIEN LOC

**RESEARCHING DEVELOPMENT OF THE READING CULTURE
IN THE NORTHERN MOUNTAINOUS PROVINCES OF VIETNAM**

Major: Information - Library Science

Code: 6 23 202 03

SUMMARY OF LIBRARY - INFORMATION PHD DISSERTATION

Hanoi, 2017

The dissertation completed at

Ministry of Culture, Sports and Tourism
Hanoi University of Culture

Academic Advisors:

Dr. Le Van Viet
Dr. Chu Ngoc Lam

Reviewer 1: Assoc. Prof. Dr. Vu Van Nhat
University of Social Sciences and Humanities

Reviewer 2: Dr. Nguyen The Dung
Ho Chi Minh City University of Culture

Reviewer 3: Assoc. Prof. Dr. Nguyen Thi Lan Thanh
Ha Noi University of Culture

The dissertation will be defended at the University level Council of Dissertation Assessment at:

Hanoi University of Culture

No. 418 - La Thanh Road - Dong Da District - Hanoi City

Time:date.....month.....year 2017

This dissertation could be found at:

The National Library of Vietnam
The Library and Information Centre, Hanoi University of Culture

INTRODUCTION

1. Reasons for selecting the topic

Reading culture is a new concept which has just appeared in our country recently. However, there have been many different opinions about this concept so far.

Since the appearance of writing and text, reading has had an important position in the people life, not only in our country but also in many other countries. Book reading is considered to be one of the methods that helps people relax, entertain and satisfy the spiritual needs as well as perfect oneself. It is also an important channel of lifelong learning, helping people accumulate knowledge, turn it into the strength to ameliorate the life, improve the labor productivity, enhance the competitiveness of themselves, of their community and of their country with other individuals, communities and countries ...

However, assessment of reading culture is not only based on book publishing and distribution, it must be based on book reading. Today, how much time do the Vietnamese people spend for reading books and newspapers? Which books and newspapers get the most interest of reading? Could the things read from books and newspapers help people in their daily lives?

In the current reality of our country, at the public libraries, which are the institutions assigned with the task to organize the use of books and newspapers in a large and deep scale, generally, the number of people using libraries tends to decrease. The average number of about 30-40 visits per day is the situation of some provincial libraries. Situation of "afraid" reading among our people is not only popular in urban areas but also in rural and mountainous areas.

2. History of the research

Reading culture has attracted the attention of many researchers in our country as well as in the world.

Concept and components of reading culture

In foreign countries: Many works have mentioned this issue, such as: Гринюк О.И. Парадоксы понимания термина "культура чтения (The paradox of understanding about the term "reading culture"[151]; Культура чтения - культура познания (reading culture - awareness culture) [152], the work "Reading Cultures and Education" by William Johnson [147]:

In our country: The work "Research situation and propose solutions to maintain and develop the reading culture of the Vietnamese people in the period of industrialization and modernization of the country" (2007) [116] by Dr. Nguyen An Tiem, Central Committee for Propaganda and Education as the research manager; "Developing reading culture among teenagers in the area of Ho Chi Minh City" by MA. Vo Cong Nam, University of Culture in Ho Chi Minh City as the research manager (2011) [58]; "A research to evaluate the reading requirements in order to orient the book publishing for the readers, contributing to develop the

reading culture in the mountainous areas of our country" by Dr. Do Thi Kim Thinh, Ministry of Information and Communications as the research manager (2009) [94]; "*Reading culture of the ethnic minority groups in the area of Mekong River delta, situation and solutions*" by Dr. Nguyen The Dung, University of Culture in Ho Chi Minh City as the research manager (2015) [25]; "*Educating the reading culture for the children age in Hanoi*" by Assoc. Prof. Dr. Tran Thi Minh Nguyet, Hanoi University of Culture as the research manager (2015) [67]. For every research mentioned above, an own definition on reading culture has been given...

3. Research hypothesis

Reading culture of the residents living in the northern mountainous area of Vietnam is now still low, a relatively large part of the residents living in this area has not had the reading needs, reading habit, skills of reading and opportunities to get access to books and newspapers... If types of library in this area are developed by enhancing the quantity, technical infrastructure and the funding; if they know how to coordinate with branches and levels, organizations and other partners to form and develop the reading needs, reading habit and skills of reading for the residents, and expand the library products and services to the grassroots level, the reading culture will be developed strongly in this special important area of the country.

4. Research objective and task

Objective: The dissertation has given out an objective and scientific assessment of the reading culture situation in the northern mountainous provinces of Vietnam, clarified the strengths, the weaknesses and the specific factors that affect the reading culture of this region; from that point, it proposed solutions to develop the reading culture in this region for the coming time.

Task: To achieve the above mentioned objectives, the dissertation focuses on solving the following tasks:

Systematize the theoretical basic of reading culture and reading culture development, gradually contribute to the improvement and development of the theory on this issue. Propose solutions to develop the reading culture.

5. Research subject

Developing the reading culture of the residents living in the northern mountainous areas.

6. Research scope

Spatial scope: The northern mountainous provinces of Vietnam (14 provinces), but the dissertation's author focuses on conducting the surveys and studies in 6 provinces and district, provincial libraries of Bac Kan, Ha Giang, Hoa Binh, Lang Son, Lai Chau and Yen Bai only.

Temporal scope: In the period from 2010 to 2015 when the northern mountainous provinces of Vietnam were largely invested by the State for economic, cultural, social, educational, medical and traffic development...and the preliminary results have affected positively on the spiritual life of the residents there. There were new achievements in the library

activities, such as the construction of the infrastructure, projects of the library computerization, especially the circulation of books and newspaper to the grassroots has been paid special attention...

7. Research methodology

Methodology: PhD candidate use the methodology of dialectical materialism, historical materialism, epistemology of Marxism-Leninism and Ho Chi Minh ideology, the viewpoints of our Party and State on culture, education, library....to consider and evaluate the reading culture of the residents in the northern mountainous provinces of Vietnam.

Research Methodology

Methodology of analysis and synthesis of documents

Methodology of sociological survey

Survey form and methods of distributing questionnaires

The dissertation has developed the survey form in 3 samples, with a total of 1,600 questionnaires

(1) The form No. 1 with 26-content questions

Urban areas: 1,000 questionnaires. The response rate in urban area was 750/1,000 questionnaires, achieving 75% (focusing mainly on the libraries of 6 provinces: Ha Giang, Yen Bai, Lai Chau, Bac Kan, Lang Son and Hoa Binh).

