

CHAPTER 1

INTRODUCTION

Teaching reading is one of the major tasks of language teachers. According to Dwyer and Reed (1989) and Sadoski (1984), there are two goals of reading instructions: One is to teach readers how to read and the other is to foster lifelong readers. In the classroom, the teacher may drill students on various reading skills to develop their reading competence. However, in order to develop reading competence, students need to practice reading extensively as a whole instead of as individual skills. Researchers (Galen & Prendergast, 1979; Oliver, 1976; Sadoski, 1980) claim that through extensive and sustained practice with print, students learn to apply, refine, and internalize the skills through decoding the print into meaningful thoughts. Moreover, a reader is not only a person who can read, but also one who reads and values reading activities (Galen & Prendergast, 1979; Langford & Allen, 1983). Researchers (Galen & Prendergast, 1979; Langford & Allen, 1983) point out that reading practice is valuable not only in practicing reading skills, but also in promoting the positive attitudes towards reading, and, moreover, the attitudes might affect people's desire and willingness to continue reading. Therefore, positive attitudes towards reading are as important as the ability to read.

However, some researchers have concluded in their studies several reasons that make competent readers choose not to read (Ivey & Broaddus, 2001; Krug & Fordonski, 1995; Lange, 1994; Oliver, 1976; Sadoski, 1980, 1984). Ivey & Broaddus (2001) and Sadoski (1980, 1984) indicate that under the present reading instructions, students are able to read but have little desire to read because the school instructions often overlook (1) real book practice, (2) the pleasure component, and (3) students' actual needs of reading. This may cause students' negative attitudes towards reading. Therefore, researchers have proposed alternatives to the existing "one-size-fits-all" instructions (Ivey & Broaddus, 2001; Oliver, 1976).

More than that, it is found that because of the influence of the media and the distraction of noisy environment and social activities, students are not provided with enough time and adequate environment for reading (Ivey & Broaddus, 2001; Krug & Fordonski, 1995; Lange, 1994; Oliver, 1976). Therefore, investigators (Ivey & Broaddus, 2001; Krug & Fordonski, 1995; Lange, 1994; Oliver, 1976) further propose that a balanced reading instruction, the combination of direct reading instructions and extensive practices, should be employed in the classroom.

Additionally, researchers (Dupuy, Tse & Cook, 1996; Hess & Jasper, 1995) postulate several possible reasons why university ESL or EFL learners devalue pleasure reading. In a traditional language classroom, teachers often focus on grammar decoding and skill drilling; therefore, learners have the wrong impression that doing grammar analysis and drills is the most efficient way to learn a language well. Reading becomes a series of decoding practices and looking up words in the dictionary. The recreational component of reading has been ignored.

Also, language learners often read assigned articles or novels that are too difficult for them either in form or content. The difficult language forms and contents might frustrate language learners whenever they have difficulties in decoding the language or understanding the messages. As a result, reading is considered a serious matter.

In addition to these possible reasons, the availability of appropriate reading materials might cause another problem. In an ESL or EFL environment, the authentic reading materials are not available easily; besides, facing an overwhelming quantity and various genres of reading materials, language learners may feel lost and confused. With the lack of training and practicing reading as a leisure activity, language learners often have problems choosing suitable books at their own levels of reading.

In Taiwan English teaching has traditionally focused on students' English skills training (Sims, 1996; Su, 1999; Tai, 1995; Wu, 1994). Most reading courses aim at training students to decode the language and practice the language skills or rules they

have learned (Sims, 1996; Su, 1999; Tai, 1995; Wu, 1994). Little attention has been paid to reading for pleasure in the English teaching curriculums for college students.

Furthermore, in Taiwan English is regarded as a foreign language and students have limited chances to actually communicate in English. Gradually, as some researchers (Greaney, 1996; Wu, 1994) point out, passing examinations has been the main objective of English teaching. Taiwanese students read for certain purposes such as passing examinations or getting information for term papers. Similarly, they read under pressure from teachers, schoolwork, and entrance examinations to high schools and colleges. As a result, students relate English reading either to school assignments or something stressful, painful, boring, and even frightening. It is very likely that if students do not have positive attitudes towards pleasure reading throughout school years, they will neither read for pleasure nor value recreational reading activities.

Purpose of the Study

The purpose of this study was to investigate the effects of pleasure reading on university freshmen's attitude change towards English pleasure reading. In doing so, the researcher of this study implemented an English pleasure reading program in an enjoyable reading environment for university freshmen to read in class. In addition, the researcher examined the students' evaluations of the pleasure reading program to facilitate revisions of the program as well as its incorporation into university English curriculums in the future.

Research Questions

This study intends to answer the following questions:

1. Is there a significant change in Taiwanese university students' attitudes towards

- English reading after their completing an English Pleasure Reading Program?
2. How do Taiwanese university students respond to and feel about English pleasure reading along the process of their participation in the program?
 3. How do Taiwanese university students feel about the English Pleasure Reading Program after their completing the program?

Definition of Terms

Pleasure reading

“Pleasure reading” in this study refers to extensive reading with a purpose mainly for fun. According to Palmer (1968), extensive reading means reading “book after book” (p.137). In this study, pleasure reading entails situations participants read without interruptions for questions, assignments, or reports; they read silently, independently, and according to their own pace and needs.

Sustained Silent Reading (SSR)

Sustained Silent Reading is one of the combined methods containing reading instructions and reading practices. Its goal is to foster positive reading attitudes and reading habits and to cultivate lifelong readers (Chow & Chou, 2001; Grubaugh, 1986).

English Pleasure Reading Program

English Pleasure Reading Program in this study is a modified version of Sustained Silent Reading program. The slight difference in English Pleasure Reading Program is that the daily basis reading was changed to weekly basis reading, i.e., participants meet every week for one class period of fifty minutes. This arrangement was equivalent to ten minutes per day for five days a week according to what Pilgreen (2000) calls “massed time to read” (p. 18) or “all at once” (p. 18) program.

Attitudes towards English Pleasure Reading

In this study, attitudes towards English reading are defined as the reflections of cognitive, affective, and behavioral tendency towards reading materials written in English (Ajzen, 1984; Davis & Ostrom, 1984; Eagly & Chaiken, 1993; Rosenberg & Hovland, 1960). In the cognition aspect, students' positive values, beliefs, and conceptions of the importance of English pleasure reading are regarded as positive attitudes towards pleasure reading. As to the affect aspect, students' love, positive feelings, and enjoyable emotions towards pleasure reading are viewed as positive attitudes. In the behavior aspect, students' willingness to spend money on buying or borrowing reading materials from libraries or friends and to spend time and effort on reading these materials are considered as positive attitudes towards English pleasure reading. In this study, attitudes towards English pleasure reading were evaluated through a Chinese attitude questionnaire designed by the researcher.

Significance of the Study

The researcher of this study hopes that the results of the study can first provide university English teachers with a basic framework of a pleasure reading program and some guidelines to help them implement the program in their own English classes. Second, the researcher expects that learners' positive attitudes towards English pleasure reading will enable teachers and educators to better understand the importance and positive effects of the English pleasure reading program. Finally, the researcher hopes that the results of the students' evaluations of the English Pleasure Reading Program can provide teachers and educators with guidelines to schedule pleasure reading, select reading materials, and design follow-up reading activities for pleasure reading programs.

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter covers the following sections: attitudes and English reading; pleasure reading; Sustained Silent Reading (SSR); and literature review. In the section on attitudes, the concept of attitudes and students' attitudes towards English reading are discussed. In the section on pleasure reading, the concept is briefly introduced. In the section on SSR, the concept, the assumptions and procedures of implementation are presented. Finally, some related studies done in this field are presented as the last section on literature review.

Attitudes and English Reading

Definitions of Attitudes

Attitudes are psychological inclinations that show personal preconceived notions, ideas, or feelings about any specific topic. In addition, the tendency of attitudes can also be revealed through people's external behavior or reactions. According to Eagly and Chaiken (1993, p.1), "attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor." Similarly, Petty and Cacioppo (1981, p.1) define attitude as "a general and enduring positive or negative feeling about some person, object, or issue." To further present the concept, attitudes can be examined from three aspects: cognition, affect, and behavior (Ajzen, 1984; Davis & Ostrom, 1984; Eagly & Chaiken, 1993; Rosenberg & Hovland, 1960). People's cognitive thoughts, beliefs, values, and emotional reactions and behaviors will reveal their positive or negative attitudes towards a specific person, issue, or object. These three aspects of attitudes have been adopted by the researcher of this study to design the questionnaire to examine university students' attitudes towards English pleasure reading.

Attitudes towards English Reading

According to Day and Bamford (1998), there are four possible variables that influence or change students' attitudes towards second language reading:

1. First language reading attitudes
2. Previous experiences with learning to read in a second language
3. Attitudes towards the second language, culture, and people
4. The second language classroom environment (pp. 23-25).

The first two variables, i.e., first language reading attitudes and previous experiences with learning to read second languages, are regarded as hard-to-change past experiences. The latter two variables are considered as ongoing experiences that can be changed or influenced positively or negatively. The fourth variable, including instructors, classmates, approaches to second language reading, and ongoing experiences in second language learning, has been taken into consideration and examined in this study.

Pleasure Reading

The idea of pleasure reading originally comes from Palmer (1968). Palmer distinguishes reading into two ideas and terms them as "intensive" and "extensive" reading. Intensive reading means that readers read carefully to analyze and study the structure and grammar of language in order to get full understanding of the materials. Intensive reading is also associated with the training of reading skills such as finding the main ideas or the referents in the texts and practicing the grammatical rules.

Unlike intensive reading, Palmer (1968) defines extensive reading as "book after book" (p.137), i.e., reading extensively refers to reading widely and in quantity. The purpose for people to read is either to obtain information, messages, and knowledge or just to have fun; thus, the main purpose of reading is enjoyment. Extensive reading focuses more on readers' interests, motivation, and "real-world purposes" (Day & Bamford, 1998, p.5) of reading for pleasure and information. In doing

pleasure reading, students can choose whatever they want to read, such as magazines, novels, fictions, comic books, newspapers, to name just a few. The only requirement of pleasure reading is that the contents of the reading materials should be comprehensible, interesting, and relevant to students (Day & Bamford, 1998; Krashen, 1982, 1993; Trelease, 1995).

Extensive reading has been viewed as a part of the procedures in traditional reading instructions or an outcome of sustained reading (Day & Bamford, 1997). Researchers have different names for this reading activity, such as Free Voluntary Reading (FVR) (Krashen, 1993), Pleasure Reading (Mikulecky, 1990), and Sustained Silent Reading (SSR). Also, extensive reading is recognized as having several variations which include abundant reading, book flood, DEAR (Drop Everything And Read), DEER (Drop Everything Else -Read), DIRT (Daily Individual Reading Time), HIP (High Intensity Practice), HSSR (Home Sustained Silent Reading), independent reading, leisure reading, light reading, OTTER (Our Time To Enjoy Reading), self-selected reading, SQUIRT (Sustained Quiet Un-Interrupted Reading Time), supplementary reading, recreational reading, and USSR (Uninterrupted Sustained Silent Reading). Although there are various names and implementing procedures for extensive reading, the basic concept of extensive reading is to provide time for reading self-selected materials consistently and without the pressure of reports or assignments related to the reading materials (Chi, 2001; Elley, 1996; Nagy, Campenni & Shaw, 2000; Oliver, 1976; Sadoski, 1980b; Tierney & Readence, 2000; Trelease, 1995; Vacca, Vacca & Gove, 1991).

Sustained Silent Reading

After Palmer's terminology and promotion of extensive reading, researchers have begun to pay close attention to pleasure reading and reading practices. Sustained Silent Reading is one of the combined methods containing reading instructions and pleasure reading practices.

In the early 1960s, Lyman Hunt at the University of Vermont proposed a structure incorporating reading instructions with silent reading practices; in academic terms, it is called Sustained Silent Reading (SSR). Besides reading instructions, this program was designed to provide a period of time for silent reading which teachers and students read self-selected reading materials without interruption and for the purposes of enjoyment and reading practices. The goal of SSR is to help students to practice fundamental reading skills and to form good habits about reading. Furthermore, its aim is to develop students' positive attitudes towards and interests in reading self-selected materials. In this way, students will know how to choose suitable reading materials for their interests and reading ability. Students read at an appropriate rate for their own purpose without the pressure of tests, questions, or reports (Chow & Chou, 2001; Grubaugh, 1986).

The SSR program is based on some assumptions. The first assumption of SSR is that it will promote students' reading achievement and positive attitudes towards reading through allowing students to read self-selected reading materials without interruptions. Students develop reading skills through applications and practices; at the same time, they develop interests and tastes through personal motivations and free choices of reading materials without worrying about reports or tests (Dwyer & Reed, 1989; Sadoski, 1984).

The second assumption of SSR is the provision of positive modeling of peers and teachers. Through the positive modeling, students feel and learn that reading is so important that they have to engage in it as a part of a scheduled school day or in the society; more than that, students will follow the good examples of the modeling behaviors. Positive attitudes towards reading will result in more reading and lead to the ultimate goal of reading instructions--to foster lifelong readers (Dwyer & Reed, 1989; Nagy, Campenni & Shaw, 2000; Sadoski, 1984).

There are some required conditions for an SSR program. First, everyone in the classroom, including the teacher reads and the interruptions are not allowed. Second, teachers model good reading behavior and show the values of pleasure reading by

reading themselves, too. Third, SSR takes place at the same time each day and this activity must be consistent. Furthermore, the reading time is gradually increased according to students' needs. Fourth, students are allowed to choose materials without pressures of reports or tests and from a large quantity and wide variety of reading materials. All the materials must be chosen before the SSR session begins. Fifth, a pleasant and relaxing reading atmosphere is provided (Grubaugh, 1986; Langford & Allen, 1983; Trelease, 1995; Valeri-Gold, 1995).

There are three vital procedures in SSR—preparation, the reading period, and follow-up activities that teachers and students have to follow. The first step of an SSR program is to let students know what they are going to do during the activity, why this activity is important, and how this activity will be carried out. The idea of SSR should be discussed with students several days before SSR is actually carried out. It is important that all students in the class understand the rules of SSR. Discussion and presentation of rules of SSR a few days before it actually starts allow teachers and students to communicate why these rules are important and necessary. Thus, this preparatory stage is very important (Galen & Prendergast, 1979; Tierney & Readence, 2000).

Several things need to be discussed or decided at the preparatory stage. First of all, the time length of the first SSR reading session should be decided beforehand and the majority of the students in the class can easily keep up with the reading in their silent reading. It is suggested that ten to fifteen minutes is good for secondary school students as a start and the reading time period is increased one to two minutes each time gradually. It is better to underestimate students' ability in the initial stage in case students are under pressure of reading for long periods of time.

Second, students are offered opportunities and enough time to select their own reading materials. In order to collect a large quantity and wide range of reading materials, the teacher can establish a classroom library and ask students to bring their own books for exchange. In addition, the teacher can ask faculty, parents, or bookstores to donate old books, magazines, newspapers, fictions, novels, or comic

books. The reading materials in the classroom should be renewed after a period of time to provide enough materials for selection (Galen & Prendergast, 1979; Tierney & Readence, 2000).

During the SSR period, the teacher is doing exactly what all students in the class are doing—reading for pleasure. The teacher’s positive modeling is very important for students. For some students in the class, this may be the first time for them to observe an adult reading for pure pleasure. At the same time, the teacher may put a “Do Not Disturb” sign on the door or in the classroom to remind students, faculty, or visitors not to interrupt. When the time of SSR activity is up, the teacher may provide students with extra minutes of reading time to allow students to stop at a more appropriate point (Galen & Prendergast, 1979; Tierney & Readence, 2000).

After the SSR activity, there are no formal reports, tests, or assignments required for the SSR activity. The teacher can design some follow-up activities to encourage students to share the content of the material read or their feelings about reading. The teacher can set an example of how to share interesting ideas read in books or feelings about pleasure reading in class. Such sharing activities may result in students’ greater interests in reading; however, such sharing activities should be delayed until the SSR reading activity is firmly established (Galen & Prendergast, 1979; Tierney & Readence, 2000).

Studies on Pleasure Reading

This section presents the related studies on pleasure reading in English as the first language (L1) and English as a second or foreign language context (ESL/EFL). Related studies conducted in Taiwan are also included.

Studies on Pleasure Reading in L1 Contexts

Since Lyman Hunt’s proposed SSR project of incorporating reading instruction with extensive reading practice, many studies on both native English speakers (Cline

& Kretke, 1980; Holt & O'Tuel, 1989; Langford & Allen, 1983; Oliver, 1976; Valeri-Gold, 1995; Wiesendanger & Bader, 1989) and non-native speakers (Aranha, 1985; Lai, 1993; Pilgreen & Krashen, 1993; Sze, 1999) have been done in this field to evaluate extensive reading programs. The two main areas of concern in extensive reading are language achievements and reading attitudes. Regarding language achievement, researchers are mostly interested in investigating language learners' reading skills, reading comprehension, background knowledge, word recognition, vocabulary growth, and even writing proficiency. Also, many variables are considered such as gender, age, and language proficiency to find out the correlations between pleasure reading and language proficiency or reading attitudes. The reading attitudes towards the first language and the second or foreign language, but most important of all, the shift of reading attitudes as a result of incorporating extensive reading program is highly regarded because attitude is viewed as an optimal key to foster a lifelong reader.

Among research done on native speakers, Holt and O'Tuel (1989) and Langford and Allen (1983) conducted studies on fifth to eighth graders (N=201 and 250 respectively) and found statistically significant positive effects on both attitudes and interests in reading and reading achievements. Still, Valeri-Gold (1995) incorporated SSR in her college level reading classes and observed that the SSR project had a positive influence on her students' attitudes towards reading. Her students read a lot more and interacted more actively in reading classes.

Oliver's study (1976), however, found that elementary level children's scores on attitudes were significantly different from the control group, but not on the scores of the Gates-MacGinitie Reading Tests (GMRT). Similarly, Cline and Kretke (1980) carried out a six-year longitudinal program on junior high school students. The result revealed that SSR program had statistically significant positive effects on SSR students' attitudes and interests in reading, too. But, it was not statistically significant on students' reading achievement.

Furthermore, Wiesendanger and Bader (1989) monitored the summer reading

habits of both students who had and those who had not been exposed to SSR during the previous school year. They found that students who participated in SSR read considerably more during the summer than those who did not. Their findings further indicate that SSR could affect students' reading habits and attitudes even after their completion of the program.

It is worth noticing that considerable previous research did not specifically involve less skilled readers. Research conducted by Hayashi (1999), Jostes (1993), and Mason & Krashen (1997) indicated that less skilled readers lack grammatical and vocabulary knowledge of language that is needed to read for comprehension and entertainment. Hence, most of them were likely to have poor attitudes and motivation towards reading because of their previous frustration of reading experiences. Since the previous results reveal that SSR is helpful for making students' language proficiency and attitudes better, some researchers (Jostes, 1993; Melody, 1987; Melton, 1993) started to conduct studies to evaluate its effectiveness on less skilled readers.

Melody (1987) implemented a project to observe and survey eight elementary level non-independent readers. It was concluded that students increased the numbers of books checked out from the library and increased their interactions to reading. Similarly, Hafiz and Tudor (1989) used graded readers to set up an extensive reading program involving sixteen young Pakistani language learners. The outcome appeared to be a positive gain on participants' linguistic proficiency.

Also, Jostes (1993) completed an investigation and found that fifteen disabled seventh graders gained importantly on reading attitudes, habits, the length of reading time and responses to the reading materials. Similarly, Melton (1993) conducted a research to evaluate the effect of SSR on twelve elementary level disabled students' reading comprehension and word recognition for a six-month period. The result was positive on reading achievement but negative on word recognition.

