

MASTER'S THESIS

A study of the effects of the Hong Kong extensive reading scheme in English for secondary schools (ERS) on secondary two students

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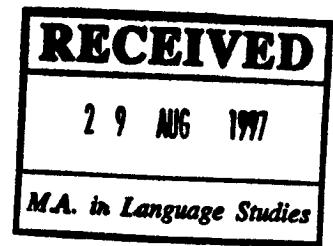
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**A STUDY OF
THE EFFECTS OF THE
HONG KONG EXTENSIVE
READING SCHEME IN ENGLISH
FOR SECONDARY SCHOOLS (ERS)
ON SECONDARY TWO STUDENTS**

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ABSTRACT

The present study is a small scale investigation into the effects of an extensive reading programme of English story books on the English language development of secondary two students in Hong Kong. The reading programme here refers to the Hong Kong Extensive Reading Scheme in English for Secondary Schools (ERS). It first deals with the background of the present study. Then a review of literature of the relationship between extensive reading of English and learners' language development in English is presented. Following a description of the present study and the results found, an analysis of the results is attempted. In this study, two groups of secondary two students are the subjects of the experimental group and the control group respectively. The students in the experimental group have been participating in the reading scheme for nearly two years whereas students in the control group have not. The two groups' test results and responses to the questionnaire survey showed differences : the experimental group showed a greater improvement in their language development in English and had a more positive attitude towards reading English story books than the control group.

前言

本論文是從一個小規模的研究形式去探討一個英文故事書廣泛閱讀計劃對香港中學二年級學生的英文語文發展的影響。這裏所指的閱讀計劃即是香港中學英文科廣泛閱讀計劃 (The Hong Kong Extensive Reading Scheme in English for Secondary Schools)。本文先探討現時香港中學英文科的閱讀教學。然後再評述廣泛閱讀英文與英文語言發展的關係。在描述本研究的方法及所得的結果後,筆者將嘗試分析研究所得的結果。在此研究中,被研究的對象是兩組中二級的香港學生。其中一組(實驗組)已從中一開始參與英文科廣泛閱讀計劃。另一組(參考組)並沒有參與這閱讀計劃。研究結果顯示,兩組學生在英文語文能力測試和寫作能力測試中有著明顯的差異。實驗組的學生比參考組的學生有更大的進步及對閱讀英文故事書有比較正面的態度。

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