

A Study on Literary Reading of University Readers: Temporal, Spatial, Interest Factors and the Moderation of Renewal Intention

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ABSTRACT

This study investigates literary book borrowing dynamics at Nanjing Normal University (2016–2024), focusing on temporal-spatial-interest (TSI) factors and renewal intention's moderation. Core data, segmented into 2016–2018, 2019–2021, and 2022–2024, includes gender, renewal status, monthly patterns, locations, and borrowing volumes across Chinese Library Classification (CLC) Category I subcategories. Principal Component Analysis derived TSI, SI, I, and S factors for regression, with renewal as a moderator and logarithmic total borrowing as the dependent variable. Structural Equation Modeling (SEM) explored latent structures, and ARIMA(1,0,0)(1,0,1) forecast trends. Findings show TSI exerts stronger influence than single/two-dimensional factors. TSI and renewal positively affect borrowing, peaking in 2019–2021, while renewal negatively moderates TSI's impact. Subcategories under CLC Category I unveil distinct patterns between Chinese and world literature, mirroring the deepened interaction in literary reading interests between native and cross-regional literatures. SEM confirms a dual-factor framework, and ARIMA accurately predicts seasonal fluctuations. These insights advance literary engagement theory and inform library resource optimization.

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Introduction

In the contemporary landscape of literary engagement, understanding the dynamics of readers' literary reading behaviors has become increasingly pivotal for both academic inquiry and practical institutional development, particularly for educational institutions and libraries. Literary engagement has undergone profound transformations in recent decades, driven by technological advancements, shifting cultural trends, and evolving reader expectations. The rise of digital media and online literature has redefined the boundaries of literary consumption: traditional print-based reading now coexists with, and is often supplemented by, digital formats such as e-books, online novels, and multimedia-enhanced texts (Bissenbayeva et al., 2024). This

shift is mirrored in campus environments, where university readers—comprising students, faculty and staff—navigate a diverse ecosystem of literary resources, from physical library collections to digital databases and open-access platforms. Notably, the transition to online learning amid global disruptions has further reshaped literary reading practices, with studies like Salam and Al-Salaha (2025) highlighting how asynchronous and synchronous digital spaces influence students’ attitudes toward engaging with literary texts, underscoring the need to examine spatial dynamics beyond physical confines.

The long-term accumulated data on paper book lending in libraries, even against the backdrop of a yearly decline in lending volumes, remains a “data fossil” that reflects readers’ needs, the value of library collections, and social and cultural trends. Beyond recording the past, it informs library transformation, resource optimization, and cultural communication, showing subtle shifts in reader demand, correlations among borrowers, and the effectiveness of collection updates, thus supporting library transformation. This study focuses on the literary reading practices of readers at Nanjing Normal University (NJNU) spanning the period 2016–2024, with the primary objective of unraveling the underlying mechanisms and influential factors that shape their reading choices, frequency, and preferences. By centering on the interplay between time, space, and interest (TSI) as core drivers of literary engagement, and examining the moderating role of renewal intention, this research seeks to provide a nuanced framework for interpreting literary reading behaviors within a university context.

Existing research has highlighted the complexity of literary reading behaviors. Regarding time, Thomas (2025) notes that in an era of information overload, both close reading and speed reading have emerged as strategies to preserve the value of literary engagement, reflecting the tension between processing depth and efficiency—a dynamic further illuminated by Chan et al. (2025), whose work on valence ambiguity suggests that deeper processing of literary texts is linked to cognitive engagement, influencing how readers allocate time to different materials. In terms of space, literary reading is shaped by both physical and conceptual environments. Dora and Cosgrove (2025) describe the seminar room as a “mobile space” fostering creative wandering, while Ndaka (2025) critiques Eurocentric academic spaces in African literature, highlighting how spatial contexts intersect with identity and epistemology—relevant for understanding campus spaces like libraries and classrooms as sites of literary engagement. Interest, meanwhile, is a key driver. Yu and Cai (2025) found that students develop stronger connections with narratives in fantasy, mystery, and adventure genres, and Ma and Zhao (2025) demonstrated a significant positive correlation between reading motivation (closely tied to interest) and reading proficiency, with motivation predicting comprehension outcomes. Anderson et al. (2025) further emphasize that literacy identity shaped by interest is differentially associated with various reading activities, influencing engagement levels.

Concurrently, the renewal factor—encompassing shifts toward new formats, genres, or platforms—has emerged as a key moderator of these relationships, potentially redirecting engagement away from traditional literary works (Davies & Lupton, 2023).

campus culture, and access to institutional resources, making NJNU a representative case for exploring how TSI and renewal intention interact in a structured educational setting. Pedagogical strategies like self-questioning (Barreto et al., 2025) and student-centered approaches (Lindor, 2025) also intersect with these factors, influencing how readers engage with literary texts within academic frameworks.

Libraries, as central hubs for literary resource access, play a vital role in this ecosystem. Borrowing data from university libraries offers empirical insights into readers' preferences, reflecting not only individual choices but also broader trends in literary interest—such as shifts toward regional literature, contemporary genres, or digital-first texts (Shi & Zhu, 2022). Analyzing such data allows for the identification of patterns in reading behavior, including seasonal fluctuations, genre-specific demand, and responses to institutional interventions (e.g., collection updates or reading promotion activities). However, gaps remain in understanding how TSI factors and renewal intention specifically manifest in a university context, where reading behaviors are intertwined with academic requirements, extracurricular interests, and institutional resource availability.

The present study advances research on literary reading behavior through several key innovations. The study's integration of theoretical rigor, empirical breadth, and practical applicability fills key gaps in literary reading research, offering a model for understanding and predicting reader behavior in academic humanities contexts. By constructing the Temporal-Spatial-Interest (TSI) factor via PCA, the study moves beyond single or dual-dimensional analyses to empirically demonstrate the synergistic influence of time, space, and interest on borrowing volume. This framework, applied across three consecutive periods (2016–2018, 2019–2021, 2022–2024), reveals the temporal stability of these effects, offering a more robust explanation of reader behavior than fragmented analyses. Unlike theoretical explorations of literary renewal (Bonanni, 2023; Gingras, 2006), this study quantifies how renewal behavior moderates the TSI factor's impact on borrowing volume. The finding that renewal weakens the TSI effect—with varying intensity across periods—provides actionable insights into how sustained engagement alters the influence of contextual factors, informing strategies to encourage deep reading. Leveraging NNU's unique position as a humanities stronghold, the study analyzes 9 years of borrowing data to uncover nuanced patterns in Chinese vs. world literature engagement. By linking these patterns to the university's academic legacy, it bridges macro-level literary theories (Hui, 2023) with micro-level reader behavior, offering a model for institutional-specific research. The combination of PCA for dimensionality reduction, SEM for exploring latent structures, and ARIMA time series forecasting creates a multi-method framework. This integration allows for both explanatory depth (e.g., factor correlations) and predictive utility (e.g., monthly borrowing forecasts), supporting evidence-based library management. By segmenting data into three periods, the study captures behavioral shifts over time (including the 2019–2021 pandemic period), revealing the stability and variability of core effects. This longitudinal design enhances the generalizability of findings, demonstrating that while TSI and renewal effects are consistent in direction, their magnitude adapts to contextual changes—an insight critical for dynamic resource allocation.

This study contributes to both theoretical and practical domains, with implications for literary studies, library science, and higher education. Theoretically, it advances existing scholarship on literary engagement by contextualizing the TSI framework within a university setting. While prior research has established the role of time, space, and interest in shaping general reading behaviors (e.g., Freund et al., 2016; Motte, 2018), few studies have explicitly examined their interplay in a campus environment, where reading is often driven by a unique blend of academic obligations and personal interest. By investigating the moderating effect of renewal intention on TSI-driven engagement, this research responds to calls for a more dynamic understanding of literary behavior—one that accounts for the influence of new formats and platforms (Davies & Lupton, 2023). Practically, the findings of this study hold direct relevance for NJNU's library and educational initiatives. By identifying which TSI dimensions most strongly predict literary reading (e.g., whether time allocated to reading or spatial access to resources is more influential) and how renewal intention modifies these effects, this research can inform several key areas. For library resource allocation, it helps optimize collection development by prioritizing genres, formats, or regional materials that align with readers' preferences driven by their TSI (Temporal-Spatial-Interest) patterns. In terms of reading promotion strategies, it supports the design of targeted interventions to boost engagement—such as adjusting reading area layouts or launching time-bound initiatives to encourage regular reading habits. Regarding curriculum and extracurricular design, it aids literary education by ensuring materials match students' interest-based reading habits, while also addressing potential disengagement issues stemming from shifting trends.

Literature Review

The study of literary reading has emerged as a multifaceted field of inquiry, encompassing cognitive processes, sociocultural dynamics, and the iterative relationship between readers, texts, and contexts. O'Toole et al. (2020) emphasize interactions between literacy and other domains, highlighting how disciplinary boundaries and demographic factors (e.g., reader type, gender) moderate engagement. This parallels the present study's findings on context-dependent demographic effects, reinforcing that literary reading behaviors are shaped by overlapping social, cultural, and academic contexts—ultimately underscoring the value of integrating theoretical insights with practical models to optimize literary resource allocation. Reading, as a foundational skill for knowledge acquisition, has been underscored by Omari and Arssi (2024), who emphasize that effective reading strategies are vital to language learning and academic success. This aligns with the present study's focus on understanding how readers engage with literary texts, as the behaviors of NNU readers—reflected in borrowing patterns—are inherently tied to their broader educational goals. Complementing this, Gutiérrez-Romero et al. (2023) highlight the complexity of reading comprehension, noting that inferences and interpretive depth vary dynamically based on the text and time invested. This variability resonates with the current research's emphasis on temporal factors, suggesting that the duration and timing of

reading interactions may significantly influence readers' engagement and borrowing decisions.

A central theme in literary scholarship is the role of reading in fostering renewal and innovation. Bonanni (2023) observes that engagement with diverse voices—across linguistic and temporal boundaries—fuels creative renewal, as seen in Bonnefoy's work, where reading and dialogue become catalysts for self-renewal. Similarly, Bassnett (2009) identifies comparison and translation as integral to literary renewal, framing the reading process as a site of iterative innovation. Gingras (2006) extends this by noting that narrative literature (e.g., the roman) has historically functioned as a dialogue with prior texts, with manuscript scribes using allegorical reading to renew the novel's meaning. These perspectives inform the present study's focus on "renewal intention" among readers, suggesting that repeated engagement with literary works—whether through re-reading or exploring related texts—reflects a broader dynamic of literary renewal, where readers participate in an ongoing dialogue with texts and their own evolving interpretations.