Although a number of studies or observations show that SSR is helpful in developing students' positive attitudes and interests towards reading and improving

students' reading proficiency, some studies (Dwyer & Reed, 1989; Herbert, 1987) point out that SSR makes no significant differences on reading achievements and attitudes towards reading.

Dwyer and Reed (1989) conducted a study using Rhody Secondary Reading Attitude Assessment to investigate nineteen young students' attitudes towards reading. The findings reveal no significant differences between the control group and experimental group from pre-test and post-test scores. This finding was consistent with Herbert's study in 1987 (N=636) which reveals that students showed largely negative responses to the SSR project. In Herbert's study, students did not like the idea of the SSR project and they did not feel that it could improve their reading ability.

Studies on Pleasure Reading in ESL / EFL Contexts

Besides studies on L1 readers, researchers also design studies to examine whether SSR could be helpful for ESL or EFL students in their reading achievements and attitudes (Aranha, 1985; Lai, 1993; Pilgreen & Krashen, 1993; Sze, 1999).

Aranha (1985) introduced an SSR program to a school in the suburbs of Mumbai. The SSR program was carried out twice a week in a fourth grade class. The result of Aranha's study showed a high gain in reading attitudes in the SSR group. Moreover, Aranha (1985) concluded that SSR program is a suitable program for Asian schools to improve students' attitudes towards reading and their reading achievement. Similarly, Sze (1999) carried out a study in Hong Kong and found that her teenager participants' second language development and reading habits were promoted through an extensive reading scheme.

A study done by Pilgreen and Krashen (1993) included one hundred and twenty-five high school ESL participants whose first languages are Spanish, Armenian, and Korean within the framework of Sustained Silent Reading. During the sixteen weeks of experiment, students participated in the SSR program for twelve to fifteen minutes per day without the pressure of book reports and comprehension

tests. Besides, students were encouraged to do pleasure reading at home. The Stanford Diagnostic Reading Comprehension Test and self-report measures were utilized to collect data. The results were very encouraging in that the students enjoyed the pleasure reading a lot. More than that, students felt that their English proficiency improved considerably and the result of the Stanford Diagnostic Reading Comprehension Test was also significantly positive. Pilgreen and Krashen therefore concluded that SSR is an effective means of improving students' language competence.

Another large-scale (N=1351) study was conducted on secondary school students for one academic year in Hong Kong. Lai (1993) executed this research to first examine Krashen's Input Hypothesis and to further evaluate the extensive reading program in practice. The result showed that participants' vocabulary recognition, listening comprehension, and reading speed improved significantly because of the extensive reading program. However, the correlation of reading quantity and participants' attitudes was very low and non-significant.

Similar to the previous designs of English native speakers, most previous studies in ESL or EFL environment are conducted on children or teenagers, as many educators are concerned about the effectiveness of SSR or extensive reading to ESL or EFL non-independent or older language learners. As a result, many studies and designs shift the subjects to the less skilled (Lituanas, Jacobs & Renandya, 2001; Mason and Krashen, 1997) or university level students (Camiciottoli, 2001; Ducu-Perez, 1991; Hayashi, 1999; Lao and Krashen, 2000; Robb & Susser, 1989) and even older adult language learners (Cho and Krashen, 1994; Janopoulos, 1986; Renandya, Rajan & Jacobs, 1999).

Lituanas, Jacobs and Renandya (2001) studied low-achieving young Philippine students and utilized the Informal Reading Inventory (IRI) and the Gray Standardized Oral Reading Test (GSORT) to assess participants' reading proficiency changes. The result shows that the experimental group had greater gains than those in the control

group as a result of a six-month study.

More than that, in Japan, Mason and Krashen (1997) carried out an experiment on those so called “bad students” who failed in English classes. Both the experimental (N=20) and control group followed the same instructions in the first semester. In the second semester, the class with poor performance was chosen as the experimental group. Compared to the control group, the experimental group had lower test scores and very few participants turned in assignments. Close to one-third of the experimental group dropped the class before the end of the first semester. Therefore, Mason, the instructor, introduced the extensive reading to the experimental group and the control group continued in the traditional way. The 100-item cloze test statistical result showed that the control group outperformed the experimental group on the pre-test. But the post-test result revealed that the experimental group nearly caught up with the control group. In addition, according to Mason’s observation, the attitudes of students in the experimental group also improved. Using the same treatment and cloze test, Mason and Krashen (1997) twice reduplicated the study on two-year college and university students. The outcomes confirmed the former one. The extensive reading groups outperformed on cloze test, reading speed, and reading comprehension than the control groups.

Hayashi (1999) carried out a research on one hundred (27 male and 73 female) Japanese sophomores within the framework of extensive reading twice a week for forty-five minutes. This result was in line with Mason and Krashen’s (1997) study that reading a lot is effective for improving less skilled students’ reading ability and vocabulary. Besides, Lao and Krashen (2000) also completed a study involving ninety-one Hong Kong university students for fourteen weeks of SSR. They found that participants in the experimental group made vital gains on measures of vocabulary and reading rate.

Another research (Camiciottoli, 2001) was done on one hundred and eighty-two (93 males and 89 females) Italian university students and the result suggested that

most participants had not developed the habits of reading, but their attitudes towards it were quite positive. Furthermore, Camiciottoli surveyed his participants for the reasons of not doing pleasure reading. Almost half of the participants said they did not read for pleasure due to time-related reasons. About one-third of participants pointed out that “no access to books” and “not knowing what to read” were the reasons for not doing extensive reading. Only few indicated “too difficult to understand” and “no desire to read in English” as the reasons.

Another study (Robb & Susser, 1989) was done on Japanese university students. The results of reading achievement assessment revealed that the experimental group gained significantly higher scores on “understanding the important facts” and “guessing vocabulary from context” but not on “getting the main idea” and “making inferences.” With respect to reading attitudes, there was no difference concerning participants’ improvement on class work and homework during the experimental period. Robb and Susser (1989) further suggests that compared with a traditional reading skill training class, extensive reading program is an effective and pleasurable way for both teachers and students in an EFL environment.

On the contrary, Ducy-Perez (1991) conducted a study on one hundred and eighty-six university students to read extensively in class for academic purposes. The result showed that both control and experimental groups improved in achievement tests and reading comprehension throughout the time duration but it was not statistically significant.

Additionally, Janopoulos (1986) investigated EFL and ESL graduate students’ writing proficiency within the framework of SSR. Two variables, the amount of L1 pleasure reading and the amount of L2 pleasure reading, were considered to find out the correlations between the L2 writing proficiency and the amount of L1 and L2 pleasure reading. The results suggested that the avid L2 pleasure readers in this study were much more likely to be proficient in L2 writing than those who were not.

Furthermore, Cho and Krashen (1994) carried out a case study containing

pleasure reading and discussions with four EFL learners whose ages ranged from twenty-one to thirty-five. These participants were required to read the Sweet Valley series published by Bantam. Cho and Krashen concluded that all these participants became enthusiastic readers and gained vocabulary growth after joining this study for several months.

In the same way, Renandya, Rajan, and Jacobs (1999) conducted an extensive English study program including extensive reading for two months on Vietnamese students whose ages ranged from twenty-one to fifty-five. The results suggested that older adult ESL learners could benefit from extensive reading.

Studies on Pleasure Reading in Taiwan

In addition, there are still several studies (Chen, 1999; Hung, 2003; Kuo & Yang, 2002; Lee, 1998; Schackne, 1994; Sims, 1996; Su, 1999; Tai, 1995; Wei, 1996; Yuan & Nash, 1992) that have been conducted in Taiwan to investigate the intervention results of extensive reading. Interestingly, these studies have been mostly done on university or college level language learners to examine their English reading achievements and attitudes.

Tai (1995) conducted a pilot survey to investigate the English reading frequency, habits, attitudes, and academic achievements among non-college-bound students—vocational high school students (N=100) at Kaohsiung Zhong-zheng Technical High School and physical education major students (N=66) at National Taiwan Physical Education College. In this study, Tai investigated three questions: (1) participants' reading habits, (2) the relationship between the frequency of reading and the reading materials to participants' reading achievements and attitudes, and (3) the relationships between reading attitudes or habits associated with reading achievements. The result of the survey questionnaire reveals only nineteen percent of the participants did English or Chinese voluntary reading on a daily basis. More than half of the participants reported that they only read in English under the pressure

of school examinations, assignments, and entrance examinations for high school or university. The materials they read most frequently were related to their professional study. These findings echo other studies (Sims, 1996; Su, 1999) conducted in Taiwan. Besides, the outcome indicate that there is a high correlation between reading achievements and reading frequencies, which meant that participants who often or regularly did light or pleasure reading performed academically better than those who did not. Therefore, Tai suggests that teachers should encourage and help students cultivate reading habits by introducing authentic reading materials according to students' needs and by setting up an extensive reading scheme.

Similarly, Hung (2003) conducted a research with a 57-item questionnaire on 144 college students to investigate students' preference, barrier, and attitude towards pleasure reading. She surveyed participants' favorite pleasure reading activities and the reading activities in which they were actually involved in class. The top-three pleasure reading activities participants favored were reading with peer interaction, teachers reading aloud and SSR. Compared to the reading activities in which participants were actually involved in class, participants favored Sustained Silent Reading activity, which was seldom implemented in class.

Also, it showed that participants did not cultivate pleasure reading habits in their free time and they self-reported that the reading barriers which stopped them from reading were vocabulary, grammar and content difficulty. Besides, it was found that their reading attitudes correlated positively with English levels, pleasure reading experience in class, and pleasure reading frequency in their free time; however, only the last one correlated significantly.

Hung concluded that Sustained Silent Reading should be integrated into a fixed EFL curriculum to help language learners cultivate reading habits and positive pleasure and academic reading attitudes.

Chen (1999) combined extensive and intensive reading in class involving fourth year students in a five-year college. Using a self-designed questionnaire, Chen reported that the participants perceived their reading skills and competence more

positively. They also reported that they learned more from the combinations of intensive and extensive reading in class. As a result, Chen further advised that extensive reading should be combined with many other teaching techniques such as portfolio assessment and writing journals to facilitate students' English learning.

Wei (1996) integrated extensive reading into the existing course as an outside reading activity at university. He used a survey questionnaire with closed items and open-ended questions to investigate university freshmen's attitudes towards extensive reading in English of different learning-styles such as introversion/extroversion, tolerant/intolerant of ambiguity, visual/auditory learners, and left-/right-brain learners. During the experimental semester, participants had to read at least four self-selected English reading materials for outside reading. After finishing reading, students had to keep reflective reading journals and to give an oral presentation. It was found that more than seventy percent of the participants held positive attitudes towards English extensive reading. Participants expressed that extensive reading activity is much more interesting than the traditional reading instructions; also, they perceived that their vocabulary and overall language proficiency could be improved through extensive reading. Finally, Wei (1996) recommended that extensive reading should be integrated into intensive reading activities to motivate students' English learning and improve their language proficiency.

Similarly, Lee (1998) carried out an experiment including one hundred and forty-one freshmen majoring in three different scientific fields. There were two purposes of this experiment: to introduce the basic second language acquisition theory in class and to incorporate a session of free reading in regular classes. The results of open-ended survey questions indicated that, more than half of the participants were interested in knowing more about language acquisition theory and they believed that knowing more about it would help them learn English. Moreover, about sixty percent of the participants liked the idea of self-selection and free reading. More than that, Lee recommended that more guidance and suggestions were needed to help students in choosing suitable reading materials.

Kuo and Yang (2002) conducted a study with three hundred and forty-seven fifth-year students at Chungtai College. They compared students' language performances and attitudes between the extensive reading group and the vocabulary memorization group. Paired-sample *t*-test and independent-sample *t*-test were used to examine the participants' performances in vocabulary acquisition and reading comprehension. Through a series of tests, the result indicated that both groups made an important progress throughout one school year; the experimental group made a much more meaningful gain than the control group only at the 1000 word level. Also, extensive reading of simplified readers increased participants' motivation towards English learning significantly. Moreover, the participants in the extensive reading group had notably positive attitudes towards English reading and voluntarily spent more time on English reading than the vocabulary memorization group.

Schackne (1994) designed an extensive reading scheme with university students in Taiwan in 1986 and the same scheme and instrument were reduplicated at the University of Macau in 1994-5. According to the findings in 1986, the experimental group made substantial gains on acceptable and exact responses on a cloze test. However, the findings of 1994 showed that there was only a significant difference in the experimental group along the criterion of acceptable responses.

In the same way, Sims (1996) carried out a research involving 120 freshman students and compared the differences in reading improvement using a skill-based approach and extensive reading for pleasure approach. The assessment of multiple-choices and written recall protocols were used for pre and post intervention to collect data. The result indicated that compared with the skill-based group, participants in the extensive reading for pleasure group improved significantly in English reading comprehension. More than that, the extensive reading for pleasure group reported that they enjoyed the in-class reading activities; also, they read more as an out-of-class activity than the skill-based group. In conclusion, Sims (1996) suggests that language teachers should consider employing this approach to create the enjoyable environment for language learning.

Yuan and Nash (1992) carried out a study containing first year university students over one academic year. The participants were from an English department with the control group focusing on sub-skills instructions and the experimental group on quantity reading. Utilizing the self-designed cloze test to measure reading comprehension and overall language proficiency, Yuan and Nash compared students' performances between two groups and within groups. The result shows that the students in the experimental group gained a considerable number of pages read throughout the year, but the performance on cloze test was not statistically significant. They advise that quantity reading should be used in classes to build up students' background and cultural knowledge for academic reading to meet the requirements set up in any English department.

In addition, Su (1999) integrated the Free Voluntary Reading teaching method with a teacher-guided discussion involving third-year German major students (N = 88) into the existing English reading course in Wenzao Ursuline College of Languages for one academic school year. Throughout the academic year, the control group received four hours skill-based instructions on the textbook and, on the other hand, the experimental group spent three hours on the textbook and one hour on a Free Voluntary Reading Program. In this hour, students in the experimental group spent forty minutes on free reading followed by ten minutes teacher-lead discussions. One hundred books ranging from 2,100 word level to 3,700 word level were provided for the participants in the experimental group for free reading. One or two students orally reported on what they had read in English during the Free Voluntary Reading Program and the audience asked questions freely after their oral presentations. The result indicates that students with less skill-based instruction and more free reading performed as well as the students with more skill-based instruction. The results agree with Yuan and Nash's study in 1992. Even though the result did not favor over Free Voluntary Reading, Su (1999) still suggests that a full Free Voluntary Reading Program should be developed in the curriculums.

Research on the effect of extensive reading or pleasure reading on English

learners' acquisition and development has been done extensively, but the findings of the previous studies show inconsistent results of implementing SSR or extensive reading programs in EFL or ESL classes. From the reviews of previous investigations in Taiwan, most researchers have focused on participants' improvement of reading achievements or overall language proficiency. Few of them focused mainly on students' attitude changes. Hence, the purpose of the current study was to investigate the effects of pleasure reading on university freshmen's attitude change towards English pleasure reading by implementing an English pleasure reading program in an enjoyable reading environment for university freshmen to read in class. The results of the study were meant to answer the following questions:

1. Is there a significant change in Taiwanese university students' attitudes towards English reading after their completing an English Pleasure Reading Program?
2. How do Taiwanese university students respond to and feel about English pleasure reading along the process of their participation in the program?
3. How do Taiwanese university students feel about the English Pleasure Reading Program after their completing the program?

CHAPTER 3

METHOD

This chapter presents the method adopted to conduct the study. It covers the following sections: participants, measurements and variables, treatment, original and revised instruments, data collection procedures, and data analysis procedures. The treatment section includes the revisions, incorporation, and procedures of the English Pleasure Reading Program and selection of the English simplified readers. The four instruments of the study, namely, the attitude questionnaire, reflection journal, evaluation questionnaire, and interviews, are also described followed by the revisions and validation of the instruments. Finally, the chapter ends with the data collection procedures and data analysis procedures.

Participants

Forty-five students (including 30 males and 15 females) from two university classes at Tunghai University participated in this study. There were thirty-eight freshmen, four sophomores, and three juniors. All the participants were randomly given a number from 1 to 47 for the reason of data collecting and keeping during the semester. At the beginning of the study, forty-seven students participated in this program, but two students dropped out in the middle of the semester. Therefore, only forty-five students completed the English Pleasure Reading Program.

Before being admitted to university, students had learned English for six years under formal junior and senior high school education. After being admitted to Tunghai University, students took an English placement test to be placed into different levels of FENM (Freshman English for non-English Majors) classes, a compulsory English course.

Participants from class A, including twenty-two students, were all freshmen

regarded as low achieving language learners according to the placement test. Among them, there were two overseas students from Macau majoring in Japanese and History.

Participants from class B were repeaters who failed the one-year compulsory English course in the first semester and were required to take the English course in the second semester. It was worth noticing that the students failed in English not necessarily because of their poor performances on examinations. Some failed because of poor attendance or laziness with assignments.

In class B, there were twenty-three students. Among them, three students were transferred from other schools and they majored in Sociology, Chemistry, and Chinese Literature. Still another student, majoring in Japanese, was a returning student who dropped out of school for one academic year because of a serious traffic accident. In short, students in class A were identified as low achievers with a quite homogeneous English proficiency level based on the placement test; whereas the language proficiency levels of students in class B were more heterogeneous.

Measurements and Variables

This study aimed to measure the participants' English reading attitude changes after the implementation of the English Pleasure Reading Program. Moreover, three components of the participants' attitudes, namely, cognition, affect, and behavior, were investigated. In the study, the English Pleasure Reading Program served as the treatment, and the dependent variable was participants' attitudes towards English reading. The self-designed attitude questionnaire was employed to measure participants' reading attitudes; reflection journals and interviews were also used to explore details of their attitudes changes. At last, the self-designed evaluation questionnaire was employed to collect participants' evaluation towards the English Pleasure Reading Program.

Treatment

This section presents the revisions, implementation, and procedures of the English Pleasure Reading Program. Furthermore, the selection of simplified readers for the program is briefly summarized.

Revisions of the English Pleasure Reading Program

In this study, the implementation of the English Pleasure Reading Program was based on the assumptions and guidelines of SSR (Pilgreen, 2000). Being constrained by the time, classroom, and schedule of university curriculums, some modifications were done for the implementation of the English Pleasure Reading Program.

First of all, based on the guidelines of SSR, the importance and the effectiveness of pleasure reading should be conveyed to the participants in the beginning of the program. However, to achieve more valid results of an experimental study, the participants were not informed of the importance, effectiveness, the positive or negative outcomes from studies as well as the purpose of having a pleasure reading program in class. The researcher expected to observe and collect objective data in a natural classroom learning context. Therefore, only the guidelines, selections of books, and reading sharing activities were discussed in the orientation given prior to the implementation of the English Pleasure Reading Program.

Second, SSR usually takes place consistently at the same time and lasts ten to fifteen minutes on a daily basis. However, the limitation of time, classroom, and schedule of university curriculums did not allow students to meet regularly every day. Students only met a total of five hours a week for this compulsory English course for overall English training. Hence, the participants in this study were asked to meet only once a week for fifty minutes. That was, they met for SSR for one class period of fifty minutes every week. This arrangement was equivalent to ten minutes per day for five days a week.

Third, due to the restrictions of EFL context in Taiwan, it was hard to provide

students with a large quantity and a wide variety of authentic reading materials. In addition, students' language proficiency also restricted themselves to only certain authentic reading materials. Hence, some simplified readers were particularly provided to match the participants' English reading proficiency levels. Besides, the students were encouraged to read easy reading materials in quantity, instead of reading few difficult reading materials, to build up their confidence and increase the joy and other positive feelings in reading. During the time for English pleasure reading in class, students had to choose simplified readers that were interesting, appealing, and comprehensive to them.

