English Reading Culture at the Hong Kong University of Science and Technology:
Habits, Interests, and Attitudes of First-Year Undergraduate Students

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Jenni DelVecchio
Belinda Nwagbara
Andrew St. Jean
Maksim Tyufekchiev

Sponsoring Agency: Language Center, Hong Kong University of Science and Technology

Submitted to:

Project Advisor: Chrysanthe Demetry, WPI Associate Professor
Project Co-advisor: Richard F. Vaz, WPI Dean of IGSD
On-Site Liaison: Brenda Yuen, HKUST Language Center Instructor

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Abstract

The Hong Kong University of Science and Technology aims to further cultivate an English reading culture among its students. The goal of this project, sponsored by the Language Center, was to characterize the first-year undergraduate students' English reading habits, interests, and attitudes. The findings of this study were used to compile a list of strategies to further enhance the English reading culture at the Hong Kong University of Science and Technology and to form recommendations for the Language Center.

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We would like to thank the Hong Kong University of Science and Technology, specifically our sponsoring agency, the Language Center, for providing us resources and a space to work in. Brenda Yuen, our liaison in the Language Center, was especially vital to our project's focus and development. She guided our efforts as well as initiated contact between our team and Language Center staff interviewees. We would also like to thank the associate directors of the Language Center, Dr. Keith Tong and Dr. Martha Lam for taking special interest in our project and providing helpful input.

Furthermore, we would like to thank all respondents to our online survey as well as those first-year students and Language Center staff members who volunteered to be interviewed.

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Executive Summary

The English language is used as a global means of communication in Hong Kong, especially in business and corporate settings. Therefore, English is used as a medium of instruction in all Hong Kong universities. Students who attend university have varying English proficiencies. As a result, many universities have a language enhancement department. At the Hong Kong University of Science and Technology (HKUST), this department is the Language Center. The Language Center is an academic resource that provides various activities, programs, and support to all students for language skill enhancement. English is considered a second language for many students and often proves difficult to learn; therefore, the primary focus of the Language Center is to develop students' English skills. One skill in particular that the Language Center is looking to improve is reading. In order to better understand English reading among HKUST students, the Language Center would like additional knowledge about the students' English reading habits, interests, and attitudes towards reading in English. This information combined with strategies to promote reading can help the Language Center further cultivate the English reading culture among the students at HKUST.

The goal of this research project was to provide the Language Center with a characterization of the first-year undergraduate students' English reading habits, interests, and attitudes. This study also provided recommendations to help further cultivate a reading culture within HKUST students. We achieved this goal by completing the following three objectives.

1. **Characterize the English reading habits, interests and attitudes of the first-year undergraduate students at HKUST.** We distributed an online survey to all 2195 first-year undergraduate students, and 629 responses were received. This represents a 29 percent response rate. To supplement the survey data, we conducted interviews with seven first-year students to investigate their English reading attitudes, and habits in more depth.

2. **Investigate the Language Center staff members' viewpoints on the first-year undergraduate students English reading habits, interests, and attitudes.** We interviewed nine Language Center staff members to solicit their ideas for reading strategies and resources that could improve students' reading habits.

3. **Identify barriers that affect students' English reading habits, and identify opportunities for the Language Center to consider for further cultivation of HKUST students' English reading culture.** From the data we collected we looked

for overlapping themes and patterns that indicated what students found difficult about reading in English and also what information could be used to encourage more English reading.

Findings

Most first-year HKUST respondents reported that a substantial amount of their English reading is done for academic purposes. Sixty-nine percent of all respondents to the survey indicated that they spent one or more hours reading in English for academic purposes on a school day. Although students did not report spending as much time reading for academic purposes on vacation days, they still indicated reading for some time academically in English.

Many first-year HKUST respondents reported reading daily in English for recreational purposes, although a majority of their recreational reading is done in Chinese. Seventy-five percent of survey respondents indicated that they spend some time reading for fun in Chinese on a typical school day, and 31 percent of respondents indicated reading one or more hours. Seventy-five percent of respondents indicated that they spend *some* time reading for fun in English on a school day, and 19 percent of students reported reading one or more hours. On a vacation day, 38 percent of students indicated reading in English recreationally for one or more hours.

Technology has become an integral part of many HKUST first-year respondents' reading habits. Eighty-eight percent of survey respondents indicated some appeal for technology for reading, whether it is regarding e-book readers, electronic sources for academic purposes, or online news in English.

HKUST first-year respondents indicated a wide range of reading interests, the top four choices being science fiction, adventure, mystery, and romance. Science fiction was the most popular genre among engineering students with 61% of survey respondents indicating that they liked to read it, and it was also the most popular among science students with 60% of respondents indicating they liked it. For the school of Business and Management, 50% of business student respondents indicated they like to read romance. Adventure and mystery also both have a moderate amount of interest to respondents from all three schools.

***The reading materials that HKUST first-year respondents reported they like to read most include magazines, newspapers, and novels*.** Sixty-two percent of survey respondents indicated that they like to read magazines, 59 percent of respondents indicated that they like to read novels, and 49 percent of respondents indicated that they

like to read newspapers. Business and science students indicated they like to read magazines the most, while engineering students indicated reading novels more.

Many HKUST first-year respondents identified their future career as well as improving English skills as strong motivations to read in English. Eighty-two percent of survey respondents agreed or strongly agreed that they are motivated to read in English by their future careers. Also, 82 percent of survey respondents agreed or strongly agreed that they are motivated to read in English in order to enhance their overall English abilities. These factors were the main sources of motivation to read in English, regardless of the students' school of study or region of origin.

Many HKUST first-year respondents and Language Center staff members reported in interviews that HKUST first-year students do not have enough time to read for leisure on a typical school day. Sixty-four percent of survey respondents indicated that they have three or less hours of free time per day. In interviews, students and staff members reported that much of this time may be occupied by other activities, whether they are personal or extra-curricular. They also noted that time constraints are one of the prominent barriers limiting students' reading in English.

Some students and Language Center staff whom we interviewed reported that HKUST first-year students lack vocabulary, which limits their English reading. A common topic in both first-year student interviews as well as Language Center staff interviews was students' lack of vocabulary for English reading. Many of the Language Center staff members expressed that students do not have the vocabulary to partake in engaged English reading. Students also expressed that one of the main difficulties they have when reading in English is encountering words that they are unfamiliar with.

Strategies for Enhancing the English Reading Culture at HKUST

As a result of our findings, a succinct list of principles surfaced. This list could be considered for further action to enhance the English reading culture among first-year students.

Actions should ideally:

- **Require a small amount of time from students.**
- **Utilize vacation days, rather than school days.**
- **Assist students with vocabulary-building and strategies for reading with limited vocabulary.**

- **Make use of technology.**
- **Incorporate social or student-run aspects into programs and activities.**
- **Attain "best-seller" books, especially those with movie adaptations.**
- **Investigate students' interest in magazines and newspapers to attain for the use of the students.**
- **Build on students' motivations to read in English for the benefit of their future careers and the improvement of their overall English skills.**

Recommendations

Based on our findings on the English reading habits, interests, and attitudes of the first-year undergraduate students, we recommend the Language Center consider the following.

Purchasing additional books and magazines, especially electronic versions, which align with the students' interests. By acquiring resources that incorporate the students' genre and material interests, students could be excited to read more. A result of reading more would be increased vocabulary. We compiled a list of books and series, which are best-sellers and/or have film-adaptations, which encompass several genres of interest to the students. We also suggest providing electronic versions of books and magazines to the students.

Incorporate more reading-oriented themes into the Language Center's existing website. Students can utilize this technology in order to save time since they can access reading resources quickly and efficiently. This website could incorporate a discussion forum for students to discuss reading, as well as electronic books and popular English magazine and newspaper subscriptions.

Implement additional co-curricular activities focused on improving English reading. Some ideas for activities include book clubs and best-selling book or film workshops. Through the implementation of these activities, vocabulary expansion can be encouraged, technology can be integrated, and activities can appeal to students' genre and material interests.

Lastly, after completing our research, we suggested three ideas that the Language Center could investigate further, including purchasing e-book readers, implementing an extensive reading program, and producing a student-run HKUST English newspaper.

Authorship

This project report was researched, written, and compiled by Jenni DelVecchio, Belinda Nwagbara, Andrew St. Jean, and Maksim Tyufekchiev.

The table below shows the main authorship for each section of this report.

Writing	Main author(s)
Executive Summary	Jenni
Introduction Background and Literature Review	Maksim
Methodology	Andrew
Findings	Belinda
Conclusions & Recommendations	*all team members*

All sections of this report were revised by all team members.

Table of Contents

Title Page i
Abstract ii
Acknowledgements iii
Executive Summary iv
Authorship viii
Table of Contents ix
List of Tables and Figures xi

1. Introduction 1

2. Background and Literature Review 3
2.1 English and Hong Kong 3
2.1.1 Importance of English as a Second Language in Hong Kong 3
2.1.2 English and English-related Reforms in Hong Kong's Education System 4
2.1.3 Hong Kong University of Science and Technology 8
2.2 Factors that Affect Reading in English as a Second Language 10
2.2.2 Difficulties of Reading in a Second Language 11
2.2.3 Strategies for Reading in a Second Language 13

3. Methodology 16
3.1 Characterizing the Reading Habits, Interests, and Attitudes of First-Year Students at HKUST 16
3.1.1 Online Survey for the First-Year Students 17
3.1.2 Interviews with First-Year Students 19
3.2 Determining Viewpoints of the Language Center Staff on the Reading Habits of the First-Year Students 20
3.3 Identifying Challenges and Opportunities to Enhance Students' English Reading Habits 21

4. Findings 22
4.1 First-Year Students' Reading Habits 22
4.2 First-Year Students' Reading Interests 29
4.3 First-Year Students' Attitudes towards Reading in English 32
4.4 Barriers That Limit Students' Reading in English 35
4.5 Students' Uses of the Language Center Resources and Suggestions for Improvement 37

5. Conclusion & Recommendations 39
5.1 Additional Reading Materials 40
5.2 Recommendations for the Current Language Center Website 41
5.3 Recommendations for Co-Curricular Activities and Workshops 42
5.4 Recommendations for Further Investigation 44

References 46
Appendix A: Reflections on Project Work 51
Appendix B: Student Reading Habits Survey 53
Appendix C: Student Reading Habits Survey Data 59
Appendix D: First-Year Student Interview Protocol 87
Appendix E: First-Year Student Interview Data 90
Appendix F: Language Center Staff Interview Protocol 96
Appendix G: Language Center Staff Interview Data 99
Appendix H: Recommended Book List 109

List of Tables and Figures

Tables

Table 2-1: Educational System Formats Pre-2009 and Post-2009 6

Table 3-1: Summary of Survey Sample Population 18

Table 3-2: Student Interviewees' Descriptions 19

Table 4-1: Percentage of Respondents Who Found Each Language Center Resource Somewhat Useful or Very Useful 38

Table 5-1: Principle and Recommendations Matrix 43

Figures

Figure 2-1: The Cycle of Improved Reading 8

Figure 4-1: Time that HKUST First-Year Students Reported Reading for School on a Typical School Day 23

Figure 4-2: Time that HKUST First-Year Students Reported Reading for School on a Typical Vacation Day 24

Figure 4-3: Time that HKUST First-Year Students Reported Reading for Fun on a Typical School Day 25

Figure 4-4: Time that HKUST First-Year Students Reported Reading for Fun in English on School Days and Vacation Days 26

Figure 4-5: Time that HKUST First-Year Students Reported Reading for Fun in English on a Typical School Day, by School of Study 27

Figure 4-6: Types of Reading Materials HKUST First-year Students Reported Using in the Fall 2011 Semester, by Hard-copy vs. Electronic 28

Figure 4-7: Genres that HKUST First-year Students Enjoy, by School of Study 30

Figure 4-8: Reading Materials that HKUST First-Year Students Reported They Like……. 31

Figure 4-9: Percentage of HKUST First-Year Students who Reported They Agree or Strongly Agree with Each Motivation to Read in English…….. 33

Figure 4-10: Respondents' Level of Agreement that Reading in English will Help Them with their Future Career, by School of Study…… 34

Figure 4-11: Respondents' Level of Agreement that Reading in English will Help Them in their Future Career, by Region of Origin…….. 35

Figure 4-12: HKUST First-Year Students' Reports of Free Time on a Typical School Day… 36

Figure 4-13: Relationship Between Vocabulary and English Reading…….. 37

1. Introduction

English is an official language in Hong Kong. However, only 2.8 percent of people in Hong Kong speak English as their first language and to many others it is a second language (Census and Statistics Department, 2006). In 1997, Britain returned Hong Kong to China and the Hong Kong government reexamined the role of the English language. Despite implementing policies made to promote the Chinese language, the Hong Kong government recognized the importance of English to maintain Hong Kong's standing as an international commercial center (Berry & McNeill, 2005; Evans, 2002). English is widely used as a means of communication in Hong Kong with reading and writing being the two major uses of English in the professional world (Evans, 2011). In addition, all universities are taught in English and students need the ability to read and communicate well in English in order to be successful with their studies. The Hong Kong government recognizes the importance of reading in English and has implemented programs involving extensive reading to improve English reading skills and habits among secondary school students (Green, 2005).

The Hong Kong University of Science and Technology (HKUST) is one of Hong Kong's tertiary institutions. The Language Center at HKUST is an academic resource that provides various activities, programs and support to all students for language skill enhancement (*Language Center*, 2012). The mission of the Language Center is to maximize students' English language competence, and ensure students have the language tools to succeed academically at HKUST. The Language Center's support system is called iLANG and is broken down into five components: iAction, iCourses, iSpeak, iSupport (Language Commons), and iWrite. These five components offer courses and workshops that help to improve students' English reading, writing, speaking, and comprehension. iLANG also provides personal and group assistance for enhancing English skills through some of these components.

The Language Center is interested in further cultivating the English reading culture among HKUST students. In order to accomplish this, the Language Center needs additional knowledge on students' English reading habits, interests, and the students' attitudes toward reading in English. Also, due to a recent educational reform in Hong Kong, students will spend an additional year at university. This provides the Language Center an opportunity to further prepare the students in their English language acquisition.

The goal of this project was to provide the Language Center with knowledge about the English reading habits, interests, and attitudes of the first-year undergraduate students at

HKUST. This goal was achieved by distributing a large-scale survey to the students and the data was supplemented by gaining the viewpoints of some first-year students and Language Center staff members. Based on the data results, we isolated eight principles that were the basis for our recommendations to the Language Center. We hope that the information and recommendations provided will give the Language Center a better understanding of the first-year students as well as highlight effective ways to further enhance the reading culture at HKUST.

2. Background and Literature Review

In this chapter we introduce the context and background of English in Hong Kong's educational system. We then synthesize literature that discusses concepts and perceptions behind the difficulties and motivations for reading in English as a second language. The chapter then concludes by describing strategies and methods used to improve reading in English.

2.1 English and Hong Kong

Despite Britain's return of Hong Kong to China in 1997, English remains an official language. The Hong Kong government recognizes the role of English to maintain Hong Kong as an international commercial center (Berry and McNeill, 2005). In addition, English is an integral part of Hong Kong's educational system. In this section we discuss the context of English in Hong Kong and its importance to the professional world and the educational system. Furthermore, we introduce the Hong Kong University of Science and Technology and the department that enhances students' language skills - the Language Center.

2.1.1 Importance of English as a Second Language in Hong Kong

English is an important part of formal communication in Hong Kong. A study done by Evans (2011) demonstrates the importance of English in the workplace. Evans found that Hong Kong professionals spend a significant amount of their time reading and writing in English.

Evans (2011) points out a popular misconception, namely the notion that people in Hong Kong do not have the need to use English in everyday life. He argues that English is the preferred language for business and legal use in Hong Kong. However, while English may not play a significant part for informal communication, it does have an important role for communication at the workplace. Evans points out that time spent in the workplace represents a large amount of most peoples' time in Hong Kong.

Evans (2011) surveyed 2000 professionals in Hong Kong to determine the use of English at the workplace. He classified the responses based on oral and written communication and explored how the use of English changes with various professional factors. He found that

the use of English expands with increase of rank, age, amount of work experience, and amount of educational attainment. People working in higher positions reported using English more often than those of lower positions. What can be extracted from Evans' data is that the usage of English in the workplace increases with career advancement.

Evans (2011) also found that English is the main medium of written communication in Hong Kong's professional world. Participants indicated that almost all internal and external communication in the workplace (emails, letters, and reports) was written in English, along with legal government documents. Another rationale that respondents pointed out is the emphasis that schools put on English writing (Evans, 2011). Evans also found that English was used less frequently than Chinese for oral communication at the workplace. However, he did notice that English is predominant for formal discussions, presentations, and conferences.

Evans' findings are supported by the perceptions of both parents and students (Education Commission, 2005; Lai, 1999). Parents expressed the view that English would present their children with better career opportunities (Education Commission, 2005). Also, surveys on secondary students' motivations to study English reported that students regard English as important for their future careers (Lai, 1999). Dr. Keith Tong, the Associate Director of the HKUST Language Center, noted that a popular question many potential employers ask is about the last book interviewees read in English (personal communication, 13 February 2012). The Hong Kong government recognizes the importance of English and has taken steps to integrate English into the school curriculum and ultimately to improve English education (Berry and McNeill, 2005).

2.1.2 English and English-related Reforms in Hong Kong's Education System

English has been an integral part of Hong Kong's education system. During the British colonial rule, mainly children in families of stature were taught in English, both in primary and secondary schooling. However, in the 1950s English gradually became the medium of instruction (MOI) for mass education (Evans, 2002).

In 1997, after Hong Kong was returned to China, the *Mother Tongue Policy Act* was implemented (Evans, 2002; Evans, 2011). This policy stated that Chinese would become the medium of instruction for all schooling in Hong Kong. However, a small number of schools were allowed to retain English as their MOI, if their instructors taught English

proficiently and if their students had the ability to learn in English. Furthermore, all universities in Hong Kong use English as their medium of instruction. This possible imbalance of English education in schooling, between secondary schools and universities, raised concerns among parents that some students would have unfair advantages over other students for English preparation and career opportunities (Evans, 2002). In 2010, the Hong Kong government implemented another policy that gave Chinese as a Medium of Instruction (CMI) schools freedom to choose which classes to conduct in English.

Reforms have been passed to improve the English proficiency of students and teachers alike, such as introducing native English-speaking teachers into secondary schools, and introducing English components in standardized exams (Berry & McNeill, 2005). The government has also taken steps to improve English proficiency at the university level by providing grants for language enhancement. However, the government wanted proof that students' English skills were being enhanced. Therefore, a test (the International English Language Testing Systems) was introduced that students could take after they complete university (Berry & McNeill, 2005).

Hong Kong's Educational System

The educational system in Hong Kong is composed of four stages of education: primary, secondary, senior secondary, and tertiary. Up until 2009, Hong Kong students would spend six years in primary education, two years in secondary education, three years in senior secondary education, two years in a matriculation course, then had the option for tertiary education which was three years. The recent education format change in 2009 combines the senior secondary education and matriculation course into one group called *senior secondary education*, and eliminates one of the five years of secondary school. The Hong Kong Diploma of Secondary Education exam is taken by students after their last year in senior secondary school and if passed, will allow the student to receive a diploma and pursue the option of tertiary school (Hong Kong Examinations and Assessment Authority, 2012).

The Hong Kong Examination and Assessment Authority (HKEAA) administers the Hong Kong Diploma of Secondary Education (HKDSE), which replaced both the Hong Kong Certificate of Education Examination (HKCEE) and the Hong Kong Advanced Level Examination (HKALE). The HKCEE allowed students to continue their education into the matriculation course, and HKALE allowed students to go to university. The new HKDSE allows students to apply to enter the tertiary level of education (Hong Kong Examinations and Assessment Authority, 2012; Murad, n.d.). Table 2-1 displays both the pre-2009 and

post-2009 educational formats and shows the integration of the Hong Kong standardized tests in each educational format.

Table 2-1: Educational System Formats Pre-2009 and Post-2009

<table>
<tr><th colspan="2">1971 – 2009</th><th colspan="2">2009 – present</th></tr>
<tr><td>Primary education</td><td>6 years</td><td>Primary Education</td><td>6 years</td></tr>
<tr><td>Secondary Education</td><td>3 years</td><td>Secondary Education</td><td>3 years</td></tr>
<tr><td>Senior Secondary (leads to HKCEE)</td><td>2 years</td><td rowspan="2">Senior Secondary (leads to HKDSE)</td><td rowspan="2">3 years</td></tr>
<tr><td>Matriculation Course (leads to HKALE)</td><td>2 years</td></tr>
<tr><td>University</td><td>3 years</td><td rowspan="2">University</td><td rowspan="2">4 years</td></tr>
</table>

Extensive Reading Programs in Hong Kong

Programs that address reading in English have been implemented in Hong Kong schools. One such program is the Hong Kong Extensive Reading Scheme (Green, 2005). It was first implemented into junior secondary education in the early 1990s and was later extended into senior secondary education in the late 1990s. Schools would receive grants from the government to buy books and provide them to students. The students would read silently in class and provide reports on what they read. Green (2005) argues that because the Extensive Reading Scheme was introduced as a "stand-alone" component and had more of a co-curricular status, it was not effective. He points out that there were a small number of teachers with training in this scheme and the silent reading period was rigidly structured reflecting more of a detention hall rather than an environment for relaxed reading. Green suggests that in order for the extensive reading scheme to be effective, it needs to be seamlessly integrated into the language curriculum. He also notes that providing a purpose for the students to read and having students take their time with each book could provide the full effect of extensive reading – developing good reading habits and improving overall language proficiency.

Extensive reading is the core of another program that the Hong Kong government has implemented – the School-Based Assessment. In 2007, the School-Based Assessment (SBA) was introduced to students as a segment of the Hong Kong Certificate of Education Examination (Lee Wong Wai, 2009). The program evaluated the students' performances in English over a longer period of time, rather than through examination. Many schools added this component to their curricula in order to encourage students to read extensively and improve their English language skills in preparation for the former HKCEE. The program consists of reading at least three books over the course of students' fourth and fifth secondary years. These books were chosen by the students and the students kept documentation of their reflections and thoughts on the books they read. At the end of their fifth secondary year, the students led discussions on their respective books (Lee Wong Wai, 2009; Hong Kong Education City, 2012). Figure 2-1 below displays the goal of extensive reading and the intended result of the School-Based Assessment.

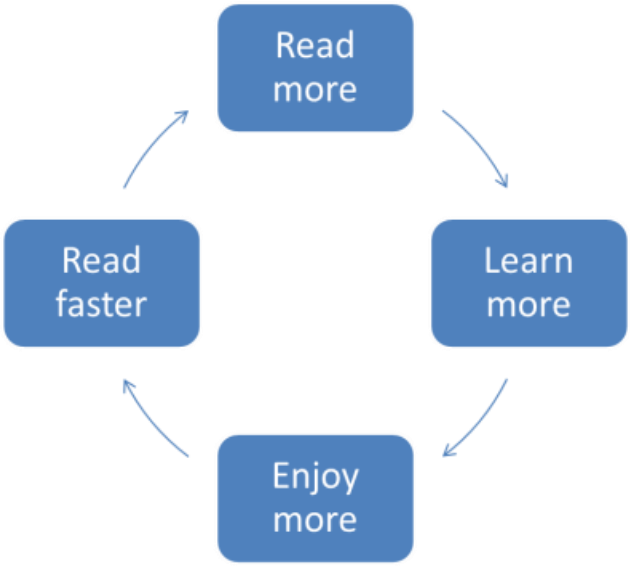

Figure 2-1: The Cycle of Improved Reading (Source: Hong Kong Education City, 2012)

2.1.3 Hong Kong University of Science and Technology

Established in 1991, HKUST has become one of the leading institutions in all of Asia. Its vision of making a strong international impact can only be achieved if the students who graduate from the school are well-prepared for life in the workforce. The HKUST division responsible for language enhancement is called the Language Center. Its vision is "to be recognized as an international leader in language education through innovative program design, research-led teaching, and effective use of assessment and state-of-the-art applications of IT" (*Language Center*, 2012, para. 1). Its mission correspondingly is to "improve students' competence in English and ensure successful completion of studies through English as a medium of instruction" (*Language Center*, 2012, para. 2).

The Language Center offers students courses and support through tutoring programs and workshops conducted under a system called iLANG. iLANG is composed of five sections called iAction, iCourses, iSpeak, iSupport (Language Commons resources), and iWrite. These sections offer courses and workshops that help to improve students' English reading, writing, speaking, and comprehension, as well as providing personal and group assistance.

> **iAction** provides opportunities for students to practice their English outside the academic environment, e.g. workshops, English speaking activities, camps.

iCourses are short intensive courses that are intended to extend students' formal language curriculum. In addition, these courses provide preparation for examinations such as the International English Language Testing System (IELTS).

iSpeak is a resource for improving students' English speaking, pronunciation, and listening. The activities include workshops and individual and group advising

iSupport (also known as Language Commons) is a library-like area where students can spend time improving their English skill on their own. The place provides resources for students' use, which include: books, movies, music, and computers. These are at students' availability and can be used for practicing and improving any aspect of English language skills (Language Center, 2012).

iWrite includes consultation with staff and workshops in order to improve students' writing abilities.

As a result of the implementation of the Hong Kong Diploma of Secondary Education, which changes secondary school from a five-year program to a four-year program, HKUST will switch from a three year program to a four year program at the start of the 2012-13 academic year. As of 2012 there are Year 0, Year 1, Year 2, and Year 3 students. Year 0 students are primarily international students, who take a preparation year at HKUST. After the change in 2012, students will be considered Year 1, Year 2, Year 3, or Year 4. Year 1 students will be a mix of international students and local Hong Kong students. Furthermore, the Hong Kong students will be from two different cohorts. In 2012, students who have completed up through their seventh year of secondary school will be attending HKUST under a three-year system. Students who have completed up through their sixth year of secondary school will be attending HKUST under a four-year system. To accommodate this change, HKUST and the Language Center have devised a test that will evaluate the level of English proficiency of all Year 1 students. In addition, all Year 1 students will take the same English course, LANG 1001, which will span over two semesters (Brenda Yuen, personal communication, 2012).

This educational shift might pose a problem to the Language Center since incoming students may have varying levels of English preparation. For example, students might have varying reading skills, reading being one of the skills that the Language Center is trying to improve. In order to improve English reading, there are factors that must be taken into consideration to fully understand the needs of the students and to improve their English reading.

2.2 Factors that Affect Reading in English as a Second Language

Reading is a process of communication that many people depend and rely on. Barbara Kiefer (2001) noted that reading is "based in language and our understanding of the world" (p. 2). In this section we present what motivates people to read in a second language, difficulties that students may encounter, and strategies to improve reading in a second language.

2.2.1 Motivations for Reading in a Second Language

Motivation can be theorized as reasons why certain actions are undertaken. In this section, we describe a theory that describes motivation as well as a study that suggests the type of motivation that is most utilized by students when reading in a second language. Next, we present a theory that incorporates reading in a second language, and we also introduce some studies that suggest a person's self-concept is a factor that might affect reading in a second language. Last, this section describes additional factors that can affect motivation, and then more specifically for reading in a second language.

One theory, the self-determination theory, differentiates two types of motivation: intrinsic and extrinsic (Ryan & Deci, 2000). Intrinsic motivation is when a person takes action because of his/her own personal interests, whereas extrinsic describes motivation derived from an external source (Levi, 2011). The use of rewards has been shown to increase motivation and can include extrinsic incentives, like good grades and teacher appreciation, as well as intrinsic incentives like the satisfaction that one has accomplished a personal goal (Kuehn, 2012). Tsuei (2010) found "that intrinsic more than extrinsic motivation affects the amount and breadth of second language reading" (p. 5). From the definitions above, it is suggested that intrinsic motivation may play a major role in second language reading.

Interests and personal satisfaction are key factors for motivation to read in a foreign language. Based on a study of English as a second language learners in the Philippines, Lucas et al. (2010) concluded that the students he surveyed are intrinsically motivated "via knowledge and accomplishment" to learn the skills of speaking, reading and listening (p. 16). His conclusion suggests that a student will be more motivated to increase a particular skill if the student is interested in or connected to this skill. The satisfaction of accomplishing a goal may also influence and increase a student's motivation.

Motivation for reading in a foreign language is encompassed in a more general psychological theory, the expectancy-value theory (Mori, 2002). This theory suggests that people's value of achieving a goal, their personal expectations for success, and the relationship between success and its reward are vital factors that firmly influence their motivation to accomplish varying tasks (Huitt, 2001; Wigfield, 1994). Reading in a foreign language could be motivated by these factors.

Gambrell and Marinak (2012) discussed research on reading motivation and suggested that a student's self-concept and the "value they place on reading" are essential for the student to succeed in reading (para. 5). Some researchers even suggested that self-concept and academic motivation might link to academic achievement (Green, Nelson, Martin & Marsh, 2006).

Additional factors that can increase an individual's motivation include engaging and inspiring tasks that give meaning, purpose, and responsibility to a person (Levi, 2011). Setting goals, evaluating one's progress, and creating a reward system that encourages responsibility can also increase an individual's motivation. If people believe they are acting effectively and productively, then they will act both effectively and productively.

Many strategies to motivate people to read have been proposed. Bamford and Day (2002) stated that "to awaken or encourage a desire to read, the texts made available should ideally be as varied as the learners who read them and the purposes for which they want to read" (p. 137). A study conducted with university students from Thailand showed that positive reading experiences can lead to independent reading (Strauss, 2008, p. 76). Additionally, reading aloud and forming group discussions can be effective ways to engage students in reading (Gambrell & Marinak, 2012; Shao-Wen, 2010).

Although motivation can drive some people to read in a foreign language, some barriers exist that limit people's reading in a foreign language.

2.2.2 Difficulties of Reading in a Second Language

When learning a foreign language, there are some difficulties that may arise which pose challenges for students. In this section we discuss some noticeable challenges that students face when reading English as a second language.

Researchers agree that people encounter difficulties when trying to read in a second

language that they are not accustomed to (Bomer & Bomer, 2001). Sparks and Granschow (1993) stated that one of the most prominent difficulties of reading in a second language is basic comprehension of the material being read. Their study demonstrated how students that struggled with concepts in their first languages will most likely have the same difficulties when learning a second language. The study showed that students who struggled with 'phonological awareness' (the way words sound and are pronounced) in their native language also struggled with it in the language they were trying to learn.

Researchers have also concluded that another factor to consider is how different the language being learned is from the student's native language. Wang, Koda, and Perfetti (2002) studied Korean and Chinese college students to investigate how well each group performed when learning English. The study showed that the Korean students performed better with spelling and writing of words (orthology) because they were accustomed to an alphabetic language. On the other hand, the Chinese students did better with pronunciation and recognition of sounds (phonology). The researchers believed that this difference was because the Chinese students had dealt with characters in their written language and therefore had minimal trouble with how the letters came together to make sounds in an alphabetic language. Even though Koreans were better at understanding how to write words, they had problems with sounds since the Korean language has combinations of letters that represent sounds in its alphabet. These sounds are different from those that the English alphabet's combinations of letters represent.

