

國立臺灣體專及高職學生的課外 英文閱讀習慣及態度調查研究

中文摘要

在語言學習研究中，專家發現學習者的學習態度扮演著極重要的角色。本國英語教師認為學生閱讀習慣與態度會影響學生的閱讀能力和發展。為所眾知，本國學生學習英語的主要動機是為了要應付升學考試。除了這個動機之外，到底體專及高職學生閱讀英文之習慣及態度又如何呢？本人選取了國立臺灣體專學生66名及中正高工職校學生100名為研究對象，希望了解及探討專科及職校學生閱讀英文之習慣及態度有什麼特殊的地方。本研究係採問卷方式來收集分析資料，然後根據有效的回答卷再以描述統計的方式來分析專科生及高職生的閱讀習慣及態度。本研究發現大部份受訪學生只讀英文教科書，卻很少人閱讀英文教科書以外的資料，雖然本人經常鼓勵學生到圖書館看英文報紙，或閱讀英文雜誌——〈大家說英語〉以及〈空中英語教室〉，但是他們卻以看卡通為主，其目的只是為了應付考試。本研究也發現專科生及高職生自動閱讀英文之意願非常低落，他們讀英文是因為要做作業或考試，否則不會自動自發去閱讀。藉此研究，祈能改進教材教法來幫助學生進步及學習效率。願以此篇研究報告與各位教授共享。

戴志法 謹識

一九九四年八月

A STUDY OF THE EXTRACURRICULAR ENGLISH READING HABITS AND ATTITUDES OF STUDENTS AT ONE VOCATIONAL HIGH SCHOOL AND THE NATIONAL TAIWAN JUNIOR COLLEGE OF PHYSICAL EDUCATION

ABSTRACT

As most researchers have found out, learning attitude plays an extremely significant role in language acquisition, especially in developing reading proficiency. Local EFL teachers also have indicated that reading habits as well as reading attitudes are major factors in reading performance. Furthermore, at present, many teachers complain that high school students except those studying in the college-prep high schools do not have interest and motivation in studying English. It is a commonly known fact that students study English mainly for the purpose of passing the Joint College Entrance Examination (JCEE). Giving up that motivation, students actually do not have intention of studying English. This study is a pilot survey to investigate the reading habits and attitudes of students in the non-college-prep high schools such as students studying in the trade and vocational schools, students studying in 5-year-program junior colleges, and three-year-program Physical Education Colleges. Descriptive research was conducted with three-year students (N=100) at Kaohsiung Zhong-zheng Technical High School and first-year students (N=66) at National Taiwan Physical Education College. Survey questionnaire were distributed to students in those schools, respectively. The survey materials were printed in English and Chinese; thus, the students could clearly understand the meaning of the questionnaire and conscientiously answer all the questions. The results indicate that male students' interests in English newspaper reading were, in rank order and by category, sports' movies/TV, and local news while female students showed the highest interests in movies/TV, local news and novels. The higher achievement level students read more English books, spent more time in leisure English, and used the library more often.

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CHAPTER ONE

INTRODUCTION

IMPORTANCE OF THIS STUDY

Faced with an increasing pressure of career life in the future or the pressure of passing the English test in Joint Colleges Entrance Examination (JCEE) and other types of entrance examinations for academic study purpose, the students in trade and vocational high schools in Taiwan are being confronted with a severe challenge in taking the English test. Their success in the English test is highly associated with their reading interests, habits and attitudes. Very often, we hear teachers complaining that most of vocational high school students are idle, lazy, and unmotivated in comparison with the college-prep high school students. As pointed out just now, one of the factors that has identified as contributing to this characteristic is that they do not have good reading habits and attitudes. Therefore, it is necessary to study the relationship between their reading habits and attitudes and their learning achievement in English courses which are related to their job characteristics or academic study.

STATEMENT OF PROBLEMS

Do differences exist among trade and vocational high school students as well as physical education major junior college students in Taiwan in regard to their reading habits, attitudes, and reading achievements?

HYPOTHESIS

Reading habits and attitudes strongly influence the reading ability and English academic achievement of vocational high school students as well as physical education major junior college students.

DEFINITION OF TERMS

Academic achievement: skills developed or knowledge attained in all school subjects usually measured by standardized achievement tests.

Achievement group: a group of students receiving the same or similar levels of academic achievement in the last semester.

Classroom teacher: a teacher who assumes full responsibility for a class.

Classroom library: a collection of books located in a classroom, some are brought to the school by students and others are provided by the school.

College-bound students: students who prepare to enter junior colleges, colleges, or universities after they graduate from vocational high school.

High-achievers: the students who perform above their expected grade level in the last semester.

Job-related reading materials: reading materials which provide information about students, expertise or their future occupational knowledge.

Language groups: a group of students who speak the same mother tongue.

Leisure reading: reading for personal satisfaction during unscheduled periods of one's life.

Living group: a group of students who live in the same or nearly the same environment.

Low-achievers: students performing below grade level in the last semester.

Occupation study: a study which students prepare to get more knowledge about their future occupation.

Outside reading: reading which doesn't include textbooks that teachers use in the classroom.

Perceptions of reading: a process by which the individual recognizes and meaningfully integrates sensory information of reading.

Reading attitude: reading to think, feel, perceive, and behave toward or against some situations, or things, in a particular manner, for example, with love, hate or fear or resentment, to a particular degree of intensity of reading.

Reading habit: an act, movement, or pattern of reading that through individuation and constancy of conditions has become dominant and stereotyped.

Self-evaluations: the process of measuring one's own status or progress toward a specific goal.

Vocational high school students: students who study techniques in a senior high school and then enter technological college or get a job after graduation.

ASSUMPTIONS

The following assumptions underlie this study:

1. Assessing reading habits and attitudes of high school students is valid and worthy of consideration.
2. The Vocational High School Student Survey of Reading Habits and Attitudes is a reliable and valid instrument to measure reading habits and attitudes and perception of reading.
3. The results of the survey accurately reflect the relationship between the subjects' reading habits and attitudes and their academic gains.
4. Students complete the survey in a conscientious manner according to the guidelines of teacher.
5. The teacher who administers the survey clearly explains the directions of doing the questionnaire to students.

6. Every student has the same amount of time (33 minutes) to answer the items on the questionnaire (including three minutes for explaining directions.)

DELIMITATIONS AND LIMITATIONS

The delimitations of this study will be as follows:

1. The survey was administered on Saturday morning of the third week in the beginning of the school year.
2. The study was limited to the three-year students at Zhong-zeng vocational high school students and the first-year students at Taiwan Physical Education Junior College.
3. The implication of the results in this study was limited to vocational high schools and Physical education junior colleges only. The implication should not be applied to college-bound students or college-prep schools.
4. The study was limited to the differences which exist among non-college-prep school students in Taiwan in regard to their reading habits, attitudes, and perception of reading. Other potential factors or relationships are excluded.
5. The study was limited to providing teachers the reference for teaching English reading to non-college-prep school students both during class time and at home.
6. Data has been obtained solely from the Vocational High School Student Survey of Reading Habits and Attitudes at two schools.
7. The survey concentrates on extra-curricular English reading materials, and it doesn't consider the English textbooks used in schools.