Fourth, in order to offer a pressure-free reading environment, the reading atmosphere and surroundings were required to be reader-friendly and comfortable. However, in this study, the desks and chairs were arranged in an orderly manner and unmovable. The researcher, however, tried to make the class atmosphere as comfortable and relaxed as much as she could. For instance, the researcher and participants sat freely and read silently together during the reading time; then the researcher shared her feelings and reflections with participants in an easygoing and unthreatening manner after reading.

Although the program had been changed slightly, the spirit and principles of SSR were still kept to cultivate the students' love for reading and to create an enjoyable reading environment for the students in a classroom context.

Implementation of the English Pleasure Reading Program

The general goal of reading training in college is to offer students as many chances as possible to practice basic reading skills, such as scanning, skimming, reading for main idea, and guessing vocabulary in context, and so on. Therefore, both intensive reading and extensive reading are employed and considered as two important components in the FENM program in Tunghai University.

For intensive reading, specific reading skills are taught to students explicitly through the use of appropriate textbooks. As the extensive reading part, simplified

readers are chosen to attract students' interests and to encourage students to practice English reading in a real life context.

In this study, the researcher worked with one faculty member of two FENM classes to implement the English Pleasure Reading Program into the regular class schedule from February to June 2003. The researcher was responsible for the English pleasure reading class, whereas the faculty member was responsible for the intensive reading and the overall language training.

Based on the school curriculums, students are required to take five hours (four hours in class and one hour in the language lab) of English classes for overall English proficiency training per week. Because of the implementation of the English Pleasure Reading Program, students spend four out of five hours on the overall English course and an hour on English pleasure reading in class every week for eleven weeks.

Procedures of Implementing the English Pleasure Reading Program

The procedures of implementing the English Pleasure Reading Program are described in this section in the following order: before, during, and after implementing the program.

Before the English Pleasure Reading Program. The implementation of the English Pleasure Reading Program was in accordance with the three vital stages of SSR, namely, preparation, the reading period, and follow-up activities mentioned in Chapter Two. For the research purpose, students filled out a questionnaire, which titled Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading, for collecting pre-test data (See Appendix A and Appendix B for Chinese and English versions of the questionnaire). After all the participants completed the questionnaire, an orientation was given to the class. The purpose of the orientation was to familiarize participants with and inform them of what to do in the English Pleasure Reading Program.

In the orientation, the researcher explained the procedures and requirements of the English Pleasure Reading Program as well as discussed with the students how to select appropriate books for English pleasure reading. Then, a brainstorming activity on how to choose proper books for English pleasure reading was carried out. Students' opinions and suggestions were listed on the board and the following strategies for choosing a proper book were also conveyed throughout the discussion.

First, the students were suggested to look at the book cover for clues in the book title, author, and illustration to predict the content of the book or they could choose books of certain authors if they had favorite authors. Second, the students were advised to read "the back-of-the-book summary" to get a general idea of the content for selecting their favorite or interested topics. Third, the students were also recommended to preview the chapter headings in the table of contents for browsing the story plots. Or they could still turn to the introduction page and read for some information about the author and the story. Finally, the students were suggested to browse several pages in each chapter to predict the plot and theme that matched their personal interests and language proficiency.

The researcher employed an easy five-finger test for the participants to select books for reading (Hopkins, 2003). Being told to select a page from the book, the students raised one finger whenever they encountered an unfamiliar word. If the students raised all five fingers before they finished reading a page, this book was probably considered too difficult for them. It was emphasized in the orientation that if students had problems finding a suitable book, they would be better off reading an easy book or rereading a familiar one than a difficult one.

Also, the use of dictionary was not encouraged in class because it stopped readers from the flow of reading. The students were encouraged to guess vocabulary or phrases from the context or ignore them when the text was still comprehensive to them. An English-English dictionary was placed in the front of the classroom in case there were certain difficult or unfamiliar words that appeared several times and the participants felt that there was a need to check them up.

During the English Pleasure Reading Program. In doing the pleasure reading, the first ten minutes were spent on selecting proper books and having reading activities, such as reading aloud or reading experience sharing. The researcher or students could share or talk about what they had read in the previous weeks and share their feelings towards the contents or materials briefly in class as a warm-up.

The next thirty minutes were spent on pleasure reading. Students and the researcher read quietly during this period of time. Based on the guidelines of SSR, students could put down the books in which they were not interested or they found to be too difficult. In order to maintain the quiet atmosphere in class and to prevent unnecessary interruptions, distractions from reading or socialization with others, books change was not allowed during the reading time; therefore, participants were suggested to choose at least three or more books at one time. English materials or textbooks for other courses were not allowed.

The last ten minutes were used for students to keep their English Pleasure Reading Reflection Journal (See Appendix C for the sample). Students could write down their personal reactions or feelings towards what they had read, personal experiences related to the reading contents, the difficulties or frustrations they faced while reading, or any response that they had during the process of reading and reflecting. Throughout the implementation, participants' English pleasure reading reflection journals were collected.

After the English Pleasure Reading Program. At the end of the English Pleasure Reading Program, participants had to fill out the Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading again (See Appendix A and B). In addition, another questionnaire, which titled English Pleasure Reading Program Evaluation Questionnaire, was also administered to evaluate the English Pleasure Reading Program (See Appendix D and Appendix E for Chinese and English versions).

Selection of the Simplified Readers

Seven sets of simplified readers were provided from which students could choose. These books included collections from *Dominoes*, *Heinemann Guided Readers*, *Penguin Readers*, *Longman Classics*, *Longman Originals*, *The Oxford Bookworms Library*, and *The Oxford Progressive English Readers*. Each set of simplified readers was arranged on the basis of its levels and was attached with a book list containing all available book titles in order to serve as a quick way for participants to search and browse (Dupuy, Tse & Cook, 1996).

Due to the lack of a designated classroom for this program, the chosen simplified readers were carried to the classroom each time for pleasure reading. These sets of books were placed in the four corners, the front, and the back of the classroom for participants' accesses.

In this program, a pool of simplified readers was offered for participants to choose since students were in an English as a foreign language environment, they might encounter problems finding reading materials. These provided simplified readers were also available resources in school. It was worth taking the advantage of these in the initial phase of establishing the program to solve the problem of shortage of reading materials or to minimize the confusion of multiplicity of choice. Besides, the simplified readers were labeled and categorized according to the headwords. The participants could take advantage of this as an index while they chose an appropriate book.

Besides, for experimental purposes, the offer of simplified readers might cause fewer problems in monitoring the process and in analyzing the experimental results. As a result, the "restricted" self-selection (Arthur, 1995) was adopted in this experiment. Participants were free to choose simplified readers that were interesting and appealing to them from the provided ones.

To encourage pleasure reading out of class, the participants were allowed and encouraged to check out books from the classroom collection with a record-keeping system being set up. The students had to fill out a check-out form when they wanted

to check out books for doing pleasure reading out of class. After students returned the books, the researcher crossed out their names from the check-out form.

Original Instruments

The following four instruments were employed: (1) attitudes questionnaire, (2) students' English reading reflection journal, (3) evaluation questionnaire, and (4) interview. In this study, attitude questionnaires were employed on the pre-test and post-test in order to explore students' English reading attitude and evaluation questionnaire was employed on the post-test in order to explore participants' attitudes towards the English Pleasure Reading Program. Besides, students' reading reflection journals and interviews were employed to obtain deep personal feelings and attitudes of English pleasure reading. The reason for using both qualitative and quantitative statistical data was to avoid the bias or distortion of using only one measurement (Davis & Ostrom, 1984) and to get a further understanding of students' feelings and attitudes. The progress of designing, piloting, and revising the instruments is described in the following sections.

Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading

The reading attitude questionnaire, which titled the Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading, was used to investigate and compare the students' English reading attitudes both before and after the implementation of the English Pleasure Reading Program (See Appendix A and Appendix B for Chinese and English versions of the questionnaire). The participants of the study responded to the questionnaire twice, one at the beginning and the other at the end of the program.

This questionnaire was written in Chinese and administrated to the participants before and after the implementation of the English Pleasure Reading Program. It was then translated into English for writing the thesis. The questionnaire included

the following three parts: (1) the participants' personal information, (2) their leisure activities, and (3) thirty Likert-scale items on reading attitudes.

The reason for collecting personal information such as gender, age, and major was to keep track of participants' responses in this questionnaire in order to identify thirteen participants for future interview at the end of the program.

Twenty leisure activities were contained in the second part in the questionnaire. An "others" option was provided just in case there were some possible choices left out in the list (Henerson, Morris & Fitz-Gibbon, 1978). The following six leisure activities were considered as reading activities: Reading novels, reading comic books, reading e-newsletters, reading newspapers, reading magazines, and reading e-books. The aim of collecting participants' leisure activities was to investigate students' involvement in reading activities in their spare time.

In the last section, the intention was to measure the intensity of students' attitudes towards English pleasure reading according to the three components mentioned previously. The reason for using a four-point Likert scale rather than a five-point Likert scale was to avoid participants' choice of neutral options. According to McKenna and Kear (1990), the decision to use an even number of scale nodes, thus avoiding a neutral middle choice, was based on research suggesting that subjects often use a middle option to avoid committing themselves, even when clear options exist (p. 944).

According to the operational definition of attitude in this study, three components could be identified: cognition, affect, and behavior. Each component contained ten statements in this instrument. Questionnaire Items 3, 5, 6, 8, 10, 11, 17, 21, 23, and 25 were meant to measure the students' cognitive perceptions, beliefs, and values towards English pleasure reading. Items 2, 4, 9, 19, 22, 24, 27, 28, 29, and 30 focused on the students' affective feelings and emotional reactions towards English pleasure reading. Items 1, 7, 12, 13, 14, 15, 16, 18, 20, and 26 were geared towards measuring the students' behaviors of doing English pleasure reading.

English Pleasure Reading Reflection Journal

The second source of data was students' English Reading Reflection Journal (See Appendix C). The purpose of using a reflection journal was to provide more information and a holistic picture about students' reading difficulties, performances, personal growths, and feelings towards English pleasure reading during the reading process.

On the English Reading Reflection Journal, there were four basic pieces of information that participants had to write down: (1) reading date, (2) book title, (3) author(s), and (4) pages read. Then, participants could write down their opinions, suggestions, or reflections. Participants could express their personal reactions or feelings to what they had read, personal experiences related to the reading contents, and the difficulties or frustration they faced or the unpleasant experiences they had while reading. For the last section of the English Reading Reflection Journal, participants could write down the plot or line of the story that appealed the most to them and explain the reasons.

During class reading, participants had to write the English Reading Reflection Journal right after the English Pleasure Reading Program and hand in the journals at the end of the class. The researcher collected participants' reflection journals and put them into files throughout the program.

In writing the reflection journals, students were encouraged to write in English whereas Mandarin Chinese or even English-Chinese code switching or mixing was allowed as long as students felt comfortable while expressing their feelings and emotions in writing. There were two reasons for not forcing participants to write their reflection journals in English. First, since English was these participants' foreign language, expressing ideas in English might impede their flow of thoughts in writing reflection journals. Because of the limitation of English proficiency, participants might have difficulties in expressing themselves well in English especially when they had to express abstract ideas such as personal feelings, philosophy, or attitudes.

Second, the reason for using reflection journals was to obtain participants' deep thoughts of English pleasure reading; therefore, language proficiency was not the focus in this study. As a result, the participants were allowed to write reflection journals in their mother tongue.

English Pleasure Reading Program Evaluation Questionnaire

Another measure of students' opinions on the English Pleasure Reading Program, titled English Pleasure Reading Program Evaluation Questionnaire (See Appendix D and Appendix E for Chinese and English versions of the questionnaire), was designed for this study to collect the information on students' personal feelings towards the English Pleasure Reading Program. The questionnaire was first developed in Mandarin Chinese and distributed to participants at the end of the experimental period. Then, it was translated into English for inclusion in the thesis.

The questionnaire contained five multiple-choice with short-answer questions and four open-ended questions. The multiple-choice with short-answer questions were concerned with reading time, reading material selections, and personal feelings towards the English pleasure reading program. For these multiple-choice with short-answer questions, participants were required to choose one response out of the list of provided responses and explain reasons for their choice in the short-answer section. An "others" option was provided in case there were some possible choices left out in the list.

In addition, four open-ended questions were included to elicit participants' personal feelings towards the offered reading materials, teacher's role, and the reading atmosphere in the English Pleasure Reading Program. The reason for using open-ended questions was to tap personal feelings towards the English pleasure reading and to explore some other possible issues or perspectives that the researcher had not previously considered.

Interview

The fourth source was from students' oral responses collected from interviews. The interview was designed to explore students' feelings towards English pleasure reading and their evaluations or suggestions of the incorporation of the English Pleasure Reading Program. The interview was conducted in Chinese and audio taped for transcription into written language for further analysis.

The interview included seven questions (See Appendix F for interview questions and Appendix G for English translation) about participants' attitudes towards English pleasure reading and their evaluations and suggestions of the English Pleasure Reading Program. The interview started with greetings to create an easy and friendly atmosphere to ease interviewees' worry and anxiety because they did not know the researcher's intention for conducting the interviews. The purpose of employing an interview was to get a better understanding and to collect more explicit information; furthermore, one extra question was included for participants to share anything they wanted to at the end of the interview.

Revisions and Validation of the Instruments

Since the instruments were designed by the researcher, they were piloted to test the reliability of the questionnaire and appropriateness of the statements on each questionnaire item as well as the wordings of the intended interview questions. The results of the pilot study of each instrument were discussed as follows.

Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading

In the initial phase of the design, a questionnaire with thirty-five attitude items were either created or selected and revised according to the operational definitions from the reviewed literature (Camiciottoli, 2001; Chai, 1996; Halpern, 1981; Jostes, 1993; Kuo & Yang, 2002; Lai, 1993; Lee, 1998; Robb & Susser, 1989; Sadoski, 1980a; Tai, 1995; Tierney & Readence, 2000; Tullock-Rhody, 1980; Vacca, Vacca &

Gove, 199; Wei, 1996). The draft version was then given to ten Chinese native speakers to read in order to confirm the appropriateness and clarity of wordings and expressions. After this process, according to the feedbacks, two overlapping statements were taken out and inappropriate statements were modified. Finally, the proposed questionnaire with thirty statements, titled Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading, was given to fifty non-English-major freshmen who were not to participate in this experiment for the pilot. The participants for the pilot study were asked to complete the questionnaire; after that, the purpose of this pilot study was explained and they were encouraged to write down their responses on the questionnaire or give their feedbacks orally to the researcher. According to the oral feedbacks or written responses, the inadequate or ambiguous wordings on the statements were changed into more pertinent ones. As a result, twenty-seven statements out of thirty statements in the original design were kept.

Then, the computer software SPSS 10.0 for Windows was used to analyze the internal consistency reliability coefficient of these twenty-seven statements in the questionnaire after the data were collected from the pilot study. The Cronbach Alpha values of the three components, cognition, affect, and behavior, from the pilot study were .78, .88, and .86, respectively. The Cronbach Alpha value of the entire questionnaire was .91, which indicated high reliability of the questionnaire.

After restating these statements and adding three more statements to the original questionnaire, there were a total of thirty statements, ten in each component, in the revised questionnaire. The revised questionnaire was then distributed to ten more students from another group to complete and to provide oral feedbacks. Through these procedures, the Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading was finalized.

English Pleasure Reading Reflection Journal

Besides these four elements on reading date, book title, author(s), and pages read,

the original design of English Pleasure Reading Reflection Journal included prompt questions to elicit participants' reflections. However, in considering to do this, participants could be led or misled to write down responses or reflections in order to answer these prompts, or the prompt-questions may disguise the truth of participants' responses. Therefore, in the finalized version, the prompt-questions were taken out in order to allow a clear and true picture of their responses and reflections.

English Pleasure Reading Program Evaluation Questionnaire

The designed questionnaire for collecting post intervention data, titled English Pleasure Reading Program Evaluation Questionnaire, was given to ten Chinese native speakers to read carefully. Before reading the questionnaire, they were explicitly told about the English Pleasure Reading Program and the purpose of this trial test. They were encouraged to ask any questions and give their feedbacks on the questionnaire orally. According to the oral feedbacks and responses, the inadequate or ambiguous wordings of the statements were changed into more pertinent ones.

After these procedures, English Pleasure Reading Program Evaluation Questionnaire was finalized and administered to the participants of this study on the post-intervention at the end of the semester.

Interview

The seven interview questions for collecting the post intervention data were given to the same ten Chinese native speakers who read the English Pleasure Reading Program Evaluation Questionnaire. According to the oral feedbacks and responses, the wordings of the statements had been revised and modified.

After restating these statements, one more open-ended question that asks the participants to share anything they want to talk about was suggested to be added to the original questions for the sake of soliciting more responses, if any. Besides, when the researcher was interested in the interviewees' responses to the interview questions, some extra questions were flexibly added. The purpose of having an individual

interview was to elicit more in-depth responses from the participants. The revised interview questions were finalized and administered to the thirteen participants chosen from the classes at the end of the experiment.

Data Collection Procedures

This section describes the procedures of data collection in this study. At the beginning of the semester, the Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading was given to students to complete. The same questionnaire was administered to these participants again at the end of the semester to gather post-intervention data. Participants were given as much time as they needed to finish this questionnaire.

The participants' English reading reflection journals were collected throughout the program by the researcher. Participants were given adequate time to write their reflection journals in class. The collected journals were carefully filed according to the collected date for future analysis.

The English Pleasure Reading Program Evaluation Questionnaire was administered to the participants at the end of the program to collect the post-intervention data. The participants were given as much time as they needed to complete the questionnaire.

Finally, the interview took place in a private and quiet classroom on campus after interviewees finished their final oral examination and the interview lasted for approximately ten to fifteen minutes each. A total of about two hours was spent for the post-intervention interview. In order to maintain consistency, the researcher conducted all the interviews with all the thirteen interviewees. The interview was conducted in Chinese and the verbal responses from the interviewees were recorded on tape and transcribed word by word for analysis.

Data Analysis Procedures

Both qualitative and quantitative statistical data were collected in this study to examine students' attitude changes towards English pleasure reading. The qualitative data were from participants' reflection journals, open-ended questions in the evaluation questionnaire, and interviews. The contents were carefully read and examined then categorized according to their nature.

The quantitative data were from the attitude and evaluation questionnaire items from two questionnaires. An SPSS 10.0 for Windows was employed to organize, compute, and analyze the data. The descriptive analysis was conducted on (1) the participants' personal information, (2) their leisure activities in terms of percentage, (3) the Likert-scale questionnaire items in terms of frequencies, means, and standard deviation on the attitude questionnaire, and (4) the multiple-choice questions in terms of percentage on the evaluation questionnaire and followed by the analytic categories of short-answer sections. Then, a *t*-test analysis was conducted on attitude questionnaire items to examine whether there was a significant difference as a result of the implementation of the English Pleasure Reading Program.

The first two parts of the Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading were tallied and shown in frequencies of responses. With regard to the participants' responses to the attitude questionnaire items, it was a four-point Likert scale from "strongly agree" to "strongly disagree." For each questionnaire item, the participants had to choose one option that best reflects their attitudes. With respect to the positive statements, four points were gained for a "strongly agree" option and one point were gained for a "strongly disagree" option. On the contrary, one points were gained for a "strongly agree" option and four point were gained for a "strongly disagree" option in respect of the negative statements. The higher scores on the negative statements indicated that student had a less negative attitude towards English pleasure reading. Questionnaire Items 2, 4, 5, 13, 17, 24, 26, 27, and 28 were the negative statements in the Questionnaire of Leisure Activities

and Attitudes towards English Pleasure Reading. Therefore, the possible range of scores was 120 points (most positive attitude) to 30 points (least positive attitude) for each student. The higher total scores participants get, the more positive attitudes they incline to have and vice versa.