Another difficulty for second language learning may be anxiety. Saito, Garza, and Horwitz (1999) stated that *foreign language anxiety* can be described as the hindrance of people's abilities to conceptualize the new language since they do not have the means to communicate effectively. They argue that this can often lead to frustration and loss of motivation.

In addition, researchers also agree that vocabulary acquisition is one of the most difficult parts of learning a second language, but is vital to the process (Coady & Huckin, 1997). Coady and Huckin (1997) state "vocabulary is central to language and critical for the language learner" (p. 5). They argue that vocabulary acquisition is multi-dimensional and there are many aspects that one must consider when trying to learn vocabulary. These can include focusing on orthological aspects of language acquisition, and how vocabulary influences the pedagogy of overall second language learning. Chen and Chung (2008) stated that "learning English involves memorization and practice of a large number of vocabulary words and numerous grammatical structures" (p. 5). They also stated that vocabulary-learning must be given special attention because it represents "the building blocks to all English sentences" (p. 624). They point out that language learners usually have a difficult

time remembering large amounts of vocabulary, and therefore need strategies in order to not only help increase their vocabulary, but also to help improve their overall English skills.

2.2.3 Strategies for Reading in a Second Language

Difficulties in reading can be overcome by utilizing reading strategies. A reading strategy is a way to address a challenge in order to proceed with reading (Aziz et al., 2011). This section presents a classification of reading strategies and the importance of peoples' awareness of such strategies. The section continues by discussing reading programs and the incorporation of technology for development of reading strategies.

Reading strategies can be classified in different ways. Mokhtari and Sheorey (2002) classified strategies for reading in English into three groups.

> *Global reading strategies* are "planned techniques by which learners monitor their reading, such as having purpose in mind" (p. 4).
>
> *Problem solving strategies* are "actions and procedures that readers use while working directly with the text" (p. 4).
>
> *Support strategies* are "support mechanism[s] intended to aid the reader in comprehending a text" (p. 4).

For example, checking an unknown word in a dictionary or receiving help from an instructor would be considered a *support strategy*. Mokhtari and Sheorey (2002) found an agreement among researchers that strategies can be transferred from learning to read in one language to learning to read in another. Learners incorporate these tactics into their reading, but are often unaware that they do so

The utilization of a strategy to read in English as a second language does not necessarily imply that the strategy will be useful or effective to the learner. In fact, Mokhtari and Sheorey (2002) noted that the use of a strategy could impede the reading process and the reader's motivation if he/she is not aware of the strategy itself and what benefits it might bring. This awareness of strategies might be the difference between a skillful reader and a non-skillful reader who may experience difficulties. Cziko (1978) suggests and Mokhtari and Sheorey (2002) cite that "skilled readers often engage in deliberate activities that require planful thinking, flexible strategies, and periodic self-monitoring" (p. 3). Mokhtari and Sheorey (2002) note that using reading strategies for English as a second language learning and being aware of them, in order to regulate them, increases the reader's reading

abilities.

A study carried out at the University of Teknologi MARA, Penang, Malaysia, used the Survey of Reading Strategies, developed by Mokhtari and Shoerey, to identify the reading strategies of English as a second language university students (Aziz et al., 2011). This study showed that students who are more aware of the strategies they use and the benefits of these strategies tend to have better English reading abilities and habits. This conclusion is supported by Mokhtari and Sheorey's observations. Mokhtari and Sheorey highlight that in order for students to be better readers and be aware of the reading strategies they use, teaching reading strategies can be implemented for reading academically.

A study carried out in Malaysia investigated the effectiveness of extensive reading in class. The program utilized voluntary and independent reading and used different reading strategies to guide reading (Asraf & Ahmad, 2003). The extensive reading program was introduced to students in seventh grade who lacked exposure to English. The core of the program involved silent reading in class. However, strategies such as looking words up in dictionaries, teachers explaining words in the first language, and guessing meanings of words from context were incorporated into the reading process. The program also used writing and summarizing out-loud as parts of the reading program strategies. The results of the study showed that extensive reading turned reluctant readers with poor English reading skills into readers with better English reading skills and developed the students' English reading habits. In addition, English as a second language readers showed increased proficiency in English reading, writing, and speaking.

Other studies have expressed the benefits of extensive reading for vocabulary acquisition. Horst (2005) reviewed studies by other scholars that tested for vocabulary acquisition after extensive reading. These studies observed learners who had different levels of English proficiency. She found that despite the level of reading skills of the learner, vocabulary was gained through exercising extensive reading. Horst also points out that many of the studies carried out tested the readers after only one book had been read. He argued that these studies could have been extended further to see how the vocabulary builds after reading more books.

Green (2005) supported the idea of extensive reading being integrated into language curricula. Extensive reading has been implemented in Hong Kong but not as a formal part of a language curriculum. Green argued that an extensive reading program should have a purpose, a language focus, and the reading materials should be picked based on the students' interests. He also noted that the teachers should be active participants (as helpers) in the extensive reading process.

Reading strategies can sometimes depend on the media that the reading is presented in (Park & Kim, 2011). For example, computer-based reading can integrate strategies that enhance reading which may not be applicable to paper-based texts. Park and Kim (2011) suggested that when using a computerized device, students can use the resources that the device offers to assist and help their reading in English. They carried out a qualitative study among English as a second language college-level learners to determine the use of reading strategies when reading an online text. The participants were provided with the task to find and read websites that would allow them to use assistance for their reading in English. Park and Kim (2011) found that using visual assistance (videos and pictures), audio assistance, and previewing the website greatly helped students overcome difficulties such as comprehension.

3. Methodology

The goal of this project was to provide knowledge to the Hong Kong University of Science and Technology (HKUST) Language Center staff members regarding the first-year undergraduate students' English reading habits, interests, and attitudes. In addition, we provide recommendations to help further cultivate a reading culture within these students. In this chapter, we discuss our implementation of a student survey and student and staff interviews to address our three main objectives, which are as follows:

- Characterize the English reading habits, interests and attitudes of first-year undergraduate students at HKUST.
- Determine the viewpoints of Language Center staff members on the first-year undergraduate students' reading habits.
- Identify challenges and opportunities to enhance students' English reading habits.

3.1 Characterizing the Reading Habits, Interests, and Attitudes of First-Year Students at HKUST

In order to understand the first-year undergraduate students' English reading habits, interests, and attitudes, we sought information from the students directly. Through the use of an online survey and interviews with students, we aimed to answer the following research questions:

- What and how regularly do students read in English?
- What are students' attitudes and motivations towards reading in English?
- What are the students' perceptions of support for reading in English?
- Are there differences between the reading habits and interests of students in different schools within HKUST?

We utilized an online survey in order to gain quantitative data about the students' reading habits and interests. We also used interviews with students to gain qualitative data focused on students' attitudes towards reading. By using this mixed methods approach, we followed up our quantitative data collection process with a qualitative process to achieve more detailed insight into English reading among first-year students.

3.1.1 Online Survey for the First-Year Students

In order to determine the academic and recreational English reading habits and preferences of the first-year undergraduate students, we distributed an online survey. Specifically, the survey questions addressed reading genre preferences, material type preferences and usage, free time, time spent reading, Language Center resource usage, motivation to read, and preferences on e-book readers. The full survey can be found in Appendix A.

In order to confirm that the survey was understandable for students at HKUST, we pilot-tested the survey on some students that were in the Language Center. We asked the students to share with us if any vocabulary was too difficult for them to understand, and we adjusted the survey accordingly.

We decided to use an online survey to reach a large number of students in order to attain data from a representative sample of the first-year students. In addition, use of the online survey function in Google Docs enabled a wide variety of question types and eased the process of data management. The online survey was distributed via email to all undergraduate students by a Language Center staff member at the beginning of the spring 2012 semester. To provide incentive to complete the survey, we offered a HK$ 500 coupon to either McDonald's or Starbucks to one randomly selected winner.

Table 3-1 summarizes the sample population and response rates of the HKUST first-year student population, both by school of study and as a whole. Overall, the survey received a 29 percent response rate, which corresponds to a 1.8 percent sampling error, which suggests a reasonably representative sample of the HKUST first-year undergraduate student population (Dillman and Salant, 1994).

Table 3-1: Summary of Survey Sample Population

School	Number of First-Year Students - Spring 2012	Number of Survey Respondents	Response Rate
Business and Management	785	224	**29%**
Engineering	738	205	**28%**
Science	518	180	**35%**
Humanities and Social Science	35	20	**57%**
HKUST Total	**2195**	**629**	**29%**

Once our data collection was complete, we utilized Microsoft Excel software to classify and analyze the survey results by using filters, graphs, and other statistical features of the program. We produced descriptive statistics (frequencies and percentages) for each survey question. We also organized and analyzed the data by school of study: Business, Engineering, and Science. The school of Humanities & Social Sciences was not included because the research team as well as our project liaison did not anticipate significant data from this small group of students. We also analyzed the data according to where the students are from (Hong Kong or Mainland China), and by gender.

In our survey design and analysis, we encountered several limitations. Although we pilot-tested our survey with students in the Language Center, we were unable to avoid the possibility that students may not understand a question, in which case we were unable to provide clarification. Additionally, the survey could not ask a lot of open-ended questions because we aimed to keep the survey short and easy to answer. As a result we could not fully gauge students' attitudes and motivations. However, we facilitated interviews with first-year students to account for this limitation. Furthermore, response bias is a possible consideration for a limitation for our survey distribution. It is possible that the students who responded generally have certain characteristics, such as being more enthusiastic than most about reading in English.

Additionally, due to the ambiguous wording of the response choices for question 13 and 14 in the survey, we omitted these questions' data from our analyses.

3.1.2 Interviews with First-Year Students

While the survey provided us with a large amount of data about the habits and interests of the target audience, it did little to explore why students feel the way they do about reading. We wanted to understand what sorts of activities, resources, and programs might appeal to students to improve their reading habits. In addition, we aimed to identify the factors that affect their reading habits. Therefore, we decided to conduct interviews with the first-year students in an attempt to gain more in-depth information about their English reading habits, interests, and attitudes. We also investigated how students overcome difficulties with reading in English and what resources they use within the Language Center. The interview protocol can be found in Appendix D.

On the online survey, respondents were given the option to indicate their interest in an interview with our research team. Ultimately, our team conducted interviews with seven of these first-year students. All interviewees were local students from Hong Kong. Table 3-2 provides information about these interview subjects, including gender and school of study.

Table 3-2: Student Interviewees' Descriptions

	Male	Female	Total
School of Business and Management	0	3	3
School of Engineering	2	1	3
School of Science	0	0	0
School of Humanities and Social Science	0	1	1
Total	2	5	7

Two team members, with the use of a recording device, conducted interviews of about 15 minutes each. Students were interviewed in the Language Center at HKUST and were assured that their responses would be strictly confidential.

In order to analyze our interview data, we performed a content analysis (Taylor-Powell & Renner, 2003). We searched for common words or points that were frequently discussed in each interview and aimed to identify patterns and trends. We also looked for consensus and disagreement of opinions between interviewees.

We recognized some limitations with our interview process. Most of our interviewees were females, and no interviewees were from the School of Science. Additionally, students with

stronger English communication skills may have been more willing to interview with us, which could have limited our exposure to students with weaker skills.

3.2 Determining Viewpoints of the Language Center Staff on the Reading Habits of the First-Year Students

We aimed to discover the viewpoints of the Language Center staff on the English reading habits, interests, and attitudes of the first-year students. Additionally, we wanted to address the effectiveness and plausibility of possible recommendations for both students and staff. As a result, we decided to undertake interviews with Language Center staff and aimed to answer the following research questions:

- What expectations does the Language Center have for first-year students' English reading and do they believe the students possess such reading habits and abilities?
- What do they believe are effective ways to promote reading in English and do they have new ideas and/or strategies that could be implemented?

With the advice of our liaison Brenda Yuen, we identified nine instructors of interest to interview. Each staff member we interviewed, of the 101 staff employed at the Language Center, had teaching experience with students from one of the three main schools at HKUST and some had experience with one or more of the five programs that the Language Center provides (iSpeak, iWrite, iCourses, iAction, iSupport). We invited the staff members via email correspondence and the interviews took place in the Language Commons area. Similar to the student interviews, two members conducted the interviews with the aid of recording equipment. The interview protocol can be found in Appendix D. To analyze the data we attained from these interviews, similar to the student interview analysis, we performed a content analysis of the data, looking for patterns and themes that appeared in the interview topics and questions.

One limitation of our staff interview process is that we were only able to attain information from a small number of the 101 Language Center staff members.

3.3 Identifying Challenges and Opportunities to Enhance Students' English Reading Habits

We aimed to discover challenges and opportunities to enhance the reading culture at HKUST. In order to reach this goal, we identified gaps and overlaps between the data gathered from each of the three methods described earlier in this chapter. The following questions directed our analysis:

- Do students and faculty have similar views on the students' reading habits, interests, and attitudes?
- How can the factors that motivate students to read in English be integrated into Language Center programs and services?

We assessed the information from the Language Center interviews, student interviews, and student survey to identify any patterns or trends. The majority of our findings were derived from the student survey data. The data from student interviews and staff interviews mostly acted as supplementary to our survey data and analyses. Also, we analyzed the information gathered from the Language Center staff interviews and student interviews to identify any discrepancies between what the Language Center staff members believe are true about the students and what the students actually reported. Once we identified barriers and opportunities to enhance the English reading culture at HKUST, we researched literature to identify studies and programs that might suggest approaches that could be adapted by the Language Center.

4. Findings

This chapter begins by characterizing HKUST first-year undergraduate students' English reading habits, interests, and attitudes. Next, it describes factors and barriers that may keep students from having consistent English reading habits. Last, this chapter presents how students use the Language Center, as well as what students and staff members believe the Language Center could implement to help further cultivate a reading culture among the students at HKUST.

4.1 First-Year Students' Reading Habits

According to the data from the online survey and student interview responses, the amount of English reading a student does depends on the purpose of the reading. In this section we present findings about students' reading habits when the material was categorized as either academic (for school) or recreational (for fun). Respondents reported spending a large amount of time reading academically in English as well as spending some time reading recreationally in English. This section also discusses the respondents' use and perceptions of technology, specifically electronic reading materials and online news sources.

Most first-year HKUST respondents report that a substantial amount of their English reading is done for academic purposes. Figure 4-1 shows the amount of academic reading that survey respondents reported on a typical school day, both in Chinese and English. Ninety-six percent of all respondents indicated that they read in English for school on a typical school day. Furthermore, 69 percent of respondents specified that they read an hour or more for school in English on a typical school day. In terms of reading for school in Chinese, 45 percent of respondents stated that they do not spend any time reading for school on a typical school day, and only 19 percent of respondents indicated that they read an hour or more in Chinese for school on a typical school day.

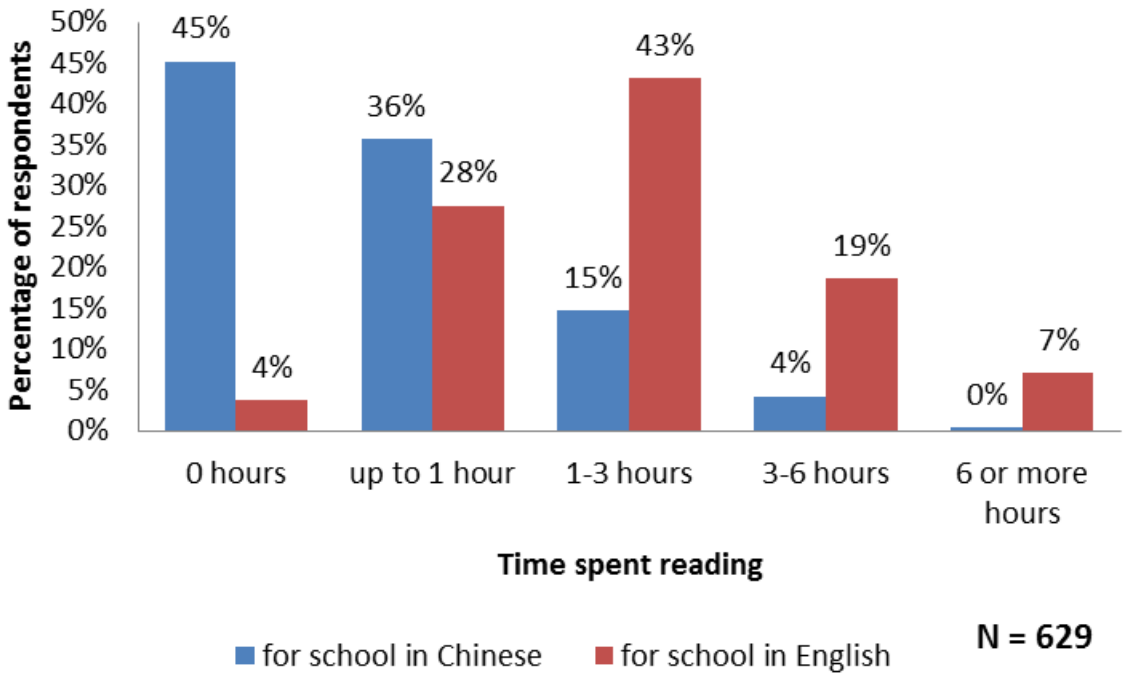

Figure 4-1: Time that HKUST First-Year Students Reported Reading for School on a Typical School Day[1]

The same pattern of more reading in English than in Chinese is evident from students' reports of academic reading on vacation days. Figure 4-2 shows the amount of academic reading first-year students reported on a typical vacation day, both in Chinese and English. Seventy-five percent of respondents indicated that they read in English for school on a typical vacation day. Furthermore, 35 percent of respondents specified that they read an hour or more for school in English on a typical vacation day. When it comes to reading for school in Chinese, 49 percent of respondents indicated no time reading in Chinese and only 20 percent stated reading an hour or more on a typical vacation day.

[1] Note: total percentages in graphs may not sum to 100% due to rounding. This note may apply to other graphs in this chapter, and elsewhere within the report.

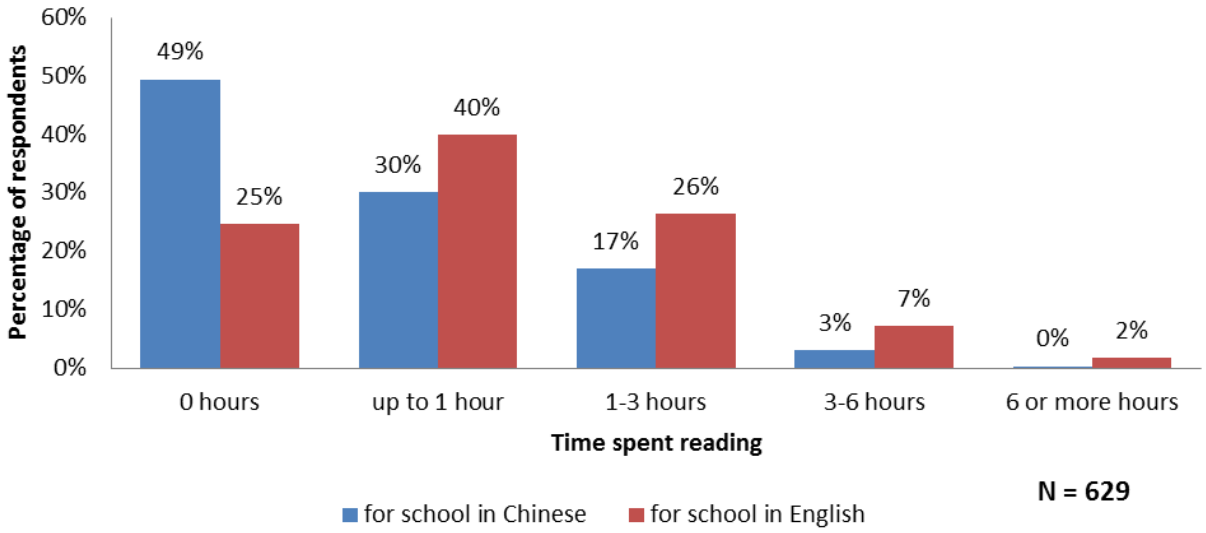

Figure 4-2: Time that HKUST First-Year Students Reported Reading for School on a Typical Vacation Day

Many HKUST first-year respondents reported reading daily in English for recreational purposes, although a majority of their recreational reading is done in Chinese. Figure 4-3 illustrates the amount of time survey respondents reported that they spend reading recreationally on a typical school day in both Chinese and English. Seventy-five percent of respondents indicated that they spend *some* time reading for fun in English on a school day, and 19 percent of students reported reading one or more hours in English for that purpose. Seventy-five percent of respondents indicated reading for some time in Chinese for fun on a typical school day, while 31 percent of respondents said that they read one or more hours.

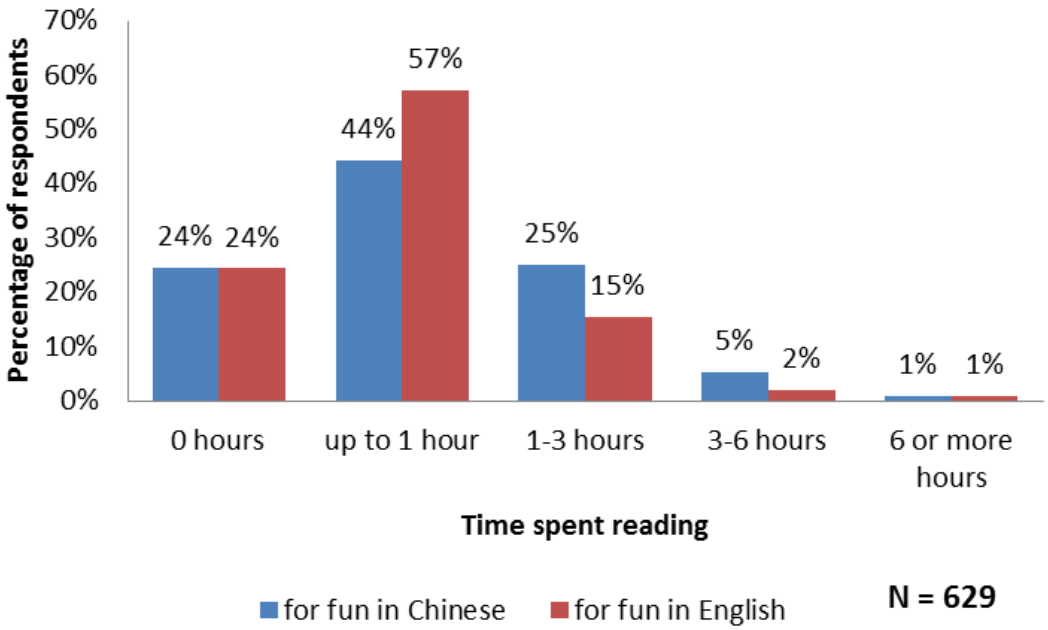

Figure 4-3: Time that HKUST First-Year Students Reported Reading for Fun on a Typical School Day

The number of hours respondents reported reading in English for fun is greater on a typical vacation day than on a typical school day. Figure 4-4 presents students' reports of time spent reading for fun in English on both a typical school day and vacation day. Thirty-eight percent of students reported reading one or more hours a day for fun in English on a typical vacation day. This value indicates a noticeable increase from the 18 percent of students who indicated they read for fun in English one or more hours on a typical school day.

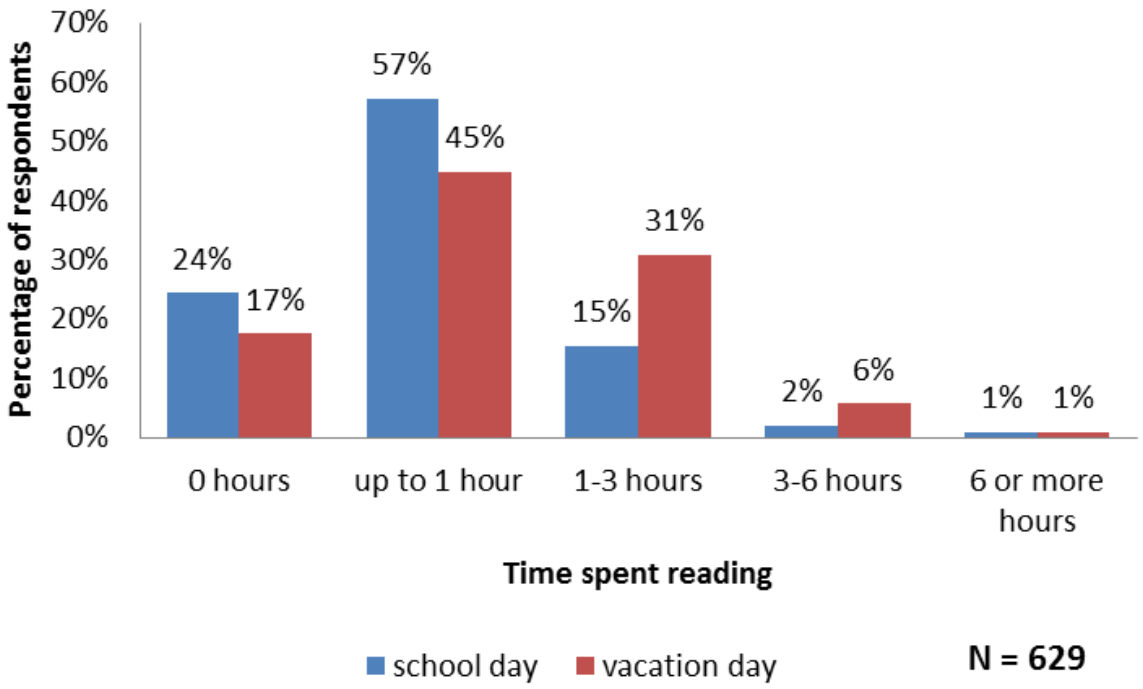

Figure 4-4: Time that HKUST First-year Students Reported Reading for Fun in English on School Days and Vacation Days

The amount of time that HKUST first-year respondents report reading in English both recreationally and academically on a school day does not vary much between schools of study. As shown in Figure 4-5, the data from the survey indicates that the amount of time respondents spend reading in English for fun on a school day does not vary much between schools of study. This finding differs from the opinions of some Language Center staff members we interviewed. Some stated business students will read articles and newspapers in English on their own, but that science and engineering students are not as likely to do so. However, 17 percent of respondents from the School of Business, 21 percent of respondents from the School of Engineering, and 15 percent of respondents from the School of Science reported reading one or more hours in English for fun, which are relatively close percentages. Similarly, there was little difference between schools in the amount of time respondents reported they spend reading in English academically on a school day.

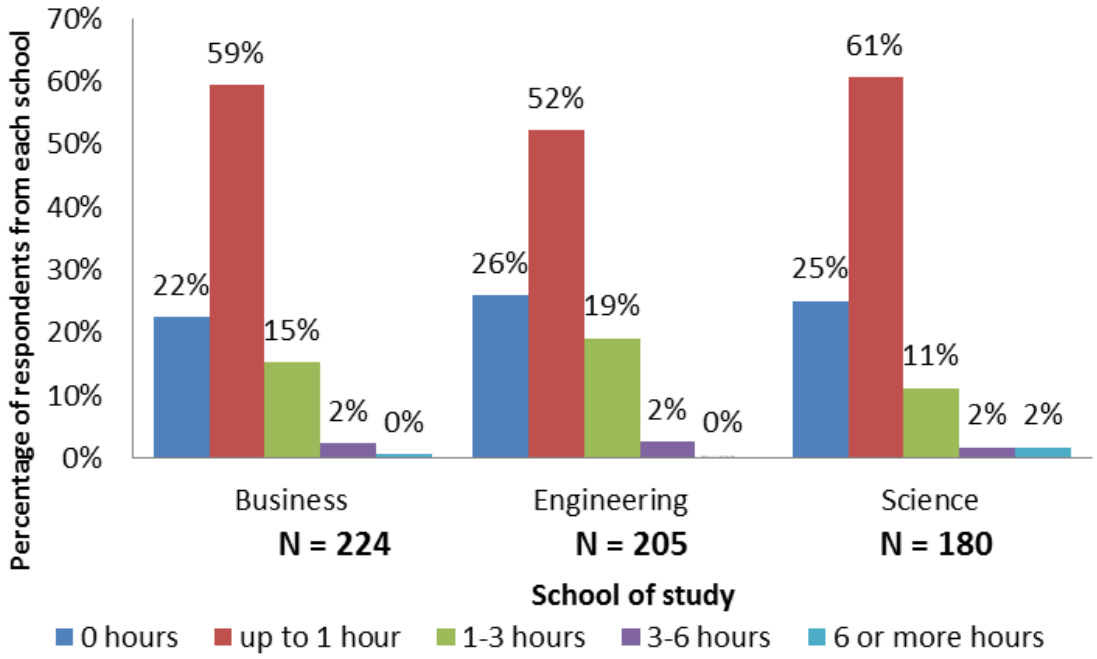

Figure 4-5: Time that HKUST First-year Students Reported Reading for Fun in English on a Typical School Day, by School of Study

The data suggests that most first-year students read regularly in English, because the majority of respondents reported some amount of reading in English both academically and recreationally on school days and vacation days. However, the results may be somewhat ambiguous, as one of the response choices was "Up to 1 hour", which could be interpreted as only a few minutes of reading. Furthermore, respondents may not be fully aware of the amount of time they spend reading, so their responses may not be completely accurate.

The survey data also does not provide any indication of students' *quality* of reading. One staff member stated that there is an important difference between studying and reading. This staff member stated that "most of the time you will find that the students are studying to know what they will need for exams rather than in-depth reading". Most students supported this notion and stated that when given a reading assignment or task, they usually skim the textbook or reading material for what they need and usually do not end up reading all the assigned text. One student stated, "I skim lecture notes prior to classes so that I know what I need immediately".

Technology has become an integral part of many HKUST first-year respondents' reading habits. Considering all technology-related questions asked on the survey, 88 percent of respondents indicated one or more of the following:

- The student owns an e-book reader.
- The student reads online news sources (in English) every day or once a week.
- The student used one or more of the following for academic purposes last semester:
    - electronic textbooks
    - electronic articles
    - electronic encyclopedias/atlases

In interviews, most staff members stressed that students are reliant on technology and that the use of technology could excite many students about reading. Some staff members further asserted that not only can students use devices for electronic reading, but also for dictionaries and other English clarification tools. Similarly, many students whom we interviewed indicated that when in need of further support for English reading, they utilize many online resources, most prominently being online dictionaries.

Many respondents indicated that they used electronic sources for school during the fall 2011 semester. Figure 4-6 displays what reading materials respondents reported using for school during this semester, classified by electronic and hard-copy. Although there seemed to be more respondents who indicated using hard-copy textbooks than those who indicated using electronic textbooks, more respondents indicated using electronic articles (57%) and electronic encyclopedias/atlases (37%) than their respective counterparts.