Rural areas: 500 questionnaires. The response rate in rural, remote and mountainous areas was 320/500 questionnaires, achieving 64%, (each province has 2 districts; Ha Giang province with districts: Dong Van and Bac Me; Yen Bai province with districts: Bat Sat and Than Uyen; Lai Chau province with districts: Phong Tho and Sin Ho; Bac Kan province with districts: Ba Be and Bach Thong; Hoa Binh province with districts: Mai Chau and Ky Son; Lang Son with districts: Chi Lang and Van Quan); the average number was 40 questionnaires per district. The total questionnaire of the form No. 1 collected in both urban and rural areas were 1,070 questionnaires.

All questionnaires include multiple options for the answers, each alternative of the urban and rural residents' answer was counted by author of the dissertation.

(2) The form No.2 with 11-content questions

(3) The form No.3 with 03-content questions

* Gender:

1.580 males/1,070 participating people answer the questionnaires, accounted for 54,2%

2.490 females /1,070 participating people answer the questionnaires, accounted for 45,8 %

* Component part of ethnic minority groups living in urban, rural, remote and mountainous areas (to be classified by language system)

* Age groups to answer the questionnaires: Participants from urban and rural, remote, ethnic minority groups and mountainous areas (*the same age group*)

* Occupations by urban and rural, remote, ethnic minority groups and mountainous areas

On Geography: There are 2 northwestern provinces (Hoa Binh, Lai Chau), 2 northeastern provinces (Lang Son, Bac Kan), 2 provinces bordering two regions (Ha Giang, Yen Bai). Among these six provinces, 2 provinces have just been separated including Bac Kan and Lai Chau. These 2 provinces have many difficulties in economic, cultural and educational development (in which Lai Chau has the highest illiteracy rate in our country – the age from 15 and above accounts for 40% of the population) ... there are 3 provinces with traffic difficulties (Ha Giang, Yen Bai, Lai Chau), 2 provinces with more favorable conditions than the above mentioned provinces: Hoa Binh, Lang Son.

Sampling method: Survey samples are selected on the principle of heterogeneous stratification, readers are the subject of study and many ethnic minority groups: Tay, Nung, Hmong, Thai, Muong and the Kinh at the provincial libraries of Bac Kan, Hoa Binh, Yen Bai, Lang Son... in which there are some ethnic minority boarding high schools of the provinces (Lang Son, Hoa Binh, Yen Bai, Ha Giang).

Observation method: PhD candidate conducted the direct observation to collect information from readers of the provincial libraries of Lang Son, Hoa Binh, Yen Bai, Bac Kan... PhD candidate have visited each library from 3 to 4 times in different periods for observation and gathering information from readers.

Statistical method: The author use this method to tabulate statistics of the sociological survey data on the status of reading culture, the activities of the public library system, together with reporting data of the northern mountainous provincial libraries submitted to the Library Department -the Ministry of Culture, Sports and Tourism and the National Library of Vietnam.

8. Theoretical and practical significance of the dissertation

Theoretical significance: The dissertation has supplemented to the theoretical part of the reading culture on the definition, nature and role of reading culture in personal and social development, the factors that affect reading culture. It has also provided initial summary on theory of the activities that help develop reading culture of different library types in the northern mountainous areas of Vietnam and interpreted by scientific evidences the conditions to develop reading culture in the northern mountainous provinces of Vietnam.

Practical significance: The dissertation provide accurate information on the reading culture situation of the residents living in the northern mountainous provinces of Vietnam through operation of different library types here, and the causes that led to the situation; at the same time, it proposes practicable solutions to develop reading culture in an important region of the country.

9. Dissertation structure

Besides the introduction, conclusion, list of references and appendices, the dissertation is organized in three chapters as follows.

Chapter 1

Theoretical basis of reading culture and the role of reading culture in the social life

Chapter 2

Situation of reading culture and the development of reading culture in the northern mountainous provinces of Vietnam.

Chapter 3

Solutions for the development of reading culture in the northern mountainous provinces of Vietnam.

Chapter 1

THEORETICAL BASIS OF READING CULTURE AND THE ROLE OF READING CULTURE IN THE SOCIAL LIFE

1.1. Theoretical basis of reading culture

1.1.1. Definition of reading culture

1.1.1.1. Culture

Analysing the different point of view about culture, the view of President Ho Chi Minh, of Prof. Dr. Tran Van Them and of UNESCO in the Declaration of the International Conference on Cultural Policies organized by UNESCO in August 1982 in Mexico, the author of dissertation has given the concept: Culture is the total harmony of the values created by human being during their practical socio-historical process.

1.1.2. Reading culture

Analysing different domestic and overseas point of view about reading culture, at the same time, approaching reading as a form of creative activity of human being with cultural nature, the author of dissertation thinks that *reading culture is the whole abilities of the subject's towards receiving and using information in materials*. Thus each individual in the society, when knowing how to decode the materials, he can have a reading culture at a certain level, depending on their capabilities of decoding and absorbing the materials. The reading culture of each individual is expressed to the outside by level of navigating, understanding, evaluating and applying knowledge and information in the materials to practical activities. In other words, reading culture is reading at a certain level.

1.1.2. Basic elements of reading culture

According to the Vietnamese Dictionary edited by Hoang Phe [140, p.330]. Reading is to absorb contents of the symbol set by looking at the symbols. Thus, one can read many different kinds of symbols, such as: Music, drawings, coded messages, radiographs, charts, blueprints, letters ...

1.1.3. Development and the development of reading culture

Development

According to the philosophical conception, development is the common attribute of the material. Therefore, everything and phenomenon of the reality does not exist in an immutable state, but it undergoes a series of state from the time of appearance to the time of disappearance. It means that anything, any phenomenon, any system, as well as the world as a whole in general does not simply change only, it always transforms into a new state, it means the previous status has not been unprecedented and never repeats entirely the previous state, because the state of anything or phenomenon is determined not only by the inner but also by the external connection [125, p. 424].

The development of reading culture

From the above conception on development, the author thinks that *development of reading culture is a process of changing the reading culture from the old state to the new one*, it is the change in both quality and quantity of the reading process of each individual, group or community.