In this study, a mean score of 1.50 or below is categorized as strongly disagree with the questionnaire items; a mean score from 1.51 to 2.50 is categorized as disagree with the questionnaire items; a mean score from 2.51 to 3.50 is categorized as agree with the questionnaire items; a mean score of 3.51 or above is categorized as strongly agree with the questionnaire items. After scoring, a *t*-test analysis was conducted to compare the average means of participants' English reading attitudes after the implementation of the English Pleasure Reading Program.

Participants' English reading reflection journals were collected throughout the semester. The collected journals were carefully read and categorized. Some categories were generated from the reviewed studies (Goetz, Sadoski, Olivarez, Garner, & Fatemi, 1992; Ivey & Broaddus, 2001; Schraw & Bruning, 1996; Tellegen & Frankhuisen, 2001) and provided the directions for analysis. These categories were adjusted based on the nature of the collected data (Goetz, Sadoski, Olivarez, Garner, & Fatemi, 1992; Ivey & Broaddus, 2001; Schraw & Bruning, 1996; Tellegen & Frankhuisen, 2001).

The following two parts were included in the English Pleasure Reading Program Evaluation Questionnaire: (1) the multiple-choice with short-answer questions, and (2) the open-ended questions. Frequencies of the participants' responses to the multiple-choice questions were converted to percentage and the short-answer responses were presented qualitatively. The written responses to the open-ended questions were shown in a descriptive format by dividing them into different categories and quoting students' written responses as examples.

The interview data were presented in descriptive formats with the participants' responses, reactions, examples, and specific quotations based on the questions.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents results of the data analyses and discussion of the results. The results include descriptive statistics of (1) the participants' personal information, (2) their leisure activities, (3) the Likert-scale items on the attitude questionnaire, and (4) the multiple-choice questions on the evaluation questionnaire. In addition, inferential statistics include the *t*-test results of the participants' attitudes towards English pleasure reading as a whole as well as based on the three attitude components, namely, cognition, affect, and behavior, respectively. Furthermore, results of the participants' reflection journals, open-ended questions on the evaluation questionnaire, and interview are presented qualitatively. At last, answers to the research questions are presented and discussed accordingly.

Results of the Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading

This section presents descriptive statistics of all the items on the Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading, including (1) personal information, (2) leisure activities, and (3) attitudes. In addition, results of the *t*-test analyses of the pre-test and post-test of the participants' attitudes towards English pleasure reading as a whole as well as based on the three attitude components, namely, cognition, affect, and behavior, are presented respectively.

Descriptive Statistics of Personal Information

Appendix H includes the details of the participants' personal information. Among the participants, which included thirty males and fifteen females, twenty-one (47%) were from the College of Arts, eighteen (40%) from the College of Agriculture,

three (7%) from the College of Engineering, two (4%) from the College of Social Science and one (2%) from the College of Science. In terms of their years of the undergraduate study, thirty-eight (84%) were freshmen, four (9%) were sophomores, and three (7%) were juniors. Their ages ranged from eighteen to twenty-four years old with about 64% falling between nineteen and twenty.

Descriptive Statistics of Leisure Activities

To explore the participants' preferred leisure activities, twenty leisure activity items were offered for them to select in the second section of the questionnaire. The participants were asked to check at least five most involved leisure activities from the list and an "others" option with a blank offered in case some possible activities were left out. Among the activities given, "reading novels," "reading comic books," "reading e-newsletter," "reading newspaper," "reading magazines," and "reading e-books" were categorized as reading-related leisure activities.

From the participants' responses on the pre-test and post-test questionnaire, it was found that some of the responses under "others" were of a similar nature to the items offered on the questionnaire. Therefore, these responses were regrouped to the appropriate categories. For example, responses such as "jogging" and "mountain climbing" were regrouped into "doing sports;" responses such as "playing piano," "writing compositions," and "painting" were regrouped into "engaging in art performances;" and "surfing in ICQ" was regrouped into "surfing in the chat room."

Table 1 compares the frequencies of response of all the items on the pre-test and post-test of the leisure activities. The results of the pre-test indicated that "watching TV/movies," and "listening to music" (N=35), "socializing with friends" (N=25), "sleeping" (N=23), "checking e-mails" (N=21), "doing sports," and "surfing in the chat room" (N=19) were the top seven leisure activities in which the participants were most involved, and that none of them were reading-related.

The results of the post-test showed that the top five most involved leisure activities were "watching TV/movies" (N=36), "listening to music" (N=35),

“socializing with friends” (N=28), “sleeping” (N=26), and “checking e-mails” (N=24), and this, as found in the pre-test, none of them were reading-related.

Table 1
Comparison of the Frequencies of Responses on the Pre-test and Post-test of the Leisure Activities (N=45)

Leisure activity	Frequency Pre-test	Frequency Post-test	Difference
Doing sports	19	22	3
* Reading novels	12	14	2
Engaging in voluntary work	3	0	-3
* Reading comic books	17	15	-2
Sleeping	23	26	3
Surfing in the chat room	19	20	1
* Reading e-newsletters	8	13	5
Socializing with friends	25	28	3
* Reading newspapers	13	11	-2
Watching TV/movies	35	36	1
* Reading magazines	15	21	6
Engaging in art performances	8	11	3
* Reading e-books	4	10	6
Going to Internet café	2	1	-1
Telephone conversation	6	11	5
Playing video games	18	16	-2
Engaging in clubs	7	11	4
Shopping	16	18	2
Listening to music	35	35	0
Checking e-mails	21	24	3
Others	3	3	0
Total	309	346	37

Note. The items marked with an asterisk were considered as reading related leisure activities.

As seen in Table 1, two of the twenty-one leisure activity items, namely, “listening to music” and “others,” indicated no difference before and after the implementation; five of them (engaging in voluntary work, reading comic books, reading newspapers, going to Internet café, and playing video games) decreased; fourteen items increased in frequencies after the completion of the program. Among these fourteen items that showed growth in frequencies, four were reading-related activities, including “reading novels,” “reading e-newsletters,” “reading magazines,”

and “reading e-books.” The encouraging parts of the results were that the participants scored much higher on the three reading-related activities, including “reading e-newsletters,” “reading magazines,” and “reading e-books,” scoring from 8, 15, and 4 on the pre-test to 13, 21, and 10 on the post-test, respectively.

To sum up, the total frequencies of responses on participants’ involvement in reading related leisure activities increased from 69 to 84 (40.5%), which indicates that participants got involved in more reading related leisure activities throughout the semester. This finding was consistent with that of some other studies done in Taiwan (Sims, 1996; Su, 1999; Tai, 1995; Wu, 1994) in which students were found generally occupied with other leisure activities and reading was not found as one of the major activities in their spare time.

Descriptive Statistics of the Attitude Items

Likert-scale items were used to measure participants’ attitudes towards English pleasure reading. Appendix I shows the complete descriptive statistics of the attitude questionnaire items on both pre-test and post-test, including the frequencies of responses (in %), means (M), and standard deviation (SD) along with the internal consistency reliability coefficients.

The internal consistency reliability coefficient for the pre-test and post-test of the attitude questionnaire items were .95 and .93, respectively. In comparison of the pre-test and post-test results, the average mean increased from 2.50 to 2.59, which indicated a slight attitude change in terms of disagreeing or agreeing with the questionnaire items. Among these attitude items, Item 16 scored the same, seven items (3, 13, 22, 23, 24, 26 and 29) scored lower and twenty-one items (1, 2, 4, 5, 6, 7, 8, 10, 11, 12, 14, 15, 17, 18, 19, 20, 21, 25, 27, 28, and 30) scored higher on the post-test. To further examine participants’ attitude changes, the following sections present the results of separate descriptive analyses of the attitude items based on each attitude component, namely, cognition, affect, and behavior.

Descriptive statistics of cognition-based attitude items. Table 2 shows the complete descriptive statistics of cognition-based attitude items on the pre-test and post-test, including the frequencies of participants' responses (in %), means (M), and standard deviation (SD). As seen in Table 2, the average means of these attitude items slightly increased from 3.04 to 3.13. More specifically, Item 3 scored the highest (3.22), but Item 5 scored the lowest (2.80) on the pre-test; Item 10 scored the highest (3.40), but Item 17 scored the lowest (2.87) on the post-test. When the pre-test and post-test results were compared, eight questionnaire items (5, 6, 8, 10, 11, 17, 21, and 25) scored higher and two items (3 and 23) scored lower on the post-test. It was also found that Item 11 had the largest mean difference (0.24); whereas Item 23 had the least one (0.03).

As seen in Table 2, the pre- and post-test results of the cognition-based attitude items such as Items 3, 8, and 23 showed that about sixty to seventy percent of the participants thought that they could learn a lot of vocabulary, understand foreign cultures, and keep informed from doing English pleasure reading. The pre- and post-test results of Items 11 and 21 showed that about fifty to sixty percent of the participants thought that it was worth spending time on English pleasure reading and that it was wonderful to do it just for fun. However, the pre- and post-test results of Items 5 and 17 showed that about seventy percent of the participants thought it was boring and a waste of time to do English pleasure reading.

Generally speaking, the results suggested that participants showed their positive attitudes towards the importance and value of English pleasure reading after the implementation of pleasure reading program; however, they were not motivated to commit themselves to it in their daily life.

Table 2

Descriptive Statistics of Cognition-based Attitude Items on the Pre-test and Post-test

No	Item Description		4 ^a	3	2	1	M	SD
3.	I think I can learn a lot of vocabulary from doing English pleasure reading.	Pre	27 ^b	69	4	0	3.22 ^c	.52
		Post	18	73	9	0	3.09	.51
5.	I think it is boring to spend time on English pleasure reading.	Pre	2	22	69	7	2.80	.59
		Post	2	16	69	13	2.93	.62
6.	I think English pleasure reading is important for me.	Pre	27	58	16	0	3.11	.65
		Post	33	53	13	0	3.20	.66
8.	I think English pleasure reading will help me understand foreign cultures.	Pre	20	60	18	2	2.98	.69
		Post	18	69	13	0	3.04	.56
10.	I think good English pleasure reading habits help me learn.	Pre	22	76	2	0	3.20	.46
		Post	40	60	0	0	3.40	.50
11.	I think it is worth spending time on English pleasure reading.	Pre	18	53	29	0	2.89	.68
		Post	29	58	11	2	3.13	.69
17.	I think it is a waste of time to do English pleasure reading.	Pre	7	20	58	16	2.82	.78
		Post	2	18	71	9	2.87	.59
21.	I think it is wonderful to do English pleasure reading just for fun.	Pre	27	62	9	2	3.13	.66
		Post	40	56	4	0	3.36	.57
23.	I think English pleasure reading keeps me informed.	Pre	18	76	7	0	3.11	.49
		Post	18	73	9	0	3.09	.51
25.	I think English pleasure reading does me good.	Pre	18	78	4	0	3.13	.46
		Post	24	71	2	2	3.18	.58
Average Mean		Pre					3.04	
		Post					3.13	

Reliability coefficient $\alpha = .86$ in the pre-test

Reliability coefficient $\alpha = .82$ in the post-test

Note. ^a 4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree

^b The percentage has been rounded to the nearest whole number.

^c The number has been rounded to the second digit.

Descriptive statistics of affect-based attitude items. Table 3 presents the complete descriptive statistics of affect-based attitude items on the pre-test and post-test, including the frequencies of participants' responses (in %), means (M), and standard deviation (SD). As seen in Table 3, the average means increased from 2.42 to 2.50, which indicated a slight positive change in the participants' affect-based

attitudes towards English pleasure reading. In further details, Item 30 scored the highest (2.80 and 2.98) whereas Item 29 scored the lowest (2.11 and 2.09) on the pre-test and post-test. Comparing the results of the pre-test with the post-test, three out of the ten questionnaire items (22, 24, and 29) scored lower and the others scored higher on the post-test. It was also found that Items 2 and 19 had the greatest mean differences (0.20) whereas Items 22 and 29 had the least ones (0.02).

Table 3
Descriptive Statistics of Affect-based Attitude Items on the Pre-test and Post-test

No	Item Description		4 ^a	3	2	1	M	SD
2.	I feel stressful when doing English pleasure reading.	Pre	18 ^b	42	38	2	2.24 ^c	.77
		Post	11	42	38	9	2.44	.81
4.	I feel annoyed whenever I think of English pleasure reading.	Pre	9	31	56	4	2.56	.72
		Post	2	33	58	7	2.69	.63
9.	I love English pleasure reading.	Pre	4	33	44	18	2.24	.80
		Post	2	33	58	7	2.31	.63
19.	I feel happy when doing English pleasure reading.	Pre	4	22	62	11	2.20	.69
		Post	2	42	49	7	2.40	.65
22.	I feel easy and comfortable when doing English pleasure reading.	Pre	2	40	51	7	2.38	.65
		Post	2	38	53	7	2.36	.65
24.	English pleasure reading bores me.	Pre	7	24	58	11	2.73	.75
		Post	2	33	62	2	2.64	.57
27.	English pleasure reading is my biggest fear.	Pre	13	29	47	11	2.56	.87
		Post	4	36	53	7	2.62	.68
28.	I am not interested in English pleasure reading.	Pre	13	42	36	9	2.40	.84
		Post	9	29	60	2	2.56	.69
29.	I forget my problems when doing English pleasure reading.	Pre	4	18	62	16	2.11	.71
		Post	2	16	71	11	2.09	.60
30.	I anticipate the plots in the books when doing English pleasure reading.	Pre	11	60	27	2	2.80	.66
		Post	16	69	13	2	2.98	.62
Average Mean		Pre					2.42	
		Post					2.50	

Reliability coefficient $\alpha = .93$ in the pre-test

Reliability coefficient $\alpha = .91$ in the post-test

Note. ^a 4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree

^b The percentage has been rounded to the nearest whole number.

^c The number has been rounded to the second digit.

Among the affect-based attitude items, the pre- and post-test results of Items 2, 4, 9, 19, and 22 indicated that around fifty to sixty percent of the students expressed their negative feelings towards English pleasure reading, such as stress, annoyance, dislike, unhappiness, and uneasiness. Item 27 showed that about fifty percent of the participants did not think English pleasure reading was their biggest fear after completing the program. Besides, Item 28 showed sixty percent of the participants expressed that they were interested in English pleasure reading.

In conclusion, the changes of the participants' affect-based attitudes towards English pleasure reading were found inconsistent. Their reported mixed affective reactions showed both positive and negative affect-based attitudes towards English pleasure reading after they completed the pleasure reading program.

Descriptive statistics of behavior-based attitude items. Table 4 presents the complete descriptive statistics of behavior-based attitude items on the pre-test and post-test, including the frequencies of participants' responses (in %), means (M), and standard deviation (SD). Table 4 indicates that the average means slightly increased from 2.05 to 2.13. Item 1 scored the highest (2.40 and 2.51) whereas Item 12 scored the lowest (1.80) on the pre-test and Item 15 scored the lowest (1.91) on the post-test. It was also found that Item 14 had the largest mean difference (0.31) whereas Item 16 had the smallest one (0). Except for Items 13 and 26, the participants scored the same on Item 16 and they scored higher on the other items on the post-test.

Among the behavior-based attitude items, the pre- and post-test results of Items 7, 13, 18, 20, and 26 showed that around seventy to eighty percent of the participants did not cultivate the habits of or actively engaged themselves in English pleasure reading; instead, they did it under the school pressure. Moreover, the pre- and post-test results of Items 12, 14, 15, and 16 showed that about seventy percent of the students did not invest efforts or money on English pleasure reading, and rarely shared reading materials with or recommended them to others.

Table 4
Descriptive Statistics of Behavior-based Attitude Items on the Pre-test and Post-test

No	Item Description		4 ^a	3	2	1	M	SD
1.	I will do English pleasure reading during summer or winter vacation.	Pre	9 ^b	36	42	13	2.40 ^c	.84
		Post	2	53	38	7	2.51	.66
7.	I keep regular hours for English pleasure reading every day.	Pre	4	11	58	27	1.93	.75
		Post	0	11	78	11	2.00	.48
12.	I bring English reading materials with me to kill time.	Pre	0	4	71	24	1.80	.50
		Post	2	4	78	16	1.93	.54
13.	I do English pleasure reading when there is pressure from schoolwork.	Pre	11	49	36	4	2.33	.74
		Post	9	60	27	4	2.27	.69
14.	I recommend good English reading materials to other people.	Pre	4	18	60	18	2.09	.73
		Post	4	42	42	11	2.40	.75
15.	I purchase English reading materials for pleasure reading.	Pre	2	4	69	24	1.84	.60
		Post	2	2	80	16	1.91	.51
16.	I like to share the English reading materials I read with others.	Pre	4	22	56	18	2.13	.76
		Post	2	20	60	16	2.13	.73
18.	Regardless of schoolwork, I find some time for English pleasure reading.	Pre	2	7	80	11	2.00	.52
		Post	0	24	62	13	2.11	.61
20.	I actively engage in English pleasure reading.	Pre	2	9	69	20	1.93	.62
		Post	2	11	73	13	2.02	.58
26.	I seldom do English pleasure reading.	Pre	18	67	7	9	2.07	.78
		Post	13	76	11	0	1.98	.50
Average Mean		Pre					2.05	
		Post					2.13	

Reliability coefficient $\alpha = .90$ in the pre-test

Reliability coefficient $\alpha = .92$ in the post-test

Note. ^a 4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree

^b The percentage has been rounded to the nearest whole number.

^c The number has been rounded to the second digit.

To sum up, the results of the behavior-based attitude items indicated that students seemed to respond more negatively than positively to English pleasure reading after their completion of the reading program.

T-test Analysis Results of the Attitude Items

T-test analysis was conducted to examine if there was a significant difference in attitude changes after the implementation of the English Pleasure Reading Program. Table 5 summarizes the *t*-test results of the overall attitude items, including the average mean (M), standard deviation (SD), degrees of freedom (DF), and *t*-test value. As seen in Table 5, the *t*-test results suggested that there was a statistically significant change of the participants' attitudes towards English pleasure reading after the implementation of the English Pleasure Reading Program.

Table 5
T-test Analysis Results of the Attitude Items

	M	SD	DF	T	P
Pre-test	2.51	0.44	44	2.131	0.039*
Post-test	2.59	0.36			

* $p < 0.05$

Results of the English Reading Reflection Journal

This section presents qualitative results of the participants' English Reading Reflection Journal. During their pleasure reading, participants selected three to five books of their own choices to read, and at the end of the pleasure reading class, they had to keep reflection journals. Throughout the 11-week implementation of the English Pleasure Reading Program, four hundred and ninety-five journal entries were supposed to be collected. However, there were fifty-one journal entries short in total because of the interruption of the SARS epidemic as well as participants' absences and forgetfulness. Still, eight journals were left blank because the participants thought there was nothing special to write about. Therefore, a total of four hundred and thirty-six reflection journals were collected for qualitative analysis.

Among these four hundred and thirty-six journals, seven hundred and twenty-eight complete statements in total were identified and categorized into the

following five general categories: (1) cognitive responses to the reading contents, (2) cognitive responses to the linguistic and structural features of the texts, (3) other cognition-based responses, (4) affect-based responses, and (5) behavior-based responses (See Table 6 for details). Among these categories, the first three were basically cognition-based responses. Table 6 shows that the participants were most likely to respond to the reading contents (31.9%) and then to the linguistic and structural features of the texts (30%).

Participants' reflections were paraphrased into English if they were written in Chinese and the original Chinese reflections were presented in Appendix J. However, if the participants kept their reflection journals in English, then their original English reflective statements, without any corrections for the sake of their originality, were cited when they were presented as examples.

Table 6
Categories and Frequencies of Responses (in %) of the English Reading Reflection Journal Statements (N=45)

Categories	%
Cognitive responses to the reading contents	55.8 ^a
Cognitive responses to the linguistic and structural features of the texts	6.1
Other cognition-based responses	10.5
Affect-based responses	13.2
Behavior-based responses	14.3
Total	100

Note. ^a The number has been rounded to the first digit.