Literary reading is not merely an individual act but is deeply embedded in sociocultural frameworks. Smith and Robertson (2019) highlight this through their analysis of translanguaging literature, revealing how reading practices are shaped by implicit sociocultural norms of learning. Crawford (2021) further conceptualizes literary reading as a "Sabbath practice," positioning it as a space where readers engage with ways of being beyond dominant economic logics, underscoring its role in cultural and existential reflection. For NNU readers, situated within an academic community, such sociocultural dimensions may manifest in reading choices that reflect institutional cultures, disciplinary values, or broader societal shifts—factors that intersect with the spatial and interest-based variables examined in the present study.

Sirković (2022) offers nuanced insights into the interactive nature of literary engagement, emphasizing that literary stimulation is a reciprocal process: readers' expectations shape texts as much as texts shape readers. This fluidity extends to the reader-writer relationship, described as interactive and iterative, with Woolf (cited in Sirković, 2022) stressing readers' responsibility in shaping literary standards that influence writers. Additionally, Sirković notes that texts transform with re-reading, and generational shifts in interpretation position readers as part of a cumulative dialogue. These ideas resonate with the present study's focus on interest factors and temporal dynamics, as readers' evolving preferences and generational contexts may drive changes in borrowing patterns over the 2016–2024 period.

Bridging these strands, interdisciplinary scholarship underscores the multidimensionality of literary engagement. Telezhko et al. (2024) note that contemporary philology increasingly focuses on liminal and paradoxical categories, aligning with the present study's exploration of how TSI factors—transcending single-dimensional explanations—shape reading behavior. Shabani and Hamiti (2022) further highlight how literary interaction across time and space facilitates the flow of "small" to "big" literatures, echoing the TSI framework's emphasis on integrated temporal-spatial dynamics.

Classification systems, as mediators of reader-text interactions, reinforce literature's educational potential (Mahon & O'Brien, 2018), who draw on Rorty and Cavell to argue that literature cultivates responsiveness and depth. This aligns with the present study's analysis of classification systems (e.g., the Chinese Library Classification) as bridges between reader interests and literary cultures. Distinctions between local and global literary traditions—observed in classification patterns—resonate with Hui's (2023) work on classical Chinese poetry's enduring influence on contemporary writing, which transcends form to shape cultural identity. Viktorin (2019) further contextualizes this interplay, noting that world literature and anthropology converge in studying “world-making” processes, mirroring the present research's dual-factor framework (native vs. cross-regional literature) as a reflection of dynamic cultural integration.

The above review situates the present research within a rich scholarly tradition, emphasizing the complexity of literary reading as a cognitive, social, and iterative process. Despite the rich insights provided by prior scholarship, several gaps remain that the present study addresses. First, while interdisciplinary research has emphasized the complexity of literary engagement (Telezhko et al., 2024) and the interplay of temporal and spatial dynamics (Shabani & Hamiti, 2022), few studies have systematically integrated time, space, and interest factors into a unified framework to examine their combined impact on reading behaviors—particularly in the context of academic libraries. Existing literature often isolates these dimensions (e.g., focusing solely on temporal trends or spatial accessibility) without exploring their synergistic effects, limiting understanding of how readers' decisions are shaped by overlapping contexts. Research on literary renewal and reader-text interactions (Bassnett, 2009; Sirković, 2022) has primarily centered on theoretical or textual analyses, with limited empirical investigation into how renewal intention—a concrete behavioral indicator of sustained engagement—moderates the influence of multi-dimensional factors on borrowing patterns. This gap hinders practical insights for library resource management, where understanding renewal dynamics is critical for optimizing collection utilization. While classification systems and cross-cultural literary dynamics have been explored (Hui, 2023; Viktorin, 2019), few studies have leveraged large-scale, long-term borrowing data from a single academic institution with strong humanities focus to empirically validate how local literary traditions (e.g., Chinese classical literature) and global literary trends intersect in reader behavior. This limits granularity in understanding context-specific patterns within academic communities. Time series forecasting of literary borrowing (a key tool for resource planning) has rarely been combined with factor analysis and structural equation modeling to create a holistic predictive framework, leaving libraries without integrated tools to anticipate demand fluctuations.

Method

Sample

Figure 1 presents the borrowing volumes of books in various categories in the Library of NNU from 2016 to 2024, with the horizontal axis corresponding to the

categories of the Chinese Library Classification (CLC). The borrowing volume of Category I (Literature) is remarkably high across all three periods. Specifically, during 2016–2018, the borrowing volume reached 249,631, with 18,665 readers and 61,694 literary books borrowed; in 2019–2021, it stood at 128,335, involving 12,245 readers and 47,686 literary books; for 2022–2024, the volume was 86,663, with 9,857 readers and 36,497 literary books borrowed. Literature has consistently been a highly popular borrowing category, which reflects the persistent reading demand for literary works among faculty and students.

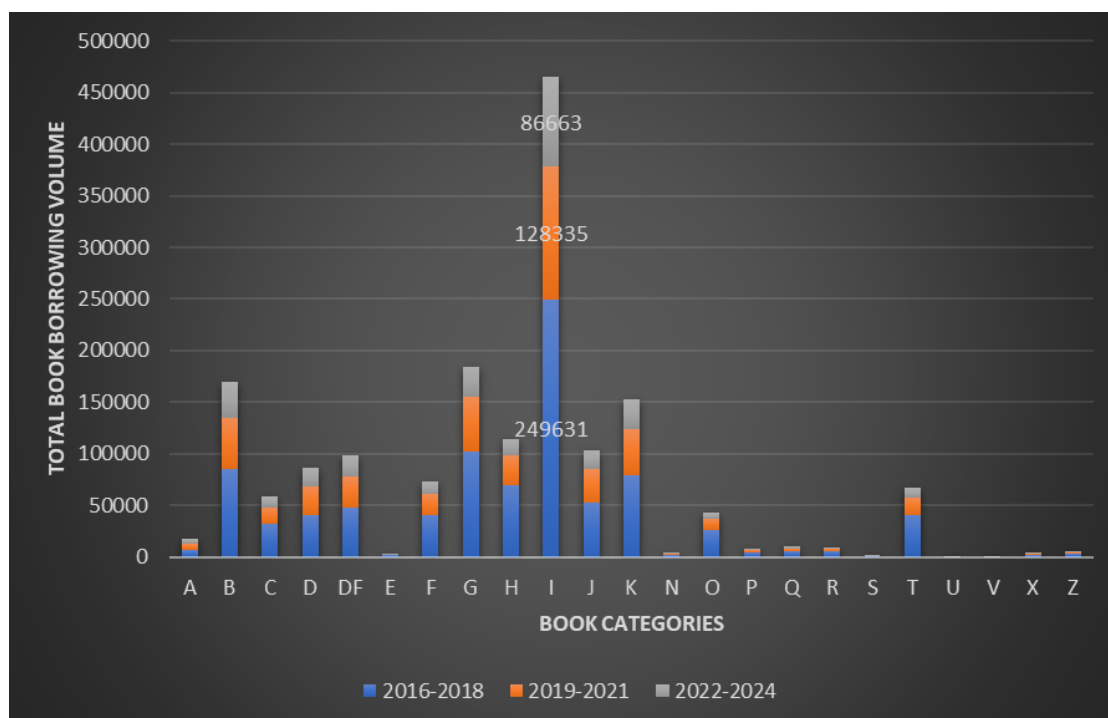


Figure 1. The borrowing volumes of various types of books in the Library of NNU (2016–2024)

Figure 2 illustrates the borrowing volumes of literary books under Category I of the CLC in the Library of NNU from 2016 to 2024, with the horizontal axis representing the sub-classifications of literary books within Category I. Among the sub-classifications of literary books (I0–I7), there are significant disparities in borrowing volumes. I2 (Chinese Literature) exhibits an extremely high borrowing volume across all three time periods (2016–2018, 2019–2021, and 2022–2024), emerging as the most popular sub-category. This robustly reflects the substantial demand for Chinese literary works among NNU’s faculty and students, implying that Chinese literature is deeply embedded in the local academic and cultural milieu and enjoys extensive popularity. I5 (European Literature) registers a relatively considerable borrowing volume, ranking second only to I2 (Chinese Literature) in specific periods. This showcases that European literature also possesses a degree of allure for NNU readers, mirroring their cross-cultural literary interests. I7 (American Literature) demonstrates a small yet stable borrowing volume, indicating a moderate demand for American literary works, though less prominent when compared to that for Chinese and some European literatures. I3 (Asian Literature) and I0 (Literary Theory) also witness a certain level of borrowing

activity, suggesting the existence of reader groups with interests in literary works from East Asian and Southeast Asian regions, and in literary theory, respectively. Conversely, I4 (African Literature) and I6 (Oceanian Literature) have relatively low borrowing volumes. This underscores readers' distinct preferences for different regional and thematic literary sub-classifications. Additionally, the overall borrowing volume shows a downward trajectory across these periods.

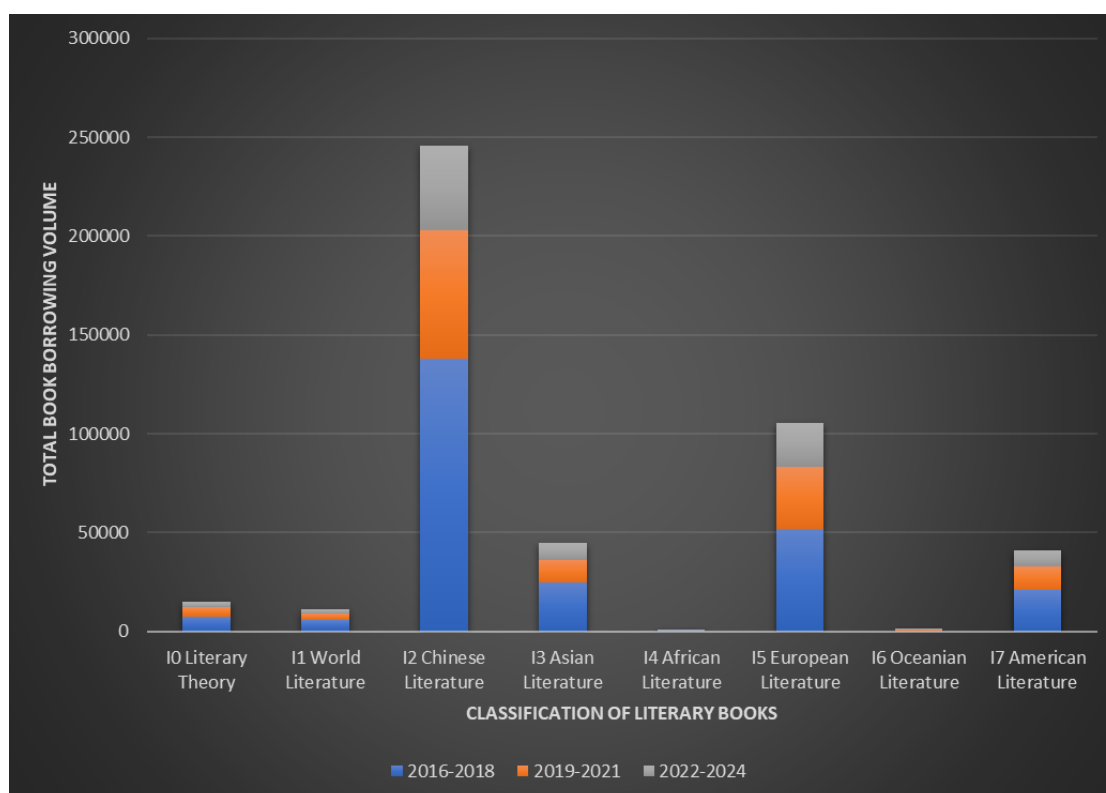


Figure 2. The borrowing volumes of literary books under Category I of the CLC in the Library of NNU (2016–2024)

Background

NNU occupies a prominent position in the realm of literary studies, standing as a pivotal stronghold of higher liberal arts education in southeast China and a preeminent academic hub for humanities research in the nation. A constellation of scholarly luminaries, including Tang Guizhang, Sun Wang, Duan Xizhong, and Xu Fu, dedicated their long-term academic endeavors here, thereby forging a profound and rich academic legacy coupled with a rigorous yet unpretentious scholarly tradition. Its program in Chinese Language and Literature has earned a place among China's top-tier academic disciplines. Furthermore, research accomplishments in Tang Dynasty history and literature, alongside studies on novels and dramas of the Yuan, Ming, and Qing dynasties, have garnered significant international acclaim.