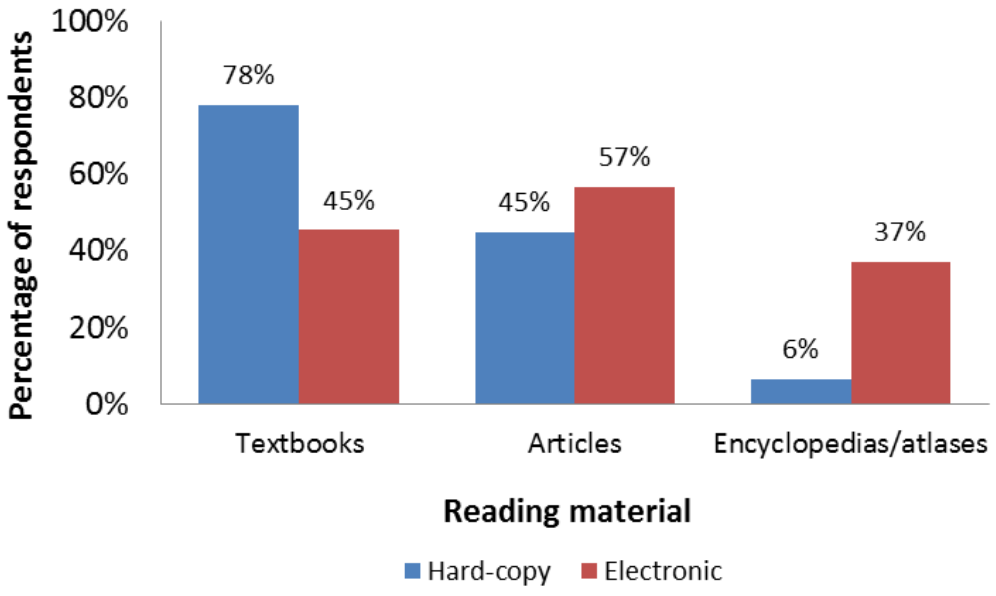

Figure 4-6: Types of Reading Materials HKUST First-year Students Reported Using in the Fall 2011 Semester, by Hard-copy vs. Electronic

Many respondents indicated that they read online news in English every day or once a week. Fifty-three percent of respondents indicated that they read online news sources. Many respondents indicated that e-book readers are/would be useful. Thirty-eight percent of respondents indicated that they own e-book readers. Furthermore, regardless of whether they owned an e-book reader, 66 percent of all respondents agreed or strongly agreed that "e-book readers are/would be useful when [they] read for fun". Also, 66 percent of all respondents agreed or strongly agreed that "e-book readers are/would be useful when [they] read for school".

4.2 First-Year Students' Reading Interests

This section describes findings on students' genres of interest and types of reading materials they prefer. It also identifies specific authors and books that students reported they have read or would like to read.

HKUST first-year respondents indicated a wide range of reading interests, the top four choices being science fiction, adventure, mystery, and romance. Fifty-two percent of survey respondents indicated that they like to read science fiction for fun, making it the most popular genre. Also, 48 percent of respondents indicated they like to read adventure. However, some patterns were revealed by analyzing the data by school of study and gender. Figure 4-7 shows the distribution of genre interests by school of study for the four most preferred genres. Science fiction was the most popular genre among engineering and science students, whereas romance was the most popular genre among business students.

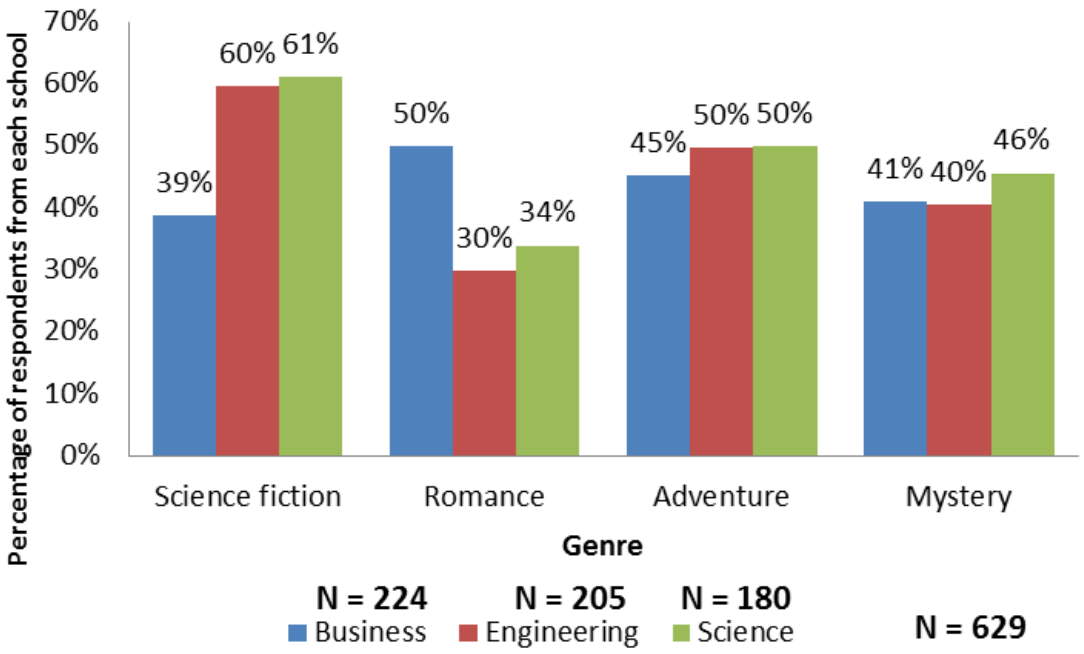

Figure 4-7: Genres that HKUST First-year Students Enjoy, by School of Study

We also classified the respondents' reading interests by gender. Sixty-three percent of male respondents, as opposed to 39 percent of female respondents, indicated that they like to read science fiction. Sixty percent of female respondents, as opposed to 20 percent of male respondents, indicated that they like to read romance.

Many students reported having read or wanting to read specific books that correspond to best-sellers or film adaptations. Three hundred sixty-eight of the 629 first-year students surveyed answered an optional question on the survey about books and authors they have read or would like to read. Of those 368 students, 23 percent of them indicated the *Harry Potter* series by J.K. Rowling (fantasy/adventure). Other reoccurring book series were *Twilight* by Stephanie Myers (fantasy/romance), *Sherlock Holmes* by Arthur Conan Doyle (mystery/adventure), *The Kite Runner* by Kahled Hosseini (historical fiction), *Lord of the Rings* by J.R.R. Tolkien (fantasy/adventure), and *The Da Vinci Code* by Dan Brown (mystery/thriller). This data supports some staff members' opinions that students tend to read or are more familiar with best-sellers.

One limitation to this finding is that the survey question did not list all possible genres of interest for the respondents, therefore, the respondents may have indicated genres that they thought best fit the books or other materials that they liked to read.

The reading materials that HKUST first-year respondents reported they like to read most include magazines, newspapers, and novels. Figure 4-8 presents what reading

materials respondents indicated they like to read. Sixty-two percent of respondents indicated that they like to read magazines, 59 percent of respondents indicated that they like to read novels, and 49 percent of respondents indicated that they like to read newspapers. Respondents also indicated interest in short stories and comics/manga. Journals, however, are less popular.

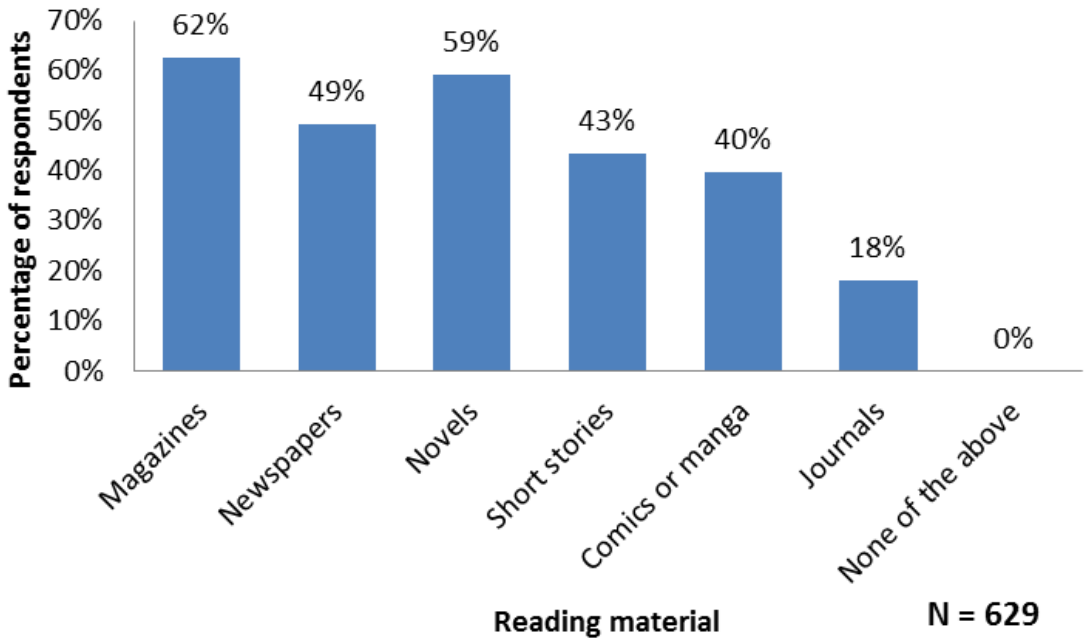

Figure 4-8: Reading Materials that HKUST First-year Students Reported They Like

Students' reading habits regarding newspapers and magazines may not represent the use of the sources available to them in the Language Center. Although 62 percent of respondents indicated that they like to read magazines, only 16 percent of respondents indicated that they read TIME Magazine (in English) once a week or every day. The Language Center subscribes to many magazines, including TIME Magazine and Newsweek, which are made available to all HKUST students. The Language Center even offers 300 copies of Newsweek for students free of charge each week. Most Language Center staff members noticed that students do not frequently use the reading materials available in the Language Center. Of the 36 percent of respondents who indicated they have used Language Center resources, only 21 percent of them (47 in total) indicated that they read TIME Magazine (in English) every day or once a week.

Although 49 percent of respondents indicated they like to read newspapers, far fewer respondents indicated interest in two specific English newspapers: *The South China Morning Post* and *The Standard*. The South China Morning Post is an English newspaper and

is available daily at the Language Center. However, only 27 percent of respondents indicated that they read the South China Morning Post once a week or every day. Additionally, The Standard is an English newspaper readily available throughout Hong Kong. However, only 15 percent of respondents indicated that they read the Standard once a week or every day. Of the 36 percent of respondents who indicated they have used Language Center resources, only 32 percent of them (72 in total) indicated that they read the South China Morning Post every day or once a week.

4.3 First-Year Students' Attitudes towards Reading in English

This section describes students' motivations to read in English. Specifically, it presents future career as a motivation to read, based on school of study. In addition, this section displays student's motivation to read to improve their overall English skills, based on where the students are from.

Many HKUST first-year respondents identified their future career as well as improving English skills as strong motivations to read in English. Figure 4-9 shows survey respondents' motivations to read in English. Eighty-two percent of respondents indicated they agree or strongly agree that they "read in English because it will help [them] with [their] future career". Eighty-two percent of respondents indicated that they agree or strongly agree that they "read in English because [they] like to improve [their] English skills".

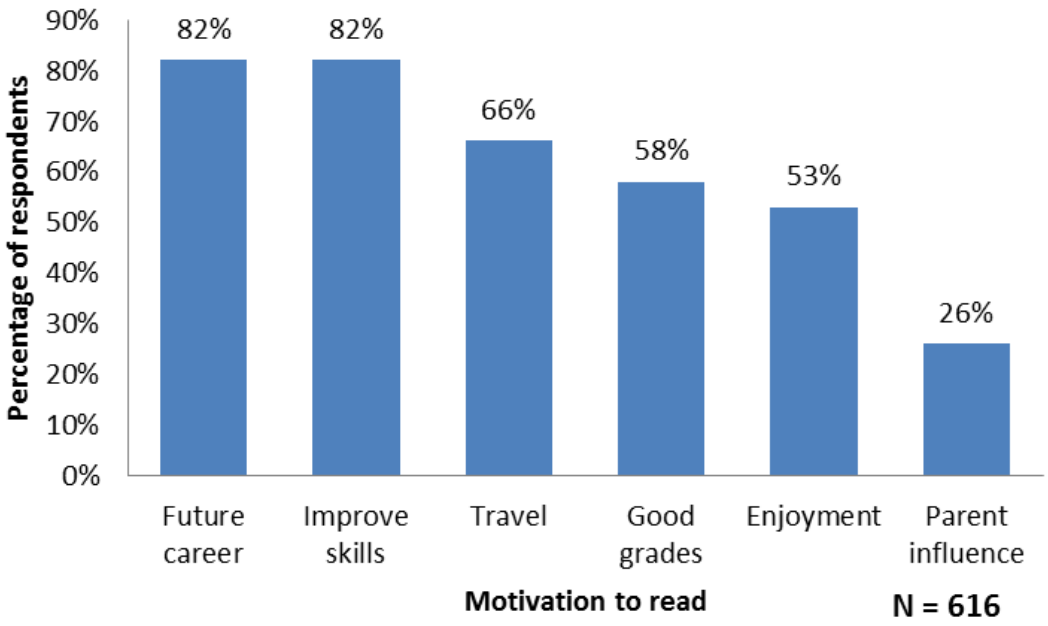

Figure 4-9: Percentage of HKUST First-year Students who Reported They Agree or Strongly Agree with Each Motivation to Read in English

There appears to be minimal difference in students' agreement with future career as a motivation to read in English, based on school of study. Figure 4-10 presents students' motivations to read for future career by school of study. When interviewed, some staff members said business students better understand the value of English to their future careers for global communication whereas science and engineering students do not due to the nature of their potential occupation. Contrary to this belief, one engineering student stated in an interview "many of the scientific journals and articles that I will need to read [in the workforce] are in English; therefore it is important that I understand English well."

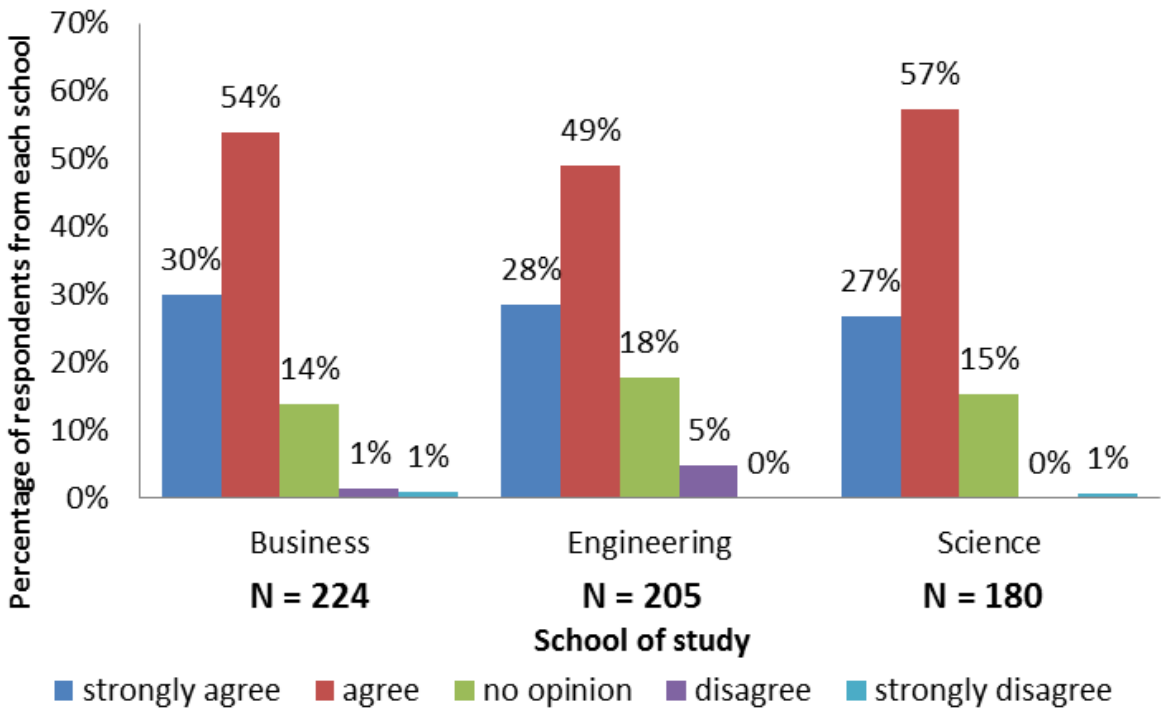

Figure 4-10: Respondents' Level of Agreement that Reading in English will Help Them in their Future Career, by School of Study

Many HKUST first-year respondents from Hong Kong and Mainland China reported very similar levels of motivation for reading to improve their English skills. Figure 4-11 illustrates the similarities in motivation to read between survey respondents from Hong Kong and Mainland China. In interviews with Language Center staff members, many expressed the opinion that students from Mainland China are eager to enhance their English skills, more so than local students from Hong Kong. However, the survey data did not support these staff member's impressions. Eighty-three percent of respondents from Hong Kong, compared to 78 percent from Mainland China, responded that they agree or strongly agree that enhancing English skills is a motivation to read in English.

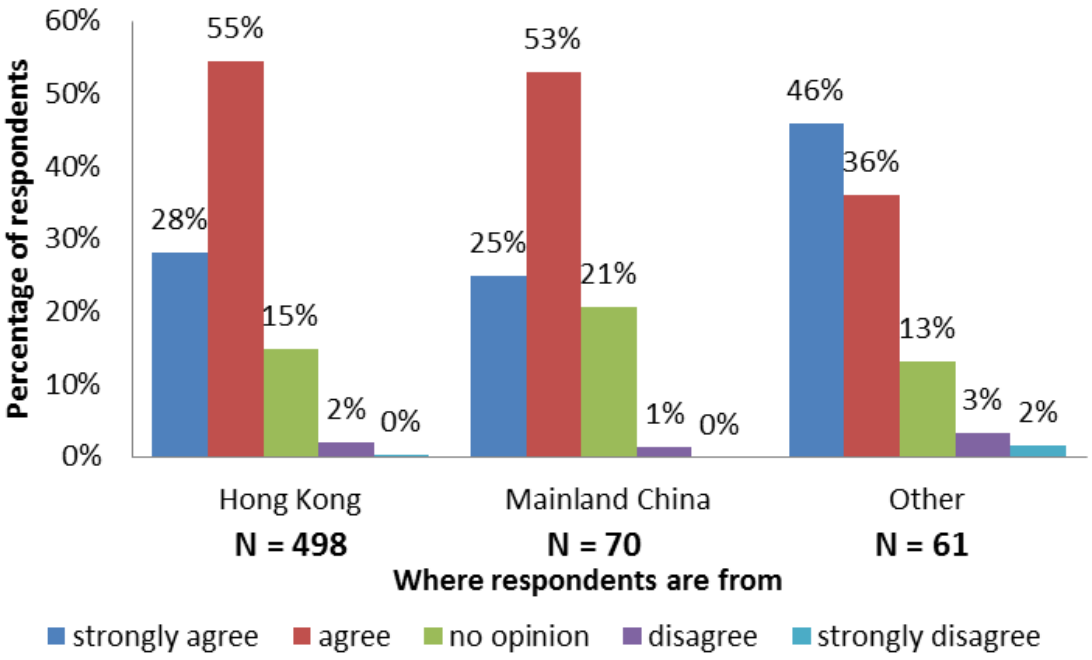

Figure 4-11: Respondents' Level of Agreement that Reading in English will Help Them in their Future Career, by Region of Origin

One limitation of this particular survey question is that the word "skill" is not explicitly defined. This means that students may have believed that the question could be asking about all English skills, or just reading skills, which may have affected the responses from the students.

4.4 Barriers That Limit Students' Reading in English

We discovered some factors that limit students' abilities to read in English. Both students and staff identified lack of time and lack of vocabulary as barriers.

Many HKUST first-year respondents and Language Center staff members reported in interviews that students do not have enough time to read for leisure on a typical school day. Figure 4-12 shows the amount of free time that survey respondents reported on a typical school day. Sixty-four percent of respondents indicated that they have three or less hours of free time on a typical school day. In addition students and staff suggested that most students spend free time on other activities, such as travelling and eating, In addition, the students indicated that since they spend a large amount of time reading in English for academic purposes, they would rather spend their free time in other ways. This point could suggest that students prefer to spend their time in other ways besides reading in English.

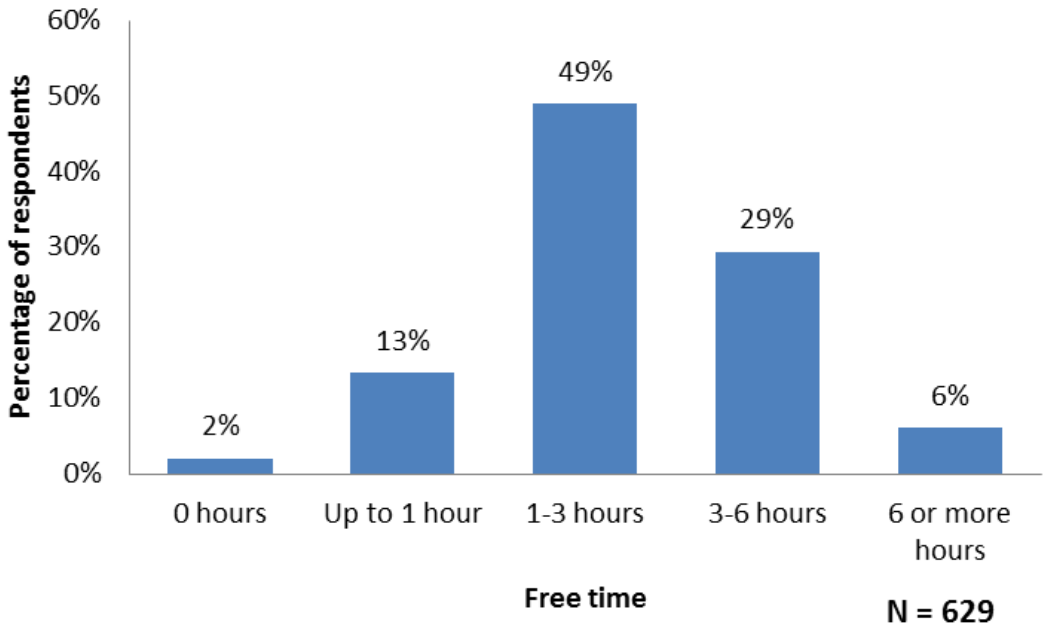

Figure 4-12: HKUST First-year Students' Reports of Free Time on a Typical School Day

In addition, student interviewees indicated that students would read more in English if they had more free time. Many students stated that they do not have time to read for fun, but that they have enough time to read for school. The Language Center staff also expressed that students do not have the time to read, mainly because of demanding schoolwork.

However, the concept of "free time" is ambiguous. For example, students may have perceived "free time" as time spent outside of the classroom excluding other obligations such as extra-curricular activities.

Some HKUST first-year students and Language Center staff members whom we interviewed reported that students' lack of vocabulary limits their English reading. A common topic in both first-year student interviews as well as Language Center staff interviews was the lack of vocabulary the students possess for English reading. Figure 4-13 is a visual representation of what the staff members view as the circular trend of struggles for students in their English reading. They believe that students do not read because they do not have the vocabulary to do so, and students do not have the vocabulary because they do not read.

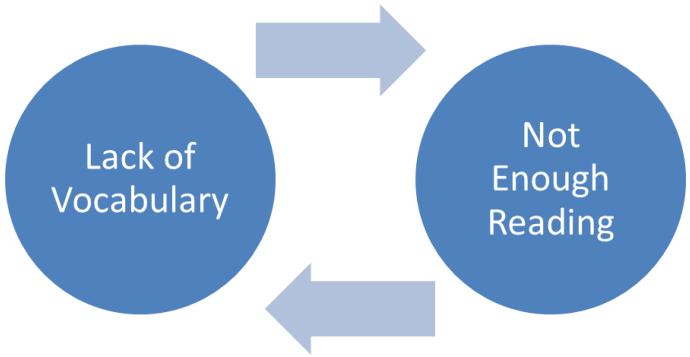

Figure 4-13: Relationship between Vocabulary and English Reading

Student interviewees corroborated this theory by stating that they find reading in English relatively easy, but that running into unknown words is the most troublesome difficulty for them. They stated that they usually combat this difficulty by utilizing online dictionaries and encyclopedias to look up the words and their meanings.

This data represents viewpoints of staff members and therefore may not be representative of the population as a whole.

4.5 Students' Uses of the Language Center Resources and Suggestions for Improvement

This section presents findings regarding the usage of Language Center resources by the first-year respondents. It also identifies staff's comments regarding reading-related activities, incorporating both social and technological aspects.

The majority of HKUST first-year survey respondents (64%) reported that they have never used any Language Center resources. Many of the students we interviewed told us that they had never used the Language Center and they did not know what the Language Center offered or what it was useful for.

Of the respondents who have used the Language Center, the resource that is used the most is the Language Commons area. Table 4-1 shows the percentage of respondents who have used each Language Center resource before, and the percentage of users who found each resource somewhat useful or very useful. Although 28 percent of students have used the Language Commons area, 95% of those who have used it, find it useful. Similar trends can be seen for each of the other Language Center resources. We can suggest that many HKUST

first-year students are unaware of the resources the Language Center offers, and could possibly advertise more efficiently.

Table 4-1: Percentage of Respondents Who Found Each Language Center Resource Somewhat Useful or Very Useful

	Usage		Rated as Somewhat Useful or Very Useful	
Language Center Resource	**Number of Users**	**Percentage of Sample**	**Number**	**Percentage**
Language Commons	176	28%	167	95%
iAction	131	21%	107	82%
iCourses	111	18%	88	79%
iSpeak	114	18%	94	82%
iWrite	103	16%	81	79%

Students and staff who were interviewed suggested reading-related activities that were social in nature and student-run. Some suggestions from the first-year students interviewed were programs and activities such as books clubs, and reading-focused seminars. Some of the staff members volunteered the idea that having programs where students would be able to read and discuss what they read would be helpful. Also, some staff members indicated that incorporating reading into watching films would be an effective idea for a workshop or seminar.

Staff members who were interviewed suggested activities and resources that incorporated using the internet and other forms of electronic reading. Many staff members indicated that they often recommend their students to read online journal articles and newspapers. Some reading materials that were mentioned include *CNN Student*, *New York Times*, and various blog sources of interest to the students.

5. Conclusion & Recommendations

The study performed characterized the first-year students' reading habits, interests, and attitudes for reading in English. Based on our findings, we developed a succinct list of principles. These principles can be utilized by the Language Center in further action to enhance the English reading culture among the first-year students.

Recommendations should ideally:

- **Require a small amount of time from students.** Sixty-four percent of respondents indicated that they have three or less hours of free time per day. In interviews, students and staff members reported that much of this time may be occupied by other activities, whether they are personal or extra-curricular. They also noted that time constraints are one of the prominent barriers limiting reading in English.
- **Utilize vacation days, rather than school days.** Students reported more hours spent reading for fun in English during vacation days than during school days.
- **Assist students with vocabulary-building and strategies for reading with limited vocabulary.** In interviews, students and staff members indicated that students' reading is often hindered by lack of vocabulary. As a result, the amount they read is limited.
- **Make use of technology.** Eighty-eight percent of respondents indicated some appeal towards technology for reading, whether it is regarding e-book readers, electronic sources for academic purposes, or online news in English.
- **Incorporate social or student-run aspects into programs/activities.** In interviews, many students and staff members indicated appeal for these types of programs and activities.
- **Attain "best-seller" books, especially those with movie adaptations.** We noticed that specific books that students listed on the survey tended to be best-sellers, and often times had been adapted into movies. The students showed a wide interest in genres. Specifically, the genres of science fiction, adventure, mystery, and romance were popular among a wide range of student survey respondents. Therefore, books obtained by the Language Center could encompass more and more of these genres.
- **Build on students' motivations to read in English for the benefit of their future careers and for improvement in their English skills.** Eighty-two percent of

students agreed or strongly agreed that these factors motivated them to read in English, regardless of their school or region of origin.

The recommendations that follow are intended to align with these principles. These recommendations were also synthesized by taking into consideration the feasibility of what the Language Center can implement without expenditure of too many funds and time commitment for the staff.

5.1 Additional Reading Materials

We recommend that the Language Center considers purchasing additional books and magazines, especially electronic versions, which align with students' interests. We compiled a list of novels and series (see Appendix H) that might interest first-year students based on their genre preferences indicated in the survey. The list includes information mainly gathered from the Barnes & Noble website and includes titles, authors, series (if any), genres, awards, and descriptions of the books. These books could be obtained not only in hard-copy versions, but also in electronic versions which could be downloaded directly onto a computer or personal e-reader.

Multiple books on this list encompass one or more of the most popular genres: science fiction, adventure, mystery, and romance. Some students expressed a tendency to enjoy books that are bestsellers and/or have movie adaptations. In addition, survey respondents indicated that they prefer reading magazine material the most. We recommend conducting more research on magazines in order to fully accommodate their interests. As a result of incorporating these recommendations as well as students' utilizing these additional resources, student's motivations and vocabulary may also increase.

This study also suggests that technology is an important part of students' reading habits. Therefore, we propose that the Language Center look into the implementation of e-books to supplement these genre recommendations described above. Many students indicated their appeal of e-books, both for recreational and academic purposes. The Language Center could consider attaining electronic magazine or newspaper subscriptions to offer to their students. Electronic versions of books, newspapers, and magazines that students like could excite them to continue their reading, and ultimately foster an English reading culture.

5.2 Recommendations for the Current Language Center Website

We recommend that the Language Center considers incorporating more reading-oriented themes into its existing website. Incorporating some new ideas to the Language Center website would address many of the areas that may influence students to read more in English. The website can be upgraded to include:

- Electronic books that can be accessed directly from the website
- Subscriptions to online magazines and newspapers that may interest the students
- Information on Language Center workshops to help improve English reading
- An online discussion forum to discuss books, movies, and television that students find interesting to share.

Our findings showed that students do not have much free time and that they use electronic sources for reading and reading-related activities. First, the website would address the use of time and technology by being an online source having features that are quick and easy to access for the students. This website, unlike other resources that the Language Center offers, would be available to the students at all times and can be utilized not only during school, but also on vacations days.

The Language Center could incorporate access to e-books on the website along with a newsletter of activities and workshops that are available to the students. The website could also feature links to other online English newspapers and magazines that the students may enjoy reading. The e-books that are featured on the website could encompass one or more of the genres that students indicated they like. Students also indicated that the reading materials they like to read the most were magazines, novels, and newspapers. Providing electronic subscriptions to various English magazines and newspapers may prove useful in leading students to the website. The online forum would not only serve as a place to discuss books, movies, and television that the students like but it would help to improve students' writing and reading skills. Students would have the ability to post reviews about books that they have read and movies they like. The Language Center may also consider incorporating some online movies or television shows that have English subtitles into the website.

5.3 Recommendations for Co-Curricular Activities and Workshops

We recommend that the Language Center considers implementing additional activities and workshops focused on improving English reading. Some examples of these workshops could include:

- Vocabulary-building workshops. Vocabulary workshops could be conducted utilizing strategies described within the background chapter, such as using context clues to identify meanings of words.
- Best-selling books and film workshop. Excerpts from the books can be read beforehand and students can watch the corresponding videos and then partake in discussions.
- Weekend showings of popular films with English subtitles. These movies could be recently released from theaters and shown two nights on the weekends for student viewing. These movies would contain English subtitles that the students could use to follow along with the dialogue.
- Workshops that teach students how to read and interpret legal business documents and scientific writings. These workshops could include speakers who talk about reading that they do frequently in the workplace and also address learning how to read and interpret legal documents such as copyrights, patents, stocks, etc.
- Book clubs. These book clubs could consist of a group of students coming in once a week to discuss a book that they have collectively chosen to read. There could be an in-depth discussion about the book and also suggestions of books they find worth reading.