To begin with, an overwhelming percentage of the participants' responses to reading contents, such as personal thoughts, opinions, comments, questions, or descriptions, was found and categorized as cognitive responses to the reading contents (31.9%). These responses were further categorized into the following four subcategories: (1) expressing personal thoughts, opinions, or comments on the story, character, or plots, (2) raising linguistic or comprehension questions of the reading

texts, (3) commenting on the use of language, and (4) enriching the contents with mental images (See Table 7 for details). As seen in Table 7, a great proportion of their reflection was geared towards personal thoughts, opinions, or comments on the storylines, characters, or plots (19.2%). On the contrary, small proportions of their reflections were found on commenting on the use of language (1.9%) and enriching the contents with mental images (1.0%).

Table 7
Subcategories and Frequencies of Responses (in %) of the Cognitive Responses to the Reading Contents

Subcategories	%
Expressing personal thoughts, opinions, or comments on the story, character, or plots ^a	19.2 ^e
Raising linguistic or comprehension questions of the reading texts ^b	9.8
Commenting on the use of language ^c	1.9
Enriching the contents with mental images ^d	1.0
Total	31.9

Note. ^a e.g.: *I like the plots of Mary talking with Mr. Hunt, on page 1. They are talking about who is better* (Participant 11).

^b e.g.: *I finished reading this book, but I have a suspicion that car accident and where was the brown envelope? Why did Karen die? I guess that she was murder* (Participant 12).

^c e.g.: *This is the first time for me to read such a vivid sentence to describe what a ghost looks like* (Participant 34; See Appendix J for Chinese).

^d e.g.: *We saw a rabbit. It ran close by us. It is so busy and we are look at the beautiful garden, the mouse, animals, like smiles cat, the baby like pig...and the card country. I feel I run and pass many so surprise things* (Participant 23).

^e The number has been rounded to the first decimal digit.

The second cognition-based category was named cognitive responses to the linguistic and structural features of the texts. It included the participants' descriptions, restatements, and copies of vocabulary, grammar, or plots without any self-reflections or personal thoughts (30.0%). These responses were further categorized into the following four subcategories: (1) retelling reading contents, (2) comparing reading texts with another version, (3) commenting on the structure and style of reading texts, and (4) explaining linguistic strategies used in reading (See Table 8 for details). As seen in Table 8, an overwhelming percentage of students' reflections was on retelling reading contents with any personal thoughts; on the contrary, only 0.8% of their responses was about explaining the linguistic strategies they used in reading.

Table 8
Subcategories and Frequencies of Responses (in %) of the Cognitive Responses to the Linguistic and Structural Features of the Texts

Subcategories	%
Retelling reading contents ^a	23.9 ^e
Comparing reading texts with another version ^b	3.4
Commenting on the structure and style of reading texts ^c	1.9
Explaining linguistic strategies used in reading ^d	0.8
Total	30.0

Note. ^a e.g.: *It is a car accident. Karen Silkwood was dead in that car accident. She works as a secretary. After that, she took a new job at unclear factory* (Participant 12).

^b e.g.: *I read the book at second. In senior high school, I did not understand the book's constant. Now, I feel to read the book is not hard thing* (Participant 19).

^c e.g.: *This is a story about the pony experiences the world from the first person perspective* (Participant 33; See Appendix J for Chinese).

^d e.g.: *The book I choose for today is on level 3. There are many vocabularies I do not know even I can guess from the contexts* (Participant 27; See Appendix J for Chinese).

^e The number has been rounded to the first decimal digit.

The participants' cognitive evaluations of the reading environment and materials were also categorized as other cognition-based responses (10.5%). The following four subcategories were identified: (1) evaluating classroom setting, (2) evaluating reading time duration, (3) evaluating difficulty of reading texts, and (4) evaluating printing features of the books (See Table 9 for details). As seen in Table 9, most of the reflections were about evaluations of the difficulties of reading texts (5.6%) and printing features of the books (4.0%).

Table 9
Subcategories and Frequencies of Responses (in %) of Other Cognition-based Responses

Subcategories	%
Evaluating classroom setting ^a	0.4 ^e
Evaluating reading time duration ^b	0.5
Evaluating difficulty of reading texts ^c	5.6
Evaluating printing features of the books ^d	4.0
Total	10.5

Note. ^a e.g.: *It is noisy outside today* (Participant 36; See Appendix J for Chinese).

^b e.g.: *Because of the time limitation, I did not read much* (Participant 46; See Appendix J for Chinese).

^c e.g.: *I can not read it easily; maybe the intermediate level is too hard to me* (Participant 11).

^d e.g.: *There are many real man pictures in the book. It is different to other books* (Participant 11).

^e The number has been rounded to the first decimal digit.

The participants' comments on their personal emotions, curiosity, interests, love, desire, self-expectation, self-dissatisfaction, or self-encouragement were categorized as affect-based responses (13.2%). These responses were further categorized into the following three subcategories: (1) relating reading contents to personal life and experiences, (2) expressing emotions to reading contents, and (3) expressing emotions to reading activity *per se* (See Table 10 for details). As seen in Table 10, the participants generally responded more to the reading texts (8.8%) than to the other subcategories. However, very few students (only 0.1%) reflected on the reading activity itself.

Table 10
Subcategories and Frequencies of Responses (in %) of the Affect-based Responses

Subcategories	%
Relating reading contents to personal life and experiences ^a	4.3 ^d
Expressing emotions to reading contents ^b	8.8
Expressing emotions to reading activity <i>per se</i> ^c	0.1
Total	13.2

Note. ^a e.g.: *I think that is a special funeral, which remind me about my grandfather's funeral* (Participant 13).

^b e.g.: *The story likes a dream which is interesting for me. I like that world, there is no stress on me* (Participant 13).

^c e.g.: *I always use the class to know more words to understand every word and add my ability. I hope in class to know any words I do not knowing* (Participant 19).

^d The number has been rounded to the first decimal digit.

Finally, the participants' explanations or descriptions of their behaviors or intended behaviors were categorized as behavior-based responses (14.3%). Table 11 summarizes the two subcategories identified: (1) describing distractions from the reading activities and (2) explaining reasons for choosing certain books. Many responses (8.1%) were mainly centered on distraction from the reading activities.

Table 11
Subcategories and Frequencies of Responses (in %) of the Behavior-based Responses

Subcategories	%
Describing distraction from the reading activities ^a	8.1 ^c
Explaining reasons for choosing certain books ^b	6.2
Total	14.3

Note. ^a e.g.: *In this class, I am busy in working on architecture design, so I even spend no time on this book* (Participant 11).

^b e.g.: *The story is so interesting which let me want to continue reading it. So I will lend this book to read it over* (Participant 13).

^c The number has been rounded to the first decimal digit.

To sum up, the participants' English Reading Reflection Journal entries were first grouped into the cognition-based, affect-based, and behavior-based responses. These responses were further divided into five general categories labeled as (1) cognitive responses to the reading contents, (2) cognitive responses to the linguistic and structural features of the texts, (3) other cognition-based responses, (4) affect-based responses, and (5) behavior-based responses. The results indicated that many of the participants' reflections were cognition-based responses which fell under the first three of the aforementioned categories.

Results of the English Pleasure Reading Program Evaluation Questionnaire

In completing the English Pleasure Reading Program Evaluation questionnaire, the participants were required to respond to the multiple-choice with short-answer questions by choosing one response that which expresses what they thought the best and then by writing down the explanation in short-answer section. This part presents descriptive results of the multiple-choice questions followed by results of the short-answer responses to the multiple-choice questions and open-ended questions.

Results of the Multiple-choice with Short-answer Questions

Question One addressed the time duration for doing English pleasure reading in

class. Table 12 summarizes the descriptive results including the statement of the question, choice items, and the percentage of students' responses to each choice item. As seen in Table 12, the same proportion of participants (47%) thought that the pleasure reading time duration was either just perfect or too short for them. Four percent thought the time duration was too long and only two percent of them offered suggestions for future implementation of the program.

Table 12
Frequency Responses (in %) of Attitudes towards Duration of Pleasure Reading

Question	1^a	2	3	4
For me, the English pleasure reading time duration was	4 ^b	47	47	2

Note. ^a 1 = too long, 2 = just perfect, 3 = too short, 4 = others

^b The percentage has been rounded to the nearest whole number.

The short-answer responses to the choice item, i.e. the time duration was just perfect, were categorized. First, the reading time length was perfect for the participants' attention span on reading English. Second, the participants thought the proportion of incorporating English reading time schedule into the existing curriculums was just good. As to the short-answer responses to the choice item -- the time duration was too short, the participants responded that their reading was limited by their incompetence of English.

Table 13 shows the descriptive results of Question Two, which was about the participants' preferences of English pleasure reading schedule at school. As seen in Table 13, forty percent of the participants expressed their opinions that if there would be any chance to have this program again in the future, the schedule they preferred was exactly like what they had this semester. Twenty-seven percent of the participants expressed that this program should be implemented on a daily basis for ten minutes; thirteen percent of them liked to read for more than twenty minutes on a daily basis; twenty percent of them responded "others."

Table 13
Frequency Responses (in %) of Attitudes towards Frequencies of Pleasure Reading

Question	1^a	2	3	4
I think the English pleasure reading should be	40 ^b	27	13	20

Note. ^a **1** = executed weekly for an hour exactly like what we had this semester

2 = executed on a daily basis for ten minutes

3 = executed on a daily basis for more than twenty minutes

4 = others

^b The percentage has been rounded to the nearest whole number.

Table 14 shows the descriptive results of Question Three concerning the participants' emotional reactions towards the English Pleasure Reading Program. As seen in Table 14, forty-seven percent of the participants expressed their excitement about the program because they could continue reading English books. Besides, they expected themselves to understand the contents of books and to make some improvement in English. Third, they felt excited about this reading class because it was an easy class and they were not under any pressure. Finally, they felt happy because they never experienced reading pleasurable in class.

Table 14
Frequency Responses (in %) of Feelings about Pleasure Reading

Question	1^a	2	3	4
When having English Pleasure Reading Program,	47 ^b	36	7	10

Note. ^a **1** = I felt excited, **2** = it did not make any difference to me, **3** = I was in pain, **4** = others

^b The percentage has been rounded to the nearest whole number.

It was worth noticing that thirty-six percent of the participants thought that it did not make any difference to them when the English pleasure reading time came. Most of them admitted that they were not avid readers or their poor English proficiency impeded their interests in reading. Still, some claimed that they were occupied with other courses or preferred different teaching instructions. Seven percent of the participants reflected that they suffered in the program because they were afraid they could not comprehend the story or there would be a comprehension test. Ten percent said that they did not feel anything special about this program.

Table 15 summarizes the descriptive results of Question Four, which was related to the evaluations of the reading materials. As seen in Table 15, sixty percent of the participants reflected that sometimes they felt difficult and sometimes they felt easy to choose a suitable book. This indicated that many participants attributed the causes of the difficulty to their poor English proficiency and too many choices of books. The participants who thought it was easy to find a book for reading contributed the reasons to the variety of book levels, topics, the labels of headwords, and English proficiency level labels on the back of the books. Also, they chose books based on their own tastes, the book cover, or the titles. So, they could easily find a suitable one by following these directions.

Table 15
Frequency Responses (in %) of Perceptions of Ease of Finding an Appropriate Book

Question	1^a	2	3	4
When having English Pleasure Reading Program,	16 ^b	60	24	0

Note. ^a **1** = it is difficult for me to choose a suitable book for reading
^a **2** = sometimes it is difficult and sometimes easy for me to choose a suitable book for reading
^a **3** = it is easy for me to choose a book for reading
^a **4** = others
^b The percentage has been rounded to the nearest whole number.

Table 16 shows the descriptive results of Question Five concerning the participants' reading behavior. As seen in Table 16, sixty-two percent of the participants would check out the same book the following time if they did not finish reading it whereas twenty-seven percent of them responded it did not matter to them. Eleven percent of them chose "others" and none of them would check out the books immediately after the class. The participants who would check out the books the following time explained that they did not have time to read in their leisure time. Also, they were afraid of losing the books or forgetting to bring them to class in the following weeks. With respect to the participants who thought it did not matter, low motivation and poor English proficiency were the main reasons.

Table 16
Frequency Responses (in %) of Attempted Follow-up Actions with Unfinished Books

Question	1^a	2	3	4
If I did not finish reading in the English Pleasure Reading Program,	0 ^b	27	62	11

Note. ^a 1 = I will check out the books immediately after the class

2 = it did not matter to me

3 = I will check out the books next time in class

4 = others

^b The percentage has been rounded to the nearest whole number.

To sum up, it was encouraging that many students (47%) were satisfied with the reading time duration. Nearly half of them (47%) thought they needed more time for reading. Besides, nearly half of the participants (47%) felt excited about engaging in the English Pleasure Reading Program; however, there were quite a lot of participants (36%) who thought the program did not make any difference to them. With respect to the provided readers, many participants (60%) expressed that sometimes they felt difficult, and at other times easy, to choose the suitable books to read. At last, even with the researcher's encouragement, students did not check out books for self pleasure reading throughout the implementation of the program.

Results of the Open-ended Questions

There were four open-ended questions requiring participants to express their comments and opinions. All of these responses, reactions, comments, or suggestions were categorized on the basis of their nature. The four open-ended questions were stated as follows:

1. Throughout this semester, I think the influences the English Pleasure Reading Program had on me are _____.
2. I think the simplified readers provided in this program are _____.
3. When doing the English Pleasure Reading Program, I think the classroom environments and atmospheres were _____.
4. When doing the English Pleasure Reading Program, I think the teacher should _____.

In answering Question One, the participants were required to write down the influences they thought this program had on them throughout the semester. In total, eighty-five completed statements were identified for analyses. Ninety-two percent of the responses were positive influences on the participants while a small proportion of negative responses were identified (See Table 17 for details).

Table 17
Responses to Open-ended Question One and Frequencies of Responses (in %)

Reponses	%
Positive influences	92 ^a
No influence	5
Negative influences	4
Total	100

Note. ^a The number has been rounded to the nearest whole number.

The positive influences were categorized as the following six categories: (1) language forms, (2) reading strategies, (3) emotions, (4) reading behaviors, (5) attention span, and (6) book selection (See Table 18 for details). The first two categories, i.e. language forms and reading strategies, were basically cognition-based influences of their learning or knowing about vocabulary, grammar rules, or reading strategies. The third subcategory, emotions, was considered as affect-based influences which participants responded their wonderful and positive feelings. The last three categories, namely reading behaviors, attention span, and book selection, were considered as behavior-based influences because the participants described their behaviors in reading or book selection during reading program.

Table 18

Categories of the Positive Responses to Open-ended Question One and Frequencies of Responses (in %)

Categories	%
Language forms	39 ^a
Reading strategies	18
Emotions	26
Reading behaviors	9
Attention span	6
Book selection	2
Total	100

Note. ^a The number has been rounded to the nearest whole number.

As seen in Table 18, thirty-nine percent of the positive influences were the expansion of the participants' vocabulary size. Eighteen percent of the positive influences were the employments and practice of their reading strategies such as reading speed, guessing, and reading from the context. A total of fifty-seven percent (39% and 18%) of the positive influences were basically cognition-based responses.

With respect to the affect-based responses, twenty-two percent of the positive influences were the expressions of the participants' comfortable and unthreatened feelings in class. At the same time, the fear-free feelings in reading English and establishment of senses of achievement for finishing reading an English story independently were also included.

The behavior-based positive influences were the establishment of reading habit (9%) in class. However, none of them mentioned the reading habit out of class. Again, the participants claimed that they became more patient and concentrated when they read English articles related to their majors or their attention span to English had been extended (6%). At last, some of them responded that they knew how to select suitable books for reading (2%).

Nonetheless, some negative influences were also mentioned. For example, some participants thought that they knew how terrible their English were because of this program. In addition, some thought it was a waste of time to read in class.

Question Two aimed at getting participants' comments on the simplified readers provided in this program. As seen in Table 19, many participants (88%) expressed that they liked the readers provided with various topics and levels for their choice. On the other hand, twelve percent of them responded negatively. Besides, more genres such as magazines, comic books, and newspaper should be included for choices were suggested.

Table 19
Responses to Open-ended Question Two and Frequencies of Responses (in %)

Categories	%
Positive responses	88 ^a
Negative responses	12
Total	100

Note. ^a The number has been rounded to the nearest whole number.

Question Three was to investigate participants' feelings towards the classroom environment and reading atmospheres. As seen in Table 20, eighty-three percent of the participants responded positively that the reading environment was quiet so that they could concentrate on reading. But, some of them (17%) responded negatively that it was so quiet and static that they could not help falling asleep.

Table 20
Responses to Open-ended Question Three and Frequencies of Responses (in %)

Categories	%
Positive responses	83 ^a
Negative responses	17
Total	100

Note. ^a The number has been rounded to the nearest whole number.

Finally, Question Four asked the participants to write down their expectations about the teachers' role in the program. As seen Table 21, seventy-seven percent of the participants suggested that the teacher should read with students in class; twenty-three percent of them expressed that the teacher should give some assistance and reading instructions to help them in reading.

Table 21
Responses to Open-ended Question Four and Frequencies of Responses (in %)

Categories	%
Teacher should read	77 ^a
Teacher should give instructions	23
Total	100

Note. ^a The number has been rounded to the nearest whole number.

To sum up, it was encouraging that many students reported positive influences which pleasure reading had on them. These positive influences would enhance the establishment and maintenance of English pleasure reading. Besides, the participants were satisfied with the readers and environments provided in this program. Still, the participants would have to ask for some guidance and assistances from teachers. These feedbacks would serve as important references for future implementation of reading programs of the similar nature.

Results of the Interview

Thirteen participants were chosen for interview. Eight of them showed a positive change in their attitudes towards English pleasure reading, four a negative change, and one no difference after the completion of the pleasure reading program (See Appendix K for details of the participants' attitude change).

Before the interview, the researcher had read their reflection journals; therefore, some individual questions about their reflections were added for further exploration

during the interview. The interview was conducted in Chinese and the verbal responses from the interviewees were recorded on tape and transcribed word by word for analysis. The interview questions were listed as follows:

1. What do you do in your leisure time?
2. Do you enjoy English pleasure reading in your leisure time?
If the answer is “yes,” what do you read?
3. In your previous language learning experiences, did you experience any reading activities like the English Pleasure Reading Program before?
If the answer is “yes,” please describe it.
4. What are the differences between the English Pleasure Reading Program and the English reading class that you have been involved in before?
5. What is your different or unforgettable reading experience in the English Pleasure Reading Program?
6. What are your suggestions, opinions, or comments on the English Pleasure Reading Program?
7. Throughout the school year, what are the changes in your English reading habits?
8. Is there anything about this English Pleasure Reading Program that you want to share or talk about?

Interviewees were first asked of their leisure activities and each activity mentioned was tallied and counted (See Appendix L for the Chinese version of the interview results). As seen in Table 22, surfing on the Internet (24%) and engaging in reading activities (22%) were the two popular activities that interviewees were most involved in. The results of interviewees’ engagement in reading activities (22%) confirmed with the results of the leisure activities that participants responded on the attitude questionnaire (22% on the pre-test and 24% on the post-test) that students did not take English pleasure reading as one of their regular leisure activity. Out of the twenty-two percent of the interviewees who reported that they spent time reading, seven percent of them read in order to do their schoolwork and fifteen percent of them read Chinese novels, essays, and comic books for pleasure. It was indicated that none of the interviewees read English pleurably in their leisure time.

Table 22

Interviewees' Reported Leisure Activities and Frequencies of Responses (in %)

Responses	%
Surfing on the Internet/chat room	24 ^a
Engaging in reading activities	22
Doing sports	15
Socializing with friends	12
Playing computer games	7
Listening to music	7
Watching TV/movies	7
Sleeping	5
Total	100

Note. ^a The number has been rounded to the nearest whole number.