The limitations of this study include:

1. The use of the third-grade vocational high school students and the first-year physical education major students at the junior college limits the generalizability to other grade levels of students and to adult learners.

2. The use of vocational students and junior college students limits the generalizability to students of college-prep schools and college-bound students.
3. The use of Taiwanese subjects prevents its generalizability to other countries or areas.
4. The concentration on the differences of English reading habits and attitudes limits the generalizability of the findings to other content reading areas such as school textbook reading and other English achievement performances.
5. The results of the survey should be viewed as suggestions for English reading instruction, thereby limiting the generalizability to other uses such as writing skills.

CHAPTER TWO

REVIEW OF THE LITERATURE

This chapter review the research that has been done in the past decades on the differences existing among non-college bound high school students in regard to their English reading habits, attitudes, and perception of reading. The research literature was reviewed in the following areas: reading habits, reading attitudes and vocational education school students and the required reading achievement.

A. READING HABITS

This section reviews research studies related to reading interests, reading frequency, and leisure reading.

Ross and Simone(1982) conducted a survey to compare the reading interests between male and female students. Tenth, eleventh, twelfth grade students (N=300) completed a questionnaire that was then analyzed to correlate their reading amount, favorite magazines, and leisure activities. The results indicate that females read more than males outside of school. The males ranked "Sports Illustrated" as their favorite magazine, while the females selected fashion magazines as their favorites. The boys preferred thriller comics and the girls preferred humorous comics. Though the students in this study, like those from a 1976 study by Stachelek, reported friends, teachers, and bookstores as the sources of ideas for reading material selection. The subjects no longer reported that librarians were a major source for such information. As expected, students ranked watching television, listening to the radio, and going to the movies as their favorite leisure time activities, although listening to the radio replaced television viewing as the number one leisure time activity. Ross and Simone's study clearly showed that male students and female students had different reading habits.

Williams (1960) surveyed the reading habits and interest of eleventh graders (N=220) for the school year 1958-1959. She repeated the study during their twelfth year, 1959-1960 and compared the results. The categories for research analysis used in her study were: I.Q., age average, parental occupation, and number of books selected. During their junior year, the students with the highest I.Q.s and grade average read the most. However, the second highest group were the students with low I.Q.s and a "D" grade average. Children of parents who were common laborers read the most books in that category. The overall result of the two studies can be summarized as this: Boys read more books than girls. For the category of book selection, fiction was the top choice and biographies were second. Strangely, students with low I.Q.s and low grade averages read more books than the other groups. Interestingly, Willits and Willits (1990) cited lack of research as one of the reasons for doing their survey. They surveyed eighth graders and eleventh graders in twelve rural counties in Pennsylvania in 1988. The purpose of the study was to determine the amount of time students spent in reading and to ascertain the social activities and the characteristics of teens associated with reading time. The variables assessed were frequency of reading, grade level, number of sibling, parental occupation, work responsibilities, extra curricular activities and other leisure activities. The results showed that girls read more than boys. Children of professionals and managers read the most. Grade level, number of siblings and working mothers were not significantly correlated to reading frequency. One of the findings that would not surprise us is the fact that the more sports the youth participated in, the less reading he/she did. However, the more time the youth spent with his/her family and friends, watching television, doing chores, or participating in school and community activities, the more time he/she reported reading. Other studies have also verified this findings the more active a person is, the more involved he/she is in other pursuits.

A study to determine the significant relationship between reading frequency and other variables were completed by Whittemore (1992). The study gave eighteen questions to the twelfth grade and eleventh grade students (N=449) from North Ridgeville (Ohio) High School to determine their reading interests. The results of the study showed statistically that 42% students read one or more books a month. The study indicated a positive relationship between reading frequency and other variables such as GPA, gender or other variables such as reading hours, watching television, working, number of sports participation, or parents, reading frequency. It pointed out that there was a positive relationship between students' scholastic achievement and reading frequency.

Mauro (1979) investigated the newspaper reading among public school students. Seventh through twelfth grade students (N=1048) were surveyed to determine whether they read the local morning newspaper, what features or types of news interested them, and what exposure they had to other daily newspapers and to television. Survey results were as follows: nine out of ten students were exposed to newspapers on a daily basis and 52% of the students read a morning newspaper two or more times a week. In reading newspapers, which page did the subjects turn to first? Boys turned first to the sports section and girls turned to the comic or entertainment pages. According to this study, boys' reading interests were, in rank order, sports, movies, local news, and other entertainment, while girls' reading interests were movies, news about people, entertainment other than movies, and fashion news. The most important predictor of newspaper reading among the students was the availability of newspapers in the home. Results showed that students with no more than an average interest in reading newspaper had different reading habits with the newspaper.

Naring and Warner (1984) administered a 15-minute reading inventory to assess and compare the reading maturity of the college-bound juniors and seniors in seven rural districts. Students (N=188) in seven rural districts participated in the inventory. Results showed that on a

leisure reading attitude scale, the college-bound students had an average score of 60 points with 20 being the lowest and 100 the highest possible scores. Rural students spent an average of 68 minutes reading leisure books on a typical vacation day. They also reported reading 12 different kinds of books during the past year. When the findings were compared with those of a nationally representative sampling of seventh grade students and college freshmen, it was determined that there were no significant differences among the various groups in attitude toward leisure book reading. However, the rural, college-bound high school student group did spend more time in leisure book reading during vacation times than did university freshmen. Also, the rural group's average time devoted to leisure book reading was significantly greater than the average time of each of the other groups. The study revealed that the majority rural college-bound students showed a positive attitude toward leisure reading.

B. READING ATTITUDES

This section briefly reviewed studies related to positive attitudes toward reading, reading comprehension and conceptions of reading.

O'Banner (1989) did a study of the relationship between reading attitude and achievement of students enrolled in college development reading program. He tried to assert whether students, reading attitudes contributed more to prediction of their achievement in developmental reading course than their ACT composite scores, race, and sex. Students (N=101) enrolled in development reading courses during the 1988-1989 academic year at two colleges. The results revealed there was no significant relationship between reading attitudes and achievement.

On the contrary, Norman (1986) conducted a similar study. He studied the relationship between attitudes toward reading and sex, age, race, academic retention, and achievement of community college students. Analyzing the data, the author thought there was a positive relationship between reading attitudes and achievement.

Whittemore (1992) conducted a survey to determine North Ridgeville (Ohio) High School students' reading interest and attitudes. Seniors and Sophomores (N=449) answered an 18-question survey. The results revealed the following findings: favorite type of novel was horror; favorite author was Stephen King; favorite magazines were "Seventeen" and "Sport Illustrated"; favorite type of literature was the short story; and 42% of the students read one or more books a month. There was a significant relationship between reading frequency and other variables such as GPA, gender, or other reading variables. The majority of students surveyed showed a positive attitude toward reading.