These co-curricular activities and workshops would include vocabulary-building, technology integration, accommodation of genre and material interests, social/student run aspects, and utilization of student motivations. Film reviews that are adaptations of best-selling books and also showing popular films with subtitles would integrate technology into these workshops and may attract more students. Integrating how reading can be used in the workplace and introducing how to read and interpret legal documents could suit the students' motivation.

The findings have suggested that social and student-run activities and workshops and workshops that build vocabulary would interest students. The book club and vocabulary workshops would address both of these factors.

Table 5-1 below is a quick summary chart of how the recommendations presented above align with the principles that were retrieved from our findings.

Table 5-1 Principal and Recommendations Matrix

		Materials	Website	Co-curricular
1	Use time efficiently		✓	
2	Utilize vacation days	✓	✓	
3	Improve vocabulary	✓	✓	✓
4	Make use of technology	✓	✓	✓
5	Incorporate social/student-run aspects		✓	✓
6	Appeal to genre interests	✓	✓	✓
7	Appeal to material interests	✓		✓
8	Incorporate motivation based on career enhancement			✓

5.4 Recommendations for Further Investigation

The feasibility of purchasing e-book readers such as the Apple iPad, the Barnes & Noble Nook, or the Amazon Kindle for the use of the students within the Language Center. The use of iPads in learning environments has been investigated by researchers. According to Shirley and Chausis (2011), iPads can be used to study literature, perform character analysis, build visual literacy, and acquire foreign language skills (para. 1). Apple provides video tutorials describing how to apply the use of iPads to academic environments. Providing e-book readers for students' use could be a way to encourage students to read more books, magazines, or news. Furthermore, the purchase of electronic versions of books would be easily accessible for the students to use and could incorporate their genre interests. Students would be able to access the material more easily and can even utilize these resources on their vacation days. Some possible research topics could include:

- Cost-benefit analysis
- Applicability of e-book readers into classroom activities
- Feasibility of lending e-book readers to students

Investigate the benefits of a school newspaper as well as the willingness of Language Center staff to oversee the planning process. This newspaper could present Hong Kong news, HKUST news, English reading tips, book and film reviews, weather reports, and other articles of interest. This newspaper could provide students with easy-to-read and appealing articles. Due to the significance of technology in the students' reading habits, we suggest considering an electronic version of this newspaper as well. Students could access the newspaper from their mobile devices as well as follow links on the newspaper to other news links. Some research topics to investigate could include:

- Interest of students in reading such a newspaper
- Willingness of students/staff to write and oversee the newspaper
- Cost-benefit analysis of school newspaper
- Contents of newspaper based on students' interests

Investigate the feasibility and applicability of an extensive reading program into the university's language curriculum. Extensive reading is an approach of teaching reading and a method of language acquisition through reading large amount of texts. Research shows that extensive reading has beneficial effects on cultivating reading habits and improving not only reading, but overall language English skills (Asraf, 2003; Green, 2005).

The extensive reading approach utilizes self-promoted language acquisition through reading in a school setting. It is important to note that extensive reading is done in school where students not only read, but they are also provided with help and guidance from a teacher. Students are allowed to choose texts their interested in and can employ their various motivations to read. Such a program could provide purpose for reading and language focus for better incorporation into the language curriculum. In addition, extensive reading programs include activities such as sharing what students have read in either written or spoken form. Such activities have been shown to increase students' interest in reading. Furthermore, teachers can provide guidance with reading, help overcome difficulties, and teach strategies for enhancing reading. The use of computers and other devices can also be incorporated into an extensive reading program.

Extensive reading appears to be a method that is beneficial to cultivating reading habits and improving reading and overall language skills. The implementation of an extensive reading program into HKUST's language curriculum could be a difficult task, requiring substantial resources. We suggest the assessment of feasibility and applicability of an extensive reading in the university setting. Possible research questions for consideration may include:

- Have extensive reading programs been applied and proved useful in other universities?
- What is required for the implementation of extensive reading programs?
- Could extensive reading be incorporated into already existing classes at HKUST?
- Would students respond positively to the implementation of extensive reading into the language curriculum?
- Are instructors prepared to teach extensive reading?

We hope that what we have found and presented will have an impact on the HKUST community to help further enhance the reading culture among the students as a whole.

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Appendix A: Reflections on Project Work

During this project experience, our group improved our efficiency and quality of work immensely. Through several specific group and revision processes, and utilizing each team member's strengths, we were able to produce high quality work in a timely manner. We also identified some efforts we can keep in mind for further group endeavors.

For revision of writing samples in this project, each team member was assigned sections to be in charge of. This task involved further delegating writing or revision to other members of the team, and ensuring that the work for his/her respective section was completed. As we received feedback from the project advisers on our writing, we delegated the revisions appropriately to various team members, rather than doing a group revision immediately. Once a group member revised a section, we then had a group revision session to appease any concerns or issues as well as refine the writing itself.

Additionally, each section of writing was read and revised by each group member. Due to the way we performed our writing and revision process, each member stayed informed about each section so he/she could fully understand the project scope and make rational decisions or actions for other pieces of the project. We also referenced previous IQP reports as well as research studies in order to formulate our writing and ideas effectively.

Another important process that our group took advantage of was utilizing each team member's strengths appropriately. Andrew was responsible for most of the survey creation and data analysis because of his familiarity with survey software and Microsoft Excel. Belinda was often in charge of delegation and group organization because she is very organized and responsible. Maksim performed a significant amount of our research and wrote much of our Background chapter because he is an effective researcher. Jenni was often responsible for concisely editing chapters due to her ability to express ideas succinctly. By using team member's strengths effectively, we were able to produce high quality work, and operate efficiently as a team.

When our team encountered group issues or disagreements, we solved them by having informed discussions that led to informed decisions and delegations. We also made significant efforts to improve our individual performances as well as team performance based on feedback presented in our two separate team assessments.
We also pinpointed factors to consider for future group endeavors. We learned that when unclear about a topic or idea, it is beneficial to first consult other team members, and then together as a whole consult the project adviser(s). We also learned that it is necessary to communicate concepts and ideas fully to our superiors. Often times, ideas can be

unnecessary and the feasibility and applicability of such ideas should be evaluated in order to decide the effectiveness of this idea.

Appendix B: Student Reading Habits Survey

HKUST Language Center - Student Reading Habits Survey

The Language Center and a research team from Worcester Polytechnic Institute are interested in your opinions on reading in English. Your response to this survey can help the Language Center understand how to help students become better readers and enhance the reading culture on campus.

This survey will take about 10 minutes.
This survey is completely voluntary, and your responses will be anonymous.

If you have any questions regarding this study, have any additional information you would like to share, or would like to participate in an interview to provide us with more information, please contact lcwpi2012@ust.hk.

Thank you!
* Required

1. Which genres do you like to read for fun? *
Check all that apply.

- ☐ Science fiction
- ☐ Romance
- ☐ Adventure
- ☐ Historical
- ☐ Fantasy
- ☐ Mystery
- ☐ Poetry
- ☐ Nonfiction
- ☐ None of the above
- ☐ Other:

2. Which types of reading materials do you like? *
Check all that apply.

- ☐ Newspapers
- ☐ Magazines
- ☐ Journals
- ☐ Novels
- ☐ Comics or manga
- ☐ Short stories
- ☐ None of the above
- ☐ Other:

Please list one or more favorite books or authors that you like or would like to read (in English). (List titles in English.)
Optional

3. On average, how often do you read the following newspapers and magazines?

	every day	once a week	once a month	very seldom	never
South China Morning Post					
The Standard					
TIME Magazine (in English)					
online news sources (in English)					

4. Which types of reading resources did you use last semester for school?
Check all that apply.

- Hard-copy textbooks
- Electronic textbooks
- Hard-copy articles
- Electronic articles
- Hard-copy encyclopedias/atlases
- Electronic encyclopedias/atlases
- Presentation slides/notes provided by instructor
- None of the above
- Other:

5. On average, how much free time do you have on a typical school day? *

- 0 hours
- Up to 1 hour
- 1-3 hours
- 3-6 hours
- 6 or more hours

6. On average, how much of a typical school day do you spend reading... *

	0 hours	up to 1 hour	1-3 hours	3-6 hours	6 or more hours
for fun in Chinese?					

	0 hours	up to 1 hour	1-3 hours	3-6 hours	6 or more hours
for fun in English?					
for school in Chinese?					
for school in English?					

7. On average, how much of a typical vacation day do you spend reading... *

	0 hours	up to 1 hour	1-3 hours	3-6 hours	6 or more hours
for fun in Chinese?					
for fun in English?					
for school in Chinese?					
for school in English?					

8. Have you ever used any Language Center resources?

- Yes
- No

If yes, how useful have the following Language Center resources been to you?

	Very useful	Somewhat useful	Not useful	I have not used this resource.
Language Commons aka Self-Access Center (readers, audio, video, books, etc.)				
iAction (Chit Chat Corner, English Language Buddy Scheme, etc.)				
iCourses (IELTS, etc.)				
iSpeak (iSpeak advisors, Cinematopia, English Conversation Group, Read and Chat, etc.)				
iWrite (iWrite advisors, writing workshops, etc.)				

Which specific Language Center resources or programs have you found most useful?
Optional

9. Please rate your level of agreement regarding your motivation to read in English.
Please respond to each statement.

	strongly agree	agree	no opinion	disagree	strongly disagree
I read in English to get good grades at HKUST.	○	○	○	○	○
I read in English because it will help me with my future career.	○	○	○	○	○
I read in English because my parents encourage me to do so.	○	○	○	○	○
I read in English to help me if I travel internationally on vacation.	○	○	○	○	○
I read in English because I enjoy it.	○	○	○	○	○
I read in English because I like to improve my English skills.	○	○	○	○	○

What other reasons do you have to read in English?
Optional

10. Do you own an ebook reader?
includes iPad reading applications, Nook, etc.

- ○ Yes
- ○ No

11. If yes, please indicate what you use your ebook reader for.

- ○ I use my ebook reader for fun (not for coursework).

- I use my ebook reader to read for school.
- I use my ebook reader both for fun and school.

12. Please rate your level of agreement with the following statements regarding ebook readers

	strongly agree	agree	no opinion	disagree	strongly disagree
Ebook readers are/would be useful when I read for fun.					
Ebook readers are/would be useful when I read for school.					

13. Please rate your level of comfort with reading in the following languages.

	strongly agree	agree	no opinion	disagree	strongly disagree
Chinese					
English					

14. Please rate your level of comfort with speaking in the following languages.

	strongly agree	agree	no opinion	disagree	strongly disagree
Cantonese					
Mandarin (Putonghua)					
English					

What was the language of instruction in the secondary school that you last attended?

- English as a Medium of Instruction (EMI)
- Chinese as a Medium of Instruction (CMI)
- Other:

What is your main language?

- Cantonese
- Mandarin (Putonghua)
- English
- Other:

Where are you from? *

- Hong Kong
- Mainland China
- Other:

Please indicate your gender.

- Male
- Female

What year are you in at HKUST? *

- Year 1
- Year 2
- Year 3
- Year 0
- Other:

What school are you studying in? *
Choose primary major if you study multiple subjects.

- School of Science
- School of Engineering
- School of Business and Management
- School of Humanities and Social Science

Please indicate if you are interested in the lucky draw and/or an interview.
Check all that apply.

- Please enter me into the lucky draw to win a HK$ 500 McDonald's or Starbucks Coffee coupon.
- I am interested in providing further information through an interview.

What is your HKUST email address?
Optional, but required for lucky draw or interview

Thank you!

Appendix C: Student Reading Habits Survey Data

Question 1

HKUST Language Center - Student Reading Habits Survey - **#1: Which genres do you like to read for fun?**

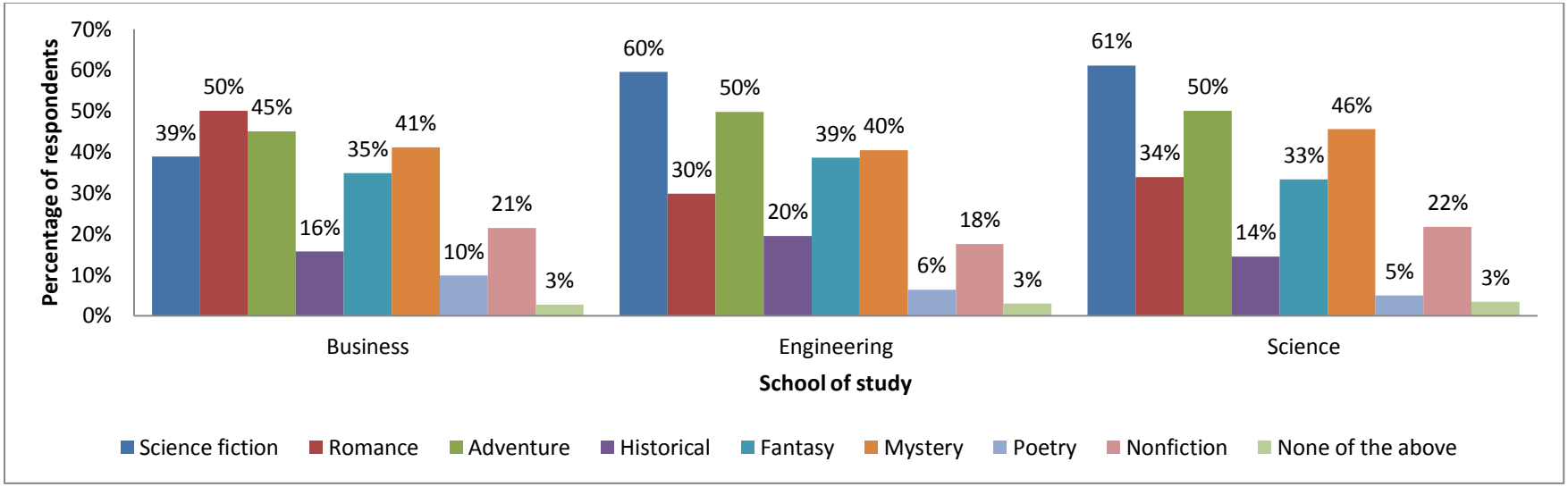
*required

1	School of study					Where are you from?				Gender		
	School of Business and Management	School of Engineering	School of Science	School of Humanities and Social Science	Total	Hong Kong	Mainland China	Other	Total	Male	Female	Total
Responses	**224**	**205**	**180**	**20**	**629**	**498**	**70**	**61**	**629**	**330**	**286**	**616**
Science fiction	87 *(39%)	122 (60%)	110 (61%)	6 (30%)	325 **(52%)	263 (53%)	27 (39%)	35 (57%)	325 (52%)	207 (63%)	111 (39%)	318 (52%)
Romance	112 (50%)	61 (30%)	61 (34%)	10 (50%)	244 (39%)	190 (38%)	29 (41%)	25 (41%)	244 (39%)	67 (20%)	171 (60%)	238 (39%)
Adventure	101 (45%)	102 (50%)	90 (50%)	10 (50%)	303 (48%)	243 (49%)	23 (33%)	37 (61%)	303 (48%)	159 (48%)	137 (48%)	296 (48%)
Historical	35 (16%)	40 (20%)	26 (14%)	6 (30%)	107 (17%)	65 (13%)	20 (29%)	22 (36%)	107 (17%)	66 (20%)	37 (13%)	103 (17%)
Fantasy	78 (35%)	79 (39%)	60 (33%)	5 (25%)	222 (35%)	172 (35%)	26 (37%)	24 (39%)	222 (35%)	113 (34%)	101 (35%)	214 (35%)
Mystery	92 (41%)	83 (40%)	82 (46%)	7 (35%)	264 (42%)	209 (42%)	23 (33%)	32 (52%)	264 (42%)	125 (38%)	134 (47%)	259 (42%)
Poetry	22 (10%)	13 (6%)	9 (5%)	3 (15%)	47 (7%)	28 (6%)	13 (19%)	6 (10%)	47 (7%)	18 (5%)	26 (9%)	44 (7%)
Nonfiction	48 (21%)	36 (18%)	39 (22%)	6 (30%)	129 (21%)	92 (18%)	20 (29%)	17 (28%)	129 (21%)	74 (22%)	54 (19%)	128 (21%)
None of the above	6 (3%)	6 (3%)	6 (3%)	1 (5%)	19 (3%)	12 (2%)	4 (6%)	3 (5%)	19 (3%)	12 (4%)	6 (2%)	18 (3%)

What these percentages mean:

* 39% of first-year Business students surveyed like to read Science fiction for fun.

** 52% of first-year students surveyed like to read Science fiction for fun.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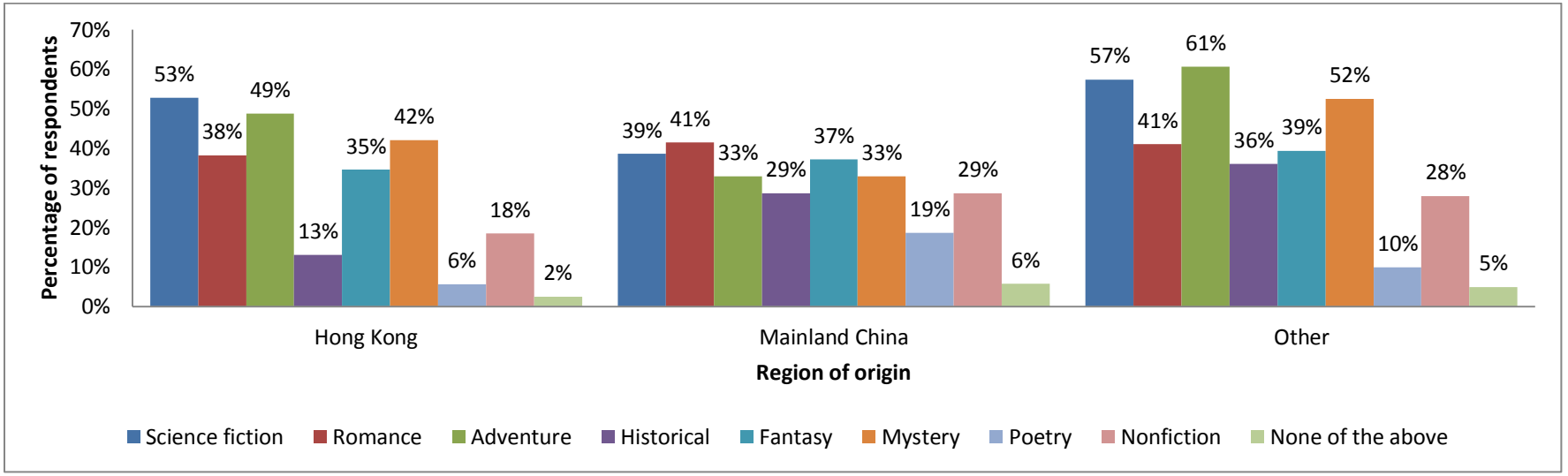
5%
22%
3%
Business
Engineering
Science
School of study
Science fiction
Romance
Adventure
Historical
Fantasy
Mystery
Poetry
Nonfiction
None of the above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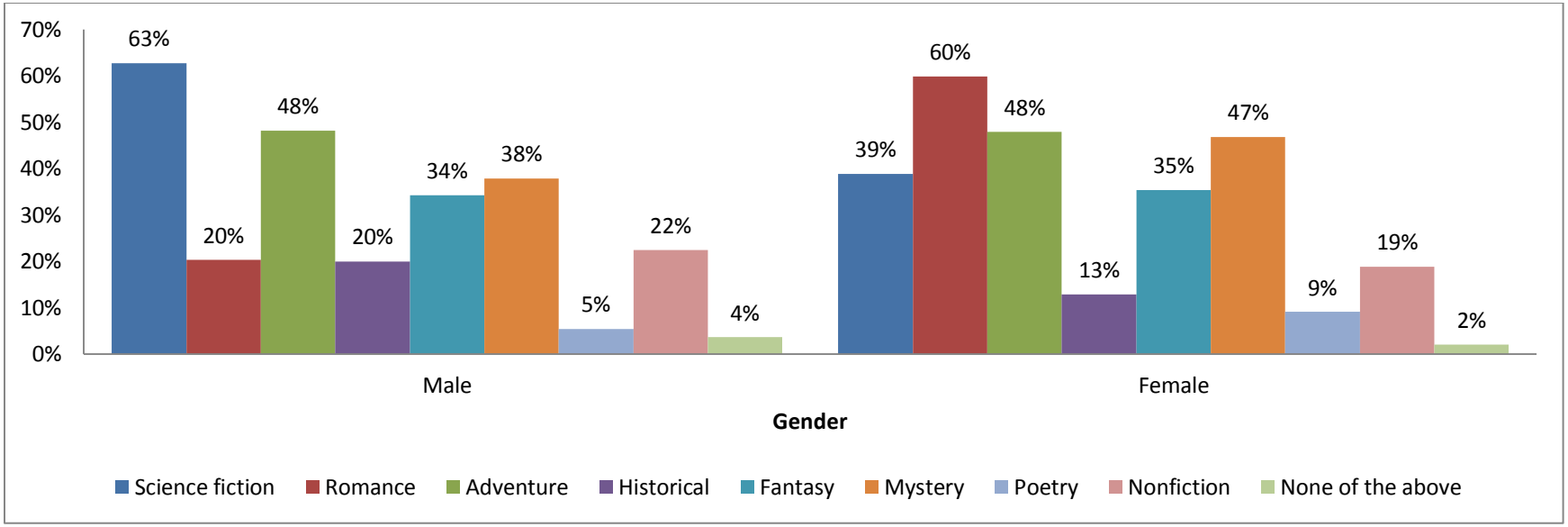
57%
41%
61%
36%
39%
52%
10%
28%
5%
Hong Kong
Mainland China
Other
Region of origin
Science fiction
Romance
Adventure
Historical
Fantasy
Mystery
Poetry
Nonfiction
None of the above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22%
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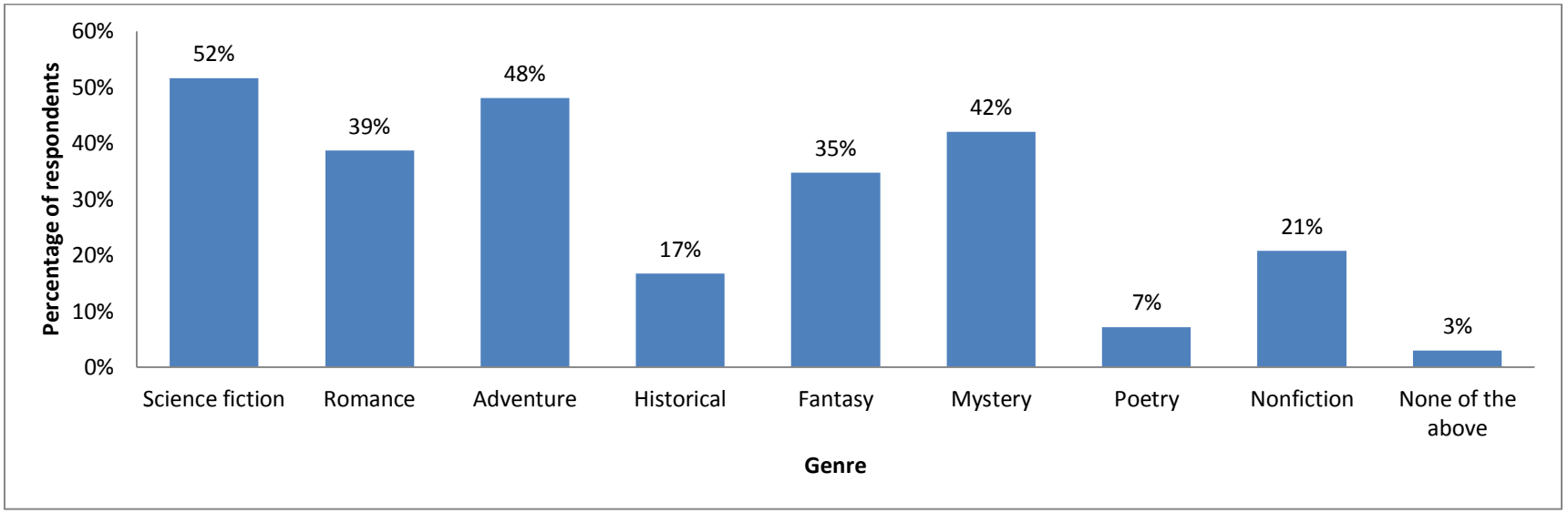
60%
48%
13%
35%
47%
9%
19%
2%
Male
Female
Gender
Science fiction
Romance
Adventure
Historical
Fantasy
Mystery
Poetry
Nonfiction
None of the above


Percentage of respondents
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0%
52%
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48%
17%
35%
42%
7%
21%
3%
Science fiction
Romance
Adventure
Historical
Fantasy
Mystery
Poetry
Nonfiction
None of the above
Genre

Question 2

HKUST Language Center - Student Reading Habits Survey - **#2: Which types of reading materials do you like?**

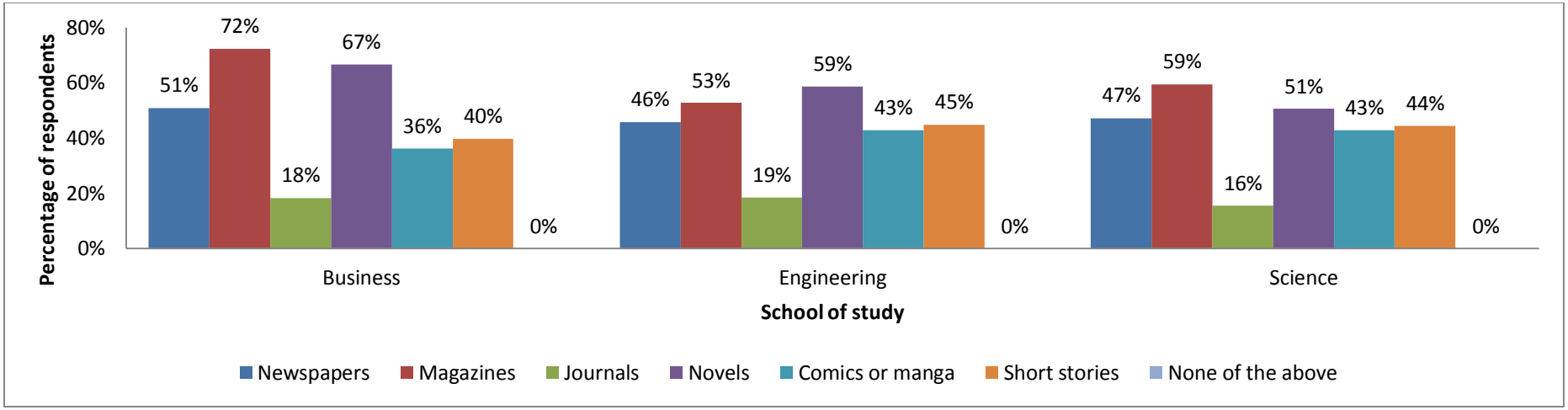
*required

2	School of study					Where are you from?				Gender		
	School of Business and Management	School of Engineering	School of Science	School of Humanities and Social Science	Total	Hong Kong	Mainland China	Other	Total	Male	Female	Total
Responses	**224**	**205**	**180**	**20**	**629**	**498**	**70**	**61**	**629**	**330**	**286**	**616**
Newspapers	114 *(51%)	94 (46%)	85 (47%)	17 (85%)	310 **(49%)	253 (51%)	28 (40%)	29 (48%)	310 (49%)	171 (52%)	131 (46%)	302 (49%)
Magazines	162 (72%)	108 (53%)	107 (59%)	16 (80%)	393 (62%)	305 (61%)	49 (70%)	39 (64%)	393 (62%)	180 (55%)	203 (71%)	383 (62%)
Journals	41 (18%)	38 (19%)	28 (16%)	7 (35%)	114 (18%)	87 (17%)	16 (23%)	11 (18%)	114 (18%)	64 (19%)	47 (16%)	111 (18%)
Novels	149 (67%)	120 (59%)	91 (51%)	13 (65%)	373 (59%)	284 (57%)	45 (64%)	44 (72%)	373 (59%)	158 (48%)	208 (73%)	366 (59%)
Comics or manga	81 (36%)	88 (43%)	77 (43%)	4 (20%)	250 (40%)	203 (41%)	22 (31%)	25 (41%)	250 (40%)	128 (39%)	111 (39%)	239 (39%)
Short stories	89 (40%)	92 (45%)	80 (44%)	12 (60%)	273 (43%)	212 (43%)	34 (49%)	27 (44%)	273 (43%)	138 (42%)	129 (45%)	267 (43%)
None of the above	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

What these percentages mean:

* 51% of first-year Business students surveyed like to read Science fiction for fun.

