

Computer Technology and College Students' Reading Habits

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ABSTRACT

The purposes of this study were to determine if computer technology had an impact on EFL college students' reading habits and if students' online reading habits and their demographic variables, such as gender, age, CJEE scores, employment status, and online hours were related. 124 valid survey questionnaires were collected from college students in a university in southern Taiwan. The results indicated that college EFL students' reading habits changed from paper-based to internet-based reading. 83.9% of students read online information often everyday and 69.3% of them read emails everyday. In contrast, only 31.4% of them read newspapers, and 33.1% of them read magazines often everyday. The top 8 things students do online daily are checking emails (100%), listening to music (96.8%), chatting with friends (96%), using MSN (95.2%), reading online information (88.7%), viewing online photo albums (85.5%), using Yahoo messenger (76.6%), and shopping online (54%). Students read more online news, emails, sales information, movie review, and fashion news than any other information. As to the topics of interest, the ranking sequence that students indicated is entertainment, news and media, computer and internet, recreation and sports, references, arts and humanities, and health. The results also indicated that gender, age, education, CJEE scores, employment status, online hours, and college students' reading habits are related. Suggestions and implications as well as future research directions were included in this study.

Key words: Reading habit, Reading behavior, Online reading, Computer technology

BACKGROUND

The invention of computer in 1950s, the advance of computer technology in 1970s, and the prevalence of personal computer in 1980s and 1990s seem to lead to the revolution of people's literacy world in the 21st century. People nowadays tend to rely more on computer-based resources (such as writing emails, sending free e-cards, watching online video, reading online news, transmitting instant messages and photos by Yahoo or MSN messengers, exchanging information in online chat room or discussion area) than paper-based resources (such as writing letters, sending cards and postcards, reading newspapers, magazines, novels, and sending pictures by snail mails). As Leu (2000, p.1) pinpointed, "Literacy is rapidly and continuously changing as new technologies for information and communication repeatedly appear and new

environments for exploring these technologies are continuously crafted by users.” Does computer technology affect college students' reading habits? Lyons (1999) claimed that the computer revolution is unlikely to significantly affect reading habits in the perspective of history and current literacy trends. However, other researcher believed that computers and the Internet are changing the way people read (Lamb, 2005). Additionally, “this new media and online literacy belong to and affect people of all ages” (Hagwood, 2003, p.387). Caverly and Peterson (2002, p.291) also indicated that,

Today, computer technology is integrated into almost every aspect of learning in higher education: textbooks arrive with CD-ROMs; homework is delivered and graded on the World Wide Web (WWW); and assignments are designed to be completed collaboratively through electronic mail.

In fact, “the Internet becomes an important part of college students' lives, not only for their studies and daily routines, but as a tool for getting to know other people and the rest of the world” (Chou & Hsiao, 2000, p.66).

In a survey study of the Internet addiction of 910 Taiwan college students, Chou and Hsiao (2000) found that college students who are addicted to the Internet spent an average of 17.66 hours on BBSs, 6.58 hours on the WWW, 3.47 hours on e-mail, and 5.47 hours on games every week; whereas, those who are not addicted spent an average of 6.6 hours on BBSs, 3.94 hours on the WWW, and 1.42 hours on e-mail every week. This interesting fact incited me to conduct a pilot study to inquire 83 college students in my writing class of their online access hours. 42% of them admitted that they spend more than 3 hours online and 57% of them spend 1 to 2 hours online everyday. These data imply that college students do spend more time reading information online than reading offline everyday.

Thus, as Hagood (2003, p.387) emphasized, “because new media and online literacy are part and parcel of our day-to-day lives, reading researchers and educators need to begin to view them as a central aspect of literacy research.” It is of interest to know if computer technology affected students' reading habits and if we could help them in any respect. Helping more students to become effective readers is one of the goals of educators in modern times. If computers have replaced the traditional literacy world, it is noteworthy that educators, publishers, writers, and software engineers might cooperate with each other to create more interesting and economic online materials for students based on the knowledge of students' reading habits and reading behaviors.