An investigation to determine the effects of Sustained Silent Reading (SSR) on reading comprehension skills and attitude toward reading of urban secondary school students was conducted by Reed (1978). classes (N=61) of students at an urban high school participated in this investigation. SSR calls for a systematic structured time in school for students to read books of their choosing without being tested when the reading is completed. The students' reading comprehension was measured by a standardized reading achievement test and their attitudes toward reading by an attitude inventory. They were then randomly assigned to either an experimental (SSR) treatment or to a control treatment. The SSR treatment consisted of four days of traditional classroom procedures and one day of SSR each week. The control treatment consisted of five days weekly of traditional classroom procedures. At the end of the five-and-a-half-month study, the students were again tested. The results showed that there was no statistically significant relationship between treatment and either reading comprehension or attitude toward reading. The investigation provided the information that both SSR and traditional classroom procedures had the same efficiency in students' reading comprehension or attitude toward reading.

Keene (1980) conducted a survey to determine what beliefs secondary school students held about reading and to compare those beliefs with a set of elementary school teachers' beliefs identified by Duffy and

Metheny. High school students (N=300) from freshmen, junior, and senior social studies classes completed a revised version of the 45-item instrument used by Duffy and Metheny. The items represented five conceptual approaches to reading instruction: (1) basal text, (2) linear skills, (3) interest, (4) natural language, and (5) integrated whole. The first two indicated a structured approach to reading instruction, while the last three exhibited an unstructured approach. Analysis of responses indicated that student beliefs about reading were characterized by three concerns: a) getting meaning, b) receiving skill instruction, and c) interacting with the teacher in the learning environment. The findings suggested that students possessed well-defined conceptions of reading.

An investigation to study the differences between what advanced and remedial high school readers do while reading a short story was directed by Eavenson (1988). Senior students (N=3) were nominated by their literature teachers as being expert high school readers of literature, and junior level students (N=3) who were all reading about two grade levels below the junior level according to recent achievement test scores. Students were instructed to read the story, doing their best to read it as completely as possible, and saying out loud everything they did in coming to an understanding of the story. The remedial students were given a practice short story in order to become comfortable with speaking their thoughts out loud. A follow-up interview asked the students to tell what the story was about. The results indicated that the advanced readers seemed to understand that reading the story for understanding required building a mental representation of the story that made sense, and that the target operations above were used in the process of building that representation. The investigation indicated that the advanced readers considered themselves knowledgeable enough about literature to make judgment about the worth of a work as literature and that the poor readers did not.

C. VOCATIONAL SCHOOL STUDENTS AND THE REQUIRED READING SKILLS

The review in this section reveals the research studies concerning vocational school students' reading skills and strategies, joy-related reading materials and reading environment.

An investigation was conducted by Sander and Duffy (1982) to determine the relationships among reading skills, reading requirements, learning strategies and performance. Students (N=5797) in Navy technical training schools (N=46) were administered the Nelson-Denny Reading Comprehension Test and a learning strategies inventory. The performance of each student was recorded along with other measures such as Armed Services Vocational Aptitude Battery scores, age, years of education, and primary language spoken. The relationships between reading grade levels (RGLs) and performance were found to be small and insignificant. In self-paced, the relationship between reading skills and school performance was a function of the amount and relative difficulty of the reading required. In self-paced courses, increasing the difficulty of the text resulted in a decrease in the relationship between student reading skill and school performance. When the text was very difficult, students seemed to turn to other means of learning, and reading skill became less important. When students used a variety of learning materials and strategies to compensate for and augment the text, no specific strategy was found to relate strongly to performance. This study indicated that vocational school students needed appropriate reading materials and more effective reading strategies.

A study to assess the language and study skills of students in the initial phase of the vocational part-time program was conducted by Cook (1982). First year students (N=11) and second year students (N=17) in the program were given the Wrenn Student Habits Inventory at McGill University (Canada) to identify skills deemed necessary for a successful completion of the program, to provide language/study skill instruction within the course framework, and to make recommendation for improving

the program. Then, the students were also asked to rate their own study skills for nine essential items. The results led to several recommendations for improving the program, including that professors should develop a policy regarding language competencies throughout the program. Students should complete a language and study skills self-assessment before or right after entering the program. Skill materials for use at home should be developed, and a plan for providing remedial help as early as possible for students with specific deficiencies should be developed. Language skills instruction should be integrated as much as possible with vocational course content.

Cary and Sweeney (1986) studied the need and demand for communication skills for employees in the technical fields. Members (N=2) of Southern Maine Vocational Technical Institute's English Department interviewed representatives (N=22) of organizations that have hired technical program graduates. Further corollary interviews of the institute's instructors were also conducted to acquaint the interviews with salient factors about the technologies covered in the study. The interviews collected detailed information on the communication skills needed to prepare workers for the following occupations: 1) automotive, 2) building construction, 3) culinary arts and hotel, 4) motel, and 5) restaurant management, 6) dietary technician, 7) electrical/ electronics, 8) fire science, 9) heating and air conditioning, 10) law enforcement technology, 11) machine tool technology, 12) applied marine biology and oceanography, 13) marine science deck and engineering, 14) plant and soil technology, 15) plumbing, 16) practical nursing, 17) radiation therapy, 18) respiratory therapy, and 19) waste water technology. The findings suggested that reading skills were deemed especially important as much as persons in technical occupations must frequently undergo further training after they have been on their jobs for some time.

A study to identify the literacy requirements of vocational training programs and their corresponding occupations was conducted by Taylor (1989). Five years of students' records (N=150) at an eastern Ontario

community college were reviewed following the ten major vocational programs: 1) motor vehicle mechanics, 2) engineering technicians, 3) bakers, 4) computer operators, 5) cabinet makers, 6) welders, 7) cooks, 8) business equipment service technicians, 9) electronics assemblers, 10) refrigeration technicians, and 11) air conditioning technicians. Reading and writing requirements for these programs were identified and compared with those on the job sites for each of the corresponding occupations. Instructors, coordinators, and students were interviewed for each of the vocational preparation programs. Three job sites corresponding to the occupational training programs were identified and employees and supervisors were interviewed. Samples of materials used in the training programs and on the job were analyzed and subjected to four readability formulas. The study found that reading was a requirement of both trainees in vocational programs and employees on the job sites. The results suggested that it was necessary to improve training by focusing on job-related materials and vocabulary.

Morel (1977) conducted a project to seek to provide vocational units of study geared to the readability levels of all students in high school vocational education and to develop an instrument to measure achievement in vocational education with this same element of readability in mind. Students (N=140) received Bristol Vocational Test and California Reading Test as pre- and post tests measuring vocational achievement and reading levels. Nine vocational modules were developed and students (N=100) with low reading levels were instructed using the modules, while other students (N=40) were instructed as a control group without benefit of the modules. Scores of the experimental group were significantly higher than those of the control group with the experimental group gaining 6.25 points on the vocational test as compared with 2.53 points by the control group, and gaining .85 in reading as compared to .42 in the control group. The Virginia Affective Assessment (VAA) was also administered. The results showed that the attitudes and self-concepts of the experimental students were greatly improved from pre-to post tests.

Conclusions were that all students in the high school vocational curriculum should be able to read and comprehend the vocational modules.