** 49% of first-year students surveyed like to read Science fiction for fun.


Percentage of respondents
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51%
72%
18%
67%
36%
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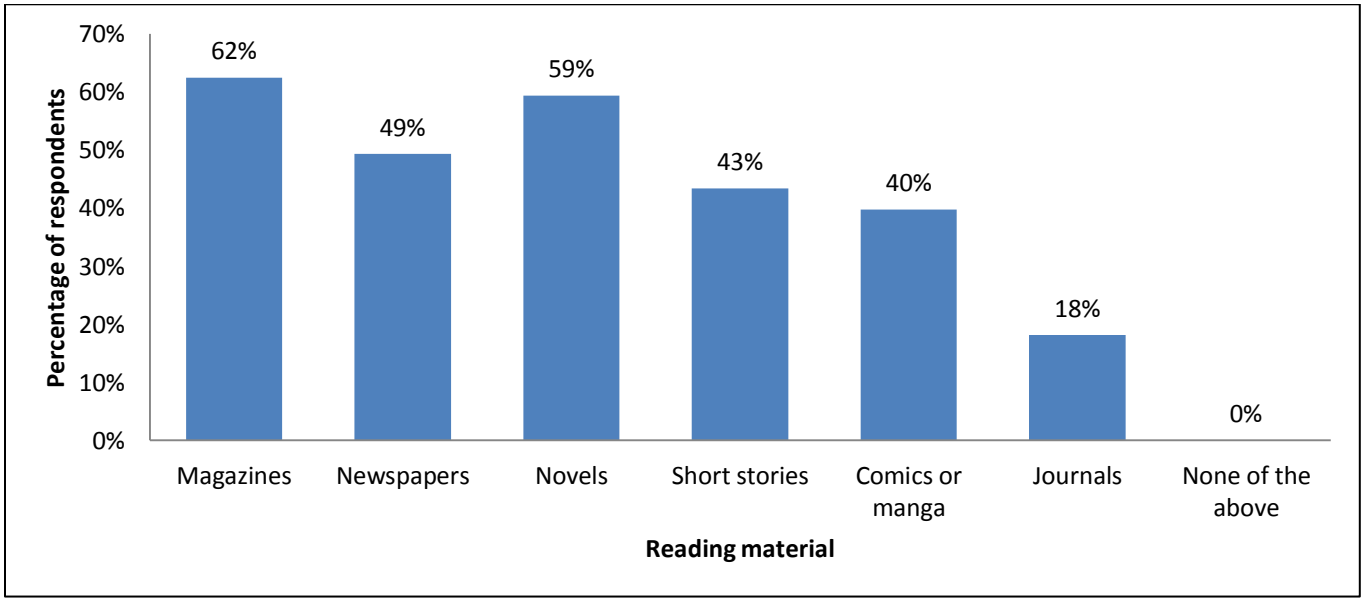
53%
19%
59%
43%
45%
0%
47%
59%
16%
51%
43%
44%
0%
Business
Engineering
Science
School of study
Newspapers
Magazines
Journals
Novels
Comics or manga
Short stories
None of the above


Percentage of respondents
70%
60%
50%
40%
30%
20%
10%
0%
62%
49%
59%
43%
40%
18%
0%
Magazines
Newspapers
Novels
Short stories
Comics or manga
Journals
None of the above
Reading material

Question 3

HKUST Language Center - Student Reading Habits Survey - **#3: On average, how often do you read the followings newspapers and magazines?**

optional

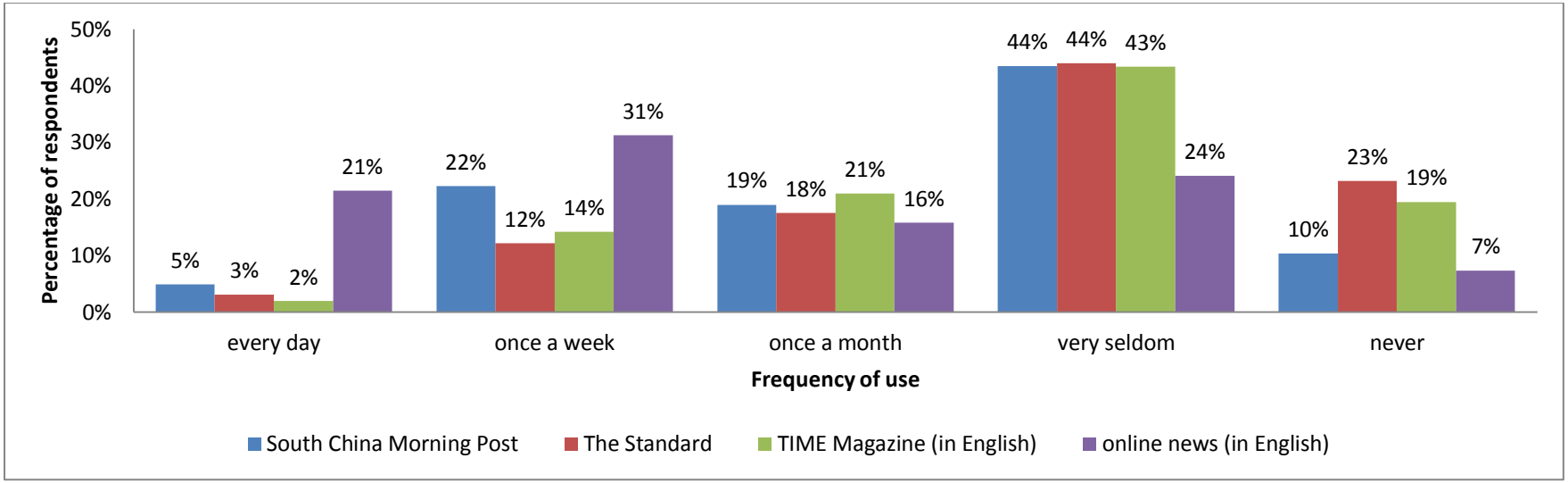
3		School of study					Where are you from?				Gender		
		School of Business and Management	School of Engineering	School of Science	School of Humanities and Social Science	Total	Hong Kong	Mainland China	Other	Total	Male	Female	Total
South China Morning Post	every day	9 *(4%)	13 (6%)	7 (4%)	1 (5%)	30 **(5%)	21 (4%)	2 (3%)	7 (12%)	30 (5%)	21 (6%)	8 (3%)	29 (5%)
	once a week	39 (18%)	45 (22%)	47 (27%)	6 (32%)	137 (22%)	113 (23%)	17 (25%)	7 (12%)	137 (22%)	83 (26%)	54 (19%)	137 (23%)
	once a month	38 (17%)	40 (20%)	36 (21%)	3 (16%)	117 (19%)	102 (21%)	11 (16%)	4 (7%)	117 (19%)	57 (18%)	58 (21%)	115 (19%)
	very seldom	108 (49%)	81 (40%)	71 (41%)	8 (42%)	268 (44%)	222 (45%)	28 (42%)	18 (30%)	268 (44%)	128 (39%)	136 (48%)	264 (43%)
	never	26 (12%)	24 (12%)	13 (7%)	1 (5%)	64 (10%)	31 (6%)	9 (13%)	24 (40%)	64 (10%)	36 (11%)	26 (9%)	62 (10%)
		220 (100%)	203 (100%)	174 (100%)	19 (100%)	616 (100%)	489 (100%)	67 (100%)	60 (100%)	616 (100%)	325 (100%)	282 (100%)	607 (100%)
The Standard	every day	9 (4%)	3 (2%)	6 (3%)	1 (5%)	19 (3%)	15 (3%)	1 (2%)	3 (5%)	19 (3%)	13 (4%)	6 (2%)	19 (3%)
	once a week	22 (10%)	27 (14%)	20 (12%)	5 (25%)	74 (12%)	68 (14%)	1 (2%)	5 (8%)	74 (12%)	41 (13%)	33 (12%)	74 (12%)
	once a month	41 (19%)	39 (20%)	24 (14%)	3 (15%)	107 (18%)	90 (19%)	12 (18%)	5 (8%)	107 (18%)	50 (16%)	55 (20%)	105 (18%)
	very seldom	96 (44%)	80 (41%)	85 (49%)	7 (35%)	268 (44%)	223 (46%)	30 (45%)	15 (25%)	268 (44%)	136 (43%)	127 (45%)	263 (44%)
	never	52 (24%)	48 (24%)	37 (22%)	4 (20%)	141 (23%)	88 (18%)	22 (33%)	31 (53%)	141 (23%)	79 (25%)	60 (21%)	139 (23%)
		220 (100%)	197 (100%)	172 (100%)	20 (100%)	609 (100%)	484 (100%)	66 (100%)	59 (100%)	609 (100%)	319 (100%)	281 (100%)	600 (100%)

TIME Magazine (in English)	**every day**	5 (2%)	2 (1%)	5 (3%)	0 (0%)	12 (2%)	8 (2%)	1 (1%)	3 (5%)	12 (2%)	8 (3%)	4 (1%)	12 (2%)
	once a week	43 (20%)	28 (14%)	13 (8%)	3 (15%)	87 (14%)	59 (12%)	16 (24%)	12 (20%)	87 (14%)	45 (14%)	40 (14%)	85 (14%)
	once a month	44 (20%)	43 (22%)	38 (22%)	3 (15%)	128 (21%)	96 (20%)	19 (28%)	13 (22%)	128 (21%)	67 (21%)	60 (21%)	127 (21%)
	very seldom	92 (42%)	79 (40%)	83 (48%)	11 (55%)	265 (43%)	220 (45%)	24 (36%)	21 (35%)	265 (43%)	132 (41%)	130 (46%)	262 (44%)
	never	34 (16%)	48 (24%)	34 (20%)	3 (15%)	119 (19%)	101 (21%)	7 (10%)	11 (18%)	119 (19%)	67 (21%)	49 (17%)	116 (19%)
		218 (100%)	200 (100%)	173 (100%)	20 (100%)	611 (100%)	484 (100%)	67 (100%)	60 (100%)	611 (100%)	319 (100%)	283 (100%)	602 (100%)
online news (in English)	**every day**	54 (25%)	40 (20%)	34 (20%)	4 (20%)	132 (21%)	85 (17%)	17 (25%)	30 (51%)	132 (21%)	78 (24%)	53 (19%)	131 (22%)
	once a week	83 (38%)	52 (26%)	50 (29%)	7 (35%)	192 (31%)	148 (30%)	29 (43%)	15 (25%)	192 (31%)	91 (28%)	97 (34%)	188 (31%)
	once a month	28 (13%)	38 (19%)	26 (15%)	5 (25%)	97 (16%)	79 (16%)	12 (18%)	6 (10%)	97 (16%)	53 (16%)	42 (15%)	95 (16%)
	very seldom	40 (18%)	54 (27%)	50 (29%)	4 (20%)	148 (24%)	135 (28%)	5 (7%)	8 (14%)	148 (24%)	77 (24%)	70 (25%)	147 (24%)
	never	15 (7%)	17 (8%)	13 (8%)	0 (0%)	45 (7%)	41 (8%)	4 (6%)	0 (0%)	45 (7%)	24 (7%)	20 (7%)	44 (7%)
		220 (100%)	201 (100%)	173 (100%)	20 (100%)	614 (100%)	488 (100%)	67 (100%)	59 (100%)	614 (100%)	323 (100%)	282 (100%)	605 (100%)

What these percentages mean:

* 4% of Business students who responded to SCMP, read SCMP every day.

** 5% of students who responded to SCMP, read SCMP every day.


Percentage of respondents
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21%
22%
12%
14%
31%
19%
18%
21%
16%
44%
44%
43%
24%
10%
23%
19%
7%
every day
once a week
once a month
very seldom
never
Frequency of use
South China Morning Post
The Standard
TIME Magazine (in English)
online news (in English)

Question 4

HKUST Language Center - Student Reading Habits Survey - **#4: Which types of reading resources did you use last semester for school?**

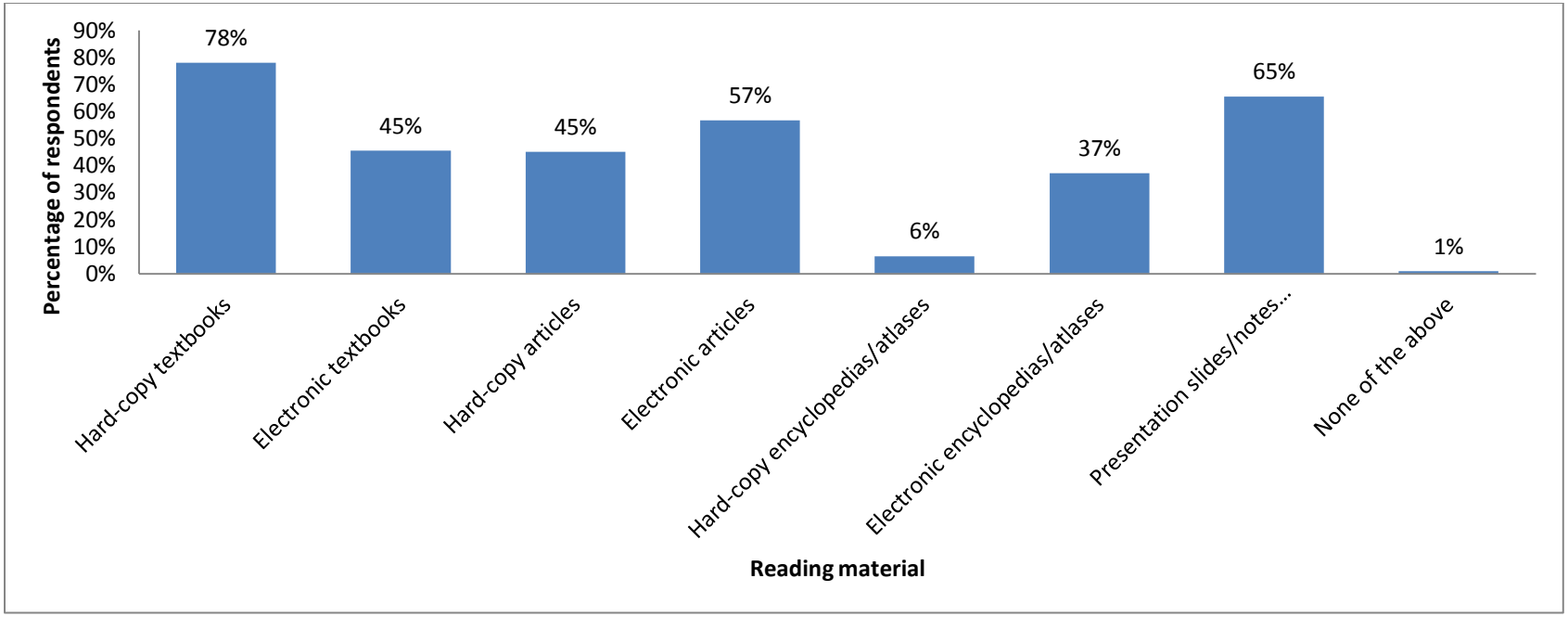
optional

4	School of study					Where are you from?				Gender		
	School of Business and Management	School of Engineering	School of Science	School of Humanities and Social Science	Total	Hong Kong	Mainland China	Other	Total	Male	Female	Total
Hard-copy textbooks	191 *(86%)	141 (69%)	138 (78%)	16 (80%)	486 **(78%)	373 (75%)	57 (81%)	56 (92%)	486 (77%)	240 (73%)	238 (83%)	478 (78%)
Electronic textbooks	72 (32%)	114 (56%)	84 (47%)	13 (65%)	283 (45%)	218 (44%)	35 (50%)	30 (49%)	283 (45%)	166 (50%)	114 (40%)	280 (45%)
Hard-copy articles	106 (48%)	79 (39%)	81 (46%)	14 (70%)	280 (45%)	218 (44%)	38 (54%)	24 (39%)	280 (45%)	137 (42%)	137 (48%)	274 (44%)
Electronic articles	118 (53%)	116 (57%)	102 (58%)	17 (85%)	353 (57%)	271 (54%)	41 (59%)	41 (67%)	353 (56%)	179 (54%)	167 (58%)	346 (56%)
Hard-copy encyclopedias/atlases	12 (5%)	10 (5%)	15 (8%)	3 (15%)	40 (6%)	28 (6%)	7 (10%)	5 (8%)	40 (6%)	21 (6%)	19 (7%)	40 (6%)
Electronic encyclopedias/atlases	78 (35%)	71 (35%)	71 (40%)	11 (55%)	231 (37%)	176 (35%)	30 (43%)	25 (41%)	231 (37%)	117 (35%)	112 (39%)	229 (37%)
Presentation slides/notes provided by	165 (74%)	115 (56%)	113 (64%)	15 (75%)	408 (65%)	314 (63%)	43 (61%)	51 (84%)	408 (65%)	181 (55%)	220 (77%)	401 (65%)
None of the above	2 (1%)	1 (0%)	2 (1%)	0 (0%)	5 (1%)	5 (1%)	0 (0%)	0 (0%)	5 (1%)	3 (1%)	2 (1%)	5 (1%)
	222 (100%)	204 (100%)	177 (100%)	20 (100%)	623 (100%)	498 (100%)	70 (100%)	61 (100%)	629 (100%)	330 (100%)	286 (100%)	616 (100%)

What these percentages mean:

* 86% of Business students use hard-copy textbooks.

** 78% of students use hard-copy textbooks.


Percentage of respondents
90%
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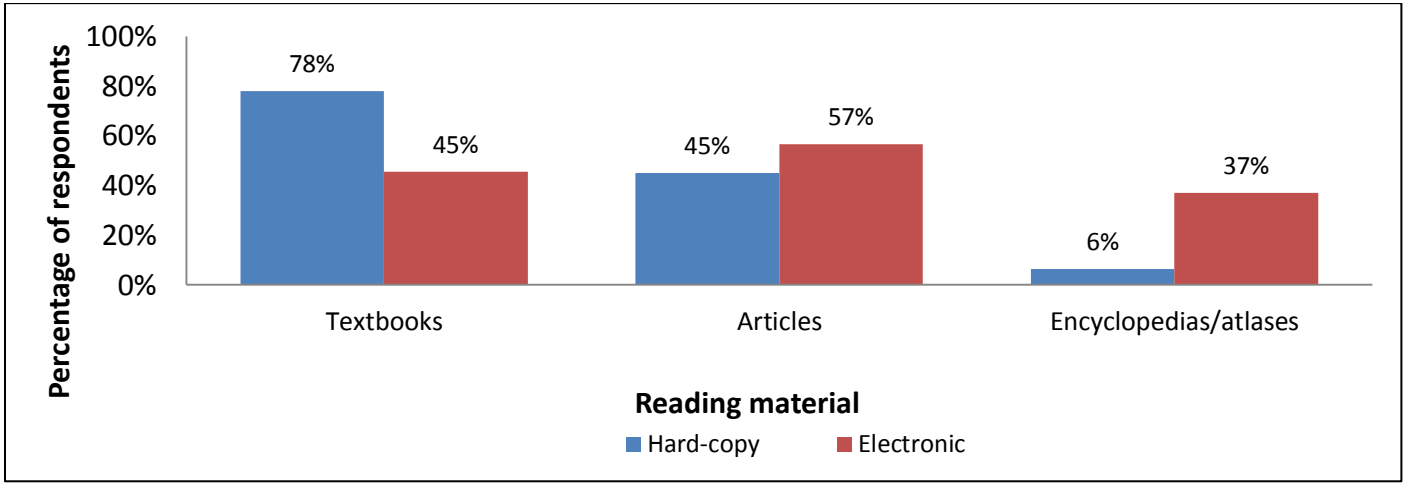
70%
60%
50%
40%
30%
20%
10%
0%
78%
45%
45%
57%
6%
37%
65%
1%
Hard-copy textbooks
Electronic textbooks
Hard-copy articles
Electronic articles
Hard-copy encyclopedias/atlases
Electronic encyclopedias/atlases
Presentation slides/notes...
None of the above
Reading material


Percentage of respondents
100%
80%
60%
40%
20%
0%
78%
45%
45%
57%
6%
37%
Textbooks
Articles
Encyclopedias/atlases
Reading material
Hard-copy
Electronic

Question 5

HKUST Language Center - Student Reading Habits Survey - **#5: On average, how much free time do you have on a typical school day?**

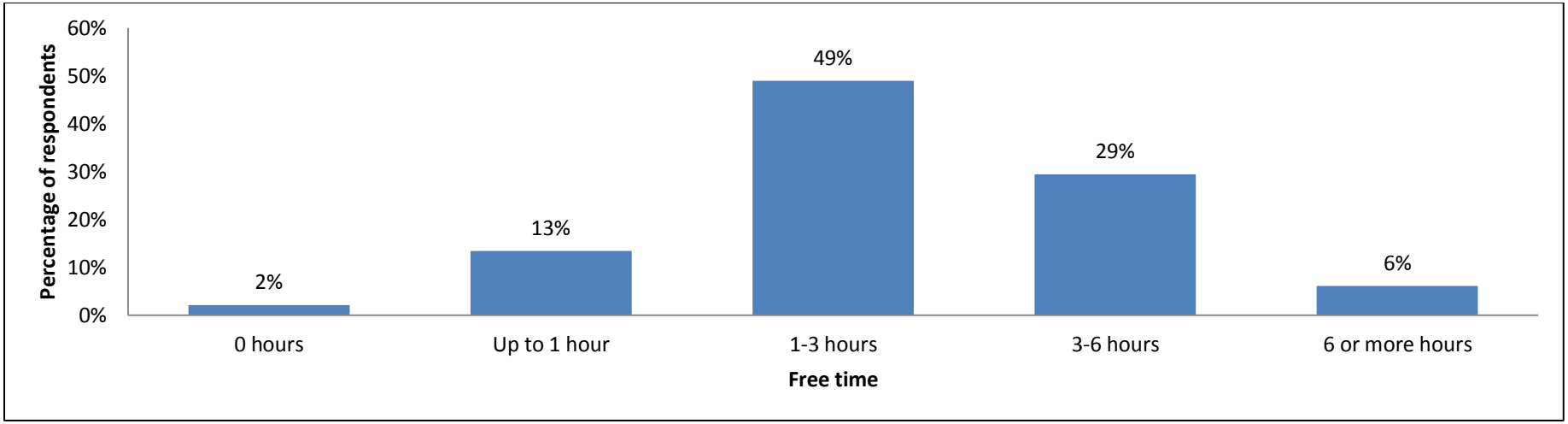
*required

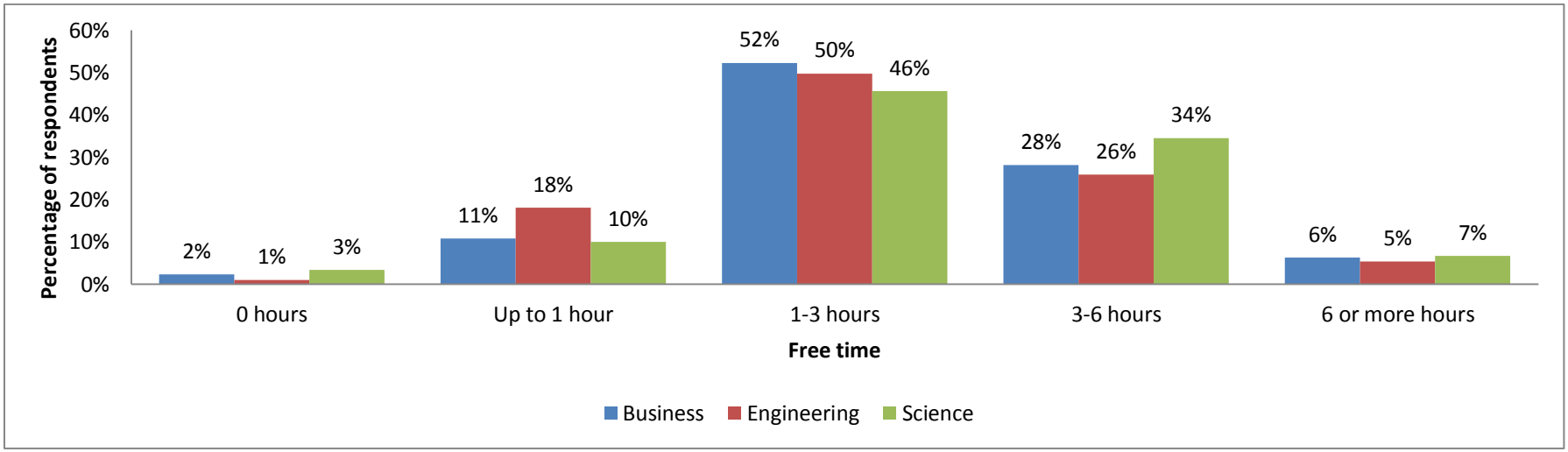
5	School of study					Where are you from?				Gender		
	School of Business and Management	School of Engineering	School of Science	School of Humanities and Social Science	Total	Hong Kong	Mainland China	Other	Total	Male	Female	Total
Responses	224	205	180	20	629	498	70	61	629	330	286	616
0 hours	5 *(2%)	2 (1%)	6 (3%)	0 (0%)	13 **(2%)	13 (3%)	0 (0%)	0 (0%)	13 (2%)	8 (2%)	5 (2%)	13 (2%)
Up to 1 hour	24 (11%)	37 (18%)	18 (10%)	5 (25%)	84 (13%)	68 (14%)	9 (13%)	7 (11%)	84 (13%)	55 (17%)	28 (10%)	83 (13%)
1-3 hours	117 (52%)	102 (50%)	82 (46%)	7 (35%)	308 (49%)	245 (49%)	28 (40%)	35 (57%)	308 (49%)	154 (47%)	148 (52%)	302 (49%)
3-6 hours	63 (28%)	53 (26%)	62 (34%)	7 (35%)	185 (29%)	141 (28%)	28 (40%)	16 (26%)	185 (29%)	90 (27%)	90 (31%)	180 (29%)
6 or more hours	14 (6%)	11 (5%)	12 (7%)	1 (5%)	38 (6%)	30 (6%)	5 (7%)	3 (5%)	38 (6%)	22 (7%)	15 (5%)	37 (6%)

What these percentages mean:

* 2% of first-year Business students surveyed have 0 hours of free time on a typical school day.

** 2% of first-year students surveyed have 0 hours of free time on a typical school day.


Percentage of respondents
60%
50%
40%
30%
20%
10%
0%
2%
13%
49%
29%
6%
0 hours
Up to 1 hour
1-3 hours
3-6 hours
6 or more hours
Free time


Percentage of respondents
60%
50%
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0%
2%
1%
3%
11%
18%
10%
52%
50%
46%
28%
26%
34%
6%
5%
7%
0 hours
Up to 1 hour
1-3 hours
3-6 hours
6 or more hours
Free time
Business
Engineering
Science

Question 6

HKUST Language Center - Student Reading Habits Survey - **#6: On average, how much of a typical school day do you spend reading...**

*required

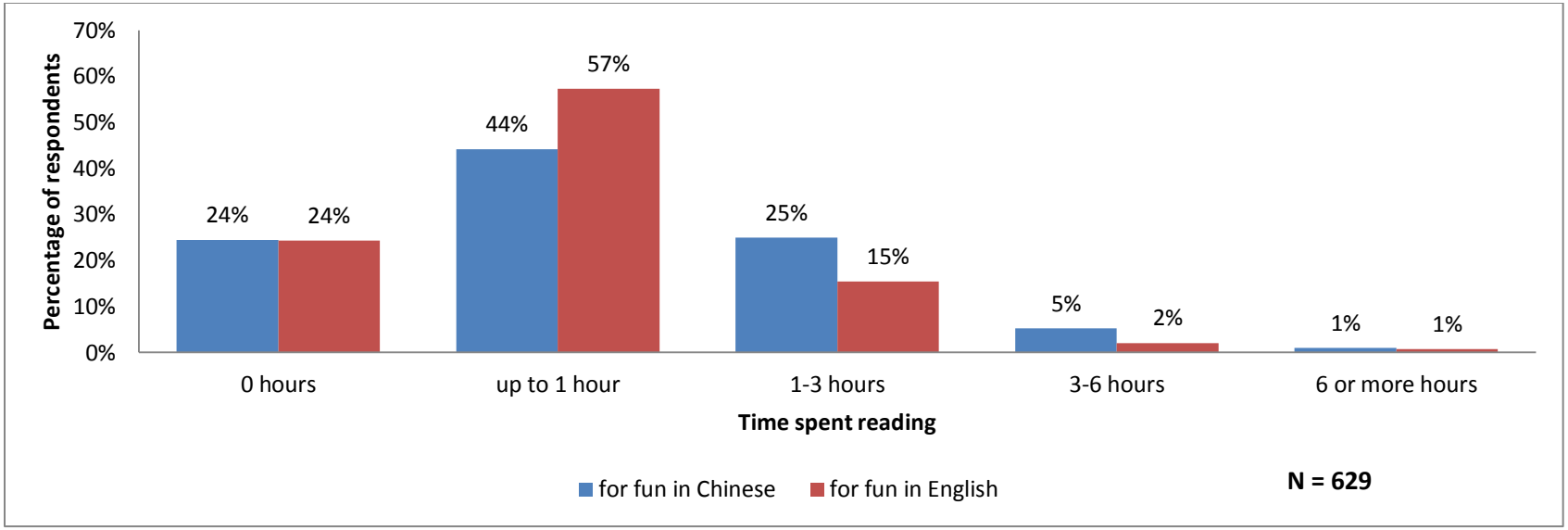
6		School of study					Where are you from?				Gender		
		School of Business and Management	School of Engineering	School of Science	School of Humanities and Social Science	Total	Hong Kong	Mainland China	Other	Total	Male	Female	Total
Responses		224	205	180	20	629	498	70	61	629	330	286	616
for fun in Chinese	**0 hours**	67 *(30%)	47 (23%)	39 (22%)	1 (5%)	154 **(24%)	100 (20%)	7 (10%)	47 (77%)	154 (24%)	85 (26%)	67 (23%)	152 (25%)
	up to 1 hour	105 (47%)	80 (39%)	82 (46%)	11 (55%)	278 (44%)	232 (47%)	35 (50%)	11 (18%)	278 (44%)	136 (41%)	137 (48%)	273 (44%)
	1-3 hours	41 (18%)	59 (29%)	50 (28%)	7 (35%)	157 (25%)	130 (26%)	26 (37%)	1 (2%)	157 (25%)	82 (25%)	71 (25%)	153 (25%)
	3-6 hours	7 (3%)	18 (9%)	7 (4%)	1 (5%)	33 (5%)	30 (6%)	1 (1%)	2 (3%)	33 (5%)	21 (6%)	10 (3%)	31 (5%)
	6 or more hours	3 (1%)	1 (0%)	2 (1%)	0 (0%)	6 (1%)	5 (1%)	1 (1%)	0 (0%)	6 (1%)	5 (2%)	1 (0%)	6 (1%)
for fun in English	**0 hours**	50 (22%)	53 (26%)	45 (25%)	5 (25%)	153 (24%)	135 (27%)	17 (24%)	1 (2%)	153 (24%)	81 (25%)	69 (24%)	150 (24%)
	up to 1 hour	133 (59%)	107 (52%)	109 (61%)	11 (55%)	360 (57%)	274 (55%)	45 (64%)	41 (67%)	360 (57%)	178 (54%)	174 (61%)	352 (57%)
	1-3 hours	34 (15%)	39 (19%)	20 (11%)	4 (20%)	97 (15%)	80 (16%)	5 (7%)	12 (20%)	97 (15%)	59 (18%)	36 (13%)	95 (15%)
	3-6 hours	5 (2%)	5 (2%)	3 (2%)	0 (0%)	13 (2%)	5 (1%)	2 (3%)	6 (10%)	13 (2%)	8 (2%)	5 (2%)	13 (2%)
	6 or more hours	1 (0%)	1 (0%)	3 (2%)	0 (0%)	5 (1%)	3 (1%)	1 (1%)	1 (2%)	5 (1%)	3 (1%)	2 (1%)	5 (1%)

for school in Chinese	**0 hours**	111 (50%)	87 (42%)	82 (46%)	4 (20%)	284 (45%)	202 (41%)	28 (40%)	54 (89%)	284 (45%)	133 (40%)	147 (51%)	280 (45%)
	up to 1 hour	70 (31%)	75 (37%)	69 (38%)	10 (50%)	224 (36%)	189 (38%)	30 (43%)	5 (8%)	224 (36%)	126 (38%)	92 (32%)	218 (35%)
	1-3 hours	36 (16%)	34 (17%)	19 (11%)	3 (15%)	92 (15%)	84 (17%)	7 (10%)	1 (2%)	92 (15%)	52 (16%)	37 (13%)	89 (14%)
	3-6 hours	5 (2%)	9 (4%)	9 (5%)	3 (15%)	26 (4%)	21 (4%)	4 (6%)	1 (2%)	26 (4%)	18 (5%)	8 (3%)	26 (4%)
	6 or more hours	1 (0%)	0 (0%)	1 (1%)	0 (0%)	2 (0%)	1 (0%)	1 (1%)	0 (0%)	2 (0%)	0 (0%)	2 (1%)	2 (0%)
for school in English	**0 hours**	7 (3%)	9 (4%)	6 (3%)	1 (5%)	23 (4%)	20 (4%)	2 (3%)	1 (2%)	23 (4%)	14 (4%)	8 (3%)	22 (4%)
	up to 1 hour	56 (25%)	67 (33%)	45 (25%)	5 (25%)	173 (28%)	143 (29%)	18 (26%)	12 (20%)	173 (28%)	101 (31%)	64 (22%)	165 (27%)
	1-3 hours	106 (47%)	83 (40%)	76 (42%)	6 (30%)	271 (43%)	212 (43%)	29 (41%)	30 (49%)	271 (43%)	135 (41%)	133 (47%)	268 (44%)
	3-6 hours	38 (17%)	38 (19%)	35 (19%)	6 (30%)	117 (19%)	89 (18%)	17 (24%)	11 (18%)	117 (19%)	54 (16%)	63 (22%)	117 (19%)
	6 or more hours	16 (7%)	8 (4%)	18 (10%)	2 (10%)	44 (7%)	33 (7%)	4 (6%)	7 (11%)	44 (7%)	25 (8%)	18 (6%)	43 (7%)

What these percentages mean:

* 30% of first-year Business students surveyed read 0 hours for fun in Chinese on a typical school day.