Research Design

The core data is the Book Borrowing Data (2016–2024), which is segmented into three time periods: 2016–2018, 2019–2021, and 2022–2024. The data covers multiple dimensions related to readers' borrowing activities, including:

Gender (1 male, 2 female) and renewal (0 without renewal, 1 with renewal) information of readers.

Time-related Dimensions: Monthly borrowing records such as Jan., Feb., Mar., etc.

Space-related Dimensions: Geographical or storage-related locations such as Suiyuan Location, Jingwen Location, and Compact Storage Area, etc.

Interest-related Dimensions: Borrowing volumes of different literary sub-classifications under the Chinese Library Classification Category I, including I0 (Literary Theory), I1 (World Literature), I2 (Chinese Literature), etc., and the total borrowing volume (Total Borrowing Volume).

The rationale for focusing on subcategories within CLC Category I (Literature) rather than confining analysis to the broader primary category itself lies in this granular approach's ability to yield a more precise understanding of readers' literary interests. Examining subcategories allows us to identify nuanced patterns and specific preferences within the literary domain that would remain concealed at the broader primary category level.

Dimensionality Reduction and Variable Construction with PCA

Principal Component Analysis (PCA) is employed to reduce the dimensionality of the multi-dimensional data. Through PCA, four main component combinations are derived:

Combination 1: Integrates Time, Space, and Interest dimensions (TSI).

Combination 2: Combines Space and Interest dimensions (SI).

Combination 3: Focuses on the Interest dimension alone (I).

Combination 4: Centers on the Space dimension (S).

These component combinations serve as different types of variables in the subsequent regression analysis.

Regression Analysis Framework

A regression analysis model is constructed to explore the relationships between variables:

Moderator: The renewal behavior of readers acts as a moderator, which may influence the relationships between other variables.

Independent Variables: The TSI factor with the largest eigenvalue is adopted as the independent variable, representing different dimensions of readers' borrowing contexts.

Covariates: SI, I, S factor, Gender, and Reader Type (1 undergraduate student, 2 graduate student, 3 faculty and staff) are included as covariates. These factors may have potential impacts on borrowing behaviors and need to be controlled in the analysis.

Dependent Variable: The logarithmic transformation of the total borrowing volume (LogTotal) is used as the dependent variable. It reflects the overall borrowing intensity of readers and is the outcome variable to be explained. In regression analysis, the logarithmic transformation of total borrowing volume helps meet model assumptions,

linearize relationships, stabilize variance, and enable elasticity-based interpretation of marginal effects. Figure 3 presents the main research process.

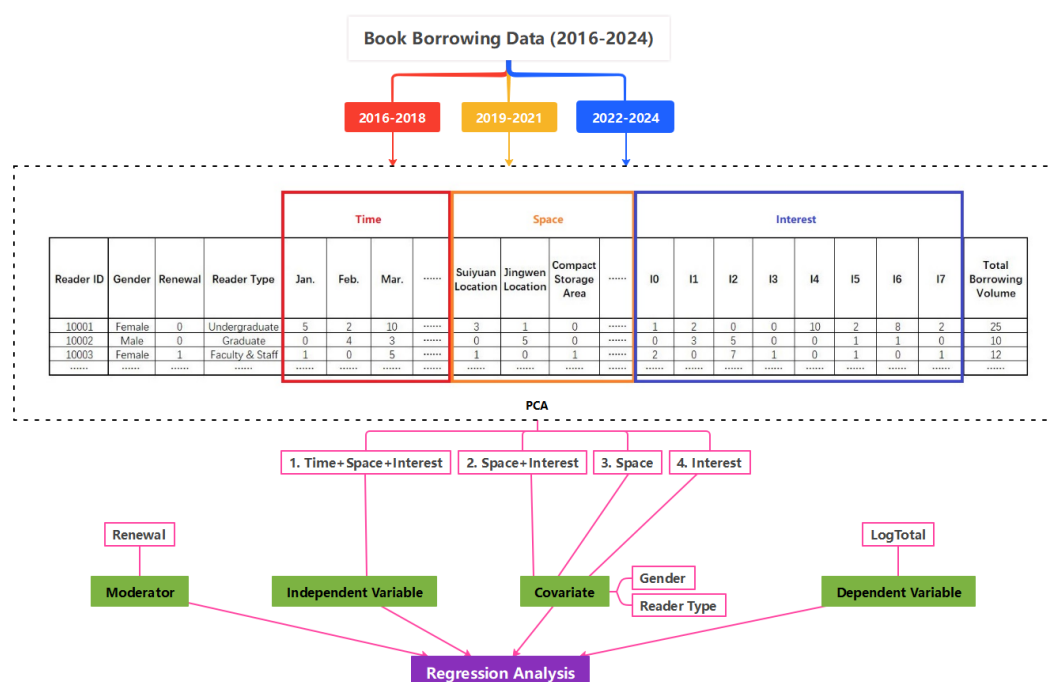


Figure 3. Research design

In addition, this study statistically analyzes the subject terms included in the 6XX fields of CNMARC and UNIMARC records for Class I books borrowed by patrons of NNU Library between 2016 and 2024. Word cloud visualizations will be generated based on the frequency of these terms, covering Chinese literature (I2), literary works from other Asian (I3), Africa (I4), Europe (I5), Oceania (I6), and the Americas (I7). The purpose of this analysis is to identify the key interests of readers in literary reading.

Structural Equation Model (SEM) Based on the Subclasses of Literary Books Category I

Structural equation model based on factor analysis on the subclasses of literary books category I can deeply explore the underlying factor structure of reading interests behind different subclasses, reveal the inherent connections and differences between various categories, and provide a more refined theoretical basis for understanding readers' literary reading preferences.

Based on the results of factor analysis, latent variables F1 and F2 are defined, and observed indicators, namely I1, I0, I2, as well as I7, I3, I5, and I6, are selected. These are measurable specific variables used to reflect the latent variables. Paths of "latent variables → observed indicators" are constructed, and error terms (e1–e7) are set for the observed indicators. The collected observational data related to literature (corresponding to the actual measured values of indicators such as I1 – I7) are imported

into AMOS. Through maximum likelihood estimation, the model simulates the gradual adaptation of the observed covariance and implied covariance of the data. The software iteratively adjusts parameters such as path coefficients, error term variances, and factor covariances, so that the model's fit indices (such as χ^2/df , RMSEA, CFI, etc.) reach the ideal range, and finally outputs the parameters presented in the figure (values of path coefficients, error variances, etc.).

Time Series Forecasting of the Monthly Average Value of Literary Books Borrowing

An analysis of the monthly per capita borrowing data of literary books from 2016 to 2024 reveals patterns such as seasonal fluctuations (e.g., whether borrowing volumes peak during exam-free periods or holidays) and long-term trends (e.g., annual shifts in reader interest in literary works). Forecasting the 2025 values enables the library to proactively address future demand, which is critical for resource allocation, including the procurement of new literary titles, budget planning for collection development, and spatial management of book storage and reading areas.

Data Collection: Monthly per capita borrowing data of literary books from 2016 to 2024 were extracted from the library management system of NNU. The per capita borrowing volume was calculated as the total monthly borrowings of literary books divided by the number of active library users in the corresponding month.

Preprocessing: Missing values were examined. Due to epidemic control measures, the library suspended lending services from February to March 2020, resulting in zero monthly averages during these periods; such values were handled using appropriate methods (e.g., imputation with the mean of adjacent months). Additionally, data stationarity was verified. Given that the ARIMA model requires stationary data (or data transformed to achieve stationarity), trend and seasonality checks were conducted. The selected ARIMA(1,0,0)(1,0,1) model, with non-seasonal ($d=0$) and seasonal ($D=0$) differencing parameters, confirms that the data meets the stationarity assumption. Formally denoted as ARIMA(p,d,q)(P,D,Q), the model parameters are defined as follows: $p=1$ (first-order non-seasonal autoregressive component, capturing correlations between the current value and its immediate predecessor), $d=0$ (no non-seasonal differencing required), $q=0$ (no non-seasonal moving average component), $P=1$ (first-order seasonal autoregressive component, reflecting associations with values from the same month in the preceding year), $D=0$ (no seasonal differencing), and $Q=1$ (first-order seasonal moving average component). This model structure was identified through analytical methods including autocorrelation function (ACF) and partial autocorrelation function (PACF) analysis of the time series data.

Results

The Stability of the Spatial Dimension in Literary Book Lending

Table 1 presents the extracted principal factors. Temporal correlations were concentrated in March–June (spring semester) and November–December (year-end) during 2016–2018. Correlations in September–October (early autumn semester) increased, forming a high-loading interval for the autumn-winter semester alongside the

year-end period during 2019–2021. March–June (spring semester) regained dominance, with temporal associations aligning more closely with a spring-summer lending peak relative to the academic calendar during 2022–2024.

The Jingwen Chinese Book Lending Room has consistently remained the core of Component 1 (with factor loadings ranging from 0.868 to 0.894), serving as the primary hub for literary book lending. As a secondary core, the Suiyuan area has expanded from a single lending room to a comprehensive zone encompassing sample book lending and Hong Kong/Taiwan book lending, catering to more granular lending demands. Jingwen Library and Suiyuan Library are situated on two separate campuses of NNU, with a geographical distance of 18.6 kilometers between them.