Research on Reading Habits

Reading habits, for the purpose of this survey, are defined as how often, how much, and what students read. For the past few decades, many researchers have devoted efforts to examining learners' reading habits (e.g. Allen, 1986; Anderson, Higgins, & Wurster, 1985; Cheng, Shen, Chou, & Hung, 1997; Dimitrijevic, & Gunton, 1975; Gallik, 1999; Hashway, Duke, & Farmer, 1993; Lamme, 1976; Mokhtari, & Sheorey, 1994; Scales, & Biggs, 1987; Scales, & Rhee, 2001; Sikiotis, 1981; Watson, 1978; Womack, & Chandler, 1992). With their endeavors, researchers have discovered that reading habits are associated with students' gender (e.g. Stanchfield & Fraim, 1979; Scales & Biggs, 1987; Scales & Rhee, 2001; Synder, 1981), age (e.g. Fusco, 1986; Platt, 1986; Sikiotis, 1981), educational background (e.g. Allen, 1986; Bank, 1986; Gallik, 1999; Gallup, 1986; Hall, 1989; Hashway, 1993; Johnson, Peer, & Baldwin, 1984; Mellon, 1990; Palmer, 1983; Patterson, 1986; Platt, 1986; Reutzell & Mitchell, 1986; Scales & Rhee, 2001; Sheorey & Mokhtari, 1994; Sikiotis, 1981; Snyder, 1981; Summers & Lukasevich, 1983; Watson, 1978), academic

performance (e.g. Lamme, 1976; Anderson, Higgins, & Wurster, 1985; Hafner, Palmer, & Tullos, 1986), employment status (e.g. Hashway, Duke, & Farmer, 1993; Mikulecky, 1979; Ogunrombi & Adio, 1995), and professional growth (Cheng, Shen, Chou, & Hung, 1997; Wood, Zalud, & Hoag, 1995).

In the respect of gender, boys and girls do read differently. Boys' reading interest increased for automobiles, occupations, music, and travel, but decreased for outer space (Stanchfield & Fraim, 1979). Girls read significantly more books than boys did (Synder, 1981). Girls select topics of an affective nature more than boys, while boys choose topics related to physical activity more than girls (McKenna, 1986). Topics liked by both sexes included cartoons and comic books, weird but true stories, rock stars, ghosts, magic, stories about famous people and exploring the unknown. Further, girls tend to be moderate and heavy book readers, while boys tend to be either light readers or nonreaders (Patterson, 1986). Kendrick (1999) indicated that the majority of middle school boys do not read and do not enjoy reading unless required by their teachers. Scales and Biggs (1987) found that more females than males read advertisements without difficulty. Additionally, Scales and Rhee (2001) reported that more females than males like to read the Bible and magazine, while more males than females like to read reports and manuals. Scales and Rhee (2001) also discovered that gender, race, and education were predictors for adult participants' reading habits, while education and race were predictors for reading pattern.

Reading interest or preferences seemed to be differed with different age levels. Mellon (1990) surveyed the leisure reading choices of rural teenagers, and found that their reasons for leisure reading were for entertainment and for acquiring information. Magazines and newspapers were found to be the most preferred reading materials of teenagers. Murphy (1980) showed that informational reading was the main purpose for adult reading and their most popular books are: adventure, crime, social problems, novels, politics, and sports in ranking sequence. Platt (1986) reviewed several selected studies on reading preferences of adolescents, and concluded that adolescents do read extensively in books, periodicals, and newspapers. Graduate and undergraduate students' reading behaviors are slightly varied. Hall (1989) examines 285 freshmen at a large southern urban university. Over 70% of all students favored reading magazines and newspapers most and novels least, and half of the students read the sports, entertainment, and front-page sections of the newspaper regularly. In addition, graduate ESL students spent more time reading academic materials than did their undergraduate counterparts (Mokhtari & Sheorey, 1994).

