

English Reading Attitudes, Reading Strategies and English Academic Achievement of Senior and Vocational High School Students

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ABSTRACT

The purpose of this study was to explore if there is a significant correlation with English reading attitudes, English reading strategies and English academic achievement for senior and vocational high school students. The samples of this study, using the convenience sampling, were included 571 high school students. The questionnaires were evaluated by two instruments, one is English Reading Attitudes Scale and the other is English Reading Strategies Scale. The data was analyzed by descriptive statistics, t-test, Pearson's correlation, and multiple regression. The findings were as follows: (A) Different gender of senior high school students are significant difference in affective attitudes of English reading. Different gender of vocational high school students are significant difference in cognitive attitudes of English reading. (B) Different grades of senior high school students are significant difference in behavioral attitudes of English reading. Different grades of vocational high school students are significant difference in cognitive attitudes of English reading. (C) The fathers' academic of senior high school students are significantly different in cognitive reading attitudes. (D) The mothers' academic of senior high school students are significantly different in emotional, behavioral and cognitive reading attitudes. (E) Different gender of vocational high school students are significant difference in metacognitive strategies, cognitive strategies and affective strategies. (F) Different grades of senior high school students are significant difference in cognitive strategies and affective strategies. Different grades of vocational high school students are significant difference in metacognitive strategies and cognitive strategies. (G) The mothers' academic of senior high school students are significantly different in metacognitive strategies, cognitive strategies and affective strategies. (H) English reading attitudes and reading strategies of senior and vocational high students are positively correlated. Based on the previous studies and the research results of this study, suggestions were offered for English teaching, learning counseling and the future researchers respectively.

Keywords : high school student、English reading attitudes、English reading strategies、English academic achievement

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