** 24% of first-year students surveyed read 0 hours for fun in Chinese on a typical school day.


70%
60%
50%
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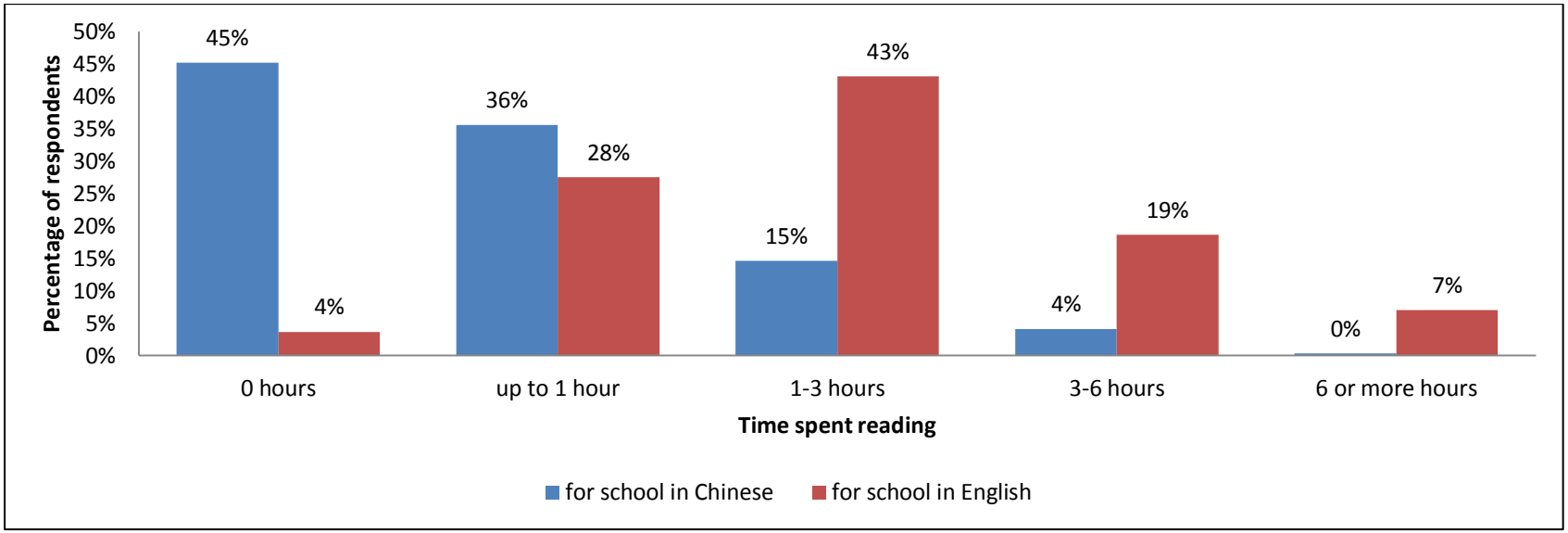
Percentage of respondents
24%
24%
44%
57%
25%
15%
5%
2%
1%
1%
0 hours
up to 1 hour
1-3 hours
3-6 hours
6 or more hours
Time spent reading
for fun in Chinese
for fun in English
N = 629


50%
45%
40%
35%
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25%
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15%
10%
5%
0%
Percentage of respondents
45%
4%
36%
28%
15%
43%
4%
19%
0%
7%
0 hours
up to 1 hour
1-3 hours
3-6 hours
6 or more hours
Time spent reading
for school in Chinese
for school in English

Question 7

HKUST Language Center - Student Reading Habits Survey - **#7: On average, how much of a typical vacation day do you spend reading…**

*required

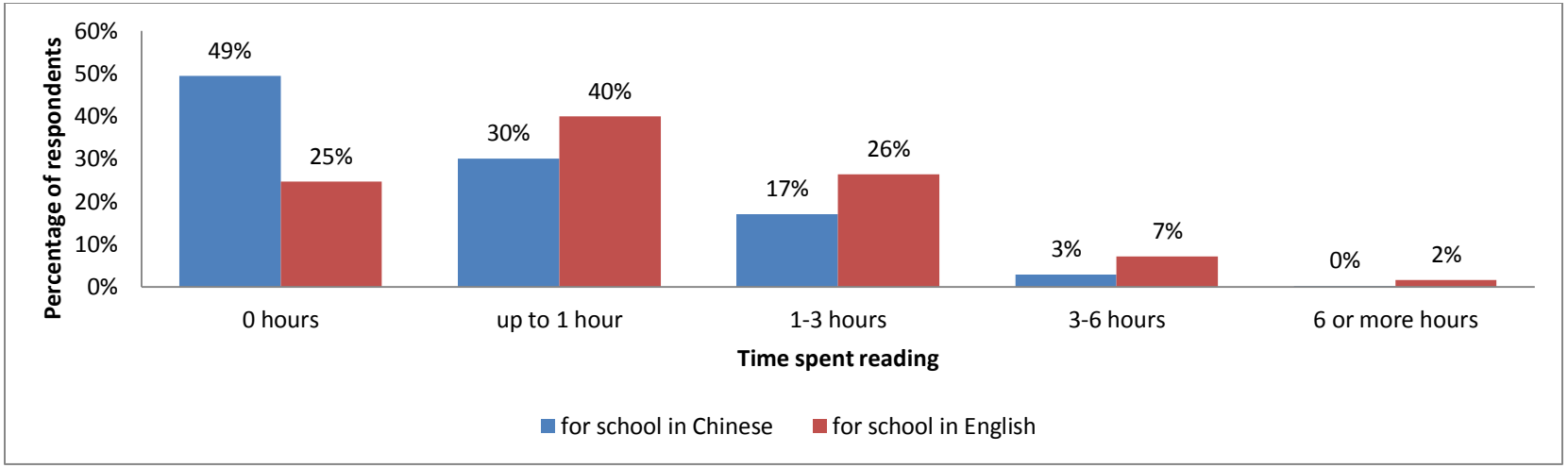
7		School of study					Where are you from?				Gender		
		School of Business and Management	School of Engineering	School of Science	School of Humanities and Social Science	Total	Hong Kong	Mainland China	Other	Total	Male	Female	Total
Responses		224	205	180	20	629	498	70	61	629	330	286	616
for fun in Chinese	**0 hours**	49 *(22%)	35 (17%)	20 (11%)	1 (5%)	105 **(17%)	54 (11%)	4 (6%)	47 (77%)	105 (17%)	55 (17%)	47 (16%)	102 (17%)
	up to 1 hour	73 (33%)	54 (26%)	62 (34%)	9 (45%)	198 (31%)	180 (36%)	14 (20%)	4 (7%)	198 (31%)	107 (32%)	90 (31%)	197 (32%)
	1-3 hours	74 (33%)	77 (38%)	67 (37%)	8 (40%)	226 (36%)	182 (37%)	36 (51%)	8 (13%)	226 (36%)	116 (35%)	104 (36%)	220 (36%)
	3-6 hours	21 (9%)	34 (17%)	25 (14%)	2 (10%)	82 (13%)	68 (14%)	12 (17%)	2 (3%)	82 (13%)	46 (14%)	34 (12%)	80 (13%)
	6 or more hours	6 (3%)	5 (2%)	6 (3%)	0 (0%)	17 (3%)	13 (3%)	4 (6%)	0 (0%)	17 (3%)	5 (2%)	11 (4%)	16 (3%)
for fun in English	**0 hours**	41 (18%)	42 (20%)	24 (13%)	3 (15%)	110 (17%)	93 (19%)	12 (17%)	5 (8%)	110 (17%)	60 (18%)	46 (16%)	106 (17%)
	up to 1 hour	87 (39%)	90 (44%)	95 (53%)	10 (50%)	282 (45%)	231 (46%)	39 (56%)	12 (20%)	282 (45%)	147 (45%)	131 (46%)	278 (45%)
	1-3 hours	81 (36%)	55 (27%)	52 (29%)	6 (30%)	194 (31%)	146 (29%)	17 (24%)	31 (51%)	194 (31%)	102 (31%)	88 (31%)	190 (31%)
	3-6 hours	9 (4%)	18 (9%)	8 (4%)	1 (5%)	36 (6%)	24 (5%)	2 (3%)	10 (16%)	36 (6%)	18 (5%)	17 (6%)	35 (6%)
	6 or more hours	5 (2%)	0 (0%)	1 (1%)	0 (0%)	6 (1%)	3 (1%)	0 (0%)	3 (5%)	6 (1%)	2 (1%)	4 (1%)	6 (1%)

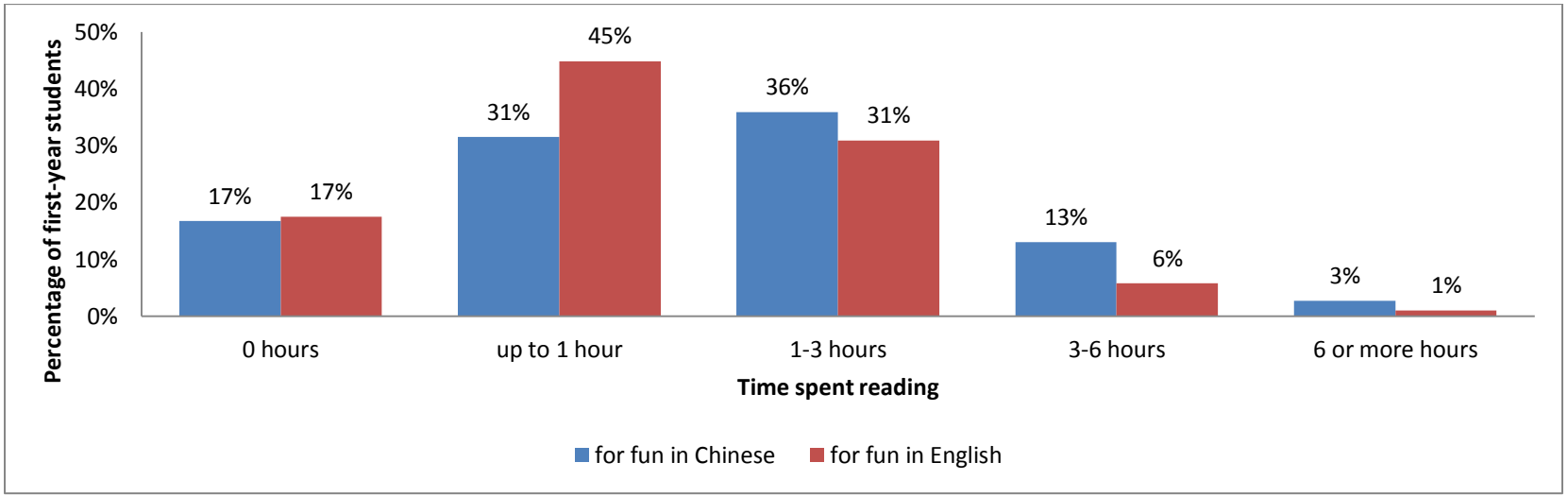
for school in Chinese	0 hours	121 (54%)	94 (46%)	91 (51%)	5 (25%)	311 (49%)	229 (46%)	30 (43%)	52 (85%)	311 (49%)	143 (43%)	162 (57%)	305 (50%)
	up to 1 hour	62 (28%)	65 (32%)	53 (29%)	9 (45%)	189 (30%)	155 (31%)	27 (39%)	7 (11%)	189 (30%)	106 (32%)	79 (28%)	185 (30%)
	1-3 hours	36 (16%)	38 (19%)	28 (16%)	5 (25%)	107 (17%)	93 (19%)	12 (17%)	2 (3%)	107 (17%)	64 (19%)	40 (14%)	104 (17%)
	3-6 hours	3 (1%)	7 (3%)	8 (4%)	1 (5%)	19 (3%)	18 (4%)	1 (1%)	0 (0%)	19 (3%)	16 (5%)	3 (1%)	19 (3%)
	6 or more hours	1 (0%)	1 (0%)	0 (0%)	0 (0%)	2 (0%)	2 (0%)	0 (0%)	0 (0%)	2 (0%)	0 (0%)	2 (1%)	2 (0%)
for school in English	0 hours	65 (29%)	41 (20%)	45 (25%)	4 (20%)	155 (25%)	119 (24%)	20 (29%)	16 (26%)	155 (25%)	74 (22%)	76 (27%)	150 (24%)
	up to 1 hour	87 (39%)	89 (43%)	68 (38%)	7 (35%)	251 (40%)	196 (39%)	34 (49%)	21 (34%)	251 (40%)	126 (38%)	120 (42%)	246 (40%)
	1-3 hours	55 (25%)	58 (28%)	48 (27%)	5 (25%)	166 (26%)	138 (28%)	14 (20%)	14 (23%)	166 (26%)	95 (29%)	68 (24%)	163 (26%)
	3-6 hours	11 (5%)	16 (8%)	14 (8%)	4 (20%)	45 (7%)	40 (8%)	1 (1%)	4 (7%)	45 (7%)	28 (8%)	17 (6%)	45 (7%)
	6 or more hours	5 (2%)	1 (0%)	5 (3%)	0 (0%)	11 (2%)	4 (1%)	1 (1%)	6 (10%)	11 (2%)	6 (2%)	5 (2%)	11 (2%)

What these percentages mean:

* 22% of first-year Business students surveyed read 0 hours for fun in Chinese on a typical vacation day.

** 17% of first-year students surveyed read 0 hours for fun in Chinese on a typical vacation day.


Percentage of respondents
60%
50%
40%
30%
20%
10%
0%
49%
25%
30%
40%
17%
26%
3%
7%
0%
2%
0 hours
up to 1 hour
1-3 hours
3-6 hours
6 or more hours
Time spent reading
for school in Chinese
for school in English


Percentage of first-year students
50%
40%
30%
20%
10%
0%
17%
17%
31%
45%
36%
31%
13%
6%
3%
1%
0 hours
up to 1 hour
1-3 hours
3-6 hours
6 or more hours
Time spent reading
for fun in Chinese
for fun in English

Question 8

HKUST Language Center - Student Reading Habits Survey - **#8: Have you ever used any Language Center resources?**

optional

8	School of study					Where are you from?				Gender		
	School of Business and Management	School of Engineering	School of Science	School of Humanities and Social Science	Total	Hong Kong	Mainland China	Other	Total	Male	Female	Total
Yes	73 *(33%)	81 (40%)	63 (35%)	7 (35%)	224 **(36%)	161 (33%)	44 (64%)	19 (31%)	224 (36%)	122 (37%)	98 (35%)	220 (36%)
No	147 (67%)	122 (60%)	115 (65%)	13 (65%)	397 (64%)	330 (67%)	25 (36%)	42 (69%)	397 (64%)	206 (63%)	185 (65%)	391 (64%)
	220 (100%)	203 (100%)	178 (100%)	20 (100%)	621 (100%)	491 (100%)	69 (100%)	61 (100%)	621 (100%)	328 (100%)	283 (100%)	611 (100%)

What these percentages mean:

* 33% of first-year Business students surveyed have used Language Center resources.

** 36% of first-year students surveyed have used Language Center resourcces.

8		School of study					Where are you from?				Gender		
		School of Business and Management	School of Engineering	School of Science	School of Humanities and Social Science	Total	Hong Kong	Mainland China	Other	Total	Male	Female	Total
Language Commons	**Very useful**	16 *(10%)	12 (9%)	11 (9%)	0 (0%)	39 **(9%)	22 (7%)	12 (20%)	5 (13%)	39 (9%)	17 (7%)	21 (11%)	38 (9%)
	Somewhat useful	60 (38%)	56 (41%)	51 (44%)	6 (43%)	173 (41%)	132 (40%)	27 (46%)	14 (36%)	173 (41%)	96 (42%)	75 (40%)	171 (41%)
	Not useful	6 (4%)	7 (5%)	3 (3%)	1 (7%)	17 (4%)	14 (4%)	3 (5%)	0 (0%)	17 (4%)	13 (6%)	4 (2%)	17 (4%)
	I have not used this resource.	75 (48%)	61 (45%)	52 (44%)	7 (50%)	195 (46%)	158 (48%)	17 (29%)	20 (51%)	195 (46%)	105 (45%)	86 (46%)	191 (46%)
		157 (100%)	136 (100%)	117 (100%)	14 (100%)	424 (100%)	326 (100%)	59 (100%)	39 (100%)	424 (100%)	231 (100%)	186 (100%)	417 (100%)
iAction	**Very useful**	6 (26%)	4 (28%)	13 (33%)	0 (50%)	23 (30%)	15 (32%)	4 (28%)	4 (13%)	23 (30%)	14 (34%)	9 (25%)	23 (30%)
	Somewhat useful	41 (7%)	39 (8%)	39 (6%)	7 (7%)	126 (7%)	104 (7%)	17 (12%)	5 (3%)	126 (7%)	78 (6%)	46 (9%)	124 (7%)
	Not useful	11 (63%)	11 (61%)	7 (50%)	1 (43%)	30 (58%)	22 (56%)	7 (53%)	1 (74%)	30 (58%)	13 (55%)	17 (61%)	30 (57%)
	I have not used this resource.	97 (6%)	83 (7%)	58 (8%)	6 (0%)	244 (7%)	183 (8%)	32 (2%)	29 (3%)	244 (7%)	126 (6%)	113 (8%)	239 (7%)
		155 (100%)	137 (100%)	117 (100%)	14 (100%)	423 (100%)	324 (100%)	60 (100%)	39 (100%)	423 (100%)	231 (100%)	185 (100%)	416 (100%)
iCourses	**Very useful**	10 (6%)	9 (8%)	9 (9%)	0 (14%)	28 (8%)	26 (9%)	1 (9%)	1 (3%)	28 (8%)	14 (10%)	14 (5%)	28 (8%)
	Somewhat useful	38 (63%)	27 (65%)	29 (58%)	3 (64%)	97 (62%)	77 (60%)	17 (60%)	3 (87%)	97 (62%)	61 (57%)	34 (68%)	95 (62%)
	Not useful	10 (5%)	11 (2%)	11 (9%)	2 (0%)	34 (5%)	28 (4%)	5 (8%)	1 (8%)	34 (5%)	24 (6%)	10 (3%)	34 (5%)
	I have not used this resource.	97 (23%)	87 (23%)	67 (31%)	9 (29%)	260 (25%)	193 (27%)	34 (28%)	33 (10%)	260 (25%)	130 (25%)	125 (26%)	255 (26%)
		155 (100%)	134 (100%)	116 (100%)	14 (100%)	419 (100%)	324 (100%)	57 (100%)	38 (100%)	419 (100%)	229 (100%)	183 (100%)	412 (100%)

iSpeak	**Very useful**	8 (64%)	3 (66%)	10 (55%)	0 (57%)	21 (62%)	13 (61%)	5 (55%)	3 (82%)	21 (62%)	14 (60%)	6 (64%)	20 (62%)
	Somewhat useful	36 (5%)	31 (1%)	36 (5%)	4 (0%)	107 (4%)	86 (3%)	17 (7%)	4 (3%)	107 (4%)	58 (5%)	48 (2%)	106 (3%)
	Not useful	12 (25%)	12 (20%)	6 (28%)	2 (29%)	32 (24%)	27 (26%)	5 (25%)	0 (13%)	32 (24%)	19 (25%)	13 (23%)	32 (24%)
	I have not used this resource.	100 (6%)	90 (7%)	64 (10%)	8 (14%)	262 (8%)	197 (9%)	33 (7%)	32 (0%)	262 (8%)	139 (9%)	118 (7%)	257 (8%)
		156 (100%)	136 (100%)	116 (100%)	14 (100%)	422 (100%)	323 (100%)	60 (100%)	39 (100%)	422 (100%)	230 (100%)	185 (100%)	415 (100%)
iWrite	**Very useful**	7 (0%)	2 (0%)	6 (0%)	0 (0%)	15 (0%)	10 (0%)	4 (0%)	1 (0%)	15 (0%)	11 (0%)	3 (0%)	14 (0%)
	Somewhat useful	38 (0%)	27 (0%)	33 (0%)	4 (0%)	102 (0%)	82 (0%)	15 (0%)	5 (0%)	102 (0%)	58 (0%)	42 (0%)	100 (0%)
	Not useful	9 (0%)	10 (0%)	12 (0%)	2 (0%)	33 (0%)	29 (0%)	4 (0%)	0 (0%)	33 (0%)	20 (0%)	13 (0%)	33 (0%)
	I have not used this resource.	100 (0%)	97 (0%)	65 (0%)	8 (0%)	270 (0%)	200 (0%)	37 (0%)	33 (0%)	270 (0%)	140 (0%)	126 (0%)	266 (0%)
		154 (100%)	136 (100%)	116 (100%)	14 (100%)	420 (100%)	321 (100%)	60 (100%)	39 (100%)	420 (100%)	229 (100%)	184 (100%)	413 (100%)

What these percentages mean:

* 10% of first-year Business students surveyed found Language Commons very useful.

** 9% of first-year students surveyed found Language Commons very useful.

	Usage		**Rated as Somewhat Useful or Very Useful**	
Language Center Resource	**Number of Users**	**Percentage of Sample**	**Number**	**Percentage**
Language Commons	176	28%	167	95%
iAction	131	21%	107	82%
iCourses	111	18%	88	79%
iSpeak	114	18%	94	82%
iWrite	103	16%	81	79%

Question 9

HKUST Language Center - Student Reading Habits Survey - **#9: Please rate your level of agreement regarding your motivation to read in English.**

optional

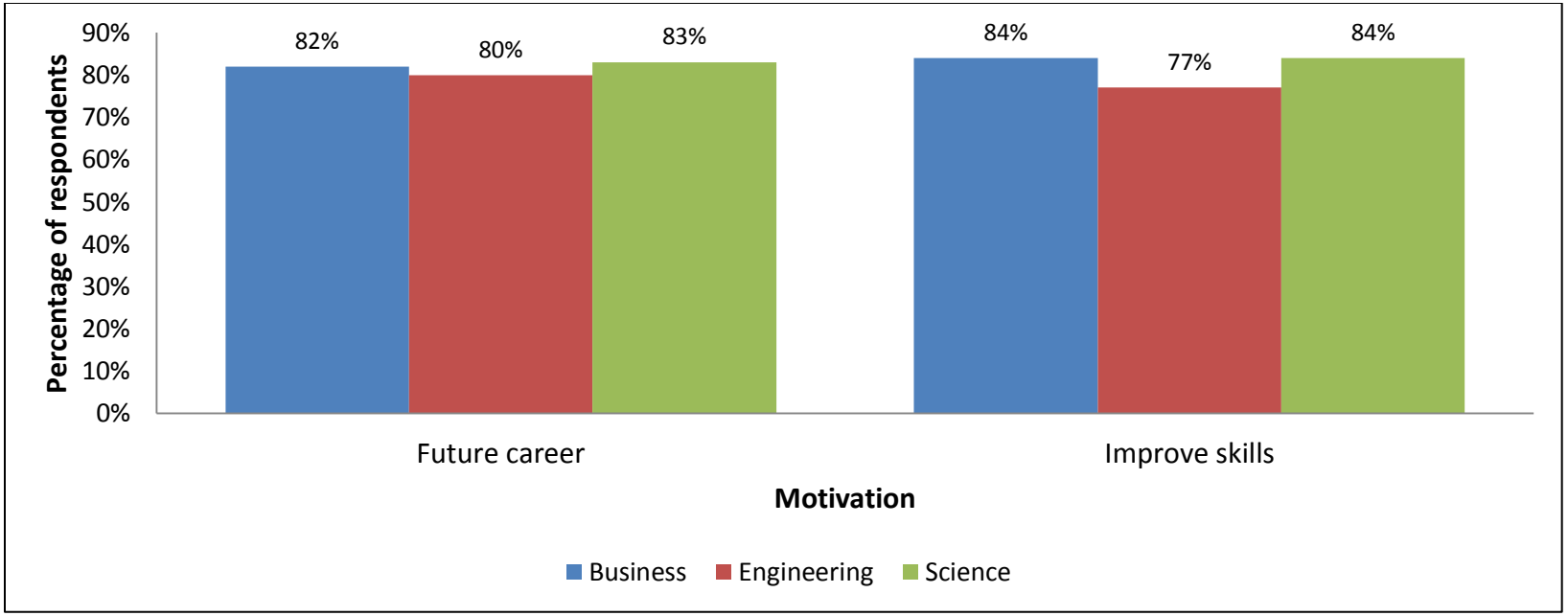
9		School of study					Where are you from?				Gender		
		School of Business and Management	School of Engineering	School of Science	School of Humanities and Social Science	Total	Hong Kong	Mainland China	Other	Total	Male	Female	Total
I read in English to get good grades at HKUST.	strongly agree	29 *(13%)	26 (13%)	22 (13%)	1 (5%)	78 **(13%)	53 (11%)	14 (21%)	11 (18%)	78 (13%)	52 (16%)	26 (9%)	78 (13%)
	agree	101 (47%)	86 (42%)	84 (48%)	9 (45%)	280 (45%)	226 (46%)	35 (51%)	19 (31%)	280 (45%)	132 (40%)	145 (52%)	277 (45%)
	no opinion	65 (30%)	64 (31%)	47 (27%)	2 (10%)	178 (29%)	148 (30%)	14 (21%)	16 (26%)	178 (29%)	100 (30%)	74 (26%)	174 (29%)
	disagree	17 (8%)	24 (12%)	14 (8%)	7 (35%)	62 (10%)	49 (10%)	4 (6%)	9 (15%)	62 (10%)	31 (9%)	31 (11%)	62 (10%)
	strongly disagree	5 (2%)	4 (2%)	8 (5%)	1 (5%)	18 (3%)	11 (2%)	1 (1%)	6 (10%)	18 (3%)	13 (4%)	5 (2%)	18 (3%)
		217 100%	204 100%	175 100%	20 100%	616 100%	487 100%	68 100%	61 100%	616 100%	328 100%	281 100%	609 100%
I read in English because it will help me with my future career.	strongly agree	54 (58%)	44 (59%)	45 (58%)	7 (60%)	150 (58%)	114 (59%)	18 (60%)	18 (51%)	150 (58%)	93 (52%)	56 (66%)	149 (58%)
	agree	125 (16%)	120 (14%)	101 (13%)	12 (5%)	358 (14%)	286 (15%)	41 (13%)	31 (8%)	358 (14%)	169 (15%)	185 (13%)	354 (14%)
	no opinion	34 (1%)	28 (6%)	23 (2%)	1 (0%)	86 (3%)	72 (3%)	9 (0%)	5 (8%)	86 (3%)	48 (4%)	36 (2%)	84 (3%)
	disagree	3 (0%)	12 (0%)	3 (2%)	0 (0%)	18 (1%)	13 (0%)	0 (0%)	5 (3%)	18 (1%)	13 (1%)	5 (0%)	18 (1%)
	strongly disagree	1 (4%)	0 (3%)	3 (3%)	0 (0%)	4 (3%)	2 (2%)	0 (6%)	2 (8%)	4 (3%)	4 (4%)	0 (2%)	4 (3%)
		217 100%	204 100%	175 100%	20 100%	616 100%	487 100%	68 100%	61 100%	616 100%	327 100%	282 100%	609 100%
I read in English because my parents encourage me to do so.	strongly agree	8 (47%)	7 (39%)	5 (46%)	0 (35%)	20 (44%)	11 (43%)	4 (53%)	5 (36%)	20 (44%)	14 (43%)	6 (44%)	20 (43%)
	agree	59 (17%)	46 (24%)	37 (21%)	1 (35%)	143 (21%)	120 (21%)	14 (15%)	9 (28%)	143 (21%)	72 (20%)	71 (21%)	143 (21%)
	no opinion	101 (6%)	79 (10%)	80 (9%)	7 (25%)	267 (9%)	209 (9%)	36 (6%)	22 (13%)	267 (9%)	139 (10%)	124 (7%)	263 (9%)
	disagree	37 (17%)	48 (21%)	36 (25%)	7 (45%)	128 (22%)	101 (21%)	10 (19%)	17 (26%)	128 (22%)	66 (21%)	60 (22%)	126 (22%)
	strongly disagree	12 (44%)	21 (46%)	16 (43%)	5 (30%)	54 (44%)	42 (47%)	4 (40%)	8 (23%)	54 (44%)	32 (45%)	21 (43%)	53 (44%)
		217 100%	201 100%	174 100%	20 100%	612 100%	483 100%	68 100%	61 100%	612 100%	323 100%	282 100%	605 100%