Researchers' findings of reading habits varied on academic performance. Caverly and Peterson (2000) noted that research on the effect of technology on reading achievements demonstrated mixed results. On the one hand, Sheorey and Mokhtari (1994) indicated that there is no significant difference between high- and low- proficient readers with regard to amount of time spent reading academic or nonacademic materials. On the other hand, Gallik (1999) posed that there is a significant and positive relationship between students' cumulative grade-point average and time spent reading for pleasure during vacations. Further, Mokhtari and Sheorey (1994) explored the reading behavior patterns of 158 ESL students and found that university ESL students' levels of education and English proficiency were associated with their reading behavior patterns. Subjects in high English proficiency group spent more time reading academic materials than subjects in low English proficient group. On the contrary, Hafner, Palmer, and Tullos (1986) examined the differences in reading interests of good and poor 9th-grade readers and found no differences between good and poor readers in number of magazines or books read. However, good readers tended to

prefer books classified as complex fiction, adventure, and personal development and insights, while poor readers preferred more concrete books that related to doing or making things.

Additionally, based on Mikulecky's (1979) study, demographic variables such as race, income, and employment status have little predictive value for reading habits, and the gender of the reader slightly predicts reading habits and attitudes. In their report, working women are maintaining their positive reading attitudes and habits. Further, the amount of job related reading seems to be on the increase. Hashway, Duke, and Farmer (1993) found that parental and personal social economic status as well as their personal education and occupation influence their reading habits. Ogunrombi and Adio (1995) examined 600 students in 10 secondary schools in Nigeria to detect the factors that affected students' reading habits and found that home conditions did interfere with reading. Since few schools had libraries and trained librarians or teacher librarians, nor equipment and, nor new materials other than textbooks were available for students to read, they suggested public libraries to be established and stocked for students.

Research Questions

The purposes of this study were to investigate if computer technology had changed college EFL (English as a Foreign Language) students' reading habits and if their online reading habits were associated with the demographic variables, such as gender, age, academic performance, employment status, and online hours. Therefore, the following research questions will guide this study.

1. Do college students read online information more often than offline information in a general week?
2. What do college EFL students usually do and read when they surf on the Internet?
3. To what extent do students' reading habits and their demographical variables, such as gender, age, education levels, CJEE scores, employment status, and personal online hours related?

METHOD

Participants

The participants for this study were 124 EFL (English as a foreign language) learners randomly selected on campus in a university in southern Taiwan. This university which offers 2-year college program, 4-year college program, and graduate program is renowned for training professionals in pharmacy and science. It has approximately 18,000 students. Most students come from different cities in Taiwan. There are 16.1% male and 83.9% female students in this study. 37.9% of them are sophomore, 56.5% of them are junior, and 5.6% of them are senior. 77.4% of the students are between 20 to 23 years old and 6.4% of them are over 24. In respect of College Joint Entrance Exam (JCEE) scores in English, 1.6% of the students have scores between 21 and 40; 15.3% of them have scores between 41 and 60; 58.1% of them have scores between 61-80; and 24.2% of them have scores between 81 and 100. In addition, 36.3% of the students work part-time and 63.7% of them do not work. 50.8% of the students reported that they spend 1 to 3 hours online everyday; 28.2% of them spend 4 to 6 hours and 20.2% of them spend more than 6 hours a day on computer, while 0.8% of them do not spend any time online..

Instrument and Procedure

A 42-item questionnaire is designed for this study (see Appendix A). The questionnaire can be divided into five categories: seven items in demographic section, six items in how-often-they-read section, 18 items in what-they-read-online section, 10 items on what-they-do-online section, and one item on their topics of