Table 23 summarizes the results of the second interview question. Sixty-two percent of the interviewees either did not or rarely engaged themselves in reading English for pleasure in their leisure time. Among them, two interviewees reported that they read English newspapers or sport magazines for personal interest; but being constrained to their English proficiency, they just browsed over some easy and simple columns. Thirty-eight percent of the interviewees would force themselves to read in English, but only for schoolwork related reading materials or for school examinations.

Table 23

Interviewees' Responses to Whether They Enjoyed Reading and Frequencies of Responses (in %)

Responses	%
No	62 ^a
No, only for schoolwork	38
Total	100

Note. ^a The number has been rounded to the nearest whole number.

Question Three asked the interviewees to trace back to their previous school English reading experiences and to retrospect whether there was a similar reading

experience related to this English Pleasure Reading Program. Among the interviewees who answered positively, the researcher further asked them to describe the details and the differences between the previous experiences and what they experienced in this program.

Table 24 shows that forty-six percent of them did not experience pleasure reading before; thirty-eight percent of them had similar experiences. Still, fifteen percent of them had similar experiences, but they had to take comprehension tests.

Table 24
Interviewees' Previous Pleasure Reading Experiences and Frequencies of Responses (in %)

Responses	%
No	46 ^a
Yes	38
Yes, with comprehension test	15
Total	100

Note. ^a The number has been rounded to the nearest whole number.

The following example was Participant 47's descriptions of his similar previous experiences of getting involved in pleasure reading activities in school.

I thought I had been engaged in the reading activity similar to what we had this semester in my high school. But we did not have a designated time schedule for regular reading activity. We read some short articles in class only when the teacher wanted to reinforce our reading skills and he would ask us to write down some reflections or responses. From my previous point of view, I did not feel comfortable and free to read those articles because I felt that I had to read and comprehend them because the purpose I read was to complete the assignments. I thought this was the most different part between my previous experience and what I experienced in this program (See Appendix L for the Chinese version).

However, Participants 17, 36, and 39 responded that their teachers asked them to read assigned readers in class or during summer or winter vacations. Instead of

writing reflection journals, a comprehension test would be given to the students for teachers to make sure that they had read the materials. Therefore, the purpose of reading was to pass the examinations.

As to those who answered negatively, the researcher asked them to recall how their English teachers introduced English reading to them in class. They described that they had a textbook and the teacher would ask them to read some paragraphs in class in order to explain the contents or introduce the reading skills. Therefore, they actually did very little reading either in or out of school unless a test or assignment would soon be given. The results showed that not many students got involved in English pleasure reading in traditional classes. Even with the involvement in pleasure reading, the involvement was inconsistent and not reinforced.

Question Four required the interviewees to talk about the most different part they perceived between their previous school English reading experiences and the experiences they had in this program. Table 25 summarizes the results and the differences were: Stress-free reading atmosphere, increase of reading frequencies, self-selection of reading materials, variety of reading materials, and teacher's role. Only five percent of the responses indicated no differences between the interviewees' previous reading experiences and what they experienced this semester.

Table 25
Interviewees' Reported Differences between Reading Experiences Before and Now and Frequencies of Responses (in %)

Responses	%
Stress-free reading atmosphere	45 ^a
Increase of reading frequencies	20
Self-selection of reading materials	15
Variety of reading materials	10
Teacher's role	5
Same as usual	5
Total	100

Note. ^a The number has been rounded to the whole number.

As seen in Table 25, forty-five percent of the interviewees reported that the biggest difference was the stress-free reading atmosphere, which made them feel at ease and comfortable while they were reading. Consequently, they could read their books at their own pace. Moreover, they could express their personal feelings more freely and truly instead of answering teacher's questions.

Both Participants 17 and 24 expressed that they felt constrained to read in the previous classes and the purpose of their reading was to finish school assignments. In contrast, while they were reading in this program, they could skip the chapters that they did not like and browse through the story quickly without being afraid of missing details for examinations.

Regarding the self-selected reading materials, Participants 17, 36, 38, 39, and 43 responded that this was the most special part in this program. Participant 17 reflected that his previous teacher chose books that were too difficult for him to enjoy reading. He felt happy that he could have the power to decide what to read in class according to his own language proficiency and interests.

Participant 43 also expressed that his motivation of reading voluntarily was higher because of the self-selection of reading materials in this program. He further stated that the previous classes he had were more for instructional purposes. In comparison, the focus in this program was more on the readers and reading activities. He felt more inspired to read when he had autonomy.

Question Five was intended to explore the interviewees' special, wonderful, unforgettable, or even terrible reading experiences in this program. Table 26 summarizes the interview results and the following categories were generated: Reading contents, teacher's role, self-selection of reading materials, reading materials, and reading activities. About twenty-five percent of the responses indicated that the participants did not perceive any special experiences during this program. To them, this program was just a casual reading class with nothing special, and they attended this class just like they attended other classes.

Table 26

Interviewees' Special Experiences from the English Pleasure Reading Program and Frequencies of Responses (in %)

Responses	%
Reading contents	31 ^a
No difference	25
Teacher's role	13
Self-selection of reading materials	13
Reading materials	13
Reading activities	6
Total	100

Note. ^a The number has been rounded to the nearest whole number.

As seen in Table 26, thirty-one percent of the interviewees expressed self-disappointment when they read a book that was too hard to them. However, a few interviewees shared their wonderful reading experiences. Participant 47 related his reading experiences to his personal life experiences such as his favorite leisure activity and his love towards his mother. Participant 38 made a connection between his English reading experiences and Chinese culture, and found that some of the characters in the readers were similar to those he had read about in some Chinese storybooks in his childhood.

Table 27 summarizes the results of the sixth interview question, which asked the interviewees to comment on or give suggestions to this program. Lacking previous experiences related to this program, the majority of the interviewees thought this program was good and felt satisfied with it. As seen in Table 27, twenty-two percent of the interviewees were satisfied with this program. Only a few offered some advice, generally about the extension of reading time (22%) and the increase of interactions or discussions in class (22%). Twenty-two percent of the interviewees thought they did not have enough time for reading and they suggested extending the reading time either on a daily or weekly basis. Besides, more peer interactions or discussions were suggested. As to the reading materials, the interviewees mainly

suggested that the reading materials should match with their needs and interests and there should be more genres of reading materials.

Table 27
Interviewees' Suggestions to the English Pleasure Reading Program and Frequencies of Responses (in %)

Responses	%
Extension of reading time	22 ^a
Increase of interactions or discussions	22
No	22
Variety of reading materials	11
More evaluation	11
Improvements on reading environment	6
Provision of reading instructions	6
Total	100

Note. ^a The number has been rounded to the nearest whole number.

The seventh interview question aimed at exploring the effects of implementing the pleasure reading program on the interviewees' changes of reading habits and reading behaviors. Table 28 summarizes the interview results and shows, quite encouragingly, forty-one percent of the interviewees responded that they became more active in reading or learning English; eighteen percent of them decreased in fear of English; twelve percent of them applied or learned some reading strategies; and six percent of them knew how to select reading materials. However, twenty-four percent of them thought their reading habits or behaviors remained the same after the implementation of the English Pleasure Reading Program.

Among these interviewees, Participants 36 and 47 changed obviously in their reading behaviors. Participant 47 reflected that he became more aware of the importance of repeated vocabulary and he would write it down for further clarification after reading. He also said because of his poor English reading proficiency, he did not enjoy reading in English even though he was an avid reader in Chinese. He had a phobia for reading in English. But through practicing English pleasure reading in

class for the whole semester, he realized that there were many English readers of different levels. By browsing and choosing the appropriate materials that were more suited for his own level, he could actually enjoy reading the chosen English readers as pleasantly and easily as reading in Chinese.

Table 28

Interviewees' Changes of Reading Habits and Behaviors and Frequencies of Responses (in %)

Responses	%
Becoming more active in reading or learning English	41 ^a
No change	24
Decreasing in fear of English	18
Applying or learning reading strategies	12
Knowing how to select reading materials	6
Total	100

Note. ^a The number has been rounded to the nearest whole number.

Similarly, Participant 36 expressed that he and his classmates formed a small English reading club including four to five students because of the influence of this program. They self-selected reading materials and read at home and wrote down their feelings and shared with each other when they met in the club. Most of their sharing focused on their life experiences related to the reading. After sharing, they exchanged books they liked.

Although the interviewees were asked to talk about their changes of reading habits or behavior, some of them (18%), like Participants 36, 43, and 47, reflected that their apprehension of reading English actually decreased after they completed the pleasure reading program. Still, another twenty-four percent of them responded that their English reading habits or behaviors did not seem to have any change in view of their completion of the English Pleasure Reading Program. They claimed that they just attended the class and read in the class, and they never engaged in English pleasure reading outside of class.

At the end of the interview, the researcher asked the interviewees to share anything they wanted to say about this program. Participant 17 suggested that the pleasure reading time be moved out of the afternoon because that is the time when he felt quite sleepy. Besides, Participant 31 claimed that he preferred the design of sharing feelings after reading in class. He further suggested that there more in-class interactions and discussions be included after the pleasure reading activity or he would feel bored after reading for a long period of time.

To sum up, many of the interviewees (62%) seldom or never engaged themselves in English pleasure reading and almost half (46%) of them reported pleasure reading was seldom or never part of their previous school experiences. Besides, nearly half of them (45%) appreciated the stress-free reading environment and further suggested to extend the reading time (22%) and have more opportunities for in-class interaction and discussion (22%). Lastly, forty-one percent of them became more active in reading or learning English after completing the program.

Answering the Research Questions and Discussion

After presenting the results of the analysis, the following section discusses the results and provides answers to the research questions of the study. The three research questions are given as follows:

4. Is there a significant change in Taiwanese university students' attitudes towards English reading after their completing an English Pleasure Reading Program?
5. How do Taiwanese university students respond to and feel about English pleasure reading along the process of their participation in the program?
6. How do Taiwanese university students feel about the English Pleasure Reading Program after their completing the program?

Research Question One

The employment of the Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading was to explore students' attitude change towards English pleasure reading after the implementation of the English Pleasure Reading Program and to answer the first research question. The *t*-test results showed that there was a statistical significant difference between students' overall attitudes towards English reading before and after the implementation of the English Pleasure Reading Program.

In light of cognition component, it was suggested that students inclined to agree with the questionnaire items and perceived the values, beliefs, and importance of pleasure reading. The participants might be influenced by the social values and emphases on English proficiency in school curriculum. Therefore, the positive result of participants' beliefs and values is predictable. It is speculated that participants are willing to spend time on English pleasure reading as long as their interests and habits are established and maintained.

As to the affect component, it was suspected that participants were still under certain degree of pressure in English pleasure reading class. They have not prepared themselves to read pleurably or independently in class because what they were taught before was to read for certain purposes such as answering questions, getting information, or completing assignments in traditional English reading classes. Also, they might not believe that they could just read for fun and not to finish assignments or take the comprehension tests. Additionally, participants need some time to adapt themselves to the notion of English pleasure reading. If students are convinced of the goodness of pleasure reading and exposed to rich reading environment, their adaptation time might be cut down.

The descriptive results of behavior aspect showed that the participants inclined to disagree with the questionnaire items. The possible reason for the discouraging results on behavior questionnaire items might be that the participants did not cultivate English pleasure reading habits; therefore, they did not read extensively for the purpose of enjoyment. It is also possible that they were occupied by school studies

or other leisure activities which distract them from reading. Another suspicion of this phenomenon is because fifty percent of the participants are English low achievers based on a placement test. The lack of English proficiency, proper reading strategies, interest in English, and motivation may affect their attitudes towards English pleasure reading or impede them from doing it.

Research Question Two

The collection of English Reading Reflection Journals and utilization of interview protocols were to answer the second research questions. In view of the results of the students' English Reading Reflection Journals, most students focused their reflections on linguistic decoding in reading. The easiness or difficulties of reading materials or contents, and the ability of decoding are their biggest concern and this confirmed Hung's (2003) study of college students that students perceived and self reported language proficiency as their barrier of English reading. This indicated that most participants were still in a bottom-up phase because they focused their reading on the decoding of vocabulary and grammatical structures. Also, the participants tended to understand the story read by analyzing the plots, characters, or the themes. The possible reason for this phenomenon might be the overemphasis of linguistic analysis in students' previous language experiences in traditional classes.

Also, from students' reflections, it was found that some of them kept reading books that were linguistically too difficult even when they were told to read something lower than their language levels. It is possible that students were influenced by their previous reading experiences that the harder the reading materials were the more they could learn. Therefore, teachers or instructors should give some explanation and guidelines to students that reading proficiency needs to be built up gradually from easy texts to more challenging ones. The instructions and guidance of selecting reading materials are also essential for students with little experience or low achievement in English reading.

Throughout the program, even with the encouragement of sharing personal feelings and reactions, participants made poor progress. However, according to Tellegen and Frankhuisen (2001), in reading, the process of emotions or imaginations contributes to enhance the reading experience and enjoyment. But readers could still read pleurably without being through the process of emotions or imagination. These participants' little sharing of reading response does not necessarily mean they did not read pleurably. It is possible that they were not trained to express their emotions, feelings or imagination well or appropriately in classes or in writing journals. Therefore, instead of the evaluation of reading comprehension, the teaching and training of students' emotional and imaginative responses to stories read is essential in traditional EFL reading classes. In addition, their affective feelings towards English pleasure reading were complicated and further exploration on this aspect is needed. Another possibility is that participants take writing journals as finishing assignments for teachers to evaluate their comprehension. Therefore, they care more about teachers' viewpoints, opinions towards them, the neatness of handwriting, and the length of reflection, to name just a few.

Gradually, students became more active in selecting books and participating in pleasure reading activities. Therefore, to make students feel comfortable with the pleasure reading program, teachers need to introduce the program and lead students through patiently.

Research Question Three

The results of the evaluation questionnaire and interviews shed some light on the answer to the third research question. First, for avid readers in class, the scheduled reading time (50 minutes) was too short for them; however, for less-motivated readers, it was too long for them. This indicates the individual differences of attention span, motivation, and language proficiency affect pleasure reading time. Furthermore, this draws our attention to the importance of reading independently and pleurably according to individuals' needs, pace, and language proficiency.

Second, most of the students like the collections for reading and they thought there were many options of topics, and language levels from which to choose. Still, some students reported that their difficulty in finding a book to read resulted from their poor English. Therefore, teacher's guidance is important and needed in the beginning stage of the implementation. The study also found it is difficult to satisfy everyone's taste of reading what is essential for readers to keep reading. As a result, the collection of books of various topics and genres is a great challenge for establishing a pleasure reading program.

Third, students reported that this reading program had some positive influences on them such as expanding their vocabulary and attention span, practicing reading skills, and speeding up reading rate. With the longer involvement of pleasure reading, more positive influences in emotional and behavioral changes, and personal growth could be investigated.

To sum up, most students like to get involved in the English Pleasure Reading Program because they had not had such experience before in traditional classes. They thought the provided time and books for them to read quietly and freely are good and necessary. From the researcher's observation, the participants were pretty passive in the initial stages because the researcher had to remind them to select books for reading when the class started or they just sat there and waited for the researcher's instructions. The lack of previously related experience in pleasure reading might intimidate the students so that they did not know what to do in the beginning. It indicates again that students' reading habits are not fully established; on the other hand, they might need more help and instructions to shorten the adaptation time of getting involved in pleasure reading.

CHAPTER 5

CONCLUSIONS

This chapter concludes this study by first summarizing the major findings then discussing the limitations of this study, and pedagogical implication for teachers and educators. Some suggestions for further research are also provided.

Summary of the Major Findings

This study investigated Taiwanese university students' attitudes towards English pleasure reading as a result of the implementation of the English Pleasure Reading Program. A total of 45 non-English-majors university students participated in the study. Throughout the reading program, students' reflection journals and final interviews were also collected for analysis. Descriptive data and *t*-test analysis were performed and the results were discussed and interpreted. The major findings of this study were summarized in the following section.

The descriptive results showed, in the attitude questionnaire, the mean scores of three aspects of attitudes, namely, cognition, affect and behavior, and overall attitudes increased after the implementation. The *t*-test result of the attitude questionnaire showed that the students' overall attitudes changed significantly after they completed the English Pleasure Reading Program.

The analysis of the participants' English Pleasure Reading Reflection Journal indicated that their reflections were noted to be complicated and multidirectional. These reflections could be categorized as (1) cognitive responses to the reading contents, (2) cognitive responses to the linguistic and structural features of the texts, (3) other cognition-based responses, (4) affect-based responses, and (5) behavior-based responses. The purpose of using reflection journals is to explore participants' attitudes, emotions, and self-growth; however, a great percentage of

bottom-up descriptions of vocabulary, structure, and stories read was found. This might indicate that, under the traditional teaching of English reading, students regard reading drills or decoding of linguistic rules as the learning of English. They do not perceive pleasure reading as a process of personal growth or exploration. Or, being lack of the training, students do not know how to express their feelings and imaginations in words.

In responding to the evaluation questionnaire, the students generally showed their appreciation and commented positively on the time, reader collections, and the reading environment provided. More than that, most of the participants look forward to participating in this kind of program again. However, it is noticeable that even with a large quantity of readers provided, students' various needs and interests are difficult to meet. Therefore, the best way to solve this problem is to let students choose their own reading materials and to instruct students how to select a suitable reading material.

Finally, from the analysis of the interview data, more reflections on affect and behavior aspects of attitudes from interviewees were discovered such as related personal experiences, emotional changes, and behavioral changes.

Limitations of the Study

There are several limitations of this study. First, since this was a pre-experimental design, the sampling of the participants was not randomly selected, but classified by the placement test and only restricted to two classes at one university. Besides, the sample size was limited because of the enrollment according to the school policy. As a result, the findings might not be extensively generalized.

Second, the collected data on the participants' attitudes towards English pleasure reading in this research was based upon the self-reported information. In this case, participants may tend to answer the questions in terms of what seems to be socially acceptable responses. Therefore, the reported information may be slightly biased.

Third, during the experimental time period, the participants were still open to

chances to get involved in the other four classes for English training for non-English courses and keep contact with English in reading textbooks for professional subjects or school assignments. Or, the participants may attend other English training classes for their own good. So, there might have been other causes attributing to the change of the participants' attitudes towards English pleasure reading.

Pedagogical Implications

In the traditional reading class, students have limited opportunities to practice reading skills or pleasure reading with self-selected reading materials. Without the consist practice in reading, students can not apply what they learn to the real life experiences. The variety of students' interests, reading speed and language proficiency are ignored because students are asked to read the same material i.e., English textbooks or assigned readers. Also, in the modern society, most students express that they are too busy or too distracted to have time for reading. The English pleasure reading program can not only allow students to read self-selected books that match their own interests, needs and language proficiency, but also offer time for students to read in school without pressure. From the findings of this study, participants' attitudes changed positively because of getting involved in pleasure reading activities. The analysis results also show that the program has had a positive influence on students. This positive change on students' attitudes and their evaluations and appreciations of the implementation of the program shows pleasure reading program is worthy of implementing in school curriculums to help students cultivate positive attitudes towards English reading.

Some suggestions for implementing a pleasure reading program in classes are provided as follows:

First, if it is possible to get a classroom for pleasure reading only, the appealing display of reading materials and comfortable reading environment and atmosphere are necessary. At the same time, the accessibility of reading materials to all the students

should be the major concern. Under the comfortable and relaxing reading environment and with the easy accessibility to reading materials, students are provided more opportunities to read more in class.

Second, various pre-reading or post-reading activities such as discussion, writing or drama are suggested. Through these activities, students are trained to express or share their creative ideas, personal feelings, either life or reading experiences with others. Meanwhile, students learn to listen to or appreciate others' points of view or different opinions. Also, students know that they can express their feelings through many different channels. The combination of reading or writing portfolio may help students to collect and arrange their pieces of records.