A study to determine the effects of noise intensities found in vocational shops and laboratories on student reading comprehension and task completion time was conducted by Jewell and Weston(1978). Students(N =94) from six schools were randomly assigned to either a control group or an experimental group and given the task of reading and answering questions. The control group worked under quiet classroom conditions of approximately 55 decibels while the experimental group worked under conditions of 110 decibels, a noise level often found in a vocational laboratory. The findings of the study indicated that as noise intensities increased, reading comprehension decreased and the time required to complete the assigned task increased. These findings suggested that vocational school teachers should take measures to reduce noise in shops and laboratories and students should avoid reading in the shops or laboratories.

SUMMARY OF THE REVIEW

The review of the literature so far has indicated that there was a significant relationship between reading frequency and students' academic achievement and gender. Although male students and female students commonly had interest in reading newspapers, they usually revealed different reading habits about newspaper and magazine reading. The majority of secondary school students showed a positive attitude toward reading and spent their leisure time in listening to the radio, watching television and reading their favorite materials. Meanwhile, the review suggested that both outside reading and textbooks reading were important and had efficiency in students' reading comprehension or attitude toward reading. Furthermore, vocational high school students extremely needed to focus their reading on job-related materials and be cultivated in language skills instruction which should be integrated as much as possible with vocational course content.

CHAPTER THREE

RESEARCH DESIGN AND PROCEDURES

This chapter is dedicated to the descriptions of the research design of this study, population of the research subjects, and instrumentation. The descriptions are divided into three respective sections.

A. OVERALL DESIGN

This descriptive research was conducted with two student populations one was the third-year vocational high school students (N=100) at Kaohsiung Zhoun-zheng Vocational High School through the assistance from the teachers at that school, and the other was the first-year physical education major students (N=66) in my Classes at Taiwan Physical Education Junior College. The students received a three-minute explanation administered by their classroom teachers and answered a 16-item questionnaire within a 30-minute time period. All the questions in the questionnaire printed in both Chinese and English so that the subjects could fully comprehend the items in the questionnaire and conscientiously answered all of them. The Vocational High School Student Survey of Reading Habits and Attitudes was designed by the writer to assist teachers. It was administered on one Saturday morning of the third week of the first semester of the school year 1993.

B. POPULATION

The students (N=600) involved in this study were non-college-prep high schools students. They were currently studying at Kaohsiung Zhong-zheng vocational high school and Taiwan Physical Education Junior College, Since most of the students studying at these two school sites have come from different areas — rural, urban and mountain area — the subject population can be considered as a heterogeneous group. They

have different backgrounds, reading habits, attitudes and varying concepts of reading. Data from the students' answers were accumulated, charted and analyzed for differences according to their schools.

C. INSTRUMENTATION

A measurement of reading habits and attitudes, the Vocational High School Student Survey of Reading Habits and Attitudes, was by the writer on the basis of a review of existing literature. Of course, the questionnaire items in the survey were also partly adapted from Rachal and Jackson's survey (1991) because the writer thought that it was a good starting point for the research design. Rachal and Jackson's survey was conducted with the cooperation of administrators and a sample of 15 ABE/GED students in the Hattiesburg Education and Literacy Project (HELP), a community-based program sponsored by private funds and the University of Southern Mississippi, and it proved very efficient. This study, the Survey of Reading Habits and Attitudes of Vocational High School Students, contains 16 items drawn and adapted from the original 16-item scale of Rachal and Jackson's survey form. The adaptation and modification were done on the ground of the appropriateness of the survey form to reflect Taiwan vocational high school students' reading experiences rather than classroom reading. Students answered on Saturday morning of the third week of the first semester in the beginning of the school year of 1993-94. The questionnaire is composed of multiple responses, and so, the item percentage may exceed 100% due to multiple responses. Data was subjected to descriptive and co-relational analysis using the statistical package of SPSSX. This analysis provided descriptions of the differences among vocational high school students' reading habits and attitudes.

CHAPTER FOUR

RESULTS AND DISCUSSION

The analysis of the data collected was conducted in terms of the following three questions:

1. Are there differences in reading habits among students as indicated by the demographic characteristic of gender, mother tongues, and geographical location?
2. Is the frequency of reading, and are the types of reading materials related to grade point averages (achievement levels) and/or attitudes toward reading?
3. Are the relationships between reading attitudes or habits associated with gender, grades and parents' attitudes?

To find out the reading frequency, the item in the questionnaire, 'How often do you read English?', is given to the subjects. The frequency was divided into four different categories from which students mark a check as an answer. If a student reads English less than one time weekly is rated as 'Not at All' reader, less than three times weekly, is rated as 'Occasionally' reader, more than three times is rated as 'Frequently' reader, disregarding their duration of studying time per reading. Among one hundred vocational students, the reading frequency was first analyzed in terms of the subject's mother tongue.

Table 1-A Percentage of English Reading Frequency by
 Mother Tongues
 <The Vocational High School Group>

	Mandarin		Taiwanese		Hakka		N	
Daily	7	21.87%	9	16.07%	3	25%	19	19%
Frequently	4	12.50%	10	17.86%	7	58.33%	21	21%
Occasionally	13	40.63	27	48.21%	2	16.67%	42	42%
Not at all	8	25.00	10	17.86	0		18	18%
Total	32		56		12		100	100%

Table 1-A indicates that students whose mother tongue is Hakka frequently read English. That means, students with Hakka mother tongue are more studious than students of other mother tongues. Whether or not mother tongue is closely related to students' reading habits if not necessarily clearly determined in this study. However, the results show here that Hakka students do work harder than students of other language background. Probably, this is very likely due to cultural factors rather than linguistic factors. It needs further investigations.

As far as reading frequency is concerned, the majority of vocational high school students read English less than three times a week. Therefore, when English teachers complain that vocational school students do not have acceptable English proficiency and wonder why, we have an answer here for them. The answer is that these students do not read frequently. In other words, they do not have enough reading exposures due to their reading habits or attitudes. Only 19% of all the vocational students read on a daily basis. 42% read less than three times a week, and 18% do not read at all.

Table 1-B Percentage of English Reading Frequency by

Mother Tongues

<Physical Education Junior College Students>

	<u>Mandarin</u>		<u>Taiwanese</u>		<u>Hakka</u>		<u>N</u>	
Daily	2	10.00%	5	13.15%	0	0%	8	12.12%
Frequently	2	10.00%	12	31.58%	0	0%	14	21.21%
Occassion-	10	50.00%	17	44.74%	5	62.5%	32	48.48%
Not at all	6	30.00	4	10.53%	3	37.5%	13	19.69%
Total	20		38		8		66	100%

Physical education major students at the junior college give people an impression that they don't like reading English. The result in this study confirms this conception. Only 12.12% of the total subjects reported that they read on a daily basis. 48.48% of the subjects said that they read less than three times weekly. 19.69% of the subjects admitted that they did not read at all. Well, there may be many reasons. However, it is an obvious fact that students of this category do not have a good reading habit. Speaking of improving their English reading proficiency, the best way should be encouraging them and motivation them to read as much as they can.

Is geographical factor significant in relation to students' reading habits and attitudes? In other words, from a socio-linguistic point of view, do students who live in the metropolitan area read more English than those who live in the suburban and rural area? Do male students read more often than female students? Another question is what type of English materials do the subjects read on their own? The results shown in Table 2-A give us answers.

