

MASTER'S THESIS

A study of how the socio-economic status of the family influences the reading interests of junior EFL students in Hong Kong

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Date of Award:
2000

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**A STUDY OF HOW THE SOCIO-ECONOMIC
STATUS OF THE FAMILY INFLUENCES THE
READING INTERESTS OF JUNIOR EFL
STUDENTS IN HONG KONG**

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**A Dissertation Submitted In Partial
Fulfilment Of The**

MASTER OF ARTS IN LANGUAGE STUDIES

HONG KONG BAPTIST UNIVERSITY

AUGUST 2000

Abstract

The present study is a study on the influence of the socio-economic status of families on the reading interests of junior secondary students in Hong Kong. The focus was on students' reading interest outside the school environment. Analysis was made by comparing reading interests of students from higher and lower socio-economic classes, in terms of reading amount and types of books.

The findings showed that families of different socio-economic status provided different reading environments and that different socio-economic status had effects on the reading interests of students. It is very clear that positive encouragement and involvement of parents did significantly enhance the students' interest in reading.

We suggest some ideas for helping student to have a wider and more balanced range of reading interests, together with advice on the roles of parents, teachers, publishers and the government. Parents are suggested to arouse students' interests in reading by active participation instead of giving only verbal encouragement. Teachers should be conscious of students' backgrounds which have impact on their interest in language learning. Publishers should pay attention in producing books that cater students' needs. The government should take initiatives to promote reading not only among students but also in the community as a whole.

摘要

本論文探討家庭的社會經濟地位對香港低年級中學生的閱讀興趣影響。本文主要探討學校以外的閱讀興趣。這裡所指的閱讀興趣是以閱讀的分量和種類來顯示。研究結果顯示家庭閱讀環境因社會經濟地位不同而有所差異。與此同時，不同的社會經濟地位對孩子的閱讀興趣有所影響。而父母積極的鼓勵和參與孩子閱讀活動可提高孩子閱讀興趣。

根據研究結果，作者提出一些建議予各有關方面，希望能幫助學生建立更廣泛和均衡的閱讀興趣。為了使學童產生閱讀興趣，家長宜盡量和學童一起閱讀，此舉比單以口頭鼓勵更有效。教師應多留意學生背景，因為學生背景也會影響他們對學習言語的興趣。出版商應掌握學生的需要。政府更應擔當閱讀的倡導角色，不只單單推動於學生中，更應擴闊至整個社會。

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