I2 and I5 maintained strong correlations with the Jingwen + temporal factor throughout the periods, representing core literary subcategories jointly influenced by spatial and temporal factors. I0 and I1 were associated with Suiyuan in the early period (2016–2018) but together with I4, formed an independent factor in the late period (2022–2024), indicating that their lending behaviors are more autonomous (not dominated by spatial or temporal factors). I7 became incorporated into core correlational relationships during both the mid-period (2019–2021) and late period (2022–2024), which may correspond to an emerging or increasingly prevalent literary subcategory within the timeframe spanning the epidemic outbreak and post-pandemic phases.

Table 1. The extracted principal factors

Dimension	2016–2018	2019–2021	2022–2024
Factor Structure	2 principal components	2 principal components	3 principal components
Key Loadings	<p>Component 1 (TSI): Dominated by Jingwen Chinese Book Lending Room (0.874), March (0.789), April (0.773), I2 (0.759), May (0.758), June (0.700), December (0.643), November (0.643), February (0.642), I5 (0.631), September (0.625), October (0.599), January (0.590), I3 (0.580)</p> <p>Component 2 (SI):</p>	<p>Component 1 (TSI): Dominated by Jingwen Chinese Book Lending Room (0.868), December (0.762), November (0.744), I5 (0.730), September (0.705), October (0.692), March (0.686), I2 (0.659), June (0.658), May (0.611), April (0.610), I3 (0.580), January (0.554), I7 (0.538)</p> <p>Component 2 (S): Dominated by Suiyuan Chinese</p>	<p>Component 1 (TSI): Dominated by Jingwen Chinese Book Lending Room (0.894), May (0.750), I2 (0.749), March (0.740), April (0.717), September (0.696), I5 (0.687), June (0.665), February (0.658), November (0.618), December (0.614), October (0.597), I7 (0.560)</p> <p>Component 2 (S): Dominated by Suiyuan Chinese</p>

Dimension	2016–2018	2019–2021	2022–2024
	Dominated by Suiyuan Chinese Book Lending Room (0.736), Suiyuan Chinese Sample Book Lending Room (0.634), I0 (0.535), I1 (0.508)	Sample Book Lending Room (0.715), Suiyuan Chinese Book Lending Room (0.672), Suiyuan Hong Kong and Taiwan Book Lending Room (0.503)	Sample Book Lending Room (0.709), Suiyuan Chinese Book Lending Room (0.582), Suiyuan Hong Kong and Taiwan Book Lending Room (0.563) Component 3 (I): Dominated by I0 (0.687), I4 (0.588), I1 (0.551)

While the spatial core of literary book lending patterns remains stable, temporal correlations dynamically adjust with the academic calendar, and the independence of book subcategories gradually strengthens. The increasing complexity of the factor structure underscores the refined evolution of demand.

Table 2. Regression coefficients (2016–2018)

Model	coefficient	se	t	p	LLCI	ULCI
Constant	0.6900	0.0145	47.5816	0.0000	0.6616	0.7184
Z-Score F1 (TSI)	0.5473	0.0047	115.2380	0.0000	0.5380	0.5566
Renewal	0.1553	0.0057	27.4815	0.0000	0.1442	0.1664
Int_1	-0.2423	0.0057	-42.2940	0.0000	-0.2535	-0.2310
Z-Score F2 (SI)	0.0925	0.0027	34.4030	0.0000	0.0873	0.0978
Gender	0.0469	0.0066	7.0968	0.0000	0.0339	0.0598
Reader type	-0.0414	0.0050	-8.3007	0.0000	-0.0512	-0.0316

Table 3. Regression coefficients (2019–2021)

Model	coefficient	se	t	p	LLCI	ULCI
Constant	0.5468	0.0174	31.3606	0.0000	0.5126	0.5810
Z-Score F1 (TSI)	0.6103	0.0064	95.1732	0.0000	0.5977	0.6228
Renewal	0.1876	0.0075	25.1244	0.0000	0.1730	0.2022
Int_1	-0.3699	0.0074	- 50.0917	0.0000	- 0.3844	- 0.3554
Z-Score F2 (S)	0.0888	0.0032	28.0584	0.0000	0.0826	0.0950
Gender	0.0542	0.0079	6.8479	0.0000	0.0387	0.0697
Reader type	-0.0067	0.0058	-1.1451	0.2522	- 0.0181	0.0047

Table 4. Regression coefficients (2022–2024)

Model	coefficient	se	t	p	LLCI	ULCI
Constant	0.5595	0.0172	32.5972	0.0000	0.5259	0.5931
Z-Score F1 (TSI)	0.5729	0.0067	85.4728	0.0000	0.5597	0.5860
Renewal	0.1628	0.0071	23.0746	0.0000	0.1490	0.1766
Int_1	-0.3072	0.0077	- 40.0389	0.0000	- 0.3222	- 0.2921
Z-Score F2 (S)	0.0501	0.0032	15.8043	0.0000	0.0439	0.0563
Z-Score F3 (I)	0.0514	0.0032	16.2916	0.0000	0.0452	0.0576
Gender	0.0312	0.0078	4.0177	0.0001	0.0160	0.0464
Reader type	-0.0138	0.0058	-2.3769	0.0175	- 0.0252	- 0.0024

Main Effect of the Independent Variable (F1)

2016–2018: The coefficient is 0.5473 ($p < 0.001$), indicating that after controlling for other variables, each 1 unit increase in F1 is associated with a significant 0.5473 unit increase in LogTotal, with a significant positive main effect.

2019–2021: The coefficient is 0.6103 ($p < 0.001$), showing that the positive effect of F1 on LogTotal is enhanced and significant.

2022–2024: The coefficient is 0.5729 ($p < 0.001$), with the positive effect slightly lower than that in 2019–2021 but still significant.

Trend: The positive main effect of F1 on LogTotal is stably significant across the three periods, with the strongest effect in 2019–2021 and a slight decline in 2022–2024, though still higher than in 2016–2018.

Main Effect of the Moderator Variable (Renewal)

2016–2018: The coefficient is 0.1553 ($p < 0.001$), indicating that renewal alone has a significant positive impact on LogTotal.

2019–2021: The coefficient is 0.1876 ($p < 0.001$), with the positive effect of renewal enhanced and significant.

2022–2024: The coefficient is 0.1628 ($p < 0.001$), with the effect slightly lower than in 2019–2021 but still significant.

Trend: The positive main effect of renewal is significant in all three periods, with the strongest effect in 2019–2021.

Interaction Effect ($F1 \times \text{Renewal}$, i.e., Int_1)

Significance: The coefficients of the interaction term in all three periods are negative (-0.2423, -0.3699, -0.3072) with $p < 0.001$. Meanwhile, the F-values corresponding to the R^2 change ($R^2\text{-chng}$) are all significant ($p < 0.001$), indicating that the interaction effect is significant, meaning renewal significantly moderates the impact of F1 on LogTotal.

Effect strength: The absolute value of the interaction term coefficient is the largest in 2019–2021 (0.3699), slightly decreasing in 2022–2024 (0.3072) but still higher than in 2016–2018 (0.2423). This suggests that the strength of the moderating effect is the strongest in 2019–2021, followed by a slight weakening in 2022–2024 but remaining higher than in the first period.

Conditional Analysis of the Moderating Effect (by Values of Renewal)

The moderator variable renewal takes values of 0 and 1 (dichotomous variable). Table 5 displays the conditional effects of F1 on LogTotal at different levels of renewal:

Table 5. Moderating Effect

Time period	Effect of F1 when renewal=0	Effect of F1 when renewal=1
2016–2018	0.5473 (p<0.001)	0.3050 (p<0.001)
2019–2021	0.6103 (p<0.001)	0.2404 (p<0.001)
2022–2024	0.5729 (p<0.001)	0.2657 (p<0.001)

When renewal=0, the positive effect of F1 on LogTotal is significant, with the strongest effect in 2019–2021 (0.6103) and the weakest in 2016–2018 (0.5473).

When renewal=1, the positive effect of F1 remains significant but is significantly reduced (the effect value is approximately 40%-50% of that when renewal=0), indicating that renewal weakens the positive impact of F1 on LogTotal.

Degree of weakening: The weakening is most obvious in 2019–2021 (effect decreases by 0.3699), followed by 2022–2024, and the weakest in 2016–2018, consistent with the trend of the interaction term coefficient.

Effects of Covariates

F2: It is positively significant in all three periods (p<0.001), indicating a stable positive impact on LogTotal, with the strongest effect in 2016–2018 (0.0925) and the weakest in 2022–2024 (0.0501).

gender: It is positively significant in all three periods (p<0.01), indicating a positive impact on LogTotal, with a slightly stronger effect in 2019–2021 (0.0542).

Reader type:

2016–2018: The coefficient is -0.0414 (p<0.001), significantly negative.

2019–2021: The coefficient is -0.0067 (p=0.2522), not significant.

2022–2024: The coefficient is -0.0138 (p=0.0175), significantly negative but with a weak effect.

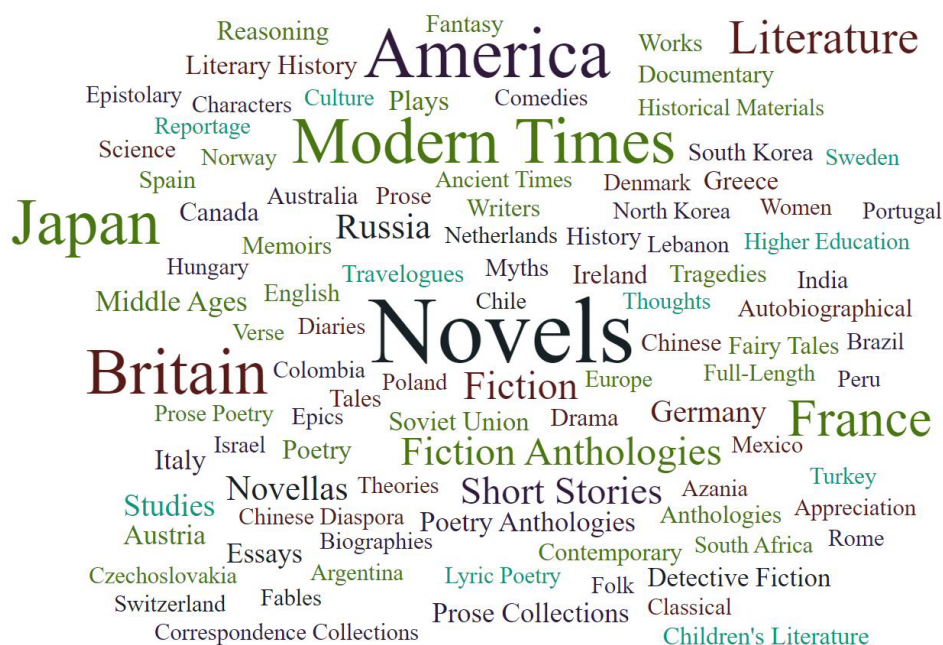
F3 (only in 2022–2024): The coefficient is 0.0514 (p<0.001), positively significant, indicating a positive impact on LogTotal.