Table 2-A Percentage of the Most and Least English Reading by Gender,
(Geographical Location)

Total	Gender		Geographical location			
	Male	Female	Urban	Rural	Mountain	
Job-related reading	142 85.54%	24 14.46%	41 54.82%	52 31.33%	23 13.85%	166
Education-related news	38 22.89%	33 19.88%	28 48.19%	24 38.56%	19 13.25%	71
Recreation-related news	44 26.51%	33 19.88%	41 63.25%	32 25.30%	4 11.45%	77
Religious materials	8 4.82%	10 6.02%	9 5.42%	8 4.82%	2 1.20%	18
Total	166					166

Looking at Table 2-A, we find that male students are more job-minded than female students because 85.54% of the subjects read materials related to their jobs, while only 14.46% of the female subjects are concerned about this. Another interesting figure in the table is that the subjects in this study are more interested in reading news that are related to recreation or entertainment.

So far, we have obtained a rough idea of what kind of English materials vocational high school students and physical education (PE) major junior college students read. When they read English, how long do they read English each time? The question from the questionnaire provides us an answer.

Table 3-A The Duration English Reading Time

<The Vocational Group>

	Male		Female	
Less than 1hr.	5	5.00%	0	0.00%
About 1 hour	53	53.00%	2	2.00%
More than 1hr.				
Less than 2hr.	16	16.00%	9	9.00%
2 hrs. & more	8	8.00%	7	7.00%
Total	82		18	

Table 3-B The Duration English Reading Time

<The P. E. Junior College Group>

	Male		Female	
Less than 1hr.	17	25.76%	1	1.51%
About 1 hour				
More than 1hr.	24	36.36%	3	4.56%
Less than 2hr.	9	13.64%	2	3.03%
2 hrs. & more	10	15.14%	0	0.00%
Total	60		6	

Question 7 in the questionnaire, 'What type of English materials do you often read?', helps us understand the reading materials that are available to the subjects. The results of the survey are shown in Table 4.

Table 4 English Reading Materials The Subjects Read Most

	Vocational High		Junior College	
English Textbooks	85	85.00%	41	62.12%
English Magazines	13	13.00%	21	31.82%
English Newspapers	2	2.00%	4	6.06%
Others	0		0	
Total	100		66	

According to this analysis, the non-college-prep school students tend to pay attention to their English textbooks more than anything else. 85% of the vocational high school students read their English textbooks most often, and 62.12% of junior college students do the same thing. It seems that English textbooks are the most available sources to them. Perhaps, they don't have the habit of reading other materials than their English textbooks. Or, they don't want to spend extra money to purchase English magazines or newspapers. Saving money could be one of the factors as far as this matter is concerned.

What kind of reading content that interests the subjects most? In other words, when the subjects read English, what type of information they intend to obtain from their reading? To answer this question, let's look at the analysis of their reading content shown in Table 5.

Table 5 An Analysis of Their Reading Content

	Vocational High	PE Junior College
Homework	91	56
Novels	1	0
Stories	2	0
Sports	3	8
Pleasure reading	2	0
Sales Ads	1	2
Total	100	66

The purpose or the need of the subjects' reading is indicated in the analysis shown in Table 5. Why do they read? What do they want to get from the reading materials? Table 5 indicates the main purpose or motivation of reading English is to prepare or to write English homework. That is to say, if the classroom teacher does not request students to do homework, it is very likely that these students won't read English after class. So, the incentive of reading English is to get their homework done. As a result, reading English is mainly for academic purpose rather than any practical or personal needs.

Related to the subjects' reading content, another important question is what is the main purpose of their reading? Why do they want to read English materials? This question concerns English language teaching because, in fact, this is a matter of motivation. Researchers have indicated that students who are in lack of learning motivation will definitely fail in what they are supposed to learn. Therefore, if we can understand students' reading purposes from the analysis shown in Table 6, language teachers will know how to guide students or motivate students to study English in an effective way.

Table 6 An Analysis of English Reading Purposes

	Vocational High	P. E. Junior College
Homework needs	88	58
Educational needs	7	4
Recreational needs	5	3
Informational needs	0	1
Other types of needs	0	0
Total	100	66

Table 6 indicates that the main need for reading English is for doing homework, disregarding group differences. In other words, reading English is mainly due to the course requirements. Their reading can be considered as passive learning because the reading activity is not initiated by themselves. They spend time in reading simply for the sake of course requirements. In other words, if there is no homework requirement, it is very likely that they will not spend time reading English. The results correspond to the analysis discussed earlier in this chapter.

In addition to the English textbooks required by schools, do students buy some English materials for their personal needs? If so, where do they get their materials? Item 10 in the questionnaire is designed to find out the sources of their English reading materials. Its results are displayed in Table 7.

Table 7 Sources of Available English Materials

	Vocational High	P. E. Junior College
School Library	90	57
City Library	2	5
Bookstores	8	4
From friends	0	0
Total	100	66

Table 7 tells us that if students need some English materials to read, the first place they think of is the school library. The next place is the bookstores. 90% of high school students are used to going to the school library to check out books because, in the writer's guess, high school students do not have money to buy the books they like, or they don't want to spend extra money on outside readers. 7.58% of the junior college students are willing to buy their English reading materials from bookstores. This percentage is not high, however, it means that junior colleges are more mature readers and they are willing to spend money in getting reading materials.

Furthermore, item 11 in the questionnaire, 'Access of reading materials', confirms the finding in item 10. Item 10 tells us the place where students look for their reading materials. Item 11 reassures the accessibility of reading materials. The writer wants to find out to what extent that students are willing to spend their money in purchasing their English reading materials. As expected and not to the writer's surprise, students still like to use the available materials in the school library. Very few of them are willing to purchase materials from bookstores. For the detailed results, please look at Table 8.

Table 8 Analysis of the Accessibility of Reading Materials

	Vocational High	P. E. Junior College
Borrow from the library	94	59
Borrow from friends	2	1
Purchase from Bookstores	4	6
Others	0	0
Total	100	66

If you want to know whether vocational high school students or non-college bound students are willing to subscribe to English magazines or newspapers regularly, Table 9 in the following provides you answers. The item 12, 'Do you subscribe to or buy any English magazines or newspapers regularly?', in the questionnaire was designed for this purpose.

Table 9 Analysis of Subscription of English Magazines
And Newspapers

	Vocational High	P. E. Junior College
Newspapers	0	0
Magazines	2	0

Table 9 indicates that vocational high school students as well as P. E. major junior college students do not subscribe to English magazines or newspapers. Only two students out 100 subjects said that they subscribed to magazines. I doubt that the said subject may not subscribe to magazines. It is possible that the magazines are subscribed to by the subjects' family members such as brothers or sisters, rather than by themselves. So, I assume that none of the whole body of the research population subscribes to English magazines or newspapers. what is the

significance of this survey result? well, it clearly shows to us that students in the study do not have enough exposures to English in their daily life. This means that it is very hard for English teachers to help them improve their English proficiency because they are not exposed to the necessary amount of English materials. Reading is the easiest exposure that students can get in terms of ESL learning. With such a low degree of exposure to English materials, how can we expect students to learn English well?