Suggestions for Future Research

In Taiwan, a lot of studies in pleasure reading focus on teenager or adult learners. More empirical studies are suggested to conduct on other populations such as younger learners or language learners with different language proficiencies to explore the feasibility and effectiveness of a pleasure reading program so that attitude changes can be compared between different language levels. It is still disputable how long it will need to execute a pleasure reading program for students to foster reading habits or change their attitudes, the time set aside for pleasure reading program should be long enough for the effect to surface. Therefore, future studies should involve a larger sample size at various language levels for longer time. Furthermore, the employment of control and experimental design is also suggested in future research to achieve better control of various variables in investigating the influence of English pleasure reading on language learners. Additionally, the factors that affect students' cultivation of habits and sustainability of pleasure reading are worthy of further exploration in the future research.

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APPENDIX A

Chinese Version of the Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading

親愛的同學：

設計此份問卷的用意有二：

- 一、在於統計各位同學的課外休閒活動。
- 二、在於統計各位同學的英文悅讀習慣。

此問卷中的英文悅讀指的是自由、沒有壓力地閱讀自己喜歡的英文課外讀物，換句話說就是讀英文閒書的意思。閱讀的目的單純只為了打發時間、享受閱讀的樂趣或者是培養閱讀的習慣。

此問卷總共分為三個部分：

第一部份為個人基本資料，請填寫個人資料。

第二部分請勾選平常從事之休閒活動，可複選。

第三部份總共有三十個敘述，每個敘述後面都有四個不同程度的選項，請就自己實際英文悅讀習慣，選擇一個適合你想法的選項，並在 內打勾。

謝謝協助與配合。

一．請填入下列的個人基本資料

姓名：_____

性別： 男 女

年齡：_____ 歲

就讀科系：_____

二. 請從下列選項中勾選 (最少選 5 個)

我最常做的課外休閒活動是：

- | | | |
|----------|-----------|--------------|
| 球類運動 | 跟家人或朋友出去玩 | 打電話聊天 |
| 看小說 | 看報紙 | 玩電腦遊戲 |
| 去網咖 | 看電視/電影 | 參加社團或活動 |
| 看漫畫 | 看雜誌 | 逛街 |
| 上網看電子報 | 參加文藝活動 | 聽音樂 |
| 上 BBS 聊天 | 上網看電子書 | 上網收發 e-mails |
| 其他 _____ | | |

三. 下列敘述中有四個不同程度的選項, 請就自己的英文悅讀習慣選擇一個適合你想法的選項, 並在 內打勾。

非	同	不	非
常	意	同	常
同		意	不
意			同
			意

1. 我會利用寒暑假進行英文悅讀。
2. 英文悅讀讓我感到壓力很大。
3. 我覺得悅讀英文可以使我學會很多字彙。
4. 一想到英文悅讀, 就讓我感到很厭惡。
5. 我認為花時間進行英文悅讀是一件無聊的事。
6. 我覺得英文悅讀是一件重要的事。
7. 我每天有固定的時間來進行英文悅讀。
8. 我覺得英文悅讀可以幫助我了解外國的文化。
9. 我喜歡英文悅讀。
10. 我認為好的英文悅讀習慣有助於學習。

非 同 不 非
常 意 同 常
同 意 不
意 同 意
意 同 意

11. 我覺得把時間用在英文悅讀上是值得的。
12. 我會隨身攜帶英文讀物以打發時間。
13. 我只有在交報告的壓力之下才閱讀英文讀物。
14. 我會向親朋好友推薦或介紹我覺得不錯的英文讀物。
15. 我常購買英文讀物來閱讀。
16. 我喜歡跟朋友分享我讀過的英文讀物。
17. 我覺得英文悅讀很浪費時間。
18. 即使功課忙，我還是會利用一些時間來進行英文悅讀。
19. 我閱讀英文的時候很快樂。
20. 我經常主動進行英文悅讀。
21. 我覺得為了興趣而閱讀英文是一件很棒的事。
22. 進行英文悅讀的時候我覺得很輕鬆，沒什麼壓力。
23. 我覺得悅讀英文可以增廣見聞。
24. 英文悅讀使我覺得厭煩。
25. 我覺得英文悅讀對我有幫助。
26. 我不常悅讀英文。
27. 英文悅讀是我最恐懼的一件事。
28. 我對英文悅讀提不起興趣。
29. 英文悅讀可以使我忘記不愉快的事。
30. 進行英文悅讀時，我會期待書中劇情的發展。

問卷到此結束，請檢查一次，不要漏寫了任何一題。

謝謝你的協助！

APPENDIX B

English Translation of the Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading

Dear all:

There are two purposes of designing this questionnaire:

The first purpose is to investigate the leisure activities that you are engaged in most of the time.

The second purpose is to investigate your English pleasure reading habits.

In this questionnaire, English pleasure reading refers to read English books that you are interested in without pressures of reports, assignments or tests. In other words, English pleasure reading is to read English books freely and the purpose of reading is just for fun. The purpose of English reading is purely to kill time, to enjoy the reading activity itself or to cultivate English reading habits.

There are mainly three parts in this questionnaire.

The first part is the demographic information. Please fill in personal information and check appropriate statement.

The second part is the leisure activities that you are engaged in most of the time.

The third part contains thirty statements about English pleasure reading. Please put a check in the box indicating the degree of agreement with the statements.

Thank you for your help.

I. Please fill in the personal information

Name: _____

Sex: Male Female

Age: _____

Department: _____

II. The purpose of this part of the questionnaire is to find out your leisure activities.

Please check the leisure activities you are engaged in most of the time from the following items (Choose at least **five** items from the list)

Most of the time, the leisure activities that I am engaged in are

- | | |
|----------------------------|------------------------------|
| Sports | Socializing with friends |
| Reading novels | Reading newspapers |
| Engaging in voluntary work | Watching TV / movies |
| Reading comic books | Reading magazines |
| Sleeping | Engaging in art performances |
| Surfing in the chat room | Reading e-books |
| Reading e-newsletters | Going to Internet café |
| Telephone conversation | Engaging in clubs |
| Playing video games | Shopping |
| Listening to music | Checking e-mails |
| Others _____ | |

III. The purpose of this part of the questionnaire is to investigate your English pleasure reading. Please put a check in the box indicating the degree of agreement with the statements.

SA means you strongly agree with the statement.

A means you agree with the statement.

D means you disagree with the statement.

SD means you strongly disagree with the statement.

SA A D SD

1. I will do English pleasure reading during summer or winter vacation.
2. I feel stressful when doing English pleasure reading.
3. I think I can learn a lot of vocabulary from doing English pleasure reading.
4. I feel annoyed whenever I think of English pleasure reading.
5. I think it is boring to spend time on English pleasure reading.
6. I think English pleasure reading is very important for me.
7. I keep regular hours for English pleasure reading every day.
8. I think English pleasure reading will help me to understand foreign cultures.
9. I love English pleasure reading.
10. I think good English pleasure reading habits help me learn.
11. I think it is worth spending time on English pleasure reading.
12. I bring English reading materials with me to kill time.
13. I do English pleasure reading when there is pressure from schoolwork.
14. I recommend good English reading materials to other people.

SA means you strongly agree with the statement.

A means you agree with the statement.

D means you disagree with the statement.

SD means you strongly disagree with the statement.

SA A D SD

15. I purchase English reading materials for pleasure reading.
16. I like to share the English reading materials I read with others.
17. I think it is a waste of time to do English pleasure reading.
18. Regardless of schoolwork, I find some time for English pleasure reading.
19. I feel happy when doing English pleasure reading.
20. I actively engage in English pleasure reading.
21. I think it is wonderful to do English pleasure reading just for fun.
22. I feel easy and comfortable when doing English pleasure reading.
23. I think English pleasure reading keeps me informed.
24. English pleasure reading bores me.
25. I think English pleasure reading does me good.
26. I seldom do English pleasure reading.
27. English pleasure reading is my biggest fear.
28. I am not interested in English pleasure reading.
29. I forget my problems when doing English pleasure reading.
30. I anticipate the plots in the books when doing English pleasure reading.

Thank you for your cooperation and help.

APPENDIX C

English Pleasure Reading Reflection Journal (英文悅讀心得)

Date (日期):

Name (姓名):

Title (書名):

Author (作者):

Page read (閱讀頁數): From (從) to (到)

Responses (感想):

Copy out what plots or lines struck you most in the book if there is any and explain why. (如果書中有任何令你印象深刻的文句或情節，請摘錄下來並說明原因。)

Please feel free to continue writing on the back of the page if you run out of space.
(如果空間不夠，請寫在背面。)

APPENDIX D

Chinese Version of the English Pleasure Reading Program Evaluation Questionnaire

親愛的同學：

英文悅讀計劃 (English Pleasure Reading Program) 實施的方式是在既定的英文課程中安排時間，讓學生和老師可以自由並安靜地閱讀自己喜歡的英文課外讀物而不需要擔心老師會測驗閱讀內容。閱讀的書籍是從班級圖書館中選擇。閱讀的目的單純只為了享受閱讀的樂趣和培養閱讀的習慣。

設計此份問卷的用意在於調查各位同學在參與了一學期的英文悅讀計劃 (English Pleasure Reading Program) 之後的感想。

此份問卷總共分為三部分：

第一部份為個人基本資料，請填寫個人資料。

第二部分總共有五個敘述，請就自己課堂上實際英文悅讀習慣，選擇一個適合你想法的選項在 內打勾以完成問題。

第三部份總共有四個有關課堂英文悅讀的問題，請完成問題。

謝謝協助與配合

一．請填入下列的個人基本資料。

姓名：_____

性別： 男 女

年齡：_____歲

就讀科系：_____

二. 請從下列敘述中選擇適合你想法的選項並打勾以完成問題。

1. 我覺得班上實施悅讀計劃的時間

太長，因為_____

剛剛好，因為_____

太短，因為_____

其它，例如_____

2. 我覺得悅讀計劃的時間應該

跟這學期一樣，一星期實施一天，一天 1 小時

每天實施，一天 10 分鐘

每天實施，一天 20 分鐘以上

其它，例如_____

3. 班上實施悅讀計劃時，我

覺得心裡很期待，因為_____

心裡沒感覺，因為_____

覺得心裡很痛苦，因為_____

其它_____

4. 進行悅讀計劃時，我覺得選擇一本適合我的英文讀物

很困難，因為_____

有時困難，有時簡單，因為_____

很簡單，因為_____

其它，例如_____

5. 悅讀計劃結束時如果書還沒看完，我
會跟老師借回家看，因為_____
- 覺得無所謂，因為_____
- 會下次實施悅讀計畫時再借，因為_____
- 其它，例如_____

第二部份總共有四個問題，請完成問題。

1. 這學期以來，悅讀計劃實施的過程中，對我英文閱讀的影響有以下幾點：

2. 實施悅讀計劃時，我對老師所提供的英文課外讀物評價是

3. 這學期以來，在課堂上進行悅讀計劃時，我對整體氣氛的感覺是

4. 在課堂上進行悅讀計劃時，我覺得老師應該

問卷到此結束，請檢查一次，不要漏寫了任何一題。

APPENDIX E

English Translation of the English Pleasure Reading Program Evaluation Questionnaire

Dear all:

English pleasure reading refers to read English books that you are interested in without pressures of reports, assignments or tests. In other words, English pleasure reading is to read English books freely and the purpose of reading is just for fun. The purpose of English reading is purely to kill time, to enjoy the reading activity itself or to cultivate English reading habits.

The main purpose of this questionnaire is to investigate your opinions and evaluations of the English Pleasure Reading Program after getting involved in for one semester.

There are mainly three parts in this questionnaire.

The first part is the demographic information. Please fill in personal information and check appropriate statement.

The second part consists of five multiple-choice with short-answer questions. Please put a check mark in the box indicating the degree of agreement with the statements

The third part contains four open-ended questions. Please feel free to express your personal opinions and feelings towards this program.

Thank you for your help.

I. Please fill in the personal information

Name: _____

Sex: Male Female

Age: _____

Department: _____

II. The purpose of this part of the questionnaire is to investigate your opinions and evaluations towards the English Pleasure Reading Program. Please check the statements that you think best express your opinions.

1. For me, the English pleasure reading time duration was

too long because _____

just perfect because _____

too short because _____

Others, for example _____

2. I think the English pleasure reading should be

executed weekly for an hour exactly like what we had this semester.

executed on a daily basis for ten minutes.

executed on a daily basis for more than twenty minutes.

Others, for example _____

3. When having English Pleasure Reading Program,

I felt excited because _____

it did not make any difference to me because _____

I was in pain because _____

Others, for example _____

4. When having English Pleasure Reading Program,

it is difficult for me to choose a suitable book for reading because _____

sometimes it is difficult and sometimes it is easy for me to choose a suitable book for reading because _____

it is easy for me to choose a book for reading because _____

Others, for example _____

5. If I did not finish reading in the English Pleasure Reading Program,

I will check out the books immediately after the class because _____

it did not matter to me because _____

I will check out the books next time in class _____

Others, for example _____

III. The purpose of this part of the questionnaire is to investigate your opinions and evaluations towards the English Pleasure Reading Program. Please write down your comments as much as possible.

1. Throughout this semester, I think the influences the English Pleasure Reading Program had on me are:

2. I think the offered simplified readers are

3. When doing the English Pleasure Reading Program, I think the classroom environment and atmosphere were

4. When doing the English Pleasure Reading Program, I think the teacher should

Thank you for your cooperation and help.

APPENDIX F

Chinese Version of the Interview Questions

嗨，學生名字

請坐

今天的口試還順利嗎？

在課堂上實施了一學期的英文悅讀計畫，我有一些問題希望可以聽聽你的意見、看法或建議。

在訪談開始之前，我必須要再說明一下，英文悅讀指的是自由、沒有壓力地閱讀自己喜歡的英文課外讀物，換句話說就是讀英文閒書的意思。閱讀的目的單純只為了消遣、享受閱讀的樂趣或者是培養閱讀的習慣。因此，今天你所表達的意見、看法或建議不會列入學期成績的計算。所以請你不必擔心，可以很輕鬆的跟我聊一聊你的感覺和看法。

我們現在可以開始了嗎？

1. 你平常休閒的時候都做些什麼消遣？
2. 你平常休閒的時候喜歡看一些英文讀物嗎？
如果學生回答“有”，你都看些什麼呢？
3. 在以前的求學過程中，你有沒有類似這學期英文閱讀課的經驗？
如果學生回答“有”，則請學生敘述一下進行的方式。
4. 你覺得這學期的英文閱讀課和以前的英文閱讀課有什麼不同？
5. 這學期的英文閱讀課裡，你有什麼樣的閱讀經驗？感覺是什麼？
6. 你對於這學期的英文閱讀課有什麼樣的想法、批評或建議？
7. 這學期以來，你自己覺得你的英文閱讀習慣有改變嗎？
如果學生回答“有”，則請學生敘述一下有哪些轉變。
8. 你還有沒有什麼關於閱讀的事可以跟我分享？
如果學生回答“沒有”即結束訪談。

APPENDIX G

English Translation of the Interview Questions

Before the interview starts, I have to remind you again that the English pleasure reading we are going to talk about today refers to read English books that you are interested in without pressures of reports, assignments or tests. In other words, English pleasure reading is to read English books freely and the purpose of reading is just for fun. The purpose of English reading is purely to kill time, to enjoy the reading activity itself or to cultivate English reading habits. What you express and say will not be shown to anyone or affect your grades; therefore, you can take your time and do your best. Besides, I have to use a tape recorder because I do not have much space to take notes and I will not miss anything important, too. Do you have any questions? If you do not have any question, let us get started.

1. What do you do in your leisure time?
2. Do you enjoy English pleasure reading in your leisure time?
If the answer is “yes,” what do you read?
3. In your previous language learning experiences, did you experience any reading activities like the English Pleasure Reading Program before?
If the answer is “yes,” please describe it.
4. What are the differences between the English Pleasure Reading Program and the English reading class that you have been involved in before?
5. What is your different or unforgettable reading experience in the English Pleasure Reading Program?
6. What are your suggestions, opinions, or comments on the English Pleasure Reading Program?
7. Throughout the school year, what are the changes in your English reading habits?
8. Is there anything about this English Pleasure Reading Program that you want to share or talk about?

APPENDIX H

Participants' Responses to Personal Information on the Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading

1. Gender

Gender	Frequency	Percent
Male	30	67 ^a
Female	15	33
Total	45	100

Note. ^a The percentage has been rounded to the nearest whole number.

2. Age

Age	Frequency	Percent
18	8	18 ^a
19	17	38
20	13	29
21	4	9
22	2	4
24	1	2
Total	45	100

Note. ^a The percentage has been rounded to the nearest whole number.

3. University classification

Classification	Frequency	Percent
Freshman	38	84 ^a
Sophomore	4	9
Junior	3	7
Total	45	100

Note. ^a The percentage has been rounded to the nearest whole number.

APPENDIX H (continued)

4. Major

College	Department	Frequency	Percent
Arts College	Music	1	2 ^a
	Chinese	3	7
	Literature		
	Japanese	4	9
	Philosophy	4	9
	History	9	20
Agriculture College	Hospitality Management	1	2
	Landscape Architecture	1	2
	Animal Science and Biotechnology	4	9
	Food Science	12	27
Engineering College	Architecture	3	7
Science College	Chemistry	1	2
Social Science College	Sociology	2	4
Total		45	100

Note. ^a The percentage has been rounded to the nearest whole number.

APPENDIX I

Frequencies of Responses (in %), Means (M), and Standard Deviation (SD) on the Pre-test and Post-test of the Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading

No	Item Description		4 ^a	3	2	1	M	SD
1.	I will do English pleasure reading during summer or winter vacation.	Pre	9 ^b	36	42	13	2.40	.84
		Post	2	53	38	7	2.51	.66
2.	I feel stressful when doing English pleasure reading.	Pre	18	42	38	2	2.24	.77
		Post	11	42	38	9	2.44	.81
3.	I think I can learn a lot of vocabulary from doing English pleasure reading.	Pre	27	69	4	0	3.22	.52
		Post	18	73	9	0	3.09	.51
4.	I feel annoyed whenever I think of English pleasure reading.	Pre	9	31	56	4	2.56	.72
		Post	2	33	58	7	2.69	.63
5.	I think it is boring to spend time on English pleasure reading.	Pre	2	22	69	7	2.80	.59
		Post	2	16	69	13	2.93	.62
6.	I think English pleasure reading is very important for me.	Pre	27	58	16	0	3.11	.65
		Post	33	53	13	0	3.20	.66
7.	I keep regular hours for English pleasure reading every day.	Pre	4	11	58	27	1.93	.75
		Post	0	11	78	11	2.00	.48
8.	I think English pleasure reading will help me understand foreign cultures.	Pre	20	60	18	2	2.98	.69
		Post	18	69	13	0	3.04	.56
9.	I love English pleasure reading.	Pre	4	33	44	18	2.24	.80
		Post	2	33	58	7	2.31	.63
10.	I think good English pleasure reading habits help me learn.	Pre	22	76	2	0	3.20	.46
		Post	40	60	0	0	3.40	.50
11.	I think it is worth spending time on English pleasure reading.	Pre	18	53	29	0	2.89	.68
		Post	29	58	11	2	3.13	.69
12.	I bring English reading materials with me to kill time.	Pre	0	4	71	24	1.80	.50
		Post	2	4	78	16	1.93	.54
13.	I do English pleasure reading when there is pressure from schoolwork.	Pre	11	49	36	4	2.33	.74
		Post	9	60	27	4	2.27	.69
14.	I recommend good English reading materials to other people.	Pre	4	18	60	18	2.09	.73
		Post	4	42	42	11	2.40	.75
15.	I purchase English reading materials for pleasure reading.	Pre	2	4	69	24	1.84	.60
		Post	2	2	80	16	1.91	.51

APPENDIX I (continued)

No	Item Description		4^a	3	2	1	M	SD
16.	I like to share the English reading materials I read with others.	Pre	4 ^b	22	56	18	2.13	.76
		Post	2	20	60	16	2.13	.73
17.	I think it is a waste of time to do English pleasure reading.	Pre	7	20	58	16	2.82	.78
		Post	2	18	71	9	2.87	.59
18.	Regardless of schoolwork, I find some time for English pleasure reading.	Pre	2	7	80	11	2.00	.52
		Post	0	24	62	13	2.11	.61
19.	I feel happy when doing English pleasure reading.	Pre	4	22	62	11	2.20	.69
		Post	2	42	49	7	2.40	.65
20.	I actively engage in English pleasure reading.	Pre	2	9	69	20	1.93	.62
		Post	2	11	73	13	2.02	.58
21.	I think it is wonderful to do English pleasure reading just for fun.	Pre	27	62	9	2	3.13	.66
		Post	40	56	4	0	3.36	.57
22.	I feel easy and comfortable when doing English pleasure reading.	Pre	2	40	51	7	2.38	.65
		Post	2	38	53	7	2.36	.65
23.	I think English pleasure reading keeps me informed.	Pre	18	76	7	0	3.11	.49
		Post	18	73	9	0	3.09	.51
24.	English pleasure reading bores me.	Pre	7	24	58	11	2.73	.75
		Post	2	33	62	2	2.64	.57
25.	I think English pleasure reading does me good.	Pre	18	78	4	0	3.13	.46
		Post	24	71	2	2	3.18	.58
26.	I seldom do English pleasure reading.	Pre	18	67	7	9	2.07	.78
		Post	13	76	11	0	1.98	.50
27.	English pleasure reading is my biggest fear.	Pre	13	29	47	11	2.56	.87
		Post	4	36	53	7	2.62	.68
28.	I am not interested in English pleasure reading.	Pre	13	42	36	9	2.40	.84
		Post	9	29	60	2	2.56	.69
29.	I forget my problems when doing English pleasure reading.	Pre	4	18	62	16	2.11	.71
		Post	2	16	71	11	2.09	.60
30.	I anticipate the plots in the books when doing English pleasure reading.	Pre	11	60	27	2	2.80	.66
		Post	16	69	13	2	2.98	.62
Average Mean		Pre					2.51	
		Post					2.59	

Reliability coefficient $\alpha = .95$ in the pre-test

Reliability coefficient $\alpha = .93$ in the post-test

Note. ^a **4** = strongly agree, **3** = agree, **2** = disagree, **1** = strongly disagree

^b The percentage has been rounded to the nearest whole number.