Subject Terms of Literary Books

Analysis of aggregate thematic term counts in Chinese literature (I2) and world literature (I3–17) datasets reveals distinct patterns, reflecting divergent reader focuses, cultural priorities, and literary traditions at NNU. Figures 4–5 present the top 100 thematic words for these categories: Chinese Literature in Figure 4, and works from Asia, Europe, Africa, and the Americas in Figure 5.

Geographic and Cultural Focus

In Chinese literature, the term “China” stands out with an aggregate count of 85,705, which is significantly higher than any other term. This indicates a strong focus



Temporal Focus

Chinese Literature exhibits a balanced focus on both classical and contemporary works. Classical-related terms include “Classical” (6,030), “Ancient Times” (2,426), as well as specific classical genres such as “Tang Poetry” (1,990), “Ci-Poetry” (1,964), and “Song Ci-Poetry” (1,821). On the contemporary side, terms like “Contemporary” (36,405), “Modern Times” (529), and “Republican Period” (218) reflect a significant interest in developments from the 20th to the 21st century.

In contrast, World Literature shows a temporal focus that leans toward modernity. “Modern Times” (9,447) is the most prominent temporal term, followed by “Contemporary” (349) and “Middle Ages” (1,420). References to literary movements such as “Romanticism” (60) and “Modernism” (58) indicate engagement with global literary trends, a feature rarely seen in Chinese literature, which seldom makes mention of such pan-European movements.

Genres and Literary Forms

Chinese Literature places emphasis on traditional and genre-specific forms, with classical genres carrying significant weight. In terms of poetry, relevant terms include “Poetry” (6,977), “Tang Poetry” (1,990), “Ci-Poetry” (1,964), “Song Ci-Poetry” (1,821), and “New Poetry” (394). For prose and essays, there are terms such as “Prose Collections” (6,999), “Essays” (4,642), and “Prose” (4,671). Traditional narrative forms are also prominent, including “Chaptered Novels” (1,665), “Huaben (Story Scripts)” (142), “Traditional Operas” (717), and “Zaju (Yuan Plays)” (163).

World Literature, on the other hand, features more globally standardized genres, with a focus on popular modern forms. In fiction, the key terms are “Novels” (15,980), “Short Stories” (3,511), “Fiction Anthologies” (3,977), “Detective Fiction” (829), and

“Fantasy” (462). For drama, terms like “Plays” (1,181), “Drama” (420), “Tragedies” (274), and “Comedies” (150) reflect the influence of Western theatrical traditions.

Cultural and Historical References

Chinese Literature exhibits a deep rootedness in historical and cultural specificity. Canonical works such as “Dream of the Red Chamber” (744), “Romance of the Three Kingdoms” (98), “Water Margin” (88), and “The Book of Songs” (87) are prominently referenced. Historical texts are also well-represented, including “Chronicles” (1,329), “Historical Records” (221), and “Treatises” (446). Additionally, philosophical and religious terms like “Buddhism” (102), “Taoism” (78), “Ideologies” (423), and “Thoughts” (417) connect literature to intellectual history.

In contrast, references in World Literature tend to be more universal or Western-centric. Mythology and folklore-related terms such as “Myths” (252), “Fairy Tales” (273), and “Epics” (218) are common. There are fewer specific canonical titles, with broader terms like “Writers” (287) and “Works” (481) being more prevalent. Cross-cultural elements do appear, such as “Chinese” (353) and “Chinese Diaspora” (94), but these are minor terms, indicating the limited integration of Chinese classics into global discourse.

Thematic Concerns

Chinese Literature demonstrates a focus on literary history, criticism, and cultural preservation. Terms such as “Literary History” (3,171), “Criticism” (515), “Appreciation” (926), and “Annotations” (1,116) reflect a strong academic and interpretive engagement with literary works. Additionally, “Native-Soil Literature” (104) underscores a preoccupation with regional identity and cultural roots.

In contrast, World Literature exhibits more diverse and genre-driven thematic concerns. Terms like “Reasoning” (880), “Detective Fiction” (829), “Science” (434), and “Thrillers” (19) indicate an interest in plot-driven, speculative, or analytical works. Furthermore, references to “Women” (154), “Society” (19), and “Psychology” (40) suggest engagement with social issues and individual experiences, which are less prominent in the terminology associated with Chinese literature.

Popular Literary Books

Popular Chinese literary books are characterized by classical significance (with canonical works like “*Dream of the Red Chamber*”, “*Ordinary World*”, and “*Fortress Besieged*” consistently popular), thematic diversity (spanning literary theory such as “*A History of Modern Chinese Literature*”, novels like “*White Deer Plain*”, martial arts fiction including “*The Eight Books of the Heavenly Dragon*”, essays such as “*The Cultural Journey*”, and historical fiction like “*The Great Qin Empire*”), realistic concern (e.g., “*To Live*”, “*I and the Temple of Earth*”), a balance of literary merit and readability (exemplified by “*The Tales of Hulan River*”), and authorial influence (collections by Lu Xun, Wang Xiaobo, and Eileen Chang). Their popular titles changed over 2016–2018 (dominated by literary theory like “*A History of Chinese Literature*” and martial arts fiction such as “*The Eight Books of the Heavenly Dragon*” and “*The Smiling, Proud Wanderer*”, with rising internet literature including “*Battle Through the Heavens*” and

“*Grave Robbers’ Chronicles*”), 2019–2021 (classics retained prominence, with more focus on social reality such as “*Fang Siqu’s First Love Paradise*”), and 2022–2024 (growing popularity of science fiction like “*The Three-Body Problem*”, emotionally profound works including “*The Right Bank of the Ergun River*”, and those adapted into films/TV series such as “*The Longest Day in Chang’an*” and “*Joy of Life*”).

Foreign popular literary books feature classical status (world classics like “*The Red and the Black*”, “*Pride and Prejudice*”, and “*Les Misérables*”), themes rooted in humanity and society (e.g., “*Crime and Punishment*”, “*The Stranger*”, “*Wuthering Heights*”, “*1984*”, “*The Plague*”), diverse styles/genres (realism such as “*Anna Karenina*”, modernism including “*The Metamorphosis and Steppenwolf*”, detective fiction like “*The Devotion of Suspect X*”, and fantasy epics such as “*A Song of Ice and Fire*”), and cultural iconography/viral spread (e.g., “*Norwegian Wood*”, “*To Kill a Mockingbird*”). Their lending trends saw stable classics with shifting rankings (e.g., “*Norwegian Wood*” and “*The Stranger*”), growing interest in philosophy/existentialism (including “*The Brothers Karamazov*”), and evolving regional preferences (e.g., Japanese literature like “*No Longer Human*” peaking early, French existentialism gaining later).

Synthesizing NNU readers’ literary interests (2016–2024), there’s a sustained affinity for canonical literature (such as works of Shakespeare and Dostoevsky). Foreign literature foci evolved: emotion/coming-of-age (2016–2018, with “*Norwegian Wood*” and “*Gone with the Wind*” prominent), existential themes (2019–2021, including Camus’ “*The Stranger and The Plague*”), and self-awareness/spiritual redemption (2022–2024, with Hermann Hesse’s “*Siddhartha and Demian*”, Dostoevsky’s “*Crime and Punishment*” and “*The Brothers Karamazov*”, and Kafka’s works). Period-specific genre/social issue engagements emerged (e.g., feminist texts like “*A Room of One’s Own*” in 2022–2024), with a shift from emotional resonance to critical reflection.

Factor Structure of Literary Reading Interests

An academic analysis of the factor structure of literary book subclasses during 2016–2018, based on the KMO and Bartlett’s Test results, reveals notable insights. The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy for this period is 0.668, which falls into the “mediocre” range (between 0.6 and 0.7) according to common interpretive standards, indicating that the sample data has a certain degree of suitability for factor analysis, though not exceptionally strong. Meanwhile, Bartlett’s Test of Sphericity yields an approximate Chi-Square value of 11455.255 with 15 degrees of freedom and a significance level of 0.000 ($p < 0.001$), which strongly rejects the null hypothesis that the correlation matrix is an identity matrix. This confirms that there are significant correlations among the variables (i.e., the characteristics of different literary subclasses), further validating the appropriateness of conducting factor analysis on the data from 2016–2018.

Comparatively, the 2022–2024 period shows a higher KMO value of 0.712, entering the “middling” range (between 0.7 and 0.8), suggesting an improved suitability of the later sample for factor analysis. Additionally, Bartlett’s Test for 2022–2024 also yields a significant result ($p < 0.001$) with an approximate Chi-Square of 8753.495 and 21 degrees of freedom, indicating persistent correlations among variables in the later period.

Two common factors are extracted from the subordinate categories of literature for both the periods 2016–2018 and 2022–2024, whereas no common factors are extracted for 2019–2021. F1 centered on I0 (Literary Theory), I1 (World Literature), and I2 (Chinese Literature), this construct is designated as the “Basic and Native Literature Factor”. It encompasses fundamental literary theoretical frameworks, shared thematic and stylistic attributes across world literature, and content uniquely anchored in native (Chinese) literary traditions. F2 linked to regional literatures spanning I3–I7 (e.g., Asian, European, Oceanian, and American literary systems), it is termed the “Cross-regional Diverse Literature Factor”.

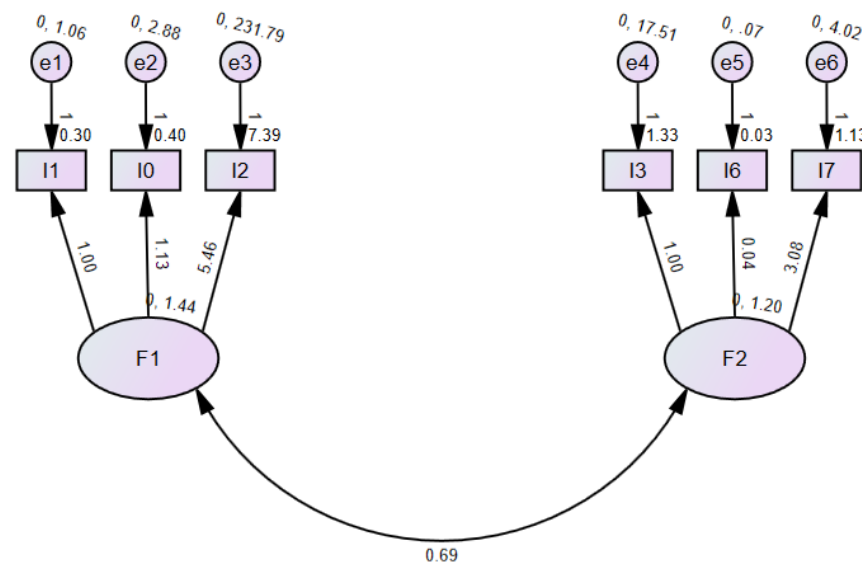


Figure 6. SEM (2016–2018)