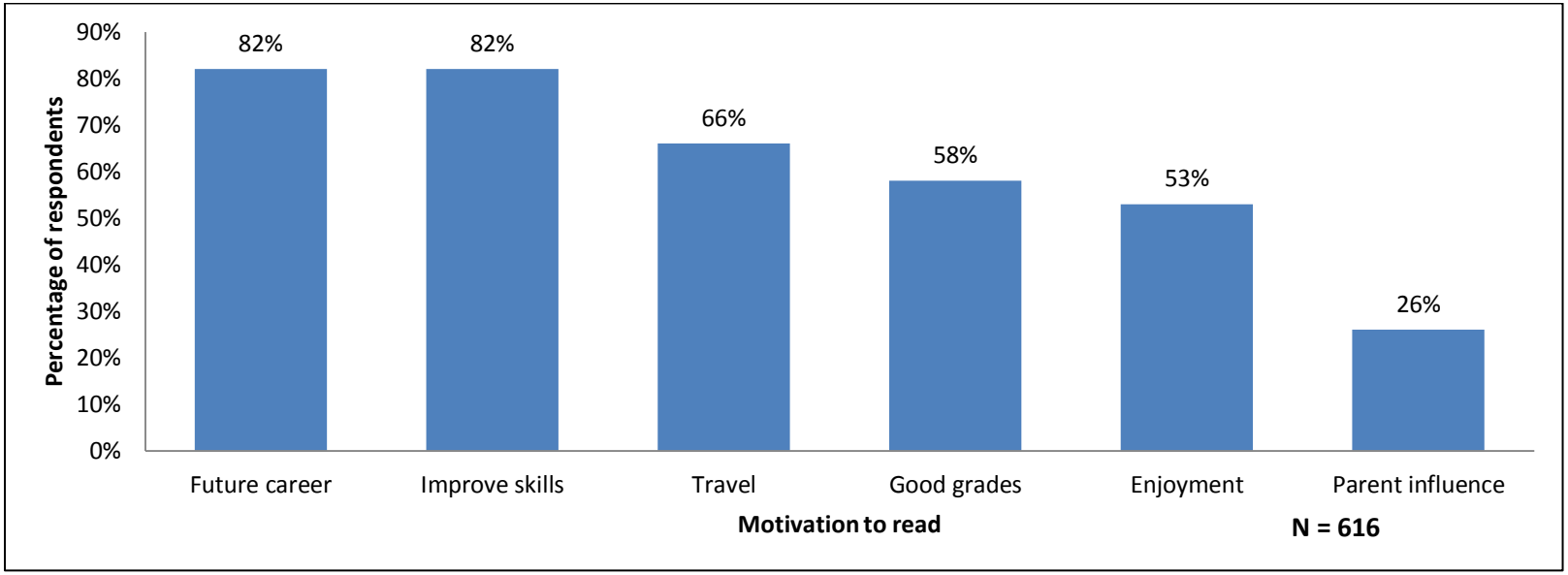
I read in English to help me if I travel internationally on vacation.	**strongly agree**	37 (7%)	43 (11%)	44 (3%)	9 (15%)	133 (7%)	104 (7%)	13 (4%)	16 (16%)	133 (7%)	69 (7%)	63 (8%)	132 (8%)
	agree	97 (1%)	93 (0%)	75 (1%)	6 (0%)	271 (1%)	230 (1%)	27 (0%)	14 (2%)	271 (1%)	147 (1%)	122 (0%)	269 (1%)
	no opinion	67 (20%)	44 (12%)	49 (19%)	2 (30%)	162 (17%)	117 (15%)	25 (10%)	20 (48%)	162 (17%)	84 (15%)	75 (20%)	159 (17%)
	disagree	15 (39%)	22 (32%)	6 (35%)	3 (45%)	46 (36%)	33 (36%)	3 (35%)	10 (33%)	46 (36%)	24 (32%)	22 (41%)	46 (36%)
	strongly disagree	2 (31%)	1 (42%)	2 (37%)	0 (25%)	5 (36%)	4 (38%)	0 (44%)	1 (17%)	5 (36%)	3 (40%)	1 (32%)	4 (36%)
		218 100%	203 100%	176 100%	20 100%	617 100%	488 100%	68 100%	61 100%	617 100%	327 100%	283 100%	610 100%
I read in English because I enjoy it.	**strongly agree**	43 (2%)	25 (2%)	33 (2%)	6 (0%)	107 (2%)	71 (2%)	7 (3%)	29 (0%)	107 (2%)	49 (3%)	56 (1%)	105 (2%)
	agree	85 (30%)	65 (28%)	62 (27%)	9 (60%)	221 (29%)	177 (28%)	24 (25%)	20 (46%)	221 (29%)	104 (28%)	116 (31%)	220 (30%)
	no opinion	68 (54%)	85 (49%)	65 (57%)	5 (30%)	223 (53%)	183 (55%)	30 (53%)	10 (36%)	223 (53%)	131 (51%)	90 (55%)	221 (52%)
	disagree	17 (14%)	23 (18%)	12 (15%)	0 (10%)	52 (15%)	46 (15%)	5 (21%)	1 (13%)	52 (15%)	34 (18%)	17 (13%)	51 (15%)
	strongly disagree	5 (1%)	4 (5%)	4 (0%)	0 (0%)	13 (2%)	11 (2%)	2 (1%)	0 (3%)	13 (2%)	9 (3%)	3 (1%)	12 (2%)
		218 100%	202 100%	176 100%	20 100%	616 100%	488 100%	68 100%	60 100%	616 100%	327 100%	282 100%	609 100%
I read in English because I like to improve my English skills.	**strongly agree**	65 (0%)	58 (0%)	47 (0%)	12 (0%)	182 (0%)	137 (0%)	17 (0%)	28 (0%)	182 (0%)	92 (0%)	88 (0%)	180 (0%)
	agree	117 (0%)	100 (0%)	101 (0%)	6 (0%)	324 (0%)	266 (0%)	36 (0%)	22 (0%)	324 (0%)	166 (0%)	154 (0%)	320 (0%)
	no opinion	30 (0%)	36 (0%)	27 (0%)	2 (0%)	95 (0%)	73 (0%)	14 (0%)	8 (0%)	95 (0%)	58 (0%)	36 (0%)	94 (0%)
	disagree	3 (0%)	10 (0%)	0 (0%)	0 (0%)	13 (0%)	10 (0%)	1 (0%)	2 (0%)	13 (0%)	9 (0%)	4 (0%)	13 (0%)
	strongly disagree	2 (0%)	0 (0%)	1 (0%)	0 (0%)	3 (0%)	2 (0%)	0 (0%)	1 (0%)	3 (0%)	3 (0%)	0 (0%)	3 (0%)
		217 100%	204 100%	176 100%	20 100%	617 100%	488 100%	68 100%	61 100%	617 100%	328 100%	282 100%	610 100%

What these percentages mean:

* 13% of first-year Business students surveyed strongly agreed with motivation to read as for good grades at HKUST.

** 13% of first-year students surveyed strongly agreed with motivation to read as for good grades at HKUST.


Percentage of respondents
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
82%
80%
83%
84%
77%
84%
Future career
Improve skills
Motivation
Business
Engineering
Science


Percentage of respondents
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
82%
82%
66%
58%
53%
26%
Future career
Improve skills
Travel
Good grades
Enjoyment
Parent influence
Motivation to read
N = 616

Question 10

HKUST Language Center - Student Reading Habits Survey - **#10: Do you own an ebook reader?**

optional

10	School of study					Where are you from?				Gender		
	School of Business and Management	School of Engineering	School of Science	School of Humanities and Social Science	Total	Hong Kong	Mainland China	Other	Total	Male	Female	Total
Yes	84 *(38%)	78 (38%)	65 (37%)	10 (50%)	237 **(38%)	180 (37%)	37 (54%)	20 (33%)	237 (38%)	133 (41%)	103 (36%)	236 (38%)
No	136 (62%)	126 (62%)	112 (63%)	10 (50%)	384 (62%)	312 (63%)	31 (46%)	41 (67%)	384 (62%)	195 (59%)	182 (64%)	377 (62%)
	220 100%	204 100%	177 100%	20 100%	621 100%	492 100%	68 100%	61 100%	621 100%	328 100%	285 100%	613 100%

What these percentages mean:

* 38% of first-year Business students surveyed own ebook readers.

** 38% of first-year students surveyed own ebook readers.

Question 11

HKUST Language Center - Student Reading Habits Survey - **#11: If yes, please indicate what you use your ebook reader for.**

optional

11	School of study					Where are you from?				Gender		
	School of Business and Management	School of Engineering	School of Science	School of Humanities and Social Science	Total	Hong Kong	Mainland China	Other	Total	Male	Female	Total
I use my ebook reader for fun (not for coursework).	22 *(23%)	18 (20%)	20 (25%)	6 (46%)	66 **(24%)	50 (23%)	9 (21%)	7 (29%)	66 (24%)	36 (22%)	30 (27%)	66 (24%)
I use my ebook reader to read for school.	13 (13%)	21 (24%)	15 (19%)	1 (8%)	50 (18%)	41 (19%)	6 (14%)	3 (13%)	50 (18%)	37 (22%)	13 (12%)	50 (18%)
I use my ebook reader both for fun and school.	62 (64%)	50 (56%)	45 (56%)	6 (46%)	163 (58%)	122 (57%)	27 (64%)	14 (58%)	163 (58%)	94 (56%)	68 (61%)	162 (58%)
	97 100%	89 100%	80 100%	13 100%	279 100%	213 100%	42 100%	24 100%	279 100%	167 100%	111 100%	278 100%

What these percentages mean:

* 23% of first-year Business students surveyed indicated that they use their ebook readers for fun.

** 24% of first-year students surveyed indicated that they use their ebook readers for fun.

Question 12

HKUST Language Center - Student Reading Habits Survey - **#12: Please rate your level of agreement with the following statements regarding ebook readers.**

optional

12		School of study					Where are you from?				Gender		
		School of Business and Management	School of Engineering	School of Science	School of Humanities and Social Science	Total	Hong Kong	Mainland China	Other	Total	Male	Female	Total
Ebooks readers are/would be useful when I read for fun.	strongly agree	33 *(16%)	33 (17%)	26 (15%)	3 (16%)	95 **(16%)	61 (13%)	15 (23%)	19 (33%)	95 (16%)	58 (19%)	35 (13%)	93 (16%)
	agree	108 (51%)	101 (52%)	85 (50%)	6 (32%)	300 (50%)	244 (52%)	35 (54%)	21 (36%)	300 (50%)	140 (45%)	158 (57%)	298 (51%)
	no opinion	58 (28%)	52 (27%)	46 (27%)	8 (42%)	164 (28%)	136 (29%)	13 (20%)	15 (26%)	164 (28%)	97 (31%)	64 (23%)	161 (27%)
	disagree	9 (4%)	8 (4%)	13 (8%)	2 (11%)	32 (5%)	28 (6%)	2 (3%)	2 (3%)	32 (5%)	16 (5%)	16 (6%)	32 (5%)
	strongly disagree	2 (1%)	1 (1%)	1 (1%)	0 (0%)	4 (1%)	3 (1%)	0 (0%)	1 (2%)	4 (1%)	2 (1%)	2 (1%)	4 (1%)
		210 100%	195 100%	171 100%	19 100%	595 100%	472 100%	65 100%	58 100%	595 100%	313 100%	275 100%	588 100%
Ebooks readers are/would be useful when I read for school.	strongly agree	31 (49%)	36 (47%)	32 (54%)	3 (25%)	102 (49%)	75 (51%)	11 (45%)	16 (39%)	102 (49%)	63 (42%)	36 (57%)	99 (49%)
	agree	103 (28%)	92 (28%)	92 (24%)	5 (45%)	292 (27%)	240 (28%)	29 (29%)	23 (25%)	292 (27%)	133 (30%)	156 (25%)	289 (28%)
	no opinion	59 (6%)	55 (5%)	40 (3%)	9 (15%)	163 (5%)	129 (4%)	19 (8%)	15 (8%)	163 (5%)	94 (6%)	68 (4%)	162 (5%)
	disagree	13 (1%)	10 (1%)	5 (0%)	3 (0%)	31 (1%)	21 (1%)	5 (2%)	5 (0%)	31 (1%)	19 (1%)	12 (0%)	31 (1%)
	strongly disagree	3 (0%)	2 (0%)	0 (0%)	0 (0%)	5 (0%)	4 (0%)	1 (0%)	0 (0%)	5 (0%)	4 (0%)	1 (0%)	5 (0%)
		209 100%	195 100%	169 100%	20 100%	593 100%	469 100%	65 100%	59 100%	593 100%	313 100%	273 100%	586 100%

What these percentages mean:

* 16% of first-year Business students surveyed indicated that ebook readers are/would be useful when he/she reads for fun.

** 16% of first-year students surveyed indicated that ebook readers are/would be useful when he/she reads for school.

Question 13

Due to the ambiguous wording of question 13's response choices, we omitted this question's data from our analyses.

Question 14

Due to the ambiguous wording of question 14's response choices, we omitted this question's data from our analyses.

Appendix D: First-Year Student Interview Protocol

Date and Start Time: _____

Place: _____

Interviewee:

Name: _____

School of Study _____

Interviewer(s):

_____

_____

_____

_____

Script:

Interviewer: Hello and thank you for taking the time to have an interview with us. We are conducting a study to help the Language Center improve the English reading habits of the first-year students.

Rest assured that all the information we will be collecting will be confidential and names will not be used in our final report.

Since we feel that information you will give is valuable we were hoping to record the interview to make sure we don't miss anything, is that alright with you?

Again, thank you for your time.

Time Allotment (15-20 minutes)

Questions:

1. What types of English reading materials do your instructors assign?
    - How often do you complete the reading assignments? Do you use other methods to study?
2. Do you find reading in English relatively easy or relatively difficult for you? Why do you think that is?
3. Do you find yourself reading more in English or Chinese?
4. Do you think that you will do more or less English reading in the future after you leave HKUST?
    - If you believe it will, for what purposes?
    - Is there anything that might lead you to read in English more?
5. As a student do you feel you have enough time to read
    - Academically? If no, what keeps you from reading?
    - Recreationally? If no, what keep you from reading?
6. What do you like to do for fun?
7. Generally where do you get the books that you like to read, in either Chinese or English?
8. Where do you find assistance for clarification and additional help for reading in English? (Consider instructor, Language Center, etc.)
    - If you haven't used the Language Center for assistance, why not?

If they have used the Language Center, continue with questions 9 and 10. If not, end of the Interview.

9. Have you participated in any activities or workshops through the Language Center or elsewhere geared toward improving your reading skills and habits? Explain your experience.
10. Do you have any ideas for what the Language Center could implement to improve your English reading? (resources, workshops, classroom activities)

Appendix E: First-Year Student Interview Data

Student Interviewee #1

- Mostly textbooks, PowerPoint presentations, extra reading materials like books, she reads novels and non-fiction during holidays, Chinese newspapers.
- She completes the assignments every day.
- Diff/easy depends on what she reads: textbook power points nor problem, novels she understands, some topics of editorials she needs research, some non-fiction she reads over a couple of times to understand it.
- She reads more in English rather than in Chinese. She thinks that reading in English is better for her major. More reading in ESL in the future. The purpose: work, leisure, communication. She gets very tired and she goes to sleep which decreases the reading time. She says she has enough time to read academically, but not recreationally.
- She finds assistance online, dictionary, Wikipedia. She has never used the language center before, because she didn't know to get to LC.
- Taking notes while reading is efficient. This way she doesn't get lost. She writes key words next to a paragraph in order to get the idea of the paragraph. It saves her time.
- She doesn't know what the Language Center offers.

Student Interviewee #2

- He doesn't read the textbook assigned. He likes the power point.
- Doesn't have a lot of time to read. He uses internet as an additional material.
- Says it's a little bit difficult (English). He cannot understand all the words, the meanings, the usage
- He reads more in Chinese. He reads Chinese newspapers, comic books, internet articles.
- He believes that he would do more reading when he leaves HKUST for work, to improve his English skills. He thinks it will be good for the future.
- He has enough time to read for school,
- He would not read in English by himself.

- He prefers other fun activities rather than reading.
- He will search on the internet for books, bookstore and the library.
- He hasn't used the Language Center because his friends don't use the LC. He won't go the center by himself.
- He doesn't know what the center provides he didn't know where it was.
- He is not confident in his English.
- He thinks that if he starts coming to the Language Center he can improve his English.
- They don't use the Language Center because it is not compulsory.
- He thinks talking to a foreigner will improve his English.
- He thinks that if the LC gives them help to improve reading will be useful, but if it is not compulsory they will not come.

Student Interviewee #3

- On her own
- South China Morning Post
- TIME is hard
- For courses, sometimes teachers give newspaper cuttings related to things the instructor taught
- Reading material for school- overlap with PowerPoint, but she reads PowerPoint presentations first, then reads the readings – diligent
- Online discussion to raise questions – some classes have this required for your mark
- English is sometimes difficult – lots of terms that they may not know – sometimes very different from reading the newspaper
- More comfortable reading in Chinese
    - They enjoy reading all sorts of Chinese materials
- Very seldom English novels – lots of newspapers
- More – work will require you to do more English readings
- Mainly reads for work purposes
- Some online, some from bookstore, top 10 best-seller, has a look on that
- Mostly news, some magazines, learns a lot from the news
    - Many useful things related to your course – learn some new things
- They feel they do not have enough time to read

Student Interviewee #4

- Just started language lesson
- Uses internet and encyclopedia for further language information
- Finds reading in English about the same difficulty as reading in Chinese.
- Reads mainly in English
- Mostly for school
- "Reading in the original language is better"
- More – newspapers
- Believes that English reading will be useful to her future career. She thinks she'll need it for a future career/job
- No time to read recreationally. Recently the course workload is quite huge and the courses started to become more difficult so more preparation is necessary

Student Interviewee #5

- "basically only (read) textbooks and some online journals"
- For engineering courses, journals and reference books
- Math – textbooks
    - "I don't read everything. I choose some parts. I read it quickly and find some important parts, and spent more time reading those parts. I usually read it before the lessons if possible, but if I don't really have time, I just read the parts that the professor mentioned."

"(English) is not really difficult for me. I wouldn't say it's very easy, because sometimes I encounter new words that I don't understand"

- "I've used English to learn for many years" – EMI
- This student had indicated that they do like to read in English
    - "It depends on what kind of material you read, than the language you use to read."
- Newspapers – English – SCMP
- The same. Type of material will be different. Less textbooks and references books, more newspapers and online articles
- She sees herself staying in HK and working in HK

- Future career:
  "Yeah, I think it will be useful. A lot of things like academic books or journals are written in English, so having good English reading skills will be really helpful."
- "Most of the time, I don't really have enough time to read everything I have to… It really depends on if I'm busy that week"
- "I try to use the time I'm travelling to read, or sometimes after lunch. Generally not so much. Usually an hour or so."
- Buys her own books, sometimes, just a few
- Nonfiction – library has. Popular novels – library doesn't often have it.
- Sometimes I use dictionaries (online dictionaries) for clarification
- If you haven't used the Language Center for assistance, why not?
- Used Self-Access Center to learn some foreign language
    - Found the materials useful
        - ELBS – time didn't match
    - Easier to find Buddies through ELBS for Mandarin or English
- Organize some workshops for reading.
- Have someone choose a particular article, reading, and share with everyone in the group
    - Learn new words
    - Sentence patterns

Student Interviewee #6

- Completes most of the reading assignments.
- In one class only read 70% of the reading
- Difficulty depends on the subject
- Technical terms are confusing for her
- But as gets used to the terms, it gets easy
- She is more comfortable reading in English.
    - "can't help the medium"
        - EMI secondary school
    - Faster reader in English
- Less reading once she graduates HKUST
    - Time is limiting
- Will use English for communication in the workplace
- She says she's more comfortable reading English than speaking English
- She has part-time jobs, so it's hard to find time

- She reads for fun on vacation, but not once school starts
- HKUST library for nonfiction
- Uses Wikipedia
    - Online dictionaries and such…
- "I don't know how to go and ask for [help]"-usage of the Language Center.
- Believes book clubs would be a good idea, knows of one in Taiwan.

Student Interviewee #7

- PowerPoint presentations and textbooks, some reference materials in the library (books or different textbooks)
- Seldom reading assignments (more just problem solving), the teachers encourage textbook reading, use Google and Wikipedia
- Reading in English is difficult (knowledge of humanities is an obstacles, vocabulary, he is interested in science, style is important, he does read some history
- Read mainly 70% Chinese, 30% English
    - Read mainly 60% Chinese, 40% English once admitted in university
- At home his father buys Chinese newspapers
- Reads textbooks in English
- Reads much more English because of materials assigned
- He will be doing more reading in English, he wants to improve in both speaking and writing, for both career and personal use (50/50), engineers need to present (PowerPoint presentations) English abilities are actually a concern, he love the British culture, he wants to start with the English
- IPhone app, storybooks
- If he had time he would read more in English. He feels he does not have enough time to read, it takes him a lot of time to read the technical textbooks
- Not enough time to read for schools either, so much reading and so much calculations
- He will watch an English TV program
- IPhone application, dictionary.com, Wikipedia, hard copy dictionary
- In high school, they have many English language lessons, vocabulary, grammar, no language center use, he is too busy with other courses and homework, he is using it because of his course load this term (preparing for something)
- He knows some of its layout, and resources, he knows what they provide but he has no time

- For local students they are not interested in reading books but they are very interested in watching films, lack of vocabulary (discouraging), he tries to learn and memorize vocabulary but it is very hard.
- It was suggested to read a lot, will help you

Appendix F: Language Center Staff Interview Protocol

Date and Start Time: _____

Place: _____

Interviewee:

Name: _____

Title: _____

Interviewer(s):

_____

_____

_____

_____

Script:

Interviewer: Hello and thank you for taking the time to have an interview with us. We are conducting a study to help the Language Center improve the English reading habits of the first-year students.

Rest assured that all the information we will be collecting will be confidential and names will not be used in our final report.

Since we feel that information you will give is valuable we were hoping to record the interview to make sure we don't miss anything, is that alright with you?

Again, thank you for your time.

Begin the Interview (Time allotment: 20-60 minutes)

1) Can you tell me a little bit about what your role is at the Language Center?
2) How frequently do you work with first-year students?
3) Have you noticed if first-year students frequently come to the Language Center to use reading resources and materials? What resources and materials do they use the most.

Questions 4-6 pertain only to the directors of the individual programs within the Language Center

4) Which programs (iAction, iSpeak, etc.) are popular among the students here at the Language Center? Have you ever been involved in facilitating any of these programs?
    a. What group of students typically use these workshops?
    b. Do you think it was effective?
5) Are there any specific reading-related programs that you have conducted or been involved in outside of the Language Center, or even outside of HKUST?
6) On a scale from 1-10, 1=very poor and 10=excellent, how would you rate the reading habits of the first year students? Could you elaborate more on your reasoning?
7) Do you believe the first year students have strong English reading abilities? Why or why not?
8) How much time do you believe students should spend reading in English per day?
    a. Do you believe they actually spend that amount of time reading?
9) What do you think are effective methods and strategies to promote reading, both recreationally and academically?

a. Are there any methods or strategies to improve reading that you would like to see implemented in the Language Center?

10) Are there any resources that you believe would be beneficial for the Language Center to obtain for the use of the students?

Appendix G: Language Center Staff Interview Data

Staff Interviewee # 1

Working with the first year students

- Mainly through courses with year one Business students
- Taught ONE class of Year 1 Science students
- Work with them through programs
- ELBS
- Orientation camps
- Targeted at local HK students with poor skills (under LEAP)

Students' use of the Language Center

- Most students need help polishing resumes
- Some may be recommended by instructors
- Mostly Mainland China students
- All Business, Science, and Engineering students are required to take Language courses
    - Science & Engineering continue to take Lang courses until 3rd year
    - Business students finish Lang classes after two years
    - iCourses: 12-14 hours of intensive classes, speaking more clearly, writing more accurately
    - 3 hours courses held at night, to be completed within two weeks
- Buy more up to date novels
- PROMOTE these novels more
- Library does not promote new additions or new purchases of novels

Students English reading Habits

- Content of newspapers is not appealing
- Young Post – for younger readers
- More relevant for lower secondary school students
- "maybe there should be a newspaper for more college-level students with materials that would appeal to them"
- "a lot of local HK students are not interested in world news"
    - Chinese newspapers
    - Hong Kong newspapers

        - Yahoo news – Chinese version
        - Business news
- "based on their language abilities, quite poor, 3/10,
- Local students hardly read any English materials
- Unless they're credits associated with their marks
- Textbooks mainly
- Chinese books, yes
- Students that read in English – very proficient students with strong background in English
- Bookstores don't always have a big collection of English books

    English books not promoted
    Part of the local culture that is causing this problem
    A few very big English bookstores (books very expensive)
    Page 1 is a very, very big Chinese and English bookstore in Hong Kong – visited mainly by people who are very proficient in English

Staff Interviewee # 2

Working with the first-year students

- Has taught mainly business students and teaches management course
- Taught 1st year in 2011
- Predominantly involved with year 0 and MBA

Students' use of the Language Center

- She doesn't think students go to LC commons unless they are required to.
- If they come it would be to talk with an advisor, for a really urgent thing or if they have been pushed.
- LC mainly used by year 2& 3. She hopes that will change with the new curriculum.
- She was on the self-access0center in her early years.
- She set up movie workshops, the red dragon club. She has been involved through the self-access center.
- Activities mainly visited by mainland students, sometimes from 1&2 year. When she invited students to come to red-dragon they came.
- She noticed that there should be a personal connection with the student and the person who is caring out these activities.

Students English Reading Habits

- She evaluates the reading habits as 3. They don't read if they are not required to. Students are really pragmatic.

- She thinks that 1st student have good test taking skills on reading. But it is mainly of years of test taking experience, but not of a good reading skills
- They test reading skills: reading for detail, reading for main ideas, links, making inferences. They do ok on the links, connections, they get the details.
- She says half an hour reading a newspaper or magazines would be helpful. They don't read the way she means and as much.
- Students are very pragmatic unless they see a connection for improving other skills they won't read. They have vocab development project. Compile a list of 100 words and have consultation (business related). She says reading for reading's sake won't take off. She hopes that they find something in English and that they would read it.

Staff Interviewee # 3

Working with the first-year Students

- Instructor
- Teach all the students at some point
- Works mainly with year one Engineering students
- Has some classes with science and business students
- Constant has constant with students

Students' use of the Language Center

- Does teach some courses iCourses
- There are just some of the students that like to join the courses
- Don't know how many are first year students
- Not to many students join the activities
- Many of the students are busy and don't have time to participate
    - They come into the fall semester and are trying to adjust to university
- Students in Hong Kong tend to use their time with a useful way
    - They want a certain return

Students English Reading Habits

- Rated the reading habits of the students between 5-6 on a scale of 1-10
- Reading the students tend to Students that struggle more in English want to use their time more effectively
- Reading is not so obvious in what people gain
    - Hard to get people to read and start a culture
    - Don't know if the Center has anything made for reading
- Trying to get students read text that are interesting to them
- Spend some time to see what students are naturally interested in

    - Make sure the students have the chance to respond to something
- Divided on the reading habits of the students, says that students like to read but they do not do it much.
- They do not have very strong reading abilities, they do not know how to read in-between the lines they only really read textbooks.
- Introduce different strategies and approaches on reading. It is important to introduce students to reading, strategies, for fun, for completion of assignments.
- In terms of books: they don't have a lot of books. They don't really have books that students like. Books in LC are donated. Buying books is worth it.
- That kind of reading should be encouraged.

Staff Interviewee # 4

Working with the first-year students

- New staff member, and instructor
- Teaches in 2 main areas, teaches for the Language Center and the Humanities Division.
- Has not taught first year, has taught mostly students outside Hong Kong.
- With the humanities department has written the language strand of a course. This course has lecture strand and online. Open to all year students.
- Does the listening test of the ELPA.

Students' use of the Language Center

- Not part of any of the Language Center activities.
- Refers students to the Language Center activities
- Students from mainland China are extremely hard working and use the Language Center often.
- Mainland students use the LC more because they do not have the some opportunities at in their country and schooling.
- Cannot point out one single activity.
- Asks students whether they go but has not got into details.
- Sees the Language Center as a referral process.

Students English Reading Habits

- Gives students a 5 or lower on a scale of 1-10 in terms of reading habits
- Believes that the larger understanding of reading in foreign to the students
- Believes that problems with vocabulary, context, grammar, etc. contributes to reading difficulties
- Says students don't like reading and do other things that they find interesting.

- Believes that they quality of reading is what matters not the quantity.
- Students make reading a profitable process and to get them to read more they should read things that are interesting to them.
- Senses that students may read articles that are interesting to them and sends links for the students to read.
- Would like to see a fairly unstructured section in their courses. It would be great for students to rethink reading in university setting.
- Believes the library is better resourced for the use of the students.

Staff Interviewee # 5

Working with the first-year students

- LANG 1001 – "codename for ECore", piloting in progress, will be taken by all first year students.
    - Two-semester course
    - Co-coordinating that course
- Currently co-coordinating the one-semester portion of this course
- in Year 2, it becomes school specific
- in year 3 and 4 – it becomes department specific
- LANG 1001 is the only time spent working with first-year students.

Students' use of the Language Center

- Books for the sake of reading
    - No
- But we build it into the courses
    - LANG 1001 – we have them working on a project, and the project is talking about generation Y. "Generation Y's attitude towards ___"
        - They have to research these focus areas, and cite their sources (must come from two newspapers and two magazines)
        - LANG 1001 – Science and Engineering
        - Business students (first-year) – taught 1st year Business last semester!
        - LABU 2050 – based on case study analysis
        - Richard Lee (PCCW) delivers "The Financial Times" – Business students read this
    - I'm developing a course around science-fiction literature"
        - For Science students Year 2 (first semester)
            - Required
                - Short stories of a particular length

        - A chunk that you can begin and end, in a short period of time, might be a way to trigger the imagination, trigger the love of reading, whereas to find a chapter in a book that actually does that is… eh
    - Clips of the movies that correspond to the short stories
        - Robotics and AI
        - Sci-Fi and colonization
        - Time travel
    - Movies for each one
        - "so much material on the web [visual], which they love anyways

Students English Reading Habits

- "Business students will read. But when it comes to the Engineering and Science students whose reading level is in general lower than the business students, they're not as keen on reading"
- Tabloid newspapers
- Very few choose the English version
- "their English language level is much better, they're much more confident"
- "they're keener on improving their English"
- "they realize the importance of English within Business"
- "The science students may end up working in a laboratory," and the language spoken is Chinese

Staff Interviewee # 6

Working with the first-year students

- Language instructor – last few years, been teaching foundation Mainland students, to prepare them for university,
- essay-writing,
- "Year 0", 90-95% mainland students
- This semester: Year 2 Business: Business Communication, resumes, presentation skills, etc.
- taught first-year students last semester – LANG 1001
- taught them previously – ex-108 – Year 1 Science

Students' use of the Language Center

- Not as many first-years as they hoped, were involved with the film workshops
- He's not sure why it's mostly PG

    - PGs are often more keen to do extra activities that local students are
    - Film workshops are in the evening, so most local students just go home
- Students need pressure in order to use the resources
- Final-year students often use the resources
- LANG 1001 – they encourage students to come in
- iAction activities are very popular.
- ELBS is very popular

Students English Reading Habits

- Ranked the students reading habits between 2-3
    - Week 2 or 3
        - ELPA test prior to starting the course – get ranked from 1 to 7, the goal of the course is to get them to 4
            - Mainland students most often higher scores
            - Business students get better results than Engineering and Science
- Engineering and Science students don't need to use English as much in their classes
- LANG requirement may be higher for Business students
- Engineering or IT students – think they don't need to use language for the workplace, but that's not true

  "Reading isn't really that popular of an activity here [in Hong Kong]."
- No bookcases in peoples' homes in Hong Kong
- Most people grow up with HUGE families, and it's hard to find quiet time to read
    - Same situation here – busy with classes
    - Graham agrees that a newspaper would be effective

Staff Interviewee # 7

Working with the first-year students

- Almost every semester
- Teaches smaller sections – 20 students
- Teaches two courses every semester

Students' use of the Language Center

- Language Commons has changed in its role, "20 years ago, the internet was less commonly used, so people would come and put their hands on books and magazines"
    - Very few students come to read books
    - Newspapers, magazines, yes, but not really books

- Students who are in need have developed an aversion to using the Language Center

Students English Reading Habits

- 2000 Year 1, MAYBE one-third of them have weak English, but they think that it can wait, they don't have the determination to do something about it
- "the needy ones are not exactly the ones who come forth"
- Habits, not abilities
- 2/10
- "they can't distinguish between studying and reading"
  - "First lesson: asked do you read
    - One girl said "Yeah, I read"
    - "When was the last time you read"
    - "Me, I was just in the library"
    - What did you read
    - An economics book, I have a test tomorrow
    - That is not reading! That is studying!"
  - Reading means you expand your horizons, find out things you don't know
  - Studying is capitulating things you already know
- PRC students – read more
  - Dorm – desk, bed, bookshelves
- Hong Kong students read cartoons
- Chinese students – read when they're young
    - "Give me a break; I don't want to read. If I have time, I'll want to play games, watch TV"
- They don't read
- The reading abilities of the students are ok, between 5-6, very well read when it comes to chemistry, physics, and other sciences

Staff Interviewee # 8

Working with the first-year students

- Instructor for first-year Business/Communication – Business Case Analysis course
- LABU 2052
- Works with students very often

Students' use of the Language Center

- Does a questionnaire at the beginning of the semester about what they liked/disliked about LABU. They like speaking, discussing, but not reading. They have some case studies that are quite long, they hate that
- Hard to tell what is popular
- Read & Chat
    - More instructors
    - More staffing to facilitate the offering of these workshops and courses

Students English Reading Habits

- "…find somebody who enjoys reading in English, and they can never find anyone"
- "out of a class of 20, I can sometimes find one student"
- Because their textbooks are in English, they are already overwhelmed with reading. Putting reading in pleasure on top of that
- Do they think that all reading is like what they read in their textbooks?
- I firmly believe they don't do any [reading] for pleasure.
- "the fact that they don't read in English hinders their ability to speak fluently in English"
- Speaking helps your English knowledge and ultimately helps you with reading
    - Two pages of fairly challenging reading – not too difficult
        - Gave them 15 minutes
            - Almost double the time a native speaker would need
                - Some fell asleep
    - Some really just get into it, and some don't

- Give them some strategies for reading – makes reading easier – academically
- Recreationally – they really like to be involved with something like Read & Chat, where they've got that support

Staff Interviewee # 9

Working with the first-year students

- Teaches English and French, coordinates all third-languages, Spanish, German, Korean, Arabic
- Works in the Language Commons
- Self-Access Center
- Teaches Mainland Undergraduates that come in for four-year course
    - After Year 0, they're put back into normal courses, mixed in with local students
    - Some International students, too

- Some HK students that missed a year in high school

Students' use of the Language Center

- Year 0 students – love the news websites, NY times, BBC, etc.
  - Minimal censorship of news (in English)
  - Then they read more difficult material
  - Then they realize it's their vocabulary usage, not knowledge, that's holding them back
  - Advice desk – HK students like Newsweek – daily newspaper in English (habit from high school) – news magazines websites
    - Business gives out Financial Times
    - Humanities gives out China Daily
- Undergrad and postgrad Mainland students
- Advising: more than half postgrads
- RPG = research postgraduates

Students English Reading Habits

- If something is graded, students will take an interest in it
  - Most high-level courses involve critical reading
    - Have to get to grips with the vocabulary
- Leisure reading
  - Global problem
    - "How to promote leisure reading"
    - high schools
      - "Liberal Studies" – in Chinese for the majority
      - Read and write, assessed
        - Some of the high schools are really good at promoting reading
  - Library here was never really designed to hold young adult fiction
    - Literature section at the very bottom

Appendix H: Recommended Book List

Below is a list of books and series which incorporate one or more of the genres that survey respondents indicated they like to read for fun. The majority of the below information was gathered from Barnes & Nobles via http://www.barnesandnoble.com. Each listing includes the book's title, series, author, genre, recognition, release date, and overview.