APPENDIX J

Chinese Version of the Participants' Reflection Journals

研究個案 34：第一次看到把鬼的外表描述的這麼生動的文句，整個鬼的模樣很生動的呈現在腦海中，成功地刻劃出鬼的模樣。我從來沒有看過哪一位作者可以把鬼的樣子，寫的如此真實，又比喻的很貼切。

研究個案 33：這是一篇以小馬為第一人稱中心的故事。

研究個案 27：今天選擇了等級 3 的書，每頁都有非常多的字看不懂，雖然藉著前後文還是可以了解大致的意思，但是還是滿辛苦的。

研究個案 36：今天教室周圍的雜音太多，相思林有施工，社科院前應該是在除草吧。

研究個案 46：時間的關係，只能看到作者介紹這兩個人的大概。

APPENDIX K

Participants' Basic Information and Scores on the Pre-test and Post-test of the Questionnaire of Leisure Activities and Attitudes towards English Pleasure Reading

No.	Age	Sex	Major	Pre-test	Post-test	Score Difference
1	21	M	Animal Science	117	116	-1
2	20	M	Food Science	74	77	3
3	19	F	Animal Science	77	81	4
4	20	M	Food Science	72	76	4
5	20	M	Food Science	60	67	7
6	22	F	Society	62	66	4
7	20	F	Food Science	78	84	6
8	20	M	Food Science	80	89	9
9	19	M	Food Science	54	54	0
11	18	M	Architecture	81	80	-1
12	20	M	Landscape Architecture	80	81	1
13	19	F	Animal Science	66	70	4
14	20	F	Animal Science	72	74	2
15	19	M	Food Science	71	82	11
16	19	F	Hospitality Management	76	86	10
17	19	M	Food Science	63	79	16
18	21	M	Architecture	75	80	5
19	19	M	Food Science	79	85	6
20	19	M	Food Science	76	85	9
21	18	F	Food Science	76	78	2
23	20	F	Architecture	81	86	5
24	18	M	Food Science	68	73	5
25	19	M	History	72	79	7
26	19	F	History	77	66	-11
27	18	M	History	52	71	19

APPENDIX K (continued)

No.	Age	Sex	Major	Pre-test	Post-test	Score Difference
28	20	M	Philosophy	78	72	-6
29	19	M	Japanese	67	67	0
30	24	M	History	81	83	2
31	19	M	Japanese	97	87	-10
32	19	M	History	83	86	3
33	19	M	Philosophy	46	42	-4
34	18	F	History	80	81	1
35	21	F	Chemistry	98	85	-13
36	21	M	Chinese	86	74	-12
37	20	M	History	56	66	10
38	22	M	Sociology	52	67	15
39	19	F	History	81	82	1
40	18	M	Music	70	70	0
41	20	F	Chinese	86	83	-3
42	18	F	Philosophy	77	86	9
43	18	M	History	102	82	-20
44	19	M	Chinese	82	79	-3
45	19	F	Japanese	79	79	0
46	20	M	Japanese	73	74	1
47	20	M	Philosophy	69	84	15

APPENDIX L

Chinese Version of Analytical Results of the Interviews

1. 你平常休閒的時候都做些什麼消遣？

- 研究個案 17：(1)上 BBS 聊天(2)閱讀一些中文的課外讀物(3)打球
研究個案 18：(1)睡覺(2)打球(3)看電視(4)上網
研究個案 24：(1)打電腦(2)出去走走
研究個案 27：(1)上網(2)打電動(3)偶爾看看有關歷史的書
研究個案 29：(1)打電動(2)聽歌(3)四處玩(4)看漫畫
研究個案 31：(1)看漫畫、小說、歷史書之類的東西
研究個案 35：(1)讀自己系上的書(2)上網(3)逛街
研究個案 36：(1)打球(2)上網(3)看中文系的書準備考試
研究個案 38：(1)打球(2)打電腦遊戲(3)上網(4)聽音樂(5)看電影(6)出去玩
研究個案 39：(1)上網(2)睡覺(3)偶爾會出去跟朋友吃飯、聊天之類的
研究個案 43：(1)到圖書館裡面去看書(2)打電腦(3)閱讀歷史系的書籍
研究個案 46：(1)看電視(2)聽音樂(3)上網(4)看電影
研究個案 47：(1)看課外書(2)打球(3)登山

2. 你平常休閒的時候喜歡看一些英文讀物嗎？

- 研究個案 17：很少。
研究個案 18：對我自己有幫助的話，我會去看譬如有關於，像我現在是學建築系的話，我會比較想看有關於這方面的書。時間上來講的話就比較不一定，因為也沒有找出一個就是固定的空閒時間。
研究個案 24：很少。
研究個案 27：幾乎沒有。
研究個案 29：不喜歡。
研究個案 31：喜歡看空中英語教室之類的雜誌，不過因為都看不懂，好像就沒什麼興趣的樣子。
研究個案 35：不是說很喜歡，不過我都會逼著自己去看，因為現在英文很重要。我覺得自己的英文程度不是說很好，所以我都會逼著自己去看類似空英這樣的書，多認識一些單字。我喜歡有圖片跟文字參雜在一起，不喜歡像小說這樣子，這樣像文言文的東西，我可能看不懂吧！
研究個案 36：可能比較少吧！偶爾會看旅遊的英文雜誌。
研究個案 38：不喜歡。
研究個案 39：沒有這麼做過。
研究個案 43：很少，從高中以後幾乎沒有，會看我們系上的原文書。
研究個案 46：應該不會，除非為了課堂上的需要。
研究個案 47：不太會，大部分是運動雜誌或報章雜誌上一些簡單的報導。

3. 在以前的求學過程中，你有沒有類似這學期英文閱讀課的經驗？

研究個案 17：以前高中英文課的時候，老師會發一些從報章雜誌剪的報導，或是發一些課外讀物讓我們閱讀，然後要寫心得。

研究個案 18：沒碰過。

研究個案 24：高中的時候，像這學期一樣看書，然後在課堂上寫心得。

研究個案 27：沒有。

研究個案 29：有。在高中的時候，有類似像這學期這樣子的經驗。就老師坐在旁邊看書，我們也是自己看一些課外書。然後，我看不懂，所以就睡覺。

研究個案 31：有類似課程。在小學的時候，大概一個禮拜一次，在課堂上，老師會給你一些小說，然後就是要你看。看完以後會要求你做一些跟你看的書有關的題目，最後就是會把答案說出來看你對多少，不過那個是沒有計算分數的。

研究個案 35：沒有。

研究個案 36：專科的時候，我去旁聽一個課程叫英文字彙與閱讀。課本是原文書，老師就是只有講解文章而已，然後講完就看大家有什麼感想這樣，事後就考試。

研究個案 38：沒有。

研究個案 39：高中的時候，但是沒有這麼開放讓我們自己去選擇。寒假或暑假的時候，老師都會指定說要看某一本小說，然後開學就考，所以非看不可。

研究個案 43：沒有。

研究個案 46：從來沒有過。

研究個案 47：我覺得有。有時候老師會加強我們閱讀能力，就會一個禮拜發一份類似文章小品讓我們看這樣子，然後也是寫寫說你對文章小品的心得。

4. 你覺得這學期的英文閱讀課和以前的英文閱讀課有什麼不同？

研究個案 17：(1)可以選自己想看的東西。

(2)比較輕鬆，以前就是為了交作業，現在就是純粹看完。

研究個案 18：最大的不同在於之前閱讀的東西比較少。

研究個案 24：高中的時候比較強迫性，這學期比較自由、沒有限制，可以比較寫自己的感想。

研究個案 27：(1)蠻輕鬆的。

(2)比較有機會去看到一些自己平常不可能會去碰的書。

(3)老師很好。

研究個案 29：差不多。

研究個案 31：比較輕鬆。

研究個案 35：來到東海我發現到學校蠻重視閱讀的。以前老師都會叫我們去圖書館借某些書，或者去敦煌書局買某些書。但是，他們就是不會在課堂上這樣子，類似一個小時的時間讓你閱讀。通常老師這樣講一講，學生可能聽聽就算了，不會真的去買來讀。我覺得這樣閱讀一個小時其實不錯，可以逼自己靜下心來讀書。

研究個案 36：(1)感覺上壓力小很多，因為沒有那種考試的壓力，就唸英文的時候可以比較輕鬆，情緒上可能比較沒這麼焦慮。

(2)書還會分程度，這樣挑書的話比較好挑。

研究個案 38：還滿愉快的，因為有選擇權，可以選擇适合自己程度的書。

研究個案 39：就是很自由，然後可以自己找有興趣的書，比較不會呆板專制。

研究個案 43：我覺得就是自己主動要去讀英文的那種動力可能會比較強一點，因為書籍很多，你可以自己挑選。以前的課可能就是著重於老師的教學，然後我們要吸收。這個課好像就是有啟發性的讓我們自己去讀。

研究個案 46：這一學期的閱讀課比較讓自己去讀，沒有什麼壓力。看你要讀 1 頁、2 頁，或 3 頁，反正你就讀。覺得它就像一個鑰匙，把閱讀的門打開。這樣啪的一聲，就是讓你開始慢慢接觸，強迫你，也不是強迫。但是，其實也算半強迫你去讀一些書。如果不小心有個人，就是突然看個 2、3 頁看得起勁的話，搞不好他會開始閱讀。

研究個案 47：沒有像我們有固定的閱讀時間。站在以前的立場，我會覺得沒那麼輕鬆自在，因為我就覺得好像我是要為了要去交那份作業而去看那篇文章，而不是我覺得我很輕鬆自在去看那篇文章，從文章中有所得，我覺得差距在這吧！

5. 這學期的英文閱讀課裡，你有什麼樣的閱讀經驗？感覺是什麼？

研究個案 17：有時候選到太難的看不懂，然後就查字典。

研究個案 18：就是去上英文課，然後在那邊看英文課本這樣子，沒有特別的感覺。

研究個案 24：希望老師坐在前面觀察學生的情形，因為有時候會想打瞌睡，但是如果老師坐在前面可能比較不會想吧！

研究個案 27：(1)看書就像看故事一樣而已。

(2)沒有什麼澎湃洶湧的感覺，就很平常這樣。

研究個案 29：其實我覺得那是看個人，如果他不想看的話，你怎麼勉強他，他都不會想看。我覺得我自己本身已經演變成已經不喜歡英文了，所以你這樣逼我怎麼唸，我還是不會唸。

研究個案 31：很少。

研究個案 35：每當我在選書的時候，我都會先看後面的級數，然後順便看一下插圖是不是我喜歡的，這樣我才比較會接受去閱讀吧！然後，就經驗來講的話，我覺得像某些故事書的下面會有單字又有解釋，我覺得這樣我不用查就可以馬上知道單字的意思，我覺得這樣是很不錯的書。

研究個案 36：有一次看一本書，然後就完全不懂，就蠻挫折的，而且閱讀的速度很慢，因為我想試試看能不能把它猜懂。

研究個案 38：(1)瞭解不同文化上的異同。

(2)可以讀比較簡單輕鬆的東西。

研究個案 39：有些書都畫插圖畫很漂亮，就會很吸引人。其實我每次來都很累，因為都是上整天課，所以都沒有很認真讀。

研究個案 43：之前看過這本書就是翻拍過的電影，這樣子讀起來可能會比較輕鬆。因為我們學英文有時候會著重在不會的字、段落、及前後句連貫。這樣的書得起來前後比較能連貫起來，遇到不會的大概可以猜出來這什麼意思，可能就是對那個故事會印象更深。

研究個案 46：我看了一本叫做 ring 的小說，感覺很累。因為它是用那種敘事的方法，我看了 3 次，還沒看完，到現在還不知道裡面到底在幹嘛。

研究個案 47：(1)我喜歡老師的教學方式。

(2)自由閱讀自己喜歡的書。

(3)可以跟別人分享自己的想法。

6. 你對於這學期的英文閱讀課有什麼樣的想法、批評或建議？

研究個案 17：(1)在課堂上分組討論

(2)老師提供一些閱讀的方法。

研究個案 18：(1)邊閱讀邊討論，我看到哪裡有有趣的事情就可以討論到哪裡。就是很自由，想要講什麼都隨時可以討論，不一定要侷限在一個小時裡面。

(2)讀的書再更有趣一點。這學期的讀物是比較制式，因為那些故事其實對我們來說都已經有點提不起興趣去閱讀，就有點無聊幼稚。像我的話，書籍有碰觸到個人興趣的話，譬如說運動，就會比較有興趣。

研究個案 24：看書的時間太少，希望時間可以再長一點。

研究個案 27：沒有。

研究個案 29：沒有。

研究個案 31：上閱讀課的時候，真正認真的在看書的其實很少。如果看完書，寫一篇那個感想之類的，列入學期成績的加分，我覺得可以增加一點樂趣。就是加分而已，沒有扣分。

研究個案 35：我覺得這樣不錯，可以訓練我們的英文程度。

研究個案 36：我覺得都還不錯。

研究個案 38：(1)閱讀時間加長。

(2)要有足夠的時間去寫自己的感想。

(3)半強迫式的用英文寫感想。

研究個案 39：(1)時間可以再長一點。

(2)環境再好一點，譬如說有冷氣、沙發之類的，應該就是讓人家有比較舒服的心情去看書吧。

研究個案 43：我覺得要以一本書的量來說，這樣子一節課的時間應該是太少了一點。

研究個案 46：就是書可以平民化一點、更流行一點。就是有些書看起來就令人很害怕。

研究個案 47：希望與同學之間的互動可以多一點。

7. 這學期以來，你自己覺得你的英文閱讀習慣有改變嗎？

(如果學生回答“有”則請學生敘述一下有哪些轉變)

研究個案 17：(1)以前沒有看那麼多英文，以後自己可以嘗試去借一些英文的課外讀物來看。

(2)覺得英文沒有那麼難了。

研究個案 18：以前就看圖片，這樣翻過去。現在變的比較主動會去接觸英文書。有去圖書館借一些比較有興趣英文書來看。

研究個案 24：比較習慣看英文書。

研究個案 27：沒有每個字都去查單字了，不會的跳過。

研究個案 29：依然故我，沒有改變。

研究個案 31：有這個念頭希望有空可以閱讀一些英文的小說。不過，說真的，因為我們連系上面的功課也處理不好，就很難再花時間去處理英文。

研究個案 35：(1)英文理解力會變的比較好吧！

(2)平常會比較主動嘗試著去看，之前都是被動的，就是學校規定的你就去做，沒規定的你就算了，那這學期，譬如說你到了敦煌書局，有本課外讀物的封面不錯，就會想要翻來看看，看自己懂得多少單字。

研究個案 36：因為上這個閱讀課，我有跟同學講這件事情，然後同學之間就自己組成的比較小的讀書會。我們每個禮拜會找一本英文讀物各自回家看看，讀完之後就是大家會寫一篇心得，然後就交給一個人去保管，然後就是大家那個書就再交換，交換之後就再寫心得，然後到最後統合起來看大家意見哪裡不一樣。其實每個人看起來那個感覺都是差很多，大部分是著重自己生活經驗，並沒有對書的內容作什麼批評這樣。因為就覺得說唸中文系，覺得英文實在是不碰不行，所以才會想組一個讀書會，因為感覺上好像就是人都會有惰性，至少有一個規定，讓我們去做這樣的事情，不然，大概就很少會去碰英文了吧！

研究個案 38：(1)英文閱讀習慣沒改變。

(2)看電影加強英文聽力。

研究個案 39：上課的時候來看一下，可是平常的時候還是不會主動去看。

研究個案 43：我覺得可能會有一點啟發吧！實際上的改變可能看不到，可能在內心深層處可能會有，就是當你認為英文沒有那麼可怕、那麼令人畏懼的時候，這就是一個非常大的轉變了。可是其實在我覺得，我的英文能力可能增强的地方，可能就是那種成功的可能性並沒有很多。

研究個案 46：英文閱讀其實沒什麼改變。

研究個案 47：(1)英文閱讀上的恐懼感降低。

(2)挑選適合我自己的英文書籍。

8. 你還有沒有什麼關於閱讀的事可以跟我分享？

研究個案 17：不要排在下午第一節，因為會想睡覺，可以安排在早上或是下午就是 3、4 節。

研究個案 31：如果每堂課都只是在閱讀，我覺得有點無聊。所以偶而聊一下天，討論、互動多一點，我覺得不錯。

研究個案 36：因為英文程度也不是很好，所以一開始看到這些書還是會有一點距離的感覺，感覺好像沒辦法唸下去。現在心情上會比較輕鬆一些阿，因為比較沒有壓力，然後也可以蠻隨性的就是挑自己喜歡的內容去看，如果不想看這一章，你可以跳過去看下一章。所以我覺得形式上比較輕鬆一點，但是我還是很恐懼英文。

研究個案 38：我在閱讀的時候觀察到的一個現象，可能就有些同學就直接寫感想，他也不會去看他的書。

研究個案 46：對這個計畫，我覺得有用但是很累。這是一個大家都知道的道理，英文閱讀其實就好像你學國語一樣，就是你一定要看文章，才會增進你自己英文的實力，不是永遠就是句子、會話。就是你閱讀的話，你就可以增進自己的實力。可是除非是那種很熱忱，很熱忱的學生，一般的學生，像我，我就會覺得好累喔！又要看英文書，你給我一本漫畫或是中文書，不是更好嗎？就是那種感覺！

研究個案 47：有一些分享讓我自己反省及成長。