interest online. The instrument was designed, tested, and revised with the following procedures. First, the researcher generated items based on the intended purposes and the possible research questions. Then, the researcher had peer review of the questionnaire from two colleagues. The researcher and the teachers discussed the flaws of the questionnaire, and revised the first draft of the questionnaire. Third, the researcher brought the questionnaire to a writing class of 23 for a pilot study. Fourth, after reviewed the results of the pilot study, the researcher revised the questionnaire and developed it to current questionnaire. Finally, the researcher distributed questionnaires on campus (e.g. in the cafeteria, in the library, in the classrooms, or in the language center) with three students' help. Those students stayed onsite, invited students to complete the questionnaires, waited for their responses, and collected back those questionnaires. Totally, 124 valid questionnaires were collected. After gathering the questionnaire, data were analyzed through totaling the frequency and percentages of responses for each of the 42 items with SPSS 12.0 for Windows. Crosstabs and Chi-square test were conducted to analyze the data. The pair-wise comparison using the Holm's Sequential Bonferroni Method was employed to detect the relationship between reading habits and students' demographic variables.

RESULTS

Paper-based vs. Computer-based Reading

The first question asked if college students read more computer-based information than paper-based information in a general week. Table 1 showed that 83.9% of them read online information and 69.3% of the students read emails frequently every week, while only 31.4% of students read newspaper, 33.1% of them read magazines, 32.3% of them read textbooks, and 19.3% of them read novels often in a general week. Meanwhile, 37.9% of students rarely read novels and 17.7% of them never read novels.

Table 1 Students' Weekly Reading Habits

Reading	Never N (%)	Rarely N (%)	Sometimes N (%)	Often N (%)	Very often N (%)
Newspaper	9 (7.3)	30 (24.2)	46 (37.1)	20 (16.1)	19 (15.3)
Magazines	6 (4.8)	30 (24.2)	47 (37.9)	27 (21.8)	14 (11.3)
Textbook	5 (4.0)	32 (25.8)	47 (37.9)	26 (21.0)	14 (11.3)
Novels	22 (17.7)	47 (37.9)	31 (25.0)	19 (15.3)	5 (4.0)
Email	1 (0.8)	13 (10.5)	24 (19.4)	36 (29.0)	50 (40.3)
Online information	0 (0.0)	6 (4.8)	14 (11.3)	42 (33.9)	62 (50.0)

Contents of Online Reading

The second question was "What do college EFL students usually do and read when they surf on the Internet?" As is shown in Table 2, students tend to check emails (100%), listen to music (96.8%), chat with friends (96%), use MSN messenger (95.2%), read information (88.7%), view photo album (85.5%), use Yahoo messenger (76.6%), shop (54%), and play games (50%) when they go online.

Table 2 Things Students Do Online

Things they do online by ranking order	Yes N (%)	No N (%)
Check e-mail	124 (100)	0 (0.0)
Listen to music	120 (96.8)	4 (3.2)
Chat with friends	119 (96.0)	5 (4.0)
Use MSN messenger	118 (95.2)	6 (4.8)
Read information	110 (88.7)	14 (11.3)
View photo album	106 (85.5)	18 (14.5)
Use Yahoo messenger	95 (76.6)	29 (23.4)
Shop	67 (54.0)	57 (46.0)
Play game	62 (50.0)	62 (50.0)

Table 3 indicated that college EFL students are reading news (48.4%), emails (68.6%), sales information (38.7%), movie review (37.1%), and fashion news (59.7%) than any other online information. Students seldom read magazines (46%), e-books (58%), stories (56.4%), journal articles (62.1%), horoscopes (37.9%), weather (39.5%), health (37.1%), comic strips (51.6%), jokes (50.8%), sports (50.8%), jobs (46.8%), and food information (36.3%). Therefore, college students read emails and fashion more often than any other online information. And students rarely read e-books, stories, and journal articles online.