Title	A Game Of Thrones
Series	A Song Of Ice and Fire (#1)
Author	George R. R. Martin (New York Times Bestseller)
Genre	Fantasy Fiction Character Types - Fiction Overview States: Magic, Mystery, Intrigue, Romance, and Adventure
Book Recognition	1997 World Fantasy Awards - Novel Nominee 1998 Nebula Awards - Novel Nominee 1997 Locus Awards - Novel Winner
Released	1996
Description	Long ago, in a time forgotten, a preternatural event threw the seasons out of balance. In a land where summers can last decades and winters a lifetime, trouble is brewing. The cold is returning, and in the frozen wastes to the north of Winterfell, sinister and supernatural forces are massing beyond the kingdom's protective Wall. At the center of the conflict lie the Starks of Winterfell, a family as harsh and unyielding as the land they were born to. Sweeping from a land of brutal cold to a distant summertime kingdom of epicurean plenty, here is a tale of lords and ladies, soldiers and sorcerers, assassins and bastards, who come together in a time of grim omens. Here an enigmatic band of warriors bear swords of no human metal; a tribe of fierce wildlings carry men off into madness; a cruel young dragon prince barters his sister to win back his throne; and a determined woman undertakes the most treacherous of journeys. Amid plots and counterplots, tragedy and betrayal, victory and terror, the fate of the Starks, their allies, and their enemies hangs perilously in the balance, as each endeavors to win that deadliest of conflicts: the game of thrones.

Title	Dead Until Dark
Series	Sookie Stackhouse / Southern Vampire Series (#1)
Author	Charlaine Harris (New York Times Bestseller)
Genre	From the Authors Biography Mystery Science Fiction Paranormal Romance
Book Recognition	2001 Anthony Awards for Best Paperback Mystery
Released	2001
Description	For years, Charlaine Harris has delighted fans with her mystery series featuring small-town waitress-turned-paranormal sleuth Sookie Stackhouse. From the Authors Biography: *Dead Until Dark* is a sly, spoofy paranormal mystery starring a telepathic Louisiana cocktail waitress named Sookie Stackhouse, who falls in love with a vampire named Bill. The novel, a delightful hybrid of mystery, science fiction, and romance, was an instant hit with critics. ("Harris' Sookie has the potential to attract more readers than Hamilton's Anita Blake," raved the dark fantasy magazine *Cemetery Dance*.) Readers, too, adored the Southern Vampire Series and have rewarded the author with bestseller after bestseller.

Title	Moon Called
Series	Mercy Thompson Series (#1)
Author	Patricia Briggs (New York Times Bestseller)
Genre	Paranormal Fantastic Romance
Book Recognition	None
Released	2006
Description	Mercy Thompson's life is not exactly normal. Her next-door neighbor is a werewolf. Her former boss is a gremlin. And she's fixing a VW bus for a vampire. But then, Mercy isn't exactly normal herself.

Title	A Discovery of Witches
Series	All Souls Trilogy (#1)
Author	Deborah Harkness (New York Times Bestseller)
Genre	Fantasy Fiction Settings and Atmosphere - Fiction Paranormal and Fantastical Romance
Book Recognition	Best-selling book 2011 Amazon's Best of February List
Released	2011
Description	"A wonderfully imaginative grown-up fantasy with all the magic of *Harry Potter* and *Twilight*." -*People* In a sparkling debut, *A Discovery of Witches* became the "it" book of early 2011, bringing Deborah Harkness into the spotlight and galvanizing fans around the world. In this tale of passion and obsession, Diana Bishop, a young scholar and the descendant of witches, discovers a long-lost and enchanted alchemical manuscript deep in Oxford's Bodleian Library. Its reappearance summons a fantastical underworld, which she navigates with her leading man, vampire geneticist Matthew Clairmont. Harkness has created a universe to rival those of Anne Rice, Diana Gabaldon, and Elizabeth Kostova, and she adds a scholar's depth to this riveting story of magic and suspense.

Title	Ender's Games
Series	Ender Wiggin Series (#1)
Author	Orson Scott Card (New York Times Bestseller)
Genre	Space Exploration - Fiction High Tech and Hard Science Fiction Teen Fiction - Science Fiction Other Science Fiction Categories
Book Recognition	Hugo Winner 1986 Locus Science Fiction Award - Nominee 1985 Nebula Awards - Winner
Released	1985
Description	In order to develop a secure defense against a hostile alien race's next attack, government agencies breed child geniuses and train them as soldiers. A brilliant young boy, Andrew "Ender" Wiggin lives with his kind but distant parents, his sadistic brother Peter, and the person he loves more than anyone else, his sister Valentine. Peter and Valentine were candidates for the soldier-training program but didn't make the cut—young Ender is the Wiggin drafted to the orbiting Battle School for rigorous military training. Ender's skills make him a leader in school and respected in the Battle Room, where children play at mock battles in zero gravity. Yet growing up in an artificial community of young soldiers Ender suffers greatly from isolation, rivalry from his peers, pressure from the adult teachers, and an unsettling fear of the alien invaders. His psychological battles include loneliness, fear that he is becoming like the cruel brother he remembers, and fanning the flames of devotion to his beloved sister. Is Ender the general Earth needs? But Ender is not the only result of the genetic experiments. The war with the Buggers has been raging for a hundred years, and the quest for the perfect general has been underway for almost as long. Ender's two older siblings are every bit as unusual as he is, but in very different ways. Between the three of them lie the abilities to remake a world. If, that is, the world survives.

Title	Wizard's First Rule
Series	Sword of Truth Series (#1)
Author	Terry Goodkind (New York Times Bestseller)
Genre	Fantasy Fiction
Book Recognition	None
Released	1994
Description	The masterpiece that started *The New York Times* bestselling epic *Sword of Truth* In the aftermath of the brutal murder of his father, a mysterious woman, Kahlan Amnell, appears in Richard Cypher's forest sanctuary seeking help . . . and more. His world, his very beliefs, are shattered when ancient debts come due with thundering violence. In a dark age it takes courage to live, and more than mere courage to challenge those who hold dominion, Richard and Kahlan must take up that challenge or become the next victims. Beyond awaits a bewitching land where even the best of their hearts could betray them. Yet, Richard fears nothing so much as what secrets his sword might reveal about his own soul. Falling in love would destroy them—for reasons Richard can't imagine and Kahlan dare not say. In their darkest hour, hunted relentlessly, tormented by treachery and loss, Kahlan calls upon Richard to reach beyond his sword—to invoke within himself something more noble. Neither knows that the rules of battle have just changed . . . or that their time has run out. This is the beginning. One book. One Rule. Witness the birth of a legend.

Title	Storm Front
Series	Dresden Files Series (#1)
Author	Jim Butcher (New York Times Bestseller)
Genre	Urban Fantasy
Book Recognition	None
Released	2000
Description	The novels of the *Dresden Files* have become synonymous with action-packed urban fantasy and non-stop fun. *Storm Front* is Jim Butcher's first novel and introduces his most famous and popular character-Harry Dresden, wizard for hire. For his first case, Harry is called in to consult on a grisly double murder committed with the blackest of magic. At first, the less-than-solvent Harry's eyes light up with dollar signs. But where there's black magic, there's a black mage. Now, that black mage knows Harry's name. And things are about to get very...interesting.

Title	The Host
Series	None
Author	Stephanie Meyer (New York Times Bestseller)
Genre	Science Fiction
Book Recognition	#1 on the New York Times Best Seller List
Released	2008
Description	The author of the *Twilight* series of # 1 bestsellers delivers her brilliant first novel for adults: a gripping story of love and betrayal in a future with the fate of humanity at stake. Melanie Stryder refuses to fade away. The earth has been invaded by a species that take over the minds of their human hosts while leaving their bodies intact, and most of humanity has succumbed. Wanderer, the invading "soul" who has been given Melanie's body, knew about the challenges of living inside a human: the overwhelming emotions, the too vivid memories. But there was one difficulty Wanderer didn't expect: the former tenant of her body refusing to relinquish possession of her mind. Melanie fills Wanderer's thoughts with visions of the man Melanie loves-Jared, a human who still lives in hiding. Unable to separate herself from her body's desires, Wanderer yearns for a man she's never met. As outside forces make Wanderer and Melanie unwilling allies, they set off to search for the man they both love. Featuring what may be the first love triangle involving only two bodies, THE HOST is a riveting and unforgettable novel that will bring a vast new readership to one of the most compelling writers of our time.

Title	Darkfever
Series	Fever Series (#1)
Author	Karen Marie Moning (New York Times Bestseller)
Genre	Contemporary Romance Paranormal and Fantastical Romance Urban Fantasy
Book Recognition	#1 on the New York Times Best Seller List
Released	2006
Description	MacKayla Lane's life is good. She has great friends, a decent job, and a car that breaks down only every other week or so. In other words, she's your perfectly ordinary twenty-first-century woman. Or so she thinks…until something extraordinary happens. When her sister is murdered, leaving a single clue to her death–a cryptic message on Mac's cell phone–Mac journeys to Ireland in search of answers. The quest to find her sister's killer draws her into a shadowy realm where nothing is as it seems, where good and evil wear the same treacherously seductive mask. She is soon faced with an even greater challenge: staying alive long enough to learn how to handle a power she had no idea she possessed–a gift that allows her to see beyond the world of man, into the dangerous realm of the Fae…. As Mac delves deeper into the mystery of her sister's death, her every move is shadowed by the dark, mysterious Jericho, a man with no past and only mockery for a future. As she begins to close in on the truth, the ruthless Vlane–an alpha Fae who makes sex an addiction for human women–closes in on her. And as the boundary between worlds begins to crumble, Mac's true mission becomes clear: find the elusive Sinsar Dubh before someone else claims the all-powerful Dark Book–because whoever gets to it first holds nothing less than complete control of the very fabric of both worlds in their hands….

Title	Fantasy Lover
Series	Dark-Hunter Series (#1)
Author	Sherrilyn Kenyon (New York Times Bestseller)
Genre	Fantasy Fiction Paranormal and Fantastic Romance
Book Recognition	2002 Top Ten Books of the Year from Romance Writers Association 2002 Prism Award - Best Fantasy 2002 Paranormal Excellence Award in Romantic Literature - Best Fantasy/Magical and the Best Overall Paranormal (Honorable Mention) 2002 Love Romances Golden Rose Reader Choice Awards Winner - Best Romantic Sci-Fi Fantasy
Released	2002
Description	For 2,000 years, Julian of Macedon has lived a curse of being a love-slave. When he is summoned to fulfill Grace Alexander's sexual fantasies, Grace is the first woman to see him as a man with a tormented past. Taking him out into the world, instead of keeping him in the bedroom, Grace teaches Julian to love again. But can that alone break the 2,000-year-old curse he is under?

Title	Witchling
Series	Sisters of the Moon Series (#1)
Author	Yasmine Galenorn (USA Today Bestselling Author)
Genre	Fantasy Fiction Paranormal and Fantastic Romance
Book Recognition	National Bestseller
Released	2006
Description	Meet the D'Artigo sisters: half-human, half-faerie, they're savvy- and sexy-operatives for the Otherworld Intelligence Agency. But their mixed-blood heritage short-circuits their talents at all the wrong times. Delilah shapeshifts into a tabby cat whenever she's stressed. Menolly's a vampire who's still trying to get the hang of being undead. And Camille is a wicked-good witch, except her magic's as unpredictable as the weather, as her enemies are about to find out-the hard way.

Title	11/22/63
Series	None
Author	Stephen King (New York Times Bestseller)
Genre	Fiction Historical Figures - Fiction Thrillers Literacy Styles and Movements - Fiction Historical Fiction
Book Recognition	Top Five Fiction Books of the Year according to the New York Times
Released	2011
Description	ON NOVEMBER 22, 1963, THREE SHOTS RANG OUT IN DALLAS, PRESIDENT KENNEDY DIED, AND THE WORLD CHANGED. WHAT IF YOU COULD CHANGE IT BACK? In this brilliantly conceived tour de force, Stephen King—who has absorbed the social, political, and popular culture of his generation more imaginatively and thoroughly than any other writer—takes readers on an incredible journey into the past and the possibility of altering it. It begins with Jake Epping, a thirty-five-year-old English teacher in Lisbon Falls, Maine, who makes extra money teaching GED classes. He asks his students to write about an event that changed their lives, and one essay blows him away—a gruesome, harrowing story about the night more than fifty years ago when Harry Dunning's father came home and killed his mother, his sister, and his brother with a sledgehammer. Reading the essay is a watershed moment for Jake, his life—like Harry's, like America's in 1963—turning on a dime. Not much later his friend Al, who owns the local diner, divulges a secret: his storeroom is a portal to the past, a particular day in 1958. And Al enlists Jake to take over the mission that has become his obsession—to prevent the Kennedy assassination. So begins Jake's new life as George Amberson, in a different world of Ike and JFK and Elvis, of big American cars and sock hops and cigarette smoke everywhere. From the dank little city of Derry, Maine (where there's Dunning business to conduct), to the warmhearted small town of Jodie, Texas, where Jake falls dangerously in love, every turn is leading eventually, of course, to a troubled loner named Lee Harvey Oswald and to Dallas, where

	the past becomes heart-stoppingly suspenseful, and where history might not be history anymore. Time-travel has never been so believable. Or so terrifying.

Title	Eragon
Series	Inheritance Cycle Series (#1)
Author	Chirstopher Paolini (New York Times Bestseller)
Genre	Teen Fiction - Fantasy
Book Recognition	A New York Times Bestseller A USA Today Bestseller A Wall Street Journal Bestseller A Book Sense Bestseller
Released	2002
Description	Fifteen-year-old Eragon believes that he is merely a poor farm boy—until his destiny as a Dragon Rider is revealed. Gifted with only an ancient sword, a loyal dragon, and sage advice from an old storyteller, Eragon is soon swept into a dangerous tapestry of magic, glory, and power. Now his choices could save—or destroy—the Empire. "An authentic work of great talent."—*The New York Times Book Review* "Christopher Paolini make[s] literary magic with his precocious debut."—*People* "Unusual, powerful, fresh, and fluid."—*Booklist*, Starred "An auspicious beginning to both career and series."—*Publishers Weekly*

Title	The Notebook
Series	None
Author	Nicholas Sparks (New York Times Bestseller)
Genre	Romantic Fiction Themes Phases of Life - Fiction Book at the Movies
Book Recognition	New York Times Bestseller in its first week of release
Released	1996
Description	Every so often a love story so captures our hearts that it becomes more than a story-it becomes an experience to remember forever. The Notebook is such a book. It is a celebration of how passion can be ageless and timeless, a tale that moves us to laughter and tears and makes us believe in true love all over again... At thirty-one, Noah Calhoun, back in coastal North Carolina after World War II, is haunted by images of the girl he lost more than a decade earlier. At twenty-nine, socialite Allie Nelson is about to marry a wealthy lawyer, but she cannot stop thinking about the boy who long ago stole her heart. Thus begins the story of a love so enduring and deep it can turn tragedy into triumph, and may even have the power to create a miracle...

Title	A Walk to Remember
Series	None
Author	Nicholas Sparks (New York Times Bestseller)
Genre	Romance
Book Recognition	International Bestseller
Released	2002
Description	There was a time when the world was sweeter....when the women in Beaufort, North Carolina, wore dresses, and the men donned hats.... Every April, when the wind smells of both the sea and lilacs, Landon Carter remembers 1958, his last year at Beaufort High. Landon had dated a girl or two, and even once sworn that he'd been in love. Certainly the last person he thought he'd fall for was Jamie, the shy, almost ethereal daughter of the town's Baptist minister....Jamie, who was destined to show him the depths of the human heart-and the joy and pain of living. The inspiration for this novel came from Nicholas Sparks's sister: her life and her

	courage. From the internationally bestselling author Nicholas Sparks, comes his most moving story yet....

Title	One For the Money
Series	Stephanie Plum Series
Author	Janet Evanovich (New York Times Bestseller)
Genre	Crimes - Fiction Women Detectives - Fiction Other Mystery Categories
Book Recognition	New York Times notable book 1994 Publishers Weekly Bestseller USA Today Best Bet
Released	2004
Description	The dynamite blockbuster that started it all—now a major motion picture starring Katherine Heigl as Stephanie Plum! ONE FINE MESS Welcome to Trenton, New Jersey, home to wiseguys, average Joes, and Stephanie Plum, who sports a big attitude and even bigger money problems (since losing her job as a lingerie buyer for a department store). Stephanie needs cash—fast—but times are tough, and soon she's forced to turn to the last resort of the truly desperate: family... ONE FALSE MOVE Stephanie lands a gig at her sleazy cousin Vinnie's bail bonding company. She's got no experience. But that doesn't matter. Neither does the fact that the bail jumper in question is local vice cop Joe Morelli. From the time he first looked up her dress to the time he first got into her pants, to the time Steph hit him with her father's Buick, M-o-r-e-l-l-i has spelled t-r-o-u-b-l-e. And now the hot guy is in hot water—wanted for murder... ONE FOR THE MONEY Abject poverty is a great motivator for learning new skills, but being trained in the school of hard knocks by people like psycho prizefighter Benito Ramirez isn't. Still, if Stephanie can nab Morelli in a week, she'll make a cool ten grand. All she has to do is become an expert bounty hunter overnight—and keep herself from getting killed before she gets her man...

Title	Phantom of the Opera
Series	None
Author	Gaston Leroux
Genre	Historical Romance Science Fiction and Fantasy - Fiction Crime Fiction Thriller Other Mystery Categories
Book Recognition	Has been adapted for the stage, film and television
Released	1910
Description	The Paris Opera is haunted—everyone knows it. Everyone, that is, except for the new managers, who spark a violent dispute with the Opera Ghost when they refuse to acknowledge his existence or submit to his demands. Sometimes surfacing as a disembodied voice in Box Five or appearing as a gentleman in evening dress with a death's-head, the phantom is obsessed with Christine Daaé, a lovely and enigmatic novice singer endowed with an amazing voice. But impetuous Viscount Raoul de Chagny is in love with Christine, and he and his brother, Count Philippe, are swept into the phantom's deadly illusion with horrifying consequences.

Title	The Girl with the Dragon Tattoo
Series	Millennium Trilogy Series (#1)
Author	Stieg Larsson (Second best-selling author in world for 2008)
Genre	Detective Fiction Thriller
Book Recognition	2005 Glass Key Award - Best Nordic crime novel
Released	2008
Description	Stieg Larsson's #1 bestselling mystery featuring Lisbeth Salander is now a major motion picture directed by David Fincher, starring Daniel Craig and Rooney Mara, from Columbia Pictures/Sony. In theaters December 2011. The first volume in the Millennium Trilogy, and an international publishing sensation, *The Girl with the Dragon Tattoo* combines murder mystery, family saga, love story, and financial intrigue into one satisfyingly complex and entertainingly atmospheric novel.

Title	The Hunger Games
Series	The Hunger Games Series (#1)
Author	Suzanne Collins (New York Times Bestseller and Time Magazine's most influential people of 2010)
Genre	Teen Fiction - Adventure and Survival Teen Fiction - Science Fiction
Book Recognition	New York Times Best seller
Released	2008
Description	Could you survive on your own, in the wild, with everyone out to make sure you don't live to see the morning? In the ruins of a place once known as North America lies the nation of Panem, a shining Capitol surrounded by twelve outlying districts. The Capitol is harsh and cruel and keeps the districts in line by forcing them all to send one boy and one girl between the ages of twelve and eighteen to participate in the annual Hunger Games, a fight to the death on live TV. Sixteen-year-old Katniss Everdeen, who lives alone with her mother and younger sister, regards it as a death sentence when she is forced to represent her district in the Games. But Katniss has been close to dead before- and survival

Title	Guilty Pleasures
Series	Anita Blake Vampire Hunter Series (#1)
Author	Laurell K. Hamilton (New York Times Bestseller)
Genre	Paranormal and Fantastic Romance
Book Recognition	New York Times Bestseller
Released	1993
Description	When St. Louis's most powerful vampire comes to Anita Blake for help, she is faced with her greatest fear-a man capable of arousing in her a hunger strong enough to match his own. Charlaine Harris, *From the author of* Grave Surprise *and other mysteries:* "The first book in Hamilton's long-running Anita Blake series, *Guilty Pleasures,* sets the tone for the whole bestselling line.... Laurell's trademark recklessness, imagination, and storytelling grip you by the scruff of the neck and never let you go."

Title	Dead Witch Walking
Series	Rachel Morgan Series (#1)
Author	Kim Harrison (New York Times Bestseller)
Genre	Paranormal Fantasy Science Fiction Mystery Horror Romance
Book Recognition	New York Times Bestseller
Released	2004
Description	The underground population of witches, vampires, werewolves—creatures of dreams and nightmares—has lived beside humans for centuries, hiding their powers. But after a genetically engineered virus wipes out a large part of humanity, many of the "Inderlanders" reveal themselves, changing everything. Rachel Morgan, witch and bounty hunter with the Inderland Runner Services, is one of the best at apprehending supernatural lawbreakers throughout Cincinnati, but when it comes to following the rules, she falls desperately short. Determined to buck the system, she quits and takes off on the run with an I.S. contract on her head and is reluctantly forced to team up with Ivy, Inderland's best runner . . . and a living vampire. But this witch is way out of her league, and to clear her name, Rachel must evade shape-changing assassins, outwit a powerful businessman/crime lord, and survive a vicious underground fight-to-the-death . . . not to mention her own roommate.

Title	Fallen
Series	Lauren Kate's Fallen Series (#1)
Author	Lauren Kate (Internationally Bestselling author of young adult fiction)
Genre	Supernatural Fiction Stories of Star-Crossed Lovers
Book Recognition	New York Times Bestseller
Released	2009
Description	There's something achingly familiar about Daniel Grigori. Mysterious and aloof, he captures Luce Price's attention from the moment she sees him on her first day at the Sword & Cross boarding school in sultry Savannah, Georgia. He's the one bright spot in a place where cell phones are forbidden, the other students are all screw-ups, and security cameras watch every move. Even though Daniel wants nothing to do with Luce—and goes out of his way to make that very clear—she can't let it go. Drawn to him like a moth to a flame, she has to find out what Daniel is so desperate to keep secret . . . even if it kills her. Dangerously exciting and darkly romantic, *Fallen* is a page turning thriller and the ultimate love story.

Title	The Thirteen Hallows
Series	None
Author	Michael Scott and Colette Freedman (New York Times Bestseller)
Genre	Fantasy Fiction Thriller
Book Recognition	None
Released	2011
Description	A new adult novel from Michael Scott and Colette Freedman... The Hallows. Ancient artifacts imbued with a primal and deadly power. But are they protectors of this world, or the keys to its destruction? A gruesome murder in London reveals a sinister plot to uncover a two-thousand-year-old secret. For decades, the Keepers guarded these Hallows, keeping them safe and hidden and apart from each other. But now the Keepers are being brutally murdered, their prizes stolen, the ancient objects bathed in their blood. Now, only a few remain. With her dying breath, one of the Keepers convinces Sarah Miller, a practical stranger, to deliver her Hallow—a broken sword with devastating powers—to her American nephew, Owen. The duo quickly become suspects in a series of murders as they are chased by both the police and the sadistic Dark Man and his nubile mistress. As Sarah and Owen search for the surviving Keepers, they unravel the deadly secret the Keepers were charged to protect. The mystery leads Sarah and Owen on a cat-and-mouse chase through England and Wales, and history itself, as they discover that the sword may be the only thing standing between the world… and a horror beyond imagining. *The Thirteen Hallows* is the beginning of a spellbinding new saga, a thrilling tale of ancient magic and modern times by a *New York Times* bestselling author and an award-winning playwright.

Title	Jurassic Park
Series	None
Author	Michael Crichton (Bestselling Author)
Genre	Thriller
Book Recognition	Made into an extremely successful film (1993)
Released	1990
Description	An astonishing technique for recovering and cloning dinosaur DNA has been discovered. Creatures once extinct now roam Jurassic Park, soon-to-be opened as a theme park. Until something goes wrong...and science proves a dangerous toy.... "Wonderful...Powerful." THE WASHINGTON POST BOOK WORLD One of mankind's most thrilling fantasies has come true--an astonishing technique for recovering and cloning dinosaur DNA has been discovered. Creatures that have been extinct for eons roam Jurassic Park, where all the world can visit them--for a price. Until something goes wrong. "Frighteningly real . . . it'll keep you riveted."--Detroit News.

Title	Tiger's Curse
Series	Tiger's Curse Series (#1)
Author	Colleen Houck (New York Bestseller)
Genre	Teen Fiction - Boys and Young Men Teen Fiction - Romance and Friendship Teen Fiction - Fantasy
Book Recognition	None
Released	2011
Description	Passion. Fate. Loyalty**.** *Would you risk it all to change your destiny?* The last thing Kelsey Hayes thought she'd be doing this summer was trying to break a 300-year old Indian curse. With a mysterious white tiger named Ren. Halfway around the world. But that's exactly what happened. Face-to-face with dark forces, spellbinding magic, and mystical worlds where nothing is what it seems, Kelsey risks everything to piece together an ancient prophecy that could break the curse forever. Tiger's Curse is the exciting first volume in an epic fantasy-romance that will leave you breathless and yearning for more. EXCERPT FROM THE BOOK: "I was dying. I knew it. At least the pain was gone. I wanted to tell him that I loved him. Then darkness overtook me…" PRAISE FOR TIGER'S CURSE: "…a sweet romance and heart-pounding adventure. I found myself cheering, squealing and biting my nails-all within a few pages. In short, Tiger's Curse is magical!"-Becca Fitzpatrick, *New York Times* bestselling author of *Hush, Hush*

Title	Bitten
Series	The Otherworld Series (#1)
Author	Kelley Armstrong (New York Times Bestseller)
Genre	Contemporary Fantasy Mystery Romance
Book Recognition	Nominated Best First Novel by the International Horror Guild
Released	2001
Description	"Frisky...Tells a rather sweet love story, and suggests that being a wolf may be more comfortable for a strong, smart woman than being human." -*The New York Times Book Review* Elena Michaels seems like the typically strong and sexy modern woman, She lives with her architect boyfriend, writes for a popular newspaper, and works out at the gym. She's also a werewolf. Elena has done all she can to assimilate to the human world, but the man whose bite changed her existence forever, and his legacy, continue to haunt her. Thrown into a desperate war for survival that tests her allegiance to a secret clan of werewolves, Elena must recon with who, and what, she is in this passionate, page-turning novel.

Title	Daughter of the Blood
Series	The Black Jewels Series (#1)
Author	Anne Bishop (National Bestseller)
Genre	Fantasy Adventure
Book Recognition	None
Released	1998
Description	Seven hundred years ago, a Black Widow witch saw an ancient prophecy come to life in her web of dreams and visions. Now the Dark Kingdom readies itself for the arrival of its Queen, a Witch who will wield more power than even the High Lord of Hell himself. But she is still young, still open to influence-and corruption. Whoever controls the Queen controls the darkness. Three men-sworn enemies-know this. And they know the power that hides behind the blue eyes of an innocent young girl. And so begins a ruthless game of politics and intrigue, magic and betrayal, where the weapons are hate and love-and the prize could be terrible beyond imagining...

Title	Abandon
Series	None
Author	Meg Cabot (New York Times Bestseller)
Genre	Teen Fiction - Fantasy
Book Recognition	None
Released	2011
Description	New from #1 New York Times bestselling author Meg Cabot, a dark, fantastical story about this world . . . and the underworld. Though she tries returning to the life she knew before the accident, Pierce can't help but feel at once a part of this world, and apart from it. Yet she's never alone . . . because someone is always watching her. Escape from the realm of the dead is impossible when someone there wants you back. But now she's moved to a new town. Maybe at her new school, she can start fresh. Maybe she can stop feeling so afraid. Only she can't. Because even here, he finds her. That's how desperately he wants her back. She knows he's no guardian angel, and his dark world isn't exactly heaven, yet she can't stay away . . . especially since he always appears when she least expects it, but exactly when she needs him most. But if she lets herself fall any further, she may just find herself back in the one place she most fears: the Underworld.