Reading culture of each individual can be formed very early in his life. In each individual, reading culture is developed based on the change and the development of individual ability for reading.

Libraries participate in the development of reading culture for social community with special advantages: Libraries, especially public libraries are organized by residential area of the population, conduct their activities with the aim to create maximum favorable conditions for classes of people to use the materials. Libraries have been attracting a growing number of people to use the library or to participate in the activities organized by the library; With diversified and effective reading instruction activities, libraries have contributed to the formation and development of the reading skills, receiving and using information; the respect attitude of readers to materials...

Thus, development of reading culture in libraries is to create favorable conditions to attract many more people to use the library products and services, so that people can effectively apply the information received from the library to their daily lives and works. The development of reading culture of each individual or of a community means to create favorable conditions for each individual or community to improve their reading capacities so they can understand and apply knowledge to their daily lives.

1.1.4. Factors affect the development of reading culture

Reading culture is influenced by many factors

1.1.4.1. Objective factors

Political factor: Culture in general and reading culture in particular are the fields of social life so that it is always influenced and dominated by the politics. Analysing impact of politics on reading culture could be in two ways: positive or negative.

Economic factors: The economic factor has a significant impact on any phenomenon and social activities, including the reading culture. Analysing this impact on reading culture could be in two ways: direct and indirect.

Socio-cultural factors: Socio-cultural factors have great impact on the reading culture. Reading culture in each stage and each historical period has different manifestations. Analysing some socio-cultural factors that influence the reading culture, such as the developmental direction of the country and the sector; Customs and traditions; Ethnic and population structure.

Scientific and technological progress

Analysing some scientific and technological progress that have positive impact or both positive and negative impact on reading culture.

Education: Analysing how education at schools and in the families impact on the reading culture of each people.

Libraries: Analysing factors and activities of the library that have strong impact on the reading culture.

At the same time, the dissertation also presents other cultural institutions, such as publishing and book distribution agencies, the mass media and how they influence on the reading culture.

1.1.4.2. Subjective factors

Analysing how such factors as occupation, ages, education levels, genders impact on the reading culture of each individual.

1.2. The role of reading culture in the social life

1.2.1. Enriching the spiritual life of the readers

Analysing this role of the reading culture on such aspects as: the way to perfect human dignity, to make progress in personal and social life; to help enhance the communication ability; to help train the ability to imagine, associate, analyze and create; to help train the linguistic competence, better writing skills and to be a positive way for entertainment.

1.2.2. Reading books helps enrich knowledge

Reading books will help us to accumulate more experiences, expand our knowledge in all areas: natural and social sciences, enhance thinking ability, help us find values of ourselves and give wings to the dreams and creativity....

1.2.3. Reading books helps improve individual and social development

On the social aspect, reading culture not only contributes to improve the people's intellectual standards, contributes to develop a learning society, alleviate poverty and hunger, but also promote the socio-economic development. Reading books can be seen as a means to influence the life, help to change the human being, the nature and the society, and serve the cause of building a more and more prosperous country.

1.3. Criteria for assessment and development of the reading culture

Author of the dissertation has referred to several documents and selected the 7 most appropriate indicators as follows to review and evaluate the reading culture and the development of reading culture in the northern mountainous provinces of Vietnam.

The criteria to evaluate the reading culture

Evaluating the reading culture of readers is considered in three aspects: the navigation ability of the subject to the object of reading; Ability and qualification to absorb information in materials and the reader's behavior to the object of reading (emotion, cultural behavior).

The criteria to develop the reading culture

Criterion 1: Ability to get access to libraries of the people: Whether the library is far from the living area, the working/studying places of the people or not; How the library regulations create favourable conditions for people to use its products and services; If the library products and services are provided with fee or free of charge...

Criterion 2: Satisfactory level of the library holdings with requirement of the residents: Whether the total number of the library holdings and its update via acquisition activity can meet the reading demand of the residents or not. Number of materials per capita, number of materials in ethnic dialects. Number of materials by subjects and by each dialect type.

Criterion 3: Readers and reader visits: Total number of the library readership by ethnic groups, educational level; total number of user visits to the library services in the total population by each ethnic group and per capita.

Criterion 4: Library usages, including: Total loan of the library materials (both inside and outside the library) per capita of the community in general and of each ethnic group within the community in particular; Total number of participating people to the library activities (book exhibition, thematic talks, storytelling contest ...)

Criterion 5: Products and services of the library: Total number of products and services provided by the library. Level of relevancy and the efficiency (number of participants/users) of

each product and service for the reader groups, including ethnic groups; The activities to form habit of reading, reading skills, reading techniques for residents.

Criterion 6: Role of local governments and relevant departments in the library activities: Participating level of the authorities in making guidelines, policies and investment in building the infrastructure, techniques, library holdings, human resources and managing (examination, inspection ...) libraries in the locality.

Criterion 7: Facilities and reader's service culture of the library: The library area and its space design, library regulations for people to use the library; Number of library staff, professional qualifications, foreign language competency, computer skills; soft skills in communication and reader services; The satisfaction of readers to librarians and library.

1.4. Geographical, economic, cultural and social features of the northern mountainous provinces of Vietnam

1.4.1. Geographical features

Presenting the geographical location, topography; population; population density of 14 northern mountainous provinces of Vietnam.

Natural conditions

Analysing the natural conditions of this region, it shows that the diversity of terrain, small and narrow plains, and regular climate change due to direct influence of monsoon and storms, floods have made significant impact on the livelihoods of the residents and the economic development of the region, as well as daily cultural life of the ethnic minority groups.

1.4.2. Economic features

The midland and northern mountainous areas with diverse natural resources have the ability to diversify the economic structure; with the strength in mineral exploitation and processing, hydroelectric power, tropical agriculture with subtropical and temperate products, they can develop both agriculture and tourism. In recent years, the conditions for transport and communication have been improved significantly; the application of science, technology and technical advances to serve the development of agriculture and rural areas has achieved encouraging results; The economic structure has changed towards increasing the density of the sectors: services, trade, tourism and industry; the density of agriculture and forestry decreased (but on average, the provinces under the region still account for over 50%) ...

1.4.3. Cultural features

Presenting cultural characteristics of the region as well as cultural characteristics of each sub-region: northwest, northeast.