To find out the subjects' reading interests if they read English newspapers, item 13 in the questionnaire was designed for this purpose. They were asked, 'If you read English newspapers', which area gets most of your attention? (Rank them by the order of 1,2,3,4...)

Table 10 Analysis of Reading Interests in English Newspapers

	Vocational High	P. E. Junior College
Local/National news	12	4
Sales Ads	3	0
International News	8	3
Comics/ cartoons	74	57
Movies/ TVs	3	2
Total	100	66

What interests non-college-prep students? The figure in Table 10 clearly tells us the answer. It is cartoons that interest students most when they read English newspapers. I guess cartoons have special psychological attraction to young readers. In general, cartoons have pictures to help students understand sentences. On the other hand, cartoons are humorous or sarcastic. Since the survey results show that students have high interest in reading comics, can we use comics as teaching materials for English classes? This is a question worthy of further exploration. Perhaps,

students will learn more from comics than from the required textbooks.

Mauro (1979) conducted a study and found that nine out of ten students were exposed to newspapers on a daily basis, newspaper reading exposure varied little across grade levels, and boys' reading interests were, in rank order, sports, movies, local news, and other entertainment, while girls' reading interests were movies, news about people, entertainment other than movies, and fashion news.

Mauro's study has different results from the findings in this study. This can be explained in terms of different school systems and different culture. In general, people in our country seldom read. This is part of Taiwan culture. Most adults do not read, and in this case, how can we expect young students read regularly? Especially, when we ask students to read in a foreign language, which is considered a tough task. Naturally, students are in lack of willingness to read.

For a similar purpose as in item 13 in the questionnaire, item 14 was designed to find out the subjects' reading interest in reading English magazines? Most subjects responded that they seldom read English magazines. Ten students (4 from high school, and 6 from junior college) said that they read English Studio Classroom. The rest responded that they do not read at all. So, the results imply that their reading is not pleasure reading. Their reading is functional. That is, they want to improve their English ability. In this case, we can't find out their real reading interest.

Item 15, 'If you read English books other than the textbooks', what type of English books do you read? (Check one), is another question to follow up the questions given in item 13 and 14. Again, we did not find any significant number to indicate their reading preference. When they read English books other than their textbooks, they read Entrance Examination Preparatory books with a purpose of improving their English proficiency. They read Vocabulary books, or grammar books. They seldom read stories or novels. Again, such a reading is functional. Their reading attitude is mainly dominated by academic purpose. Among

166 subjects, only two reported that they read English stories.

The findings described above are quite different from the results reported by Ross and Simone. Ross and Simone (1982) compared the reading interests of 300 tenth, eleventh, and twelfth grade students. They found that science fictions and sports were popular with the male students, with romance stories preferred by the female students. The males ranked "Illustrated" as their favorite magazine, while the females selected fashion magazines as their favorites.

To sum up, due to cultural differences, and due to differences in school systems, students in Taiwan, especially most students who are non-college-bound do not have reading habits not only of English but also of Chinese. We don't have a reading culture. Students read because they want to prepare themselves for the entrance examination. They read not because they want to become more informed or knowledgeable, not because they want to know more, not because they want to satisfy their own needs. So, it is not surprising to say that our subjects do not respond the same way as the results done by Ross and Simone.

On the other hand, have you ever wondered when students read or study English? Do students read English in the evening or in the morning? or do they read English at any available time? Item 16 in the questionnaire, 'When do you usually read English? (Check one), provides us answers. Let's look at Table 11.

Table 11 Analysis of When They Read English

	Vocational High		P. E. Junior College	
Morning	42	42%	6	9.09%
Afternoon	6	6%	0	0.00%
Evening	41	41%	55	83.33%
Midnight	2	2%	1	1.52%
Early morning	4	4%	0	0.00%
Anytime	5	5%	4	6.06%
Total	100		66	

It's very interesting that most of students (41% of high school students and 83.33% of junior college students) like to read in the evening. Meanwhile, vocational high school subjects tend to prefer to study English in the morning, and junior college students tend to prefer to study in the evening. This may be related to their life style. P.E. major students have to do more exercises in the morning, and they don't have time to read English in the morning. On the contrary, the vocational high school students have plenty of time in the morning. They like to read English in the morning. So, the preferred time of reading English is related to their life style. From this survey, we know the two preferable reading time among the subjects are either in the morning or in the evening.

Does frequent reading help students improve their English ability? To put it in other way, what are the relationships between the subjects' school grades and their reading frequency? The writer also has done an informal interview to find out the relationships. The subjects were asked to report their school grades of the English course. And then, their grade points are correlated to their reading frequency. Table 12 shows its relationships.

Table 12 Relationships Between English Reading Frequency and Their English Grade Points

	More than 90 (A)	80to 89(B)	70to 79(C)	60to 69(D)	50to 59(E)	Less than 49(F)	N
Several times	27.3	17.5	4.8	4.3	-0-	-0-	30
Daily	31.8	47.5	41.9	28.7	23.5	25.0	164
Weekly	13.6	7.5	17.2	16.0	29.4	25.0	75
Not often	27.3	27.5	36.0	51.1	47.1	50.0	192

Table 12 presented the following ranking of reading frequency with regard to the academic levels. They are categorized as follows:

- A. "Students read several times in a day" with "A" grade point: 27.3%;

- with "B" grade point: 17.5%;
 - with "C" grade point: 4.8%;
 - with "D" grade point: 4.3%;
 - with "E" grade point: 0%;
 - with "F" grade point: 0%.
- B. "Students who read daily"
- with "A" grade point: 31.8%;
 - with "B" grade point: 47.5%;
 - with "C" grade point: 41.9%;
 - with "D" grade point: 28.7%;
 - with "F" grade point: 23.5%;
 - with "E" grade point: 25.0%.
- C. "Students who read weekly"
- with "A" grade point: 13.6%;
 - with "B" grade point: 7.5%;
 - with "C" grade point: 17.2%;
 - with "D" grade point: 16.0%;
 - with "E" grade point: 29.4%;
 - with "F" grade point: 25%.
- D. "Students who don't read often"
- with "A" grade point: 27.3%;
 - with "B" grade point: 27.5%;
 - with "C" grade point: 36.0%;
 - with "D" grade point: 51.1%;
 - with "E" grade point: 47.1%;
 - with "F" grade point: 50.0%.

From this analysis, it is obvious to us that the more time students spend in reading English, the better English scores they get at school. This proves the concept of "Practice Makes Perfect". This also supports the concept that sufficient exposures guarantee the success of second language learning. In addition, the result shows that students with higher grade averages were prone to read several times in a day or read daily

while lower grade averages students expressed that they read weekly or didn't read often. This is in agreement with our concepts that the higher grade point average the students have, the more often they read what they wanted to read. Meanwhile, the results displayed that the lower grade point average students do not have stable reading habits.

Another informal interview was also done for the purpose of finding out the relationships between time spent in reading English and the grade points earned for the English course. The subjects were asked how many hours they spent in reading English per week. The time spent in reading English was an estimate amount of time, not an exact indication of studying time. The results are categorized as shown in Table 13.