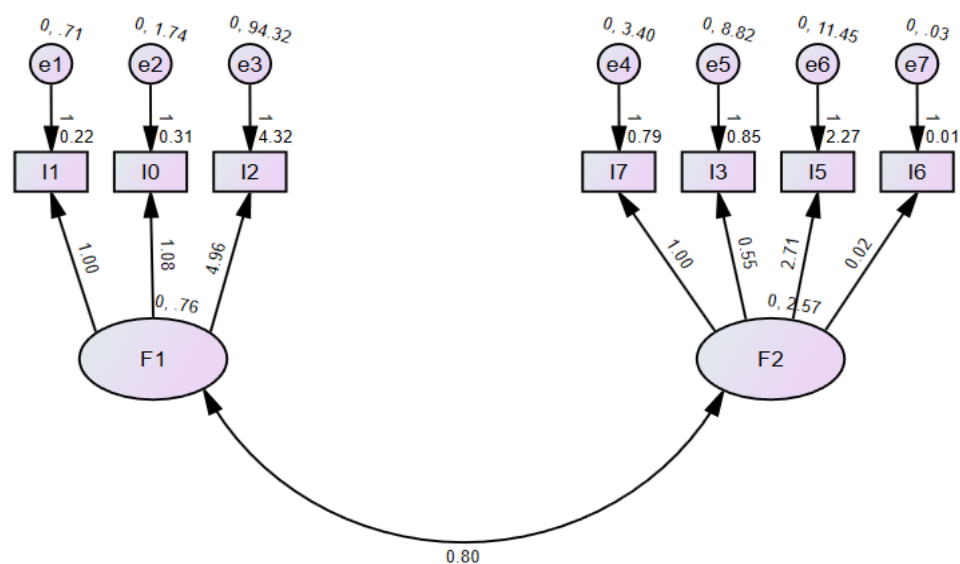


Figure 7. SEM (2022–2024)

Both SEM models identify two latent factors (F1 and F2) but with variations in their observed variable compositions. The first model includes I0–I3, I6–I7 for F1 and F2, while the second model replaces I3 in F2 with I5, expanding F2’s indicators to I3, I5–I7. This suggests a refinement in how F2 is operationalized, potentially capturing broader dimensions in the second model.

Regression Weights

For F1: In both models, I1 is the reference variable (weight = 1.000). The first model shows I2 with a much stronger unstandardized weight (5.456 vs. 4.961 in the second model), though standardized weights follow a similar order ($I1 > I0 > I2$) in both, with I1 remaining the most representative indicator.

For F2: The first model uses I3 as the reference, while the second model shifts to I7. In unstandardized terms, I7 has a stronger association with F2 in the first model (3.084 vs. 1.000 as reference in the second), but standardized weights highlight I7 (0.860) as dominant in the first model, whereas I5 takes precedence in the second (0.788 vs. I7’s 0.656).

Factor Correlation

The correlation between F1 and F2 is slightly higher in the second model (0.571) than in the first (0.526), with a stronger covariance (0.799 vs. 0.692), indicating a closer relationship between the latent factors in the second model, though both remain moderately correlated (suggesting distinctness).

Variances of Latent Factors

F1’s variance is lower in the second model (0.762 vs. 1.441), indicating less variability, while F2’s variance is higher (2.568 vs. 1.202), suggesting greater diversity in the construct measured by F2 in the second model.

Squared Multiple Correlations (R^2)

The first model’s F2 is dominated by I7 ($R^2 = 0.740$), whereas the second model’s F2 is led by I5 ($R^2 = 0.622$), showing a shift in the most explanatory indicator.

For F1, I1 retains the highest R^2 in both models, but with a slight decrease in the second model (0.518 vs. 0.577).

I6 has low R^2 in both models (0.028 vs. 0.035), indicating it remains a weak indicator of F2 across models.

Trends in Literary Book Lending Volume

The model used for this prediction is ARIMA(1,0,0)(1,0,1), a seasonal time series model. The model captures both the autocorrelation and seasonal fluctuation characteristics of the data. The model exhibits excellent fitting performance, with a Stationary R-squared of 0.894, indicating that it can explain 89.4% of the sequence variation. The Ljung-Box Q(18) statistic is 13.368, with 15 degrees of freedom and a significance level of 0.574, suggesting that the residual sequence is white noise, meaning the model has fully extracted effective information from the data. Additionally,

there are 9 outliers, but the high goodness-of-fit indicates that the model's handling of these outliers has not significantly affected the overall trend capture.

The ARIMA model's predictions for the monthly borrowing averages of literary books from January to December 2025 show that the values fluctuate between 2.26 and 2.85, with an average of approximately 2.58 and a small standard deviation of about 0.18, reflecting relatively stable monthly borrowing averages throughout 2025 (see Table 6). The 95% confidence intervals for all months have a narrow span, ranging from approximately 0.88 to 0.98, indicating high prediction accuracy and low uncertainty. Figure 8 shows the observed trend, fitted trend, and forecasted trend of the monthly borrowing quantities of literary books under the ARIMA model.

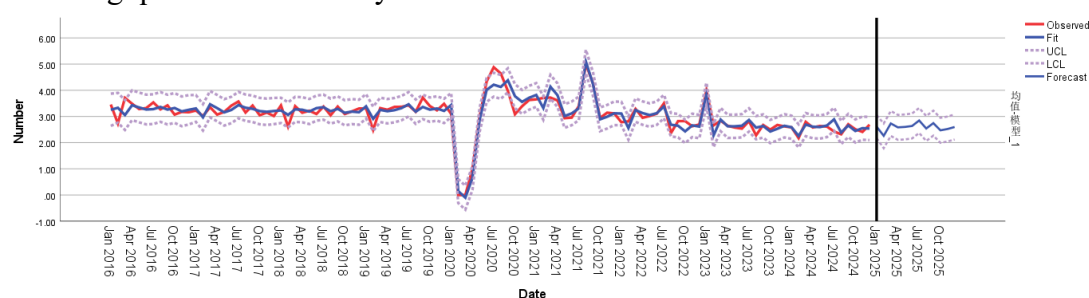


Figure 8. Observed, fit, and forecasted monthly borrowing trends of literary books over time

Table 6. Predicted values for 2025

		Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Model		2025	2025	2025	2025	2025	2025	2025	2025	2025	2025	2025	2025
ARIMA(1,0,0)(1,0,1)	Forecast	2.61	2.26	2.73	2.59	2.60	2.64	2.85	2.54	2.75	2.47	2.52	2.60
	UCL	3.05	2.73	3.21	3.06	3.08	3.11	3.32	3.02	3.22	2.95	3.00	3.08
	LCL	2.17	1.79	2.26	2.11	2.13	2.16	2.37	2.07	2.27	2.00	2.05	2.12

Discussion

The Discovery of the Dominant Role of the TSI Factor, the Moderating Role of the Renewal Factor, and Their Interaction Effect

Across three periods, both the TSI factor and renewal intention exert significant positive main effects on LogTotal (with the most pronounced impacts observed in 2019–2021), underscoring their consistent influence on the overall volume of literary engagement. This alignment with the TSI factor—encompassing time, space, and interest—resonates with existing research highlighting the multifaceted nature of reading behaviors. Reading habits among students across educational levels vary in time spent, purposes, and materials, emphasizing that time and purpose (closely linked to interest) are critical variables in shaping engagement. Freund et al. (2016) found that time spent reading and specific reading behaviors are associated with comprehension, reinforcing time's role as a key dimension of literary engagement.

The TSI factor's emphasis on space also finds support in conceptualizations of how spatial dynamics shape reading experiences. Motte (2018) argued that “as much as we inhabit space, space inhabits us,” suggesting that spatial contexts inherently

influence how individuals engage with texts—a notion echoed by Gozli et al. (2018), who demonstrated that spatial metaphors and contexts actively shape readers' conceptual processing of narratives, including their understanding of protagonists. This interplay between space and engagement aligns with the TSI factor's role as a driver of literary consumption, as spatial contexts (e.g., physical or digital environments) intersect with interest to influence reading frequency and depth.

Interest, the third component of the TSI factor, is further validated by Ortiz Ballesteros (2025), who noted that categorizing literary works by age, genre, or subject matter—strategies that align with readers' interests—motivates young readers, guides their habits, and enhances literary competence. This highlights how interest, as a core element of TSI, directly fuels engagement, complementing the roles of time and space.

Notably, the renewal factor plays a significant negative moderating role in the relationship between the TSI factor and LogTotal, weakening the positive effect of TSI on literary engagement—most prominently in 2019–2021. This regulatory function may reflect shifts in reading landscapes, such as the rise of digital alternatives. Bissenbayeva et al. (2024) observed that the popularity of online novels in China has reduced interest in paper books, suggesting that renewal behaviors (e.g., adopting new formats or platforms) might redirect engagement away from traditional literary consumption, thereby dampening the TSI factor's impact. Additionally, Davies and Lupton (2023) noted that constant textual engagement, often driven by renewal demands (e.g., staying updated with new content), leaves readers with less time for deep, focused reading—potentially explaining why renewal weakens the TSI factor's positive effect, as fragmented engagement undermines the synergy of time, space, and interest.

The dynamic interplay between TSI and renewal is further nuanced by research on temporal perception in reading. Dalsgård (2021) argued that reading manipulates readers' experience of time, with texts themselves shaping temporal agency—a process influenced by both reader behavior and textual properties. This suggests that the TSI factor's temporal dimension is not static but interacts with renewal behaviors to alter how time is perceived and utilized in reading, potentially amplifying or diminishing engagement.

Renewal intention likely introduces a targeted, intention-driven behavioral pattern that either moderates, or overlaps with the broader, context-dependent influences of TSI, thereby weakening TSI's effect on total borrowing volume. Renewal intention reflects readers' proactive decision to extend their engagement with specific resources, creating a direct behavioral pathway that may bypass or override the influence of TSI factors. For instance, if a reader intends to renew a borrowed item, their total borrowing volume (logTotal) might be sustained or increased due to this intentional extension, regardless of how temporal patterns (e.g., peak borrowing times), spatial accessibility (e.g., library location), or interest alignment (e.g., category preferences) typically shape their behavior. This creates a “shortcut” in the prediction model, reducing the explanatory power of TSI. When renewal intention is strong, readers' borrowing behavior becomes more anchored in their existing commitments (e.g., unfinished reading, repeated use of familiar resources) rather than responding to dynamic TSI

factors. For example, a reader renewing a book regularly may borrow less frequently from other categories (weakening the “interest” component of TSI) or be less influenced by temporal trends (e.g., seasonal borrowing peaks) because their behavior is driven by the renewal cycle, not external TSI cues. TSI factors and renewal intention may share underlying variance in predicting logTotal borrowings. If renewal intention captures a significant portion of the behavioral variance that TSI would otherwise explain (e.g., both reflect long-term engagement with certain resources), the unique contribution of TSI is diluted. Statistically, this could appear as a weakened effect of TSI when renewal intention is included in the model. In library systems, renewal policies (e.g., limits on renewals, availability of alternatives) may interact with TSI factors. For example, a reader with high renewal intention might borrow fewer new items (lowering logTotal) even if TSI factors (e.g., high interest in a new category) would normally encourage more borrowing. Renewal intention acts as a countervailing force, reducing TSI’s predictive strength.