1.4.4. Social features

The material and spiritual life of the ethnic groups has been improved, many ethnic groups have escaped from the previous state of long-standing poverty, nomadic situation of the

people in some areas has been gradually stabilized, many households have become rich... Education and training have achieved a lot of progress. At the same time, level of enjoying culture, including the reading culture of the ethnic minority groups has now been much improved compared to former days. However, many ethnic minority groups here do not have their own writing system, a significant part of the people, mainly women and children in the remote areas do not know or poorly know Vietnamese. These will affect reading culture of the large part of residents in the northern mountain areas.

Sub-conclusion

Reading is a spiritual activity of human being. Although there are many different views about reading culture but after all, the reading culture can be recognized by attitude to reading and level of text decoding of the subject conducting the reading. On the basis of inheriting and developing the point of view of the predecessors, the dissertation author thinks that *Reading culture is the reading activity at a certain level* or in other words *reading culture is the whole abilities of the subject towards receiving and using information in materials.*

Chapter 2

SITUATION OF READING CULTURE AND THE DEVELOPMENT OF READING CULTURE IN THE NORTHERN MOUNTAINOUS PROVINCES OF VIETNAM

2.1. Situation of reading culture in the northern mountainous provinces of Vietnam

2.1.1. Navigation ability for material of reading of the residents in the northern mountainous provinces of Vietnam

2.1.1.1. Reading needs and reading interest

Reading needs: Although the material and spiritual life remains difficult, with attention of the authorities and development of the supporting elements for reading, book reading has drawn attention of the people. Result of the survey shows that the reading needs has begun to be formed but has not taken priority over other activities in the spare time. Reading book stands fourth in the spare time after the activities of watching television; supporting family and getting internet access. The dissertation also provides a social survey data demonstrating that due to significant differences of the living conditions between urban areas and mountainous rural areas, the spiritual needs, especially the reading needs of residents in these two areas exist remarkable differences.

Regarding time of reading per day, 16.7% of urban residents said that they spent from 2 to 3 hours or more for reading books and newspapers every day, only 14% of them spent from 3 to 4 hours or more for reading, 28% spent 1-2 hours and 41.3% spent less than 1 hour. Whereas, for remote and rural residents, spending less than 1 hour per day for reading is the selection of the majority (30.6%), the next group spending from 1 to 2 hours for reading (22.5%), and only 3.1%

of the remote and rural residents spent from 3 to 4 hours per day for reading. This result is consistent with current conditions of living and working in the rural areas of the northern mountainous provinces of Vietnam.

The dissertation also found out that there are differences among people's reading needs by ages. Considering the age, urban and rural residents in the age of 16 – 40 participating the most actively in self-learning, public activities, travelling, sightseeing, game and internet. This age group also gives more priority to reading than other age groups. There is a significant difference in the reading needs by ethnic minority groups: Reading needs of the ethnic minority groups is lower than that of the Kinh people living in the same locality.

In terms of occupational characteristic, the group of officials has a higher reading rate than other groups; followed by pupils and students groups. The group of farmers and freelance workers ranks last.... In both rural and urban areas, the group of pupils and students always leads in spending time for reading every day; the group of officials ranks second; and the group of farmers and freelance workers stands in the last position.

Demands for material types: People in the northern mountainous area of Vietnam tend to read traditional materials. The demand for printed materials ranks the first both in urban and rural areas (accounts for 53.3% and 42.8% respectively); the second position is for materials with pictures, photos and figures (accounts for 36% and 30% respectively); the third position is for information on the internet which accounts for 25.3% in urban areas and 3.7% in rural areas; the fourth position is for newspapers and magazines with 21.3% and 11.8% respectively; the fifth position is for audio-visual materials... Thus, the printed resources are still the preferable resources for the mountainous residents... The demand for audio-visual materials or other formats stand in the last positions among various kinds of materials for residents in the northern mountainous areas of Vietnam

Information on the internet is limited for residents in remote areas due to the fact of asynchronous infrastructure and underdeveloped economy make it difficult for them to access this material type. Compared to urban residents, the rate of rural residents getting access to the internet only equals to 1/3 (equal 12% và 3.7% respectively).

The dissertation also provides data on the differences in the demand for material types among various ethnic groups, occupational groups and age groups.

Regarding the rate of using internet, the social survey result shows that 26.7% of the urban population and 6.6% of the rural population uses the internet and the gap is over 10 times. This status may be resulted from the fact that internet has not been able to reach many uplands or because the communal cultural post office are not good enough to attract many people to use; It may also be resulted from the fact that residents can't afford installation of internet network and buying internet equipment...; In addition, if considering the rate of using internet by occupation fields, the group of officials stands in the first position, followed by the group of pupils and students and freelance workers; by ethnic minority groups, the first position belongs to the Kinh

people, the next is Tay-Thai-Nung people, the third is Muong people and the last is H'Mong-Dao people and other minority groups.

Regarding language of materials, the survey result shows that the reading demand of people in both urban and rural areas in the northern mountainous area of Vietnam for Vietnamese materials accounts for an absolute percentage of 100%, followed by Tay language (14.9% in urban areas and 17.8% in rural areas), Thai language stands in the second position (14.5% and 16.3% respectively), Muong language (14.3% and 12.2% respectively), H'Mong language stands fourth (12.1% and 7.8% respectively), then Nung language (13.7% and 14.7% respectively); Dao language (12.9% and 10.9% respectively). Regarding demand for foreign language materials, the demand for English materials accounts for the highest rate, but only at the modest level (4.9% and 0.6% respectively). Demand for materials in Russian, Chinese and French exists mainly in urban areas and with a very low rate (4%, 2%, 1.6% respectively), and it hardly appears in rural areas.

Regarding reading interest, there are differences between urban residents and rural residents due to different matters of concern in their lives. Urban residents tend to prefer reading materials about legal and political issues. The survey result shows that urban residents are most interested in reading legal books (68.8%), followed by socio-political books (64%), scientific and technical books (59.7%), historical books (59.2%). The literary books (47.6%) ranks the sixth... Rural residents are interested in the materials relating directly to their daily life activities. Materials about agricultural draw their most attention (66.5%). The second topic is history. Books about science – technology and law rank the third and the fourth positions with the same rate 31.5%. It is particularly interesting that this residents group like reading fairy tales (with 27.1% of respondent).