Table 3 Online Information that College Students Read

Online reading	Never N (%)	Rarely N (%)	Sometimes N (%)	Often N (%)	Very often N (%)
News	5 (4.0)	20 (16.1)	39 (31.5)	26 (21.0)	34 (27.4)
Magazines	11 (8.9)	46 (37.1)	36 (29.0)	22 (17.7)	9 (7.3)
e-book	21 (16.9)	51 (41.1)	33 (26.6)	10 (8.1)	9 (7.3)
Stories	19 (15.3)	51 (41.1)	38 (30.6)	9 (7.3)	7 (5.6)
Email	0 (0.0)	14 (11.3)	25 (20.2)	30 (24.2)	55 (44.4)
Journal articles	26 (21.0)	51 (41.1)	33 (26.6)	10 (8.1)	4 (3.2)
Sales	18 (14.5)	22 (17.7)	36 (29.0)	26 (21.0)	22 (17.7)
Movie review	12 (9.7)	34 (27.4)	32 (25.8)	31 (25.0)	15 (12.1)
Horoscope	17 (13.7)	30 (24.2)	38 (30.6)	27 (21.8)	12 (9.7)
Weather	20 (16.1)	29 (23.4)	49 (39.5)	17 (13.7)	9 (7.3)
Health	6 (4.8)	40 (32.3)	44 (35.5)	23 (18.5)	11 (8.9)
Comic strips	23 (18.5)	41 (33.1)	40 (32.3)	13 (10.5)	7 (5.6)
Jokes	14 (11.3)	49 (39.5)	39 (31.5)	18 (14.5)	4 (3.2)
Fashion	6 (4.8)	18 (14.5)	26 (21.0)	40 (32.3)	34 (27.4)
Sports	25 (20.2)	38 (30.6)	31 (25.0)	19 (15.3)	11 (8.9)
Job	17 (13.7)	41 (33.1)	37 (29.8)	22 (17.7)	7 (5.6)
Food	14 (11.3)	31 (25.0)	52 (41.9)	16 (12.9)	11 (8.9)

Moreover, students' topics of interest by ranking are displayed in Table 4. They are entertainment,

news & media, computer & internet, recreation and sports, references, arts & humanities, health, business & economy, education, government, and science in sequence. Entertainment and media have more percentages than other topics. Business & economy, education, government, and science have lower frequency and percentages than any other item.

Table 4 Students' Topics of Interest Online by Ranking

Topics of Interest	N (%)
Entertainment	44 (35.5)
News & Media	38 (30.6)
Computer & Internet	16 (12.9)
Recreation & Sports	10 (8.1)
References	5 (4.0)
Arts & Humanities	4 (3.2)
Health	3 (2.4)
Business & Economy	1 (0.8)
Education	1 (0.8)
Government	1 (0.8)
Science	1 (0.8)
Total	124 (100)

Relationship between Reading Habits and Demographic Variables

The third research question asked, “To what extent do students’ reading habits and their demographic variables, such as gender, age, academic performance, employment status, and personal online hours related?” Table 5 showed the results of the relationship between college students’ gender, age, education, score, employment status, online reading hours, and their reading habits. Gender is related to online news and jokes reading with significant p value and positive Cramer’s V. In Pearson correlation coefficient, the Cramer’s V value ranges from -1 to +1, in which values close to 0 indicate a very weak relationship and value close to 1 indicate a very strong relationship. Although it doesn’t indicate strong coefficient correlation, age is related to reading online news, sales information, and horoscopes. Education is associated with reading newspaper and magazine online. CJEE scores and reading magazine, jokes, weather, health, and sports online are related. Employment status and reading novel online are related. Further, online reading hours are related to reading online movie review.

Additionally, more female than male students read newspaper and news online. Male students read jokes and sports review online more often than female students do. Younger students read news, sales information, and horoscopes online more often than older students. College students in junior level read newspaper more often than sophomores or seniors. Seniors read magazines more often than sophomores and juniors. Students with lower CJEE scores read more magazines than students with higher scores. Students with higher CJEE scores read jokes online more often. Students with lower CJEE scores read more weather news online. Students with CJEE scores between 61 and 80 read online health information

and sports information more often than those with lower scores. Students who are working read novels more often than who aren't. Students who spent more than 6 hours online tend to read movie review often.