Among covariates, F2 (the SI/S factor) and gender maintained stable effects on LogTotal, while reader type fluctuated, suggesting context dependency. This reinforces that reader type is shaped by situational contexts rather than universal patterns.

These findings highlight the TSI factor’s dominant role as a driver of literary engagement, the renewal factor’s regulatory function in modifying this relationship, and their dynamic interplay. This framework advances understanding of how readers’ time-space-related interests and renewal behaviors jointly influence literary consumption, offering a nuanced lens to address evolving reading landscapes.

The Research Value of CLC Literary Subordinate Categories for Readers’ Literary Reading Interests

The literary subordinate categories of the Chinese Library Classification (CLC), including I0 (Literary Theory), I1 (World Literature), I2 (Chinese Literature), and I3–I7 (Regional Literatures), not only demarcate distinct literary subfields but also reflect the interplay between cultural identity and literary traditions. Structured to balance global and local perspectives, these categories serve as critical tools for understanding readers’ literary preferences, with applications spanning academic inquiry, information organization, cultural transmission, and practical analysis.

I0 (Literary Theory) focuses on foundational principles, methodologies, and critical perspectives in literary studies, encompassing explorations of literature’s nature, its relationship with society, aesthetics, narrative techniques, and the history of literary criticism. This category provides readers with frameworks to analyze and interpret literary works across other categories. I1 (World Literature) adopts a global lens, encompassing transnational and cross-cultural works—from timeless classics to contemporary global literary trends. It includes translated novels, poetry collections, and other texts that highlight universal themes and shared human experiences across nations and ethnicities. I2 (Chinese Literature) stands as a core category dedicated to China’s indigenous literary heritage, with subdivisions based on genre, historical period, and research focus, covering works from ancient to modern and contemporary eras:

I206 (Studies on Ancient Chinese Literature) centers on academic research into ancient texts, including annotations, critiques, and analyses of literary trends, schools, and authors. I21 (Collections of Ancient Chinese Literature) houses classical anthologies such as *The Book of Songs*, *The Songs of Chu*, and comprehensive dynastic compilations of poetry and prose. I22 (Chinese Poetry, Ci, and Qu) encompasses rhymed works, including traditional poetry (e.g., by Li Bai and Du Fu), ci (lyric poetry, such as works by Liu Yong and Su Shi), and qu (verse for opera, including Guan Hanqing's zaju texts). I23 (Chinese Drama) includes traditional forms (e.g., yuan zaju, ming-qing chuanqi) and modern Huaju (spoken drama), with examples like *The Romance of the Western Chamber* and *Thunderstorm*, alongside studies of dramatic theory and performance. I24 (Chinese Novels) spans the full spectrum of Chinese novels, from classical chapter novels (*Romance of the Three Kingdoms*, *Dream of the Red Chamber*) to modern and contemporary works by authors such as Lu Xun, Mo Yan, and Yu Hua. I25 (Chinese Reportage Literature) features documentary-style works blending journalistic rigor and literary expression, including Xia Yan's *The Migrant Laborers* and contemporary social reportage. I26 (Chinese Prose) covers ancient prose (e.g., works by the Eight Great Prose Masters of the Tang and Song Dynasties), modern essays (such as Zhu Ziqing's *The Back View*), and contemporary prose. I27 (Chinese Folk Literature) includes oral traditions like folk tales (*The White Snake*, *Meng Jiangnu*), proverbs, ballads, and related collections and studies. I28 (Chinese Children's Literature) is dedicated to works for young readers, such as fairy tales (Ye Shengtao's *The Scarecrow*), children's novels, and nursery rhymes. I29 (Ethnic Minority Literature of China) highlights the literary diversity of China's ethnic minorities, featuring works like the Tibetan epic *The Epic of King Gesar* and Mongolian narrative poems, alongside related research.

I3–I7 (Regional Literatures) categorize works by continent, showcasing the unique literary characteristics of Asia, Africa, Europe, Oceania, and the Americas. For instance, I7 (American Literature) encompasses literary works and associated scholarly research from the entire American continent, which can be specifically subdivided into two primary domains: North American Literature, which includes literary productions from nations such as the United States and Canada; and Latin American and Central American Literature, which comprises literary works from the West Indies and countries across South America (e.g., Brazil, Argentina, and Mexico). I3 (Asian Literature) includes Japanese works like *The Tale of Genji* and Indian texts by Rabindranath Tagore, while I5 (European Literature) encompasses classics from Britain (Shakespeare), France, and Russia (Tolstoy), reflecting distinct regional styles and developmental trajectories.

The significance of these categories for studying readers' literary interests is multifaceted: they provide a unified framework for the standardization of academic research, enabling systematic analysis of readers' engagement with different literary fields, such as linking preferences for I24 (Chinese Novels) to broader trends in national literary consumption; their hierarchical structure facilitates efficient information retrieval by allowing libraries and databases to organize collections intuitively, enabling

readers to easily locate preferred genres and directly shaping access patterns and reading choices; by foregrounding Chinese literary traditions (I2) alongside global diversity (I1, I3–I7), they support cultural inheritance and cross-cultural dialogue, revealing readers' balanced interest in local heritage and international works and reflecting broader trends in cultural identity and cross-cultural curiosity; and as measurable indicators, they enable empirical analysis of preferences, where borrowing data across categories (e.g., comparing I0's theoretical works with I24's novels) quantifies readers' genre, regional, or temporal preferences, offering data-driven insights for library resource allocation, publishing decisions, and public literacy initiatives.

The structured classification of CLC literary categories aligns with key factors influencing readers' interests identified in existing research. For example, Shi and Zhu (2022) noted that the most relevant factors affecting students' interest in literature curriculum include the space-time dimension of textbook selection and compilation, the processing method of selected reading, and evaluation methods. CLC categories, with their clear temporal (e.g., historical periods in I2) and spatial (e.g., regional divisions in I3–I7) demarcations, provide a systematic framework for textbook compilation and reading material processing, thereby enhancing readers' engagement. Additionally, Allred and Cena (2020) found that student choice of text and increased independent reading time boost reading motivation and enjoyment, while freedom of text choice enhances reading self-concepts and value perception. CLC's detailed subcategories (e.g., I28 for children's literature, I5 for European classics) facilitate such autonomy by allowing readers to easily locate texts matching their interests, while class time dedicated to reading and literature discussions supported by categorized resources fosters positive experiences, as observed in their study.

CLC categories also address barriers to reading pleasure among adolescents identified by Webber et al. (2024), including limited access and mismatches between provision and needs. By organizing works into distinct, accessible subcategories (e.g., I24 for popular novels, I3 for Asian manga-related literature), CLC reduces access barriers and ensures better alignment between available materials and reader demands. This is particularly relevant given Ștefan's (2023) observation that young consumers' interest in canonical texts has declined exponentially, with visual media like manga emerging as more attractive alternatives. CLC categories such as I1 (World Literature) and I5 (European Literature) can adapt to this trend by incorporating adapted forms—for instance, manga versions of Shakespearean works, which Ștefan (2023) noted revitalize classic texts for new generations, thus bridging traditional literary heritage and contemporary youth preferences.

For addressing disengagement in literary education, CLC categories offer practical solutions. Sunardi et al. (2018) highlighted that ELITES faced relational conflicts with students due to deficiencies in literary understanding, low interest, and language barriers. CLC's I0 (Literary Theory) provides frameworks to enhance comprehension, while subcategories like I2 (Chinese Literature) and I1 (World Literature) include graded or adapted texts to accommodate varying language proficiencies, mitigating such conflicts. Moreover, Obiols-Suari (2025) noted that Hesse's works resonate with young readers amid uncertainty, underscoring the value of

CLC's global categories (e.g., I1, I5) in curating relevant texts that connect with contemporary youth experiences.

Finally, CLC categories support efforts to revive interest in canonical texts by balancing tradition and innovation. While Ștefan (2023) observed a decline in young people's engagement with classics, CLC's inclusion of both original canonical works (e.g., Shakespeare in I5) and their adapted forms (e.g., manga versions in relevant subcategories) demonstrates how structured classification can preserve literary heritage while making it accessible to new audiences. This adaptability ensures that CLC remains a dynamic tool for nurturing literary interests across diverse reader groups.

Strengthened Correlation Between the Basic and Native Literature Factor and the Cross-regional Diverse Literature Factor Reflecting Deepened Interaction in Literary Reading Interest Between Native and Cross-regional Literatures

The findings regarding the two structural equation models, characterized by strong statistical significance, similar hierarchical structures, and distinct nuances in factor dynamics, carry notable implications for understanding the interplay between literary classification dimensions (F1 and F2) and the robustness of the models themselves.

First, the consistency in statistical significance and hierarchical structure across both models reinforces the stability of the conceptual framework underlying literary engagement or classification. This suggests that the division between F1 (Basic and Native Literature Factor), encompassing foundational literary theory (I0), world literature (I1), and Chinese literature (I2), and F2 (Cross-regional Diverse Literature Factor), spanning regional literatures (I3–I7), is not arbitrary but reflects an inherent structural logic in how literary domains interact. Such stability validates the utility of these factors as meaningful analytical constructs, whether in studying reader preferences, literary knowledge organization, or cultural transmission.

Second, the specific shifts observed in the second model deepen our understanding of factor dynamics:

The more balanced representation of F2 through I5 (European Literature) indicates a more equitable integration of regional literatures within the cross-regional factor. This balance may reflect a growing interconnectedness of European literature with other regional literatures (e.g., Asian, American) in the context under study, or a methodological improvement in capturing the breadth of cross-regional literary engagement.

The strengthened correlation between F1 and F2 suggests a tighter interplay between foundational/native literary domains and cross-regional literary diversity. This could imply that advancements in or attention to basic literary theory, world literature, and Chinese literature (F1) are increasingly intertwined with engagement with global regional literatures (F2) perhaps reflecting a more integrated literary landscape where local and global, foundational and diverse literatures mutually inform one another. This deepened interaction resonates with Bergé's (2024) observation that literature, as a form linked to global linguistic and cultural diversity, has always documented human

societies' sensory and kinetic connections to life and environments—connections that transcend regional boundaries. Bergé (2024) further notes that literatures, across time and place, recount communal narratives of existence, relationships with others (including gods, animals, and nature), and interactions with the Earth, highlighting an inherent interconnectedness that mirrors the interplay between F1 (native) and F2 (cross-regional) factors.