Regarding contents of interest when using materials on the internet, the difference between urban and rural is very clear. For urban residents, the first position is for the feedback of reading daily news on the internet, with 77.1% of respondents; the second position is for cultural and sporting contents, with 62.5%; the third one is for socio-economic content, with 61.2%; the fourth content is agricultural production (48.8%); the fifth is literary and artistic (46.8%); and the last one is for other contents (13.3%).

Rural residents read agricultural materials the most (17.5%); the daily news stands in the second position (9.3%). Like urban residents, the third position is cultural and artistic contents (8.4%); the fourth is cultural and sporting contents (6.5%); and the fifth is socio-economic contents (6.2%)

The dissertation quotes the survey results in order to show that reading interest of different age groups and of different living environments are different, the reading interest of different ethnic groups also has distinct differentiation.

Regarding purpose of reading, the survey result of the dissertation author shows that: Reading to enrich knowledge is the main purpose of people in the northern mountainous

areas of Vietnam. Regarding age groups, 100% of the age group from 10 to 50 in both urban and rural areas selects the purpose of reading to enrich knowledge; reading books and newspapers to support learning ranks the second in both urban areas (75.8%) and rural areas (72.1%); the last position is for the purpose of entertainment (56.8% and 25% respectively)....

2.1.1.2. Ability of retrieving and selecting materials

Material retrieval

Self-buying books. Although the mountainous residents like reading books, they do not have the habit of buying books regularly due to limited economic conditions. The survey result shows that number of people in both urban and rural areas buying no books, newspapers and magazines accounts for the highest rate; only 16.4% of the urban residents and 7.8% of the rural residents buy books to read regularly.

According to the statistics, people of the age groups 16 - 40 buy more books than other age groups. By ethnic groups, the Kinh people buy books quite regularly; Tay-Thai-Nung ethnic groups stand in the second position.

By occupation, the group of officials in both urban and rural areas still stands in the first position; the second position is for the group of pupils and students; and the last one is for the group of farmers and freelance workers.

Reading at the library. Number of residents in the northern mountainous areas of Vietnam using libraries to read books remains limited. The survey result shows that the rate of people using libraries is 31.5% in urban areas and 21.2% in rural areas. There is a big difference between the Kinh people and the ethnic minority groups: the rate of coming to library of the Kinh people is the highest (88.2%), followed by Tay-Thai-Nung ethnic groups (27.9%), Muong ethnic group (15.8%), H'Mong-Dao ethnic groups (11.3%). The dissertation also provides data on the rate of using libraries by ages and occupation... In addition, the dissertation also studies the ability of retrieving information in the library of the urban residents and rural residents by ages, occupation groups, ...

Selecting books

85.7% of the population selects materials based on attractive contents; 62.7% selects materials based on titles; 20% selects materials based on authors; 16.8% selects materials at random or by chance. Only 3.3% of the population selects books because of pretty and unique book covers. The dissertation also provides data on reasons of selecting books by ages, occupation groups...

2.1.2. Ability of comprehending materials

2.1.2.1. Reading methods

The survey result shows that most of the residents living in the northern mountainous areas of Vietnam (both urban and rural) use the method of slow and thoughtful reading (60% in urban areas and 21% in rural areas). Considering residence places, in urban areas, focal reading

accounts for 33.5% and stands in the second position. Skimming and quick reading are less used by urban residents, only 20.9% and 19.5%. For rural residents, quick reading stands in the second position (9.9%); focal reading stands the third position (5.9%); skimming stands the last position (3.9%). This reading method is also consistent with people in rural areas where just few people have high qualification... The dissertation also presents the reading methods of each ethnic group, by occupation and ages.

For taking note of the things read in books, only 18.8% of the urban residents and 6.2% of the rural residents have the habit of taking note content of reading, reader's feeling, evaluation and comment when reading a good or rewarding book. However, up to 29.2% of the urban residents and 25% of the rural residents answered "sometimes", and the number of people never taking notes while reading accounts for the highest rate (52% in urban areas and 68.8% in rural areas). The dissertation also provides data on the note taking habit of readers by ethnic groups, occupation groups and age groups.

2.1.2.2. Reading skills

Comprehending and retaining materials

Urban residents have higher rate of comprehending and retaining materials: 90% of urban residents and 43.1% of rural readers said that they could retain main contents of the book after reading. Considering the ages, in urban areas, people of all ages can retain the main content first, then the title and author's name. In rural areas, while the age groups of 10-15, 21-30 and over 41 retain the main content first, the age groups of 16-20 and 31-40 retain the book's title. Retaining the book's title stands in the third position by most of the groups. The dissertation also provides data on comprehending and retaining materials by each ethnic group and occupation.

For applying knowledge from reading into practice, the survey result shows that 76.2% of the urban residents and 65.6% of the rural residents said they could apply the knowledge got from reading into their lives. Number of people sometimes applying or not applying knowledge from reading accounts for a low rate. The dissertation also provides data on applying knowledge from reading into practice by ethnic groups, occupation groups and age groups.

2.1.3. Dealing with materials

In general, residents of the northern mountainous areas of Vietnam have a sense of respecting books. 75.6% of the urban residents and 47.7% of the rural residents answered "preserving carefully". The answer "folding pages for marking" stands the second position (selected by 14.3% of the urban and 38.8% of the rural). 10.1% of the urban residents, 8.5% of the rural residents answered "scrolling books while reading". Some urban and rural residents answered "ever losing books". A low rate of rural readers ever cut or tore pages (1.8%); write or draw on books (1.6%). The dissertation also provides data on dealing with materials by ethnic groups, occupation groups and age groups.

2.2. Situation of reading culture development in the northern mountainous provinces of Vietnam

2.2.1. Public libraries and the development of reading culture

2.2.1.1. Organization of the library network

Provincial libraries have been established in all northern mountainous provinces of Vietnam.

Although district libraries have been established for a long time, they are now continuing to develop due to the birth of new administrative units at the district level or because in several provinces, 1 – 2 district units have not got any library yet (totally about 10 district units in the 14 northern mountainous provinces have not got district libraries yet). Libraries and reading rooms at the grassroots level have been established in the northern mountainous provinces since 1960 and is now available in ½ of the grassroots units (at hamlet, mountain village level) in this area.

Libraries and border post bookcases, communal cultural post offices and legal bookcases have also been established in most of the northern mountainous communes of Vietnam.

Number of private libraries in the northern mountainous areas of Vietnam is small (17 libraries), and most of them have just been established recently...