Table 13 Relationships Between English Reading Time and English Grade Points

Points	More than 90 (A)	80 to 89(B)	70 to 79(C)	60 to 69(D)	50 to 59(E)	Less than 49(F)	N
Time							
Less than 1 hour	22.7	17.5	14.0	16.0	23.5	37.5	75
One or two hours	13.6	10.0	30.6	30.9	17.6	12.5	126
3 or 4 hours	9.1	15.0	21.5	18.1	23.5	25.0	88
5 or 6 hours	9.1	27.5	11.3	21.8	11.8	-0-	77
7 or more	45.5	30.0	22.6	13.3	23.5	25.0	95

As shown in Table 13, 45.5 percent of the "A" group students and 30 percent of "B" students indicated that they read more than seven or more hours a week while 37.5 percent of the "F" group students and 23.5 percent of the "E" group students noted that they read less than one hour weekly. It stands to reason that students with higher achievement levels would spend more time reading than lower achievement level students. Somewhat surprisingly, especially considering reading frequency, most students stated that they read several times (27.3%) or daily

(31.8%), but 22.7 percent of the "A" group students expressed that their total reading hours were less than one hour per week. One possible inference is that some students were "snippet" readers. The other possibility is that some of them mistook "in a week" for "in a day" although the questionnaire was clearly printed in Chinese.

The last question that this study would like to investigate is the corelationships between reading habits and attitudes with various kinds of variables such as their reading frequency, hours of reading, library uses, psychological perception of reading activity. That is, the factors are classified as "Reading frequency", "Hours of Reading", "Library uses", "I read as I want to", "Reading is a headache to me", "Reading is a dull thing", and "Reading is enjoyable". The results are displayed as in Table 14.

Table 14 Correlations of English Reading Habits and Attitudes With Selected Variables In Terms of Gender

	Male Students	Female Students
Reading Frequency	.211**	.2931**
Hours of Reading	-.1231*	-.0913
Library Uses	-.1767**	-.1955**
I read as I want to	-.3879**	-.0873
Reading is a headache	.1677**	.0683
Reading is dull	.0685	.2753**
Reading is enjoyable	-.1185*	.0287

O'Banner (1989) conducted a study of the relationship between reading attitude and achievement. The results revealed in that study was that there was no significant relationship between reading attitudes and achievement. Interestingly, Normal (1986) conducted a similar study. He analyzed the relationship between attitudes toward reading and sex, age, race, academic retention, and achievement of community college students. Analyzing the data, he concluded that there was a positive relationship between attitudes toward reading and academic achievement. Willits and

Willits (1990) conducted another study to determine the amount of time students spend in reading and ascertained the social activities and personal characteristics of teens associated with reading time. The results were (1) girls read more than boys, (2) number of siblings and working mothers were not related to reading frequency, (3) hours spend on paid jobs were not significantly related to reading. Whittemore (1992) had the same findings that no significant relationship exists between reading frequency and the number of hours spend on working. In analyzing the data, the relationships between reading proficiency and sex with grade achievement was significant.

Both higher achievement male students ($r=.2111$) and higher achievement female students ($r=.2931$) were significantly related to reading frequency. The relationships between reading time and sex with academic achievement were significant in that lower achievement male students ($r=-.1231$) spent much less time reading. Another variable, the library use, indicated that both male and female students did not use the library very much. It seemed that the frequency of the library use of the female students ($r=-.1955$) was less than the frequency of the library use by the male students. According to the students' self-evaluation about their own reading, the results appeared that most of the lower achievement male students ($r=-.3879$) didn't consider that they read as they always had, and seldom the higher achievement male students related their reading to "a headache." Lastly, the relationship between students' self-perception of English reading and their sex with academic achievement was significant in that most lower achievement male students ($r=.2753$) reported that reading is a 'dull thing' for them while most of higher achievement male students expressed that reading is an 'enjoyable' thing for them.

CHAPTER FIVE

CONCLUSION

This study has aimed at investigating the EFL reading habits and attitudes of some non-college-bound high school students as well as junior college students. Some interesting findings have helped us understand how these students study English. As we understand, most English teachers complain that students in these two categories do not have the satisfactory English proficiency level. However, after we have read the findings from the survey, we realized that it is very hard for English teachers to expect their students to have good English reading proficiency if we do not try to change their study habits and learning style. In a nutshell, the real reason why students in these categories do not have satisfactory proficiency level of English is that they do not read. Why don't they read? obviously, motivation is one of the main reasons. Why don't students of this type have motivation? They do have motivation of learning English. Their main motivation is to pass entrance examination. If we can convert their motivation from test preparation to practical needs in daily life, we probably can arouse their interest. Anyway, it is an important task to all EFL teachers teaching in the non-college-prep schools. This survey at least clearly points out to us that students read English simply for passing the exam.

This study did not try to investigate their attitude toward the content of the English reads. Due to the limitation of time and energy and financial budget, the writer was not able to find out how they feel about the English textbooks they use at school. Does the content of the textbooks appeal to them? This needs further research.

Basing on the findings of this study, the writer suggests the following for further research in the near future:

1. We need a more carefully designed survey to explore the students' reading habits and their family socio-economic background. Socio-economic status of the family may play an important role in form-

ing their reading attitude and habit.

2. A more thorough survey is needed for all high school students rather than vocational high schools alone. In fact, for a reform of EFL instruction, a survey from all high school students, junior colleges students (3-year programs as well as 5-year programs) is desperately needed.
3. Further reserach is needed to explore the relationship between their school grades and their reading frequency and habits.
4. Further research is needed to investigate what type of English materials interest them most. Can we use comics as supplementary teaching materials in class instead of required textbooks?
5. Further research is needed to find out whether students with good reading habits and attitudes have better performance in school work.
6. Fruthermore, a cross-cultural and a cross-linguistic survey is needed to investigage whether reading habits and attitudes are a culture matter or a social matter.

In addition, this survey also provides us with some implications which may be helpful in EFL classrooms. Although the subjects are from non-college bound students, yet, the findings are also practicable to all students in Taiwan. The implications are suggested as follows:

1. EFL teachers should be aware of their students' reading habits and attitudes when selecting reading materials for them.
2. EFL teachers should encourage students to read as much as they can. Outside readings are helpful and useful to them. Reading the required English textbooks maybe help them improve their English proficiency. Reading test preparatory types of English books can help improve their English proficiency, too.
3. To meet students' need, it is suggested that teachers should choose materials that are related to students' daily life or job-related. Using authentic materials from local English newspapers may be a good starting poing.