Table 5 The Relationship between Reading Habits (RH) and Demographical Variables (DV)

Variables	Online reading	Pearson χ^2	p value	Cramer's V
Gender	News	11.576	.021*	.306
Gender	Jokes	12.065	.017*	.312
Age	News online	35.426	.018*	.267
Age	Sales information	32.825	.035*	.257
Age	Horoscopes	31.801	.045*	.253
Education	Newspaper online	15.870	.044*	.253
Education	Magazine online	17.069	.029*	.262
CJEE scores	Magazine online	29.521	.021*	.244
CJEE scores	Jokes	41.900	.000**	.291
CJEE scores	Weather	27.440	.037*	.235
CJEE scores	Health	27.230	.039*	.234
CJEE scores	Sports	31.285	.012*	.251
Employment	Novel	16.799	.002*	.368
Hours online	Movie review	23.759	.022*	.253

Note: *p<0.05, **p<0.01

CONCLUSION AND DISCUSSION

The rapid changes in the information age have resulted in literacy becoming more technological oriented. As Kern (2006) emphasized, computers not only offer instruction, feedback, and testing in grammar, vocabulary, writing, pronunciation, and other dimensions of language and culture learning, but also provide ready access to written, audio, and visual materials as well as references. These new technologies not only influence students' learning and studying in the classroom, but also affect their reading behaviors at home. The results of this study revealed that students read online information more often than offline information. Meanwhile, the time students spent in certain respect, especially in reading emails and online information surpass reading those paper-based materials. The results also indicated that gender is related to reading news and jokes online. Age is related to reading news, sales information, and horoscopes online. Education level is tied to reading newspaper and magazine online. College students' joint entrance exam scores in English and their reading habits, such as reading magazine, jokes, weather, health, and sports information online, were relevant. Employment status and reading stories or novels are related. Students' online hours are related to read online movie review. Those results seem to conform to the aforementioned researchers in that (1) different gender tend to read differently (McKenna, 1986; Stanchfield & Fraim, 1979; Patterson, 1986), (2) the topics of interest varied with age level (Mokhtari & Sheorey, 1994), (3) academic performance does matter (Mokhtari & Sheorey, 1994), and (4) employment status has little predictive value on reading habits (Mikulecky, 1979).

How do educators, teachers, and administrators cope with this change to improve students' reading habits, if reading information online is the trend? To what extent can educators, publishers, instructors, and researchers help in developing sound reading materials online, besides those news, media, and commercials? Grabe and Sigler (2002), after evaluating students' use of an online study environment, used to mention that educational publishers would eventually integrate instructional content and study activities online. Since easy access to reading materials plays a critical role in improving students' reading habits, the researcher suggested that book companies and educational publishers could provide more learning opportunities over the Internet and commercial software products to help students form a solid or robust online reading habits. Specifically, language arts, literature, and stories should be leveled and built in online to help students read and to cope with students in different reading levels. Students will benefit more if educational publishers, instructors, and researchers cooperate with each other on developing reading materials and publishing on the Internet for students to use. And this is an important goal for researchers who are interested in the impact of computer technology on students' reading behaviors, since we all have to follow the flow of technology when mice and keyboard as well as iPod dominate the world. The survey will be limited if the non-response rate is high. Therefore, further research can be conducted and focused on more subjects and subjects in different schools and countries. It can also be emphasized on what types of information should be built in online for students to read to enforce not only their reading habits, but also language skills in listening, speaking, reading, and writing.

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Appendix A

Reading Habit Questionnaire

I. Demographics: (Please check (v) your answer. Thank You!)

1. **Gender:** Male () Female ()
2. **Age:** Under 20(), 20-21(), 22-23(), 24-25(), 26-27(), Over 27 ()
3. **Education level:** Freshmen (), Sophomore (), Junior (), Senior (); Graduate ()
4. **College Joint Entrance Exam Score in English:**
Less than 20(), 21-40(), 41-60(), 61-80(), 81-100()
5. **Employment: Are you working?** Yes (), No ()
6. **Hours spent online everyday:** 0 hour (), 1-3 hrs (), 4-6 hrs (), more than 6 hrs ()
7. **Total number of magazines and novels you read in a year:** _____

II. How often do you read each of the followings in a general week?

1 (Never), 2(Rarely), 3(Sometimes), 4(Often), 5(Very Often)

(Please circle your answer on the 5-point Likert Scale.)