2.2.1.2 Reading culture development at public libraries

Reading culture development at provincial libraries

Services at the library

Provincial libraries provide many forms of services to readers by different ages such as on-site reading/lending books for adults/children, some libraries offer services for the visually-impaired people; many reading/lending rooms are organized in the form of open stacks. Number of readers is increasing every year. On average, provincial libraries attract more than 1,000,000 visits per year.

Provincial libraries take regular rotation of books to grassroots libraries in the province (2-4 times per year), especially Yen Bai Provincial Library has a specialized mobile van to serve this purpose.

Every year, provincial libraries organize many activities of propagandizing and introducing books, book exhibition, reading competition, storytelling, compiling new book directories; Some libraries collaborated with the provincial broadcasting station to conduct propagandizing activities on radio and television; posting book reviews on the library website. All provincial libraries compile information – bibliography products, including the local history bibliography.

District libraries, grassroots libraries and reading rooms, libraries and border post bookcases, communal cultural post offices, legal bookcases and private libraries serving the community have conducted many activities to develop the reading culture in each locality.

The dissertation also provides detail information about the infrastructure (head office, library holdings), human resources and funding of provincial libraries, district libraries, libraries

and border post bookcases, communal cultural post offices, legal bookcases and private libraries serving the community which are the factors supporting libraries to develop reading culture.

2.2.2. School libraries and the development of reading culture

2.2.2.1. Organization of school libraries

There is a system of kindergarten, primary schools and secondary schools in all upland communes. Several central communes have high schools; In which secondary schools and high schools have many boarding and day-boarding pupils. On average, each upland commune has hundreds of boarding and day-boarding pupils. They learn and stay at schools. Schools also become the place for their cultural activities. Therefore, establishing libraries is the task of these schools.

(1) Academic year 2012 - 2013

Total number of libraries: 1,425, of which number of primary school libraries is 748, number of secondary school libraries is 554 and number of high school libraries is 123.

Table 20. Number of libraries and library staff in the academic year 2012 - 2013

No.	Number of libraries			Total number of library staff		
	Primary schools	Secondary schools	High schools	Total	Regular member	Contract member
Bac Kan	68	42	11	64	56	8
Ha Giang	172	122	22	372	368	4
Hoa Binh	193	178	34	317	168	149
Lai Chau	25	28	13	197	196	1
Lang Son	189	85	25	374	365	9
Yen Bai	101	99	18	111	71	40
Total	748	554	123	1,435	1,224	211
Total libraries of 3 levels: 1,425				Total library staff of 3 levels: 1,435		

(2) Academic year 2013 – 2014

Total number of libraries: 1,560, of which number of primary school libraries is 771, number of secondary school libraries is 665 and number of high school libraries is 124.

Table 21: Number of libraries and library staff in the academic year 2013 - 2014

Số TT	Number of libraries			Total number of library staff		
	Primary schools	Secondary schools	High schools	Total	Regular member	Contract member
Bac Kan	75	45	9	87	82	5
Ha Giang	150	126	23	341	337	4
Hoa Binh	195	189	34	277	225	52
Lai Chau	54	56	13	225	214	11
Lang Son	196	151	25	407	399	8
Yen Bai	101	98	20	109	74	35

Total	771	665	124	1,446	1,331	115
Total libraries of 3 levels: 1,560				Total library staff of 3 levels: 1,446		

(2) *Academic year 2014-2015*

Total number of libraries: 1,652, of which number of primary school libraries is 813, number of secondary school libraries is 702 and number of high school libraries is 137.

Table 22: Number of libraries and library staff in the academic year 2014– 2015

No.	Number of libraries			Total number of library staff		
	Primary schools	Secondary schools	High schools	Total	Regular member	Contract member
Bac Kan	83	72	16	95	92	3
Ha Giang	177	102	22	428	424	4
Hoa Binh	196	197	37	266	242	24
Lai Chau	58	57	15	214	210	4
Lang Son	200	178	25	407	403	4
Yen Bai	99	96	22	96	81	15
Total	813	702	137	1,506	1,452	54
Total libraries of 3 levels: 1,652				Total library staff of 3 levels levels: 1,506		

2.2.2.2. Reading culture development in school libraries

School libraries in the northern mountainous areas mainly lend books at the beginning of each semester and collect books at the end of the semester. Most of the school libraries in the northern mountainous areas do not have activities of propagandizing and introducing books, training readers to use the library, and applying information technology in the library activities.

2.2.3. Reading culture development at social organizations, families and schools

2.2.3.1 Reading culture development at social organizations

Organizations with the development of reading culture

Presenting the role and activities of such social organizations as Ho Chi Minh Communist Youth Union, Ho Chi Minh Pioneer Organization, Vietnam Women's Union, Vietnam Writer Association, Vietnam Journalist Association, Publishing Association... books, newspapers publishing and communication industry in developing the reading culture.

2.2.4. The State's role in the reading culture development

The State plays a significant and comprehensive role in the reading culture development over the whole country and in the northern mountainous areas of Vietnam. In this section, the author only mentions such aspects that the State influences on the development of reading culture as promulgating legal documents on the library (mostly the Library Ordinances and its Circulars), book publishing and distribution; National target programs on culture in the library field: the program of supporting books for 400 district libraries in remote areas and areas with difficult economic conditions; Programs of establishing rotation collections at provincial libraries;

Programs of supporting construction of district library buildings; Programs of supporting preservation of valuable and rare materials; Programs of computerization of provincial libraries...

2.3. Assessment of the reading culture situation and the activity of developing the reading culture in the northern mountainous provinces of Vietnam

2.3.1. Assessment based on criteria of reading culture and reading culture development

Assessment based on criteria of reading culture: Regarding the reading navigationability of the residents: Initially, people know how to select good books and newspapers matching their daily activities, research, working, production and recreation demand; Regarding the reading skills: People know how to use tools and means to retrieve information in the library and on the Internet; Regarding dealing with materials: Most of the residents in the northern mountainous areas of Vietnam love and respect books, materials in the library.

Assessment based on criteria of reading culture development

The dissertation author have made comment on the reading culture situation and the reading culture development in the northern mountainous provinces of Vietnam in accordance with the criteria mentioned in Chapter 1: Criterion 1: Ability to get access to libraries of the people; Criterion 2: Satisfactory level of the library holdings with the requirement of the people; Criterion 3: Readers and Reader visits; Criterion 4: Library usages; Criterion 5: Products and services of the library; Criterion 6: Role of local governments and relevant departments in the library activities; Criterion 7: Facilities and reader's service culture of the library. For each criterion, the author cites data of the dissertation to demonstrate the comment.