4. Teachers should encourage students to read magazines or newspapers in the school library or the city library. Providing sufficient exposures to English to them is necessary.
5. Since students like to watch English TV programs or movies, EFL teachers have to relate those program viewings or movie viewings to their study of English.
6. It will be better if teachers can request their students to stay in class reading English together for a certain period of time per day. For instance, if a teacher can request all her students remain in class to read a story from newspaper or a magazine for 25 minutes per day, the students' reading proficiency will be greatly improved.
7. Since most students don't know to read, where to find the materials they need, it is EFL teachers' responsibility to introduce good and proper materials to their students.
8. Since students do not have good reading habits, at the beginning, teachers have to set up counselling time or tutoring time to assist students. The less difficulties they encounter in their assigned reading, the more interests they will develop in reading English.
9. In addition to the English textbooks used in class, occasionally EFL teachers need to spend some of their instruction time to introduce English materials that can not be found in the school library. Sometimes, students need novel information instead of boring grammatical explanations or routine vocabulary drills.

The suggestions given above can be easily carried out. This study should not be considered as a comprehensive analysis of all vocational high school students' English reading habits and attitudes. On the contrary, this should be considered as a pilot study which draws readers's as well as oher researchers' attention to non-college-bound high school students. We all know that college bound students spend much time in reading English. As a matter of fact, college-bound students only occupy 30 percent or more of the total high school population. In other words, about 70% high school students are vocational high school students or

junior college students. This group of students has been neglected by the researchers who have done so much research on the other group's learning strategies, their learning attitudes, and their performance in four different language skills. Very few researchers pay attention to how vocational school students learn English. This is why this study should be considered as a pilot study. Due to the limitations of my personal professional knowledge, and due to the affordability of doing a personal project, it is expected that this study may contain some flaws which I hope will not affect its contributions to the study of learners' attitude. Currently, a lot of researchers have paid attention to the study of learners' learning strategies in terms of their performance. Although this study does not catch on the fashion, yet, it should have a complementary contribution to the professional research in the field.

5. Furthermore, a cross-cultural comparison is needed to investigate the learning strategies of non-native speakers of English. The researchers have to set up counselling time or learning time to assist the students. The researchers they encounter in their assigned teaching and learning activities will develop an English learning strategy. In addition to the English textbooks used, students, occasionally, use teachers' notes to learn some of their past lessons. In addition, some English materials that cannot be found in the school library, some times, students need novel information instead of boring grammatical and explanation or grammar textbooks. This study should not be considered as a pilot study which is a high school student. High school students are considered as a pilot study which is a high school student. It is all known that college-bound students spend more time in studying English. As a matter of fact, college-bound students only occupy 30 percent or more of the total high school population. In other words, about 70% high school students are vocational high school students or

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APPENDIX (附錄)

A Study of the extracurricular English Reading Habits and Attitudes of the students at one Vocational High School and the National Taiwan Junior College of Physical Education

國立台灣體專及高級職業學校學生的課外英文閱讀習慣和態度問卷調查研究

Put an "×" Mark in the Blank

(劃個記號在空白處)

1. Department (科別)
 - Dancing Dept. (舞蹈科) _____
 - Recreational Dept. (休閒科) _____
 - Athletic Dept. (體育科) _____
 - Electronic Dept. (電子科) _____
 - Chemical Engineering Dept. (化學工程科) _____
 - Architecture Dept. (建築科) _____
 - Civil Engineering Dept. (土木工程科) _____
2. Sex (性別) _____
 - Male (男性) _____
 - Female (女性) _____
3. Mother Tongue (母語) _____
 - Mandarin (國語) _____
 - Taiwanese (閩南語) _____
 - Hakka (客家語) _____
 - Aborigine (原住民語) _____
4. Living area (生活區域) _____
 - urban (都市) _____
 - rural (鄉村) _____
 - mountain (山區) _____
5. Reading Frequency (閱讀次數)

How frequently do you read English per week? (Check One) (選一個)

你每週閱讀英文多少次數?

Daily
every day

(每天)

Frequently
More than 3
times a week

(時常，一週

超過三次)

Occasionally
3 or Less than 3
times a week

(偶而，一週三次

或少於三次)

Not at all
(沒有)

6. Reading Time (閱讀時間)

How long do you read English each time?

你每次閱讀多久時間?

Less than one hour (少於一小時) _____

About one hour (大約一小時) _____

more than one hour (多於一小時) _____

Two hours and more (二小時以上) _____

7. Reading Materials (閱讀材料)

What type of English materials do you read?

你閱讀什麼種類的英文材料?

English Textbooks (英文教科書) _____

English Magazines (英文雜誌) _____

English Newspapers (英文報紙) _____

Other books (其他書) _____

8. Reading Content in English (Check More One)

(英文閱讀內容) (可選一個以上)

Homework (家庭作業) _____

Novels (小說) _____

Stories (故事) _____

News (新聞) _____

Sports (運動) _____

Religions (宗教) _____

Pleasure (娛樂) _____

9. Reading Purposes (閱讀目的)

Why do you read English? 你為什麼閱讀英文?

Homework needs (家庭作業需要) _____

Educational needs (教育的需要) _____

Recreational needs (休閒需要) _____

Informational needs (資料需要) _____

Other needs (其他需要) _____

10. Sources of Reading Materials (閱讀材料的來源)

In addition to your English textbooks, where do you get your English materials to read?

除了讀英文教科書之外，你還讀那裏取來的英文材料？

School Library (學校圖書館) _____

City Library (城市圖書館) _____

Bookstores (書店) _____

Other sources (其他來源) _____

11. Access of Reading Materials (閱讀材料的使用)

Borrow from the library	Borrow from friends	Purchase from bookstores	others
----------------------------	------------------------	-----------------------------	--------

(圖書館借來) (朋友借來) (書店買來) (別人的)

12. Do you subscribe or buy regularly any English newspapers or magazines?

你訂閱或購買定期的英文報紙或雜誌嗎？

Newspapers (報紙) Yes (有) _____ No (沒有) _____

Magazines (雜誌) Yes (有) _____ No (沒有) _____

13. If you read English newspapers, which area gets most of your attention? (Rank them by the order of 1,2,3,4,5,6,7,)

假如你閱讀英文報紙，你大部分注意讀那些版面？（按1,2,3,4,5,6,7,8,的順序排列）

Local/National (地方/國家) _____

Sales Ads (售貨廣告) _____

International (國際) _____

Comics (連載漫畫) _____

Movies/TVs (電影/電視) _____

- Sports (運動) _____
 Editorials (社論) _____
 Job-related areas (有關的職業版) _____
 Do not read at all (沒閱讀) _____

14. If you read English magazines, which one do you often read? (Write down the title of the magazines)

假如你閱讀英文雜誌，你時常閱讀那一種雜誌？（寫下這雜誌的標題）

I often read: _____.

(我時常閱讀)

I don't read at all. _____ (Put an X mark in the blank)

(我沒閱讀) _____ (劃一個X記號在空白處)

15. If you read English books other than the textbooks, what type of English books do you read? (Check one) (選一個)

假如你閱讀英文書而不是教科書，那麼你閱讀什麼種類的英文書？

Novels (小說) _____

Stories (故事) _____

Short articles (短篇故事) _____

Entrance Exam Prep books (準備入學考試書) _____

Job-related books (有關職業書) _____

16. When do you usually read English? (Check one)

你時常什麼時候閱讀英文？（劃一個）

In the morning (在早上) _____

In the afternoon (在下午) _____

In the evening (在傍晚) _____

At midnight (在午夜) _____

Any available time (在有效時刻) _____