	Never	Rarely	Sometimes	Often	Very Often
1. Newspaper	1	2	3	4	5
2. Magazines	1	2	3	4	5
3. Textbooks	1	2	3	4	5
4. Novels	1	2	3	4	5
5. E-mail	1	2	3	4	5
6. Online information	1	2	3	4	5

III. What do you usually read on the Internet?

1 (Never), 2(Rarely), 3(Sometimes), 4(Often), 5(Very Often)

(Please circle your answer on the 5-point Likert Scale.)

	Never	Rarely	Sometimes	Often	Very Often
1. I read online news.	1	2	3	4	5
2. I read online magazines.	1	2	3	4	5
3. I read e-book.	1	2	3	4	5
4. I read stories/ novels.	1	2	3	4	5
5. I read email.	1	2	3	4	5
6. I read journal articles.	1	2	3	4	5
7. I read sales information.	1	2	3	4	5
8. I read movie review.	1	2	3	4	5
9. I read horoscope.	1	2	3	4	5
10. I read weather report.	1	2	3	4	5
11. I read health information.	1	2	3	4	5
12. I read comic strips.	1	2	3	4	5
13. I read jokes.	1	2	3	4	5
14. I read fashion information.	1	2	3	4	5
15. I read sports.	1	2	3	4	5
16. I read job information.	1	2	3	4	5
17. I read food/ nutrition.	1	2	3	4	5
18. Others. I read _____.					

IV. What do you do when you surf on the Internet?

- 1. I play game. Yes (), No ()
- 2. I look at photo album. Yes (), No ()
- 3. I listen to music. Yes (), No ()
- 4. I read all kinds of information. Yes (), No ()
- 5. I shop online. Yes (), No ()
- 6. I use MSN messenger. Yes (), No ()

7. I use Yahoo messenger. Yes (), No ()
8. I check e-mail. Yes (), No ()
9. I chat with my friends. Yes (), No ()
10. Others _____

V. Which category will you click first when you surf on the Internet? Please circle the category.

- (1) Arts and Humanities (2) Business and Economy (3) Computers and Internet (4) Education
(5) Entertainment (6) Government (7) Health (8) News and Media (9) Recreation and Sports
(10) Reference (11) Regional (12) Science (13) Social Science (14) Society and Culture

☺ Thank you very much for your participation! ☺

電腦科技與大學生的閱讀習慣

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摘 要

本研究主要的目的在探討電腦科技對大學生之閱讀習慣是否有影響，以及學生上網閱讀的習慣與他們的性別、年齡、教育階層、大學入學聯招的英文成績、就業與否、及上網時數是否有關。本研究以台灣南部一所大學為例，總共收集了一百二十四份有效問卷。其結果顯示許多大學生的閱讀習慣，確實由紙上閱讀變為網上閱讀。有百分之八十三點九的學生每天常上網閱讀訊息，有百分之六十九點三的學生每天常上網看電子郵件。相較之下，只有百分之三十一點四的學生每天讀報紙，及百分之三十三點一的學生每天閱讀雜誌。學生每天上網最常做的八件事情為：看電子郵件（100%），聽音樂(96.8%)，與朋友聊天(96%)，使用MSN立即傳訊(95.2%)，閱讀線上新聞(88.7%)，翻閱相簿(85.5%)，使用Yahoo立即傳訊(76.6%)，及網上購物(54%)。另外，學生閱讀最多的網上資訊是新聞，電子郵件，銷售訊息，影評，及流行訊息。學生上網時最有興趣的主題依次為娛樂、新聞媒體、電腦及網路、休閒運動、參考資料、藝術人文、及健康資訊。閱讀習慣與學生的性別、年齡、教育、大學入學聯招的英文成績、就業與否、及上網時數有相關。本文並包含建議及未來研究的方向。

關鍵字：閱讀習慣、閱讀行為、網上閱讀，電腦科技