Moreover, the integration of native and cross-regional literatures aligns with Hutchinson's (2022) concept of "literature we can live by," which emphasizes literature's paradoxical role as both distant from and proximate to life. The strengthened correlation between F1 and F2 reflects how native literatures (rooted in local life experiences) and cross-regional works (offering diverse perspectives) together create a space where readers engage with both the familiar and the unfamiliar, enriching their ethical and existential understanding. Cairney (2011) similarly argues that reading literature enriches lives by fostering joy, imagination, and understanding of the world—outcomes amplified when native and cross-regional literatures interact, as readers gain both deep local insights and broad global perspectives.

The digital age, as noted by Clément (2001), has accelerated such interactions: literature's early encounter with computers and the rise of digital texts (distinct from digitized texts) have spurred new literary forms and transformed author-text-reader relationships. This digital transformation likely facilitates the flow between native (F1) and cross-regional (F2) literatures, making diverse works more accessible and enabling readers to engage with both local traditions and global narratives—thereby strengthening their correlation.

The reduced variability of F1 and increased variability of F2 signal a maturation of the model. The stabilization of F1 (lower variability) aligns with its role as a basic factor: foundational literary domains are likely to exhibit more consistent patterns, serving as a stable anchor. Conversely, the heightened variability of F2 suggests it is more responsive to contextual changes (e.g., shifting cultural trends, expanded access to regional literatures), making it a more sensitive indicator of dynamic cross-regional literary phenomena. This divergence in variability refines the model's discriminatory power: F1 provides a steady reference point, while F2 captures adaptive, context-dependent dynamics.

Lastly, the potential improvements in model fit and F2's interpretability underscore the practical value of these shifts. A better-fitting model with a more interpretable F2 enhances the reliability of conclusions drawn from it, whether in library science (e.g., optimizing literary resource classification), cultural studies (e.g., analyzing global-local literary flows), or educational research (e.g., designing curricula that balance foundational and cross-regional content). Such practical applications ultimately support the goal of enriching readers' lives through literature—a goal that, as Cairney (2011) emphasizes, involves fostering joy, imagination, and understanding of the self and the world through engagement with both native and diverse literary works.

Capturing Autocorrelation and Seasonal Fluctuations for Data-driven Predictions and Applications in Optimizing Literary Book Lending Resource Allocation

The findings regarding the ARIMA model's performance in predicting the monthly borrowing average of literary books carry significant implications for both theoretical modeling of literary resource utilization and practical library management. The model's high accuracy in forecasting monthly borrowing averages, coupled with its ability to capture both autocorrelation (temporal dependencies in borrowing patterns) and seasonal fluctuations, validates its suitability for analyzing literary resource utilization. Unlike simpler time-series models that may overlook either long-term trends or periodic variations, the ARIMA(1,0,0)(1,0,1) framework effectively integrates these dual characteristics, providing a more nuanced understanding of how literary books are accessed over time. This theoretical contribution enhances the robustness of predictive tools in cultural resource management, demonstrating that time-series models can be tailored to the unique dynamics of literary borrowing where demand is often influenced by both cumulative reader habits (autocorrelation) and seasonal factors (e.g., academic semesters, holiday reading trends).

The model's practical value is most evident in its potential to guide strategic resource allocation. By accurately predicting peak borrowing months, libraries can proactively increase stock levels, ensure sufficient availability of high-demand literary works and reduce user frustration from stockouts. Conversely, during forecasted troughs, targeted promotional activities (e.g., themed reading events, book displays) can stimulate borrowing, balancing resource utilization across the year and maximizing the impact of literary collections. Such targeted interventions align with van der Sande et al. (2023)'s finding that interventions triggering interest positively affect reading motivation and comprehension, as promotional events can effectively spark curiosity in underutilized literary works.

The emphasis on optimizing book categories aligns with the model's insights into evolving borrowing patterns. By identifying which literary subgenres (e.g., classic novels, contemporary poetry, regional literature) exhibit consistent demand or seasonal spikes, libraries can allocate procurement budgets more efficiently, prioritizing categories with sustained or growing interest while adjusting for those with declining usage. This data-driven approach avoids wasteful overstocking of low-demand titles and ensures collections remain relevant to user needs—mirroring Robinson (2020)'s observation that teachers often adopt an efferent stance toward texts to provide information on topics of interest, as libraries similarly tailor resources to reader preferences.

Moreover, aligning collections with reader interests enhances engagement, as Arya and Maul (2021) noted that personal and sociohistorical elements in narratives effectively capture readers' interest. By curating subgenres that resonate with local or seasonal interests (e.g., regional literature during cultural festivals), libraries can deepen readers' emotional and intellectual connection to literary works. McAllister et al. (2015) further highlighted that appreciating nuance and symbolism in stories promotes emotional engagement and critical thinking, outcomes amplified when readers access

works that align with their interests—made possible by the model’s ability to identify high-demand categories.

Beyond operational efficiency, the model’s application indirectly strengthens libraries’ role as cultural hubs. By anticipating demand fluctuations and refining collections, libraries can better meet readers’ expectations, fostering sustained engagement with literary works. For instance, ensuring ample stock during peak periods (e.g., summer vacations, literary festivals) and promoting underutilized categories during troughs encourages exploration of diverse literary content, broadening public access to a richer range of literary traditions and perspectives. This aligns with Fischer and da Silva (2018)’s assertion that literary engagement acts as a *bildung* experience, reshaping learning, teaching, and knowledge spaces—here, libraries, as curated spaces of literary access, facilitate such transformative experiences by connecting readers with relevant works.

In the digital age, this role is further supported by technology and self-regulated learning (SRL) strategies, as Omari and Arssi (2024) noted: good readers often achieve more, and with technological support, students can enhance their reading abilities. Libraries leveraging the ARIMA model’s insights can integrate digital resources (e.g., e-books, audiobooks) alongside physical collections to meet evolving preferences, particularly as Maden (2018) found that psychological factors like interest influence digital reading processes, and pre-service teachers frequently use digital media. By aligning both physical and digital resource allocation with predicted demand, libraries can cater to diverse reading habits, empowering readers to become more independent learners.

The ARIMA model’s predictive power bridges theoretical rigor and practical impact, ensuring literary resources are not only efficiently managed but also actively contribute to enriching readers’ lives, fostering critical thinking, and sustaining a vibrant literary culture.

Conclusion

This study systematically investigates the dynamics of literary book borrowing behavior, literary classification systems, and predictive modeling of resource utilization, yielding comprehensive findings that integrate theoretical insights with practical implications. In analyzing the impact of multi-dimensional factors on literary book borrowing, the three-dimensional TSI (Temporal-Spatial-Interest) factor is found to exert a greater influence on readers’ borrowing volume compared to single-dimensional factors S (Spatial) and Interest (I) and the two-dimensional SI (Spatial-Interest) factor. Notably, the positive main effects of the TSI factor and renewal on LogTotal are significant across all three periods (2016–2018, 2019–2021, 2022–2024), with both effects peaking in 2019–2021. Additionally, renewal exhibits a significant negative moderating effect, weakening the positive impact of the TSI factor on LogTotal, with the strength of this moderation following a consistent trend: strongest in 2019–2021, moderate in 2022–2024, and weakest in 2016–2018, aligning with the coefficients of the interaction terms. The consistent direction of these core effects across periods, with only variations in magnitude, confirms the temporal stability of the

findings. Among covariates, the effects of F2 (SI/S factor) and gender remain stably significant, while the influence of reader type varies across periods, indicating context-dependent variability in demographic effects.

An examination of literary classification systems reveals that Chinese Library Classification (CLC) literary subordinate categories function not merely as organizational tools but as critical bridges linking reader behavior to literary systems, shedding light on reading interest patterns and facilitating literary culture development and popularization. Distinct patterns emerge between Chinese and world literature: Chinese literature emphasizes local context, dynastic frameworks, and classical forms (e.g., poetry, operas), balancing classical and contemporary temporal scopes to reflect national history and heritage. In contrast, world literature adopts a global, multinational perspective, prioritizing modern, globally recognized genres (e.g., novels, detective fiction) with a focus on modernity and transnational movements, functioning as a mosaic of global voices. These differences underscore how literary traditions are shaped by cultural identity, with local and global literatures embodying distinct yet complementary roles in the broader literary ecosystem.

Structural equation modeling (SEM) analyses confirm the robustness of a dual-factor framework. Both models exhibit strong statistical significance (all $p < 0.001$) and similar hierarchical structures, with the second model displaying refinements: a more balanced representation of F2 (Cross-regional Diverse Literature Factor) via I5 (European Literature), a strengthened correlation between F1 (Basic and Native Literature Factor) and F2, reduced variability in F1, and increased variability in F2. These adjustments likely enhance model fit and F2 interpretability, reflecting the framework's adaptability to contextual changes and its capacity to capture the evolution of literary systems—balancing stability in foundational domains (F1) with dynamic, integrated diversity in cross-regional engagement (F2).

Predictive modeling using the ARIMA model demonstrates high accuracy in forecasting monthly literary book borrowing averages, effectively capturing both autocorrelation and seasonal fluctuations. This model provides actionable insights for library management, such as preemptively increasing stock during predicted peaks (July, March, September) and implementing targeted promotions (e.g., thematic reading activities) during troughs (February, October) to stabilize borrowing volumes. Given the overall moderate fluctuations, annual procurement plans should prioritize category optimization over quantity adjustments. The model's integration of theoretical rigor and practical applicability enhances its value as a tool for optimizing resource allocation, improving user satisfaction, and sustaining literary collection vitality in both public and academic libraries.

Collectively, these findings advance understanding of literary resource dynamics, validate the utility of multi-dimensional and dual-factor frameworks in analyzing literary systems, and demonstrate the practical value of predictive modeling in library management. They offer a holistic perspective on how literary engagement is shaped by temporal, spatial, and interest-related factors, how classification systems mediate between readers and literary culture, and how data-driven tools can enhance the

efficiency and relevance of literary resource provision.

Although the significant impact of the Temporal-Spatial-Interest (TSI) factor on borrowing volume has been confirmed, the current research still has some limitations: First, the definition of the “Interest (I)” factor is relatively broad, being limited only to the level of secondary literary categories; Second, the “Spatial (S)” factor only focuses on the division of book collection locations; Third, although the research period covers 2016–2024, it fails to fully consider the short-term impact of sudden social events (such as public health emergencies and major cultural policy adjustments) on literary borrowing patterns, which may lead to prediction biases of the model when dealing with extreme fluctuations; Fourth, the data are mainly sourced from libraries of normal universities, so the representativeness of the sample may be restricted, and the explanatory power has certain limitations; Fifth, although the ARIMA model performs well in predicting monthly borrowing volume, it has not been compared with other advanced time-series models (e.g., LSTM neural networks), and its applicability in long-term trend prediction or non-seasonal fluctuation data has not yet been verified.

Future improvement directions include: refining the dimensions of each factor and expanding data sources; strengthening the quantitative integration of cultural factors; optimizing model comparisons; visualizing the borrowing demand hotspots in different regions to provide an accurate basis for cross-regional literature sharing.

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