2.3.2. General assessments

Strengths

Reading culture of the mountainous residents has been initially formed

Real reading needs of the people is considerable and diversified. Most people can see the benefits of reading books and newspapers.

The reading environment has been improved

The northern mountainous provinces have established a favorable reading environment for the people of all levels and ages. The library network has been established from provincial level to grassroots level, with diversified types of libraries: public libraries (including 14 provincial libraries, 133 district libraries, nearly 300 communal libraries/reading rooms and 600 hamlet bookcases)... and more than 3,000 school libraries (including school libraries at all levels); dozens of border post libraries, hundreds of legal bookcases, cultural post offices; one to two dozen of private libraries serving the community. Public libraries have been equipped with modern facilities to serve the residents....

The library network has made positive contributions to the development of reading culture in the community with millions of people using products and services of the library annually.

2.3.3. Weaknesses

Reading books has not become a regular activity of most residents, especially the residents in remote rural areas

Reading bookstake a low position among activities of the residents in the northern mountainous areas of Vietnam in the free time. As they are too busy to earn their living, they do not have much time for reading...

Reading skills of most residents in the northern mountainous areas is not good.

Many skills such as note taking of the reading contents, applying the contents of reading into life and learning ... have not been taken shape among most readers of the library.

The reading environment has not had favorable conditions.

Apart from public libraries and school libraries, social organizations have not paid adequate attention to the development of reading culture in the community.

The library activities are not really diversified, and has not supported actively to the reading culture development.

Activities of propaganda and reading guidance are not performed regularly and with clear direction. The role of library in reading navigation for readers has not taken much attention...

2.3.4. Reasons

Living conditions of the mountainous residents remains difficult.

As the ethnic minority groups are too busy to earn their living, they do not have time to read books. Most of the people, including children in the remote area do not know or know a little about the Kinh language (a large number of ethnic minority people are illiterate and re-illiterate). The above survey results shows that 70.7% of the people must help with housework in the free time.

Not receiving attention or close direction of the managerial levels

For the northern mountainous provinces of Vietnam, in order to develop the reading culture in particular and the spiritual life in general, it is needed to receive the investment in physical resources and human resources, as well as the effective coordination of human resources.

Awareness of the mountainous residents about the role of culture reading in the socio-economic development, especially in the spiritual life is not good. Therefore, there are no policies to encourage social organizations, families and schools to participate actively in the development

of reading culture for the population. As a result, the reading environment for the community is not really favorable.

Sub-conclusion

The reading culture is being formed and developed, but it has not played a really important role in the life of the northern mountainous residents. With the effect of the country's renovation process, people have started paying attention to reading and spending some of their free time for reading. However, their purpose of reading is mainly to enhance knowledge and support learning, hardly for production improvement. Reading skills of the residents is not good, affecting quality of knowledge application into practice, though they are aware of applying reading contents into practical activities. Most of the residents have the sense of respecting books, but their understanding about roles of books and copyright remains limited. There is still a significant difference in the reading culture between urban and rural residents, between the Kinh people and the ethnic minority groups, and among different ages.

Chapter 3

SOLUTIONS FOR THE DEVELOPMENT OF READING CULTURE IN THE NORTHERN MOUNTAINOUS PROVINCES OF VIETNAM

3.1. Development and improvement of the library network organization

3.1.1. Development of the public library network

It is needed to establish district libraries in the 10 administrative units which have not got any district library; propose grassroots library models matching with each locality's conditions. The authorities need to encourage, direct and support for the establishment of more private libraries serving the community.

At the same time, the material resources, infrastructure, human resources and funding of provincial and district libraries should be enhanced.

3.1.2. Developing the network of school libraries

Currently, library has not been established in a number of schools in the northern mountainous areas. Therefore, the sector of Education and Training and local governments must pay attention to develop libraries in those schools having no libraries yet and designing different models.

At the same time, the library collection, infrastructure, human resources and funding of school libraries must be enhanced. The criteria for investment for school libraries in the mountainous areas must be higher or equal to those in rural and urban areas so that the mountainous residents can catch up with the lowlanders.

3.1.3. Enhancing professional ability for the library staff

In the mountainous library types, the most urgent problem is staff of district libraries. It is very easy to see that the provincial and district libraries in the mountainous areas lack of staff, especially the district libraries. As each administrative unit here is very large in area, the residents are scattered on the lands making it difficult for them to travel, it is needed to enhance more staff for the libraries here (from 3 staff per district library) to better serve the community.

In addition to quantity increase, it is also needed to improve the professional knowledge, skills, information technology, psychology, pedagogy for the library staff to better serve the readers, including ethnic minority readers,

3.2. Improving operation quality of the library network

3.2.1. Improving operation quality of public library network

Public libraries always attach their activities with the economic, cultural and social development of the locality, and with the development of each individual in the community. Provincial and district libraries promote their services to the local leader, management and enterprise teams in different appropriate ways; promote services to children and pupils (reading corner, writing corner and art corner); strengthen the information - library products, propaganda activities and book introduction inside and outside the provincial libraries, training information users, assigning staff to offer services outside the library... Especially, public libraries must have the activities of offering reading skills guidance for each age group.

3.2.2. Improving operation quality of the school library network

Regarding the operation of school libraries, service time of the library should be fixed by the Ministry/Department of Education. Offering book reading and borrowing services for teachers and pupils must be conducted regularly by the libraries. The school libraries must organize activities to form and develop the reading habit and reading skills for students since they started to enter schools: loud reading and joint listening, discussing, report writing, theatreization of what have been read... The dissertation author suggests that the Ministry of Education and Training should have regulations on "library hours" for school libraries in our country with specific activities during this time to develop the reading culture in pupils.

3.2.3. Strengthening the coordination between libraries and other organizations in developing the reading culture

To develop the reading culture in the northern mountainous area, libraries should have coordinative activities with schools; families, especially in the formation and development of the reading needs, interest and skills in children.

3.3. Promoting the role of social organizations in reading culture development in the northern mountainous provinces of Vietnam

3.3.1. Enhancing the effectiveness of book publishing, printing and distribution activities

The publishing, printing and distribution industry in the provinces/cities of the northern mountainous areas of Vietnam should study the needs and coordinate to build a plan which

requests support of the Government to publish materials in ethnic minority languages or bilingual materials, mainly in Tay, Nung and Thai languages... to create a rich reading environment with materials in many different languages and suitable to the demand and ability of reading of all ethnic minority groups in the region. Improving and creating new annual prizes for good books and beautiful books; paying much attention to foster and develop young composers, in which the ethnic minorities should be prioritized

3.3.2. Promoting the dissemination of books on the mass media.

There should be a print newspaper with the main function of providing book review, introducing and reviewing books, at the same time, the State should take measures to develop the theoretical activity and book review activity to inform readers of the new and interesting books that they should buy, read and discuss.

3.3.3. Coordinations of the social organizations in reading culture development

Suggesting contents, forms and coordinative activities between libraries and social organizations, such as Ho Chi Minh Communist Youth Union, Women's Association, Writer Association, Press Association, Publishing Association in propagating, introducing the works with good contents to develop reading culture

3.4. Improving the State management efficiency in the development of reading culture in the northern mountainous provinces of Vietnam

To contribute to the maintenance and development of reading culture, our Communist Party has paid regular attention to directing, promulgating directives and resolutions in order to develop cultural institutions such as public library system, publishing, printing, and book distribution agencies to create a decisive complete cycle for the development of reading culture in our country as well as in the ethnic minorities regions.

3.4.1. Finalizing the legal basis for reading culture development in the northern mountainous areas of Vietnam

The dissertation proposes finalizing a number of provisions in the Library Ordinance and Joint Circular No. 97-TLLB/VHTTTDL-TC/TTLT dated June 15, 1990 by the Ministry of Culture, Sports and Tourism and the Ministry of Finance guiding the allocation, management and investment policies of the State for public libraries to promote social service activities.

On the other hand, the dissertation also proposes solutions for finalizing provisions of the Publishing Law 2012.

3.4.2. Further concretizing investment policies of the State for the reading culture

The State needs to develop and promulgate policies on land allocation priorities, investment in the infrastructure of schools, school libraries, public libraries; policies on investing finance to ensure regular activities of school libraries, public libraries.... Priority policies for investment in information technology application; policies to support organization of grassroots

libraries and bookcases; investment policies for mobile activities of the library; policies for library staff: Attracting officials to work in disadvantaged areas, remote areas, and border, ...

3.4.3. Maintaining and expanding reading culture development schemes/projects of international organizations

Striving for maintaining the book donation project of The Asia Foundation; Completing and maintaining the Project of Bill and Melinda Gates Foundation; convincing foreign partners such as Room to Read Organization and Samsung Corporation to extend and expand projects of building “Friendly libraries”, “Smart libraries”; seeking for other projects of international organizations, overseas institutions and individuals to develop the reading culture.

3.4.4. Maintaining and developing national target schemes/programs for the reading culture development

Maintaining the existing target programs: Book supporting program for 400 district libraries in remote areas and areas with difficult economic conditions; Restoring the suspended programs: Program of establishing rotation collections in provincial libraries; Program of supporting construction of district library buildings; Program of supporting preservation of valuable and rare materials; Program of computerization of provincial libraries. Developing new programs: Program of establishing open digital collections for both school libraries and public libraries; Computerization of public libraries at the district and grassroots levels, school libraries; Program of establishing rotation collections at district libraries...

3.4.5. Strengthening the application of new science technology to the reading culture development of the people

Firstly, at the provincial/district libraries having information technology application in operation: Upgrading and building infrastructure, setting up LAN, supplementing computers and other needed IT equipment; Strengthening digital information, ...

Proposing initial investments for the district libraries, grassroots libraries and school libraries where information technology have not been applied: computers, software, printers, barcode readers.... These libraries must be connected to the Internet.

Equipping freely or supporting computers, Ipad (with the prize of about 100 USD) for pupils in the northern mountainous areas as many countries have implemented.

3.4.6. Enhancing the press management activity

The press management and direction agencies need to have a reasonable plan to improve quality of information, diminish the newspapers and magazines with poor contents, reduce the duplication in telling the news, timely correcting the status of “press commercialization”... It is necessary to control internet services to restore the healthy environment for the internet service business in our country today. At the same time, developing a regulation for operation of the internet services, including sanctions for the action of accessing unhealthy websites...

3.4.7. Continuing to promote the illiteracy elimination and reilliteracy prevention

During the last years, our Party and State have always paid attention to the field of education and training; have introduced many important resolutions, decisions and directives in directing industries and authorities to implement the direction of considering education as the top national policy. Decision No. 692/2013/QĐ-TTg dated May 4, 2013 by the Prime Minister on approval of the scheme “Elimination of illiteracy up to year 2020”.

Sub-conclusion

Developing the reading culture is the requirement of the Party, the State and related Committees, Ministries and branches and also a legitimate demand of the residents in the northern mountainous provinces of Vietnam to improve knowledge of all aspects and develop economy, science, culture and society of each locality. However, to develop reading culture in this area, it is needed to have a lot of solutions. Firstly, it is necessary, by various ways, to form and develop the reading interest and demand of reading in several population groups such as women, children, disabled people and even local leaders and managers. The institutions serving the reading development, particularly the public libraries at district level, grassroots reading rooms and school libraries should be established more to create favourable conditions for the people coming with the library.

CONCLUSION

Reading culture is a part of the culture, plays an important role in forming the spirit, personality, morality, lifestyle, adaptability and competitiveness of human beings; contributes to fostering, developing intellectual and living skills of the people in general and mountainous people in particular. Investing in the reading culture is the investment for human being and for sustainable development. Therefore, to develop a sustainable reading culture for the mountainous ethnic minority people, it requires the co-responsibility of the entire society; in which the responsibility of individuals, families and schools play a focal role in generating and maintaining the reading habit of each person; the State takes responsibility to ensure resources, mobilize the contribution of the whole society and take advantage of international assistance in developing the reading environment, creating favorable conditions for all people to easily get access to information - knowledge everywhere and at every time. The reading culture development is a part of culture development, is an important and indispensable solution to successfully build a learning society for the goal of sustainable human resources development in the northern mountainous provinces of Vietnam, contributing to the success of the industrialization and modernization of the country./.

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