

國立澎湖科技大學應用外語系

英文實務專題

改進多益閱讀成績學習方案效能與評估  
Effects and Evaluation of a Tailor - made Study Plan  
for Improving TOEIC Reading Scores

學生姓名：江燕婷 1102402033  
許紉璇 1102402035  
林珊妤 1102402039  
歐頻瑄 1102402056  
溫兆鈞 1102402060  
林曄婷 1102402062  
林宇軒 1102402063

指導老師：洪芙蓉老師

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# 中文摘要

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江燕婷  
許紬琰  
林珊妤  
歐頻瑄  
溫兆鈞  
林暉婷  
林宇軒

國立澎湖科技大學

### 摘要

因應國際化時代來臨，英語成為不可或缺的語言能力，TOEIC 測驗是全球普遍的語言能力測驗，企業和學校多以 TOEIC 成績做為畢業及升遷的標準。根據美國教育測驗服務社（ Educational Testing Service ,ETS ）公布「2014 年多益測驗全球考生資料統計報告」可以發現閱讀成績都是低於聽力成績，因此本研究團隊擬定為期一個月的閱讀計畫，以國立澎湖科技大學五位學生作為研究對象，希望能藉此幫助他們通過畢業門檻。本研究使用 Anderson (1994, 1999) 所提出的 ACTIVE 理論為架構，並利用 CNN 數位學習平台作為學習工具，及根據 Honey & Mumford (1982) 所提出的學習風格將受測者分為四種類型，分別為「實際型」、「反省型」、「行動型」、「理論型」，擬定出一套學習方案並藉由前測與後測成績來探討此讀書計畫是否能夠在有限的時間內提升多益閱讀成績。

研究結果顯示如下：從多益成績單目標能力項目分析得知，在學習風格中受測者為反省型的閱讀分數進步最多，進步幅度為 11%，其次則為實際型，進步幅度為 1%，而行動型結果為退步。在總分方面，進步最多的是實際型，進步幅度為 9%，其次則為反省型，進步幅度為 3%，而行動型則退步。本研究分析「學習風格」對於學習策略、讀書計畫及數位學習平台的使用，並探討英文閱讀能力提升的幅度。其所使用的閱讀策略可用於往後教師教學之課程、學生自學的讀書計畫以及相關研究之參考。

關鍵字：多益、數位學習平台、讀書計畫、學習風格、學習策略

# **Effects and Evaluation of a Tailor - made Study Plan for Improving TOEIC Reading Scores**

## **Abstract**

In recent decades, the study of English reading has emphasized the importance of reading strategies. In order to improve TOEIC reading scores, the study proposed a study plan. In this study, CNN multimedia was used as a learning tool, with Anderson ACTIVE theoretical framework, and Honey & Mumford learning style assessment. The five participants are assessed into different learning styles and adopting 松本幸夫 theory dividing reading time into different lengths and numbers of repetitions, explores whether a one-month study plan can improve reading ability within a limited time frame. The effectiveness of the study plan will be evaluated by the pretest and posttest of the participants TOEIC results during the study period.

The results show that the reflector learners made higher progress in the reading section with a rise of 11% and Realist has the highest progress in total scores with a rise of 9%. While Activist learners made least achievement.

The study shed some insights on the effects of learning styles and reading strategies and the use of internet study platform in the hope to provide references for self-study learners and teachers alike in the field of English learning.

Key words : reading strategies, TOEIC , learning styles, self-study, English learning

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時光匆匆，歲月如梭，又到了專題發表的時候，從蒐集資料到開花結果，這份研究能夠順利完成，除了組員合作無間，培養出良好的團隊精神之外，老師們的諄諄教誨與用心指導也是我們能順利上台報告的要件。首先，我們要感謝一路陪伴我們的指導老師—洪芙蓉老師。即使身體狀況不佳，還是非常盡責的教導我們專題，甚至挑燈夜戰也在所不惜。同時感謝吳敏華老師提供我們專題發表的相關資訊、Flame Joyce Simcosby 提供專題英文內容的修改與建議，以及許美紅助理不辭辛勞的提醒我們繳件及專題注意事項，最後，感謝澎湖科技大學 5 位受測者撥空參與本研究的閱讀計畫，使得專題能夠圓滿順利。

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# Chapter One

## Introduction

### 1.1 Motivation

English language has become indispensable. TOEIC Test is the world's universal language ability tests, businesses and schools mostly use TOEIC scores as graduation and promotion criteria. More than 14,000 companies in 150 countries around the world use TOEIC test. Therefore, many companies that recruit or promote based on TOEIC test results benefit by using TOEIC to measure the standards of English speaking staff. According to the United Nations Educational Testing Service, Taiwan region's 2014 TOEIC Score Report, the average TOEIC score is 536 points, with listening comprehension averaging 294 points, and reading comprehension averaging 242 points. The highest scores are in Canada, with TOEIC scores averaging 825 points, with listening comprehension averaging 432 points, and reading comprehension averaging 393 points. According to this data, reading scores are generally weak (Neil 1999). In order for ESL (English as a Second Language) or EFL (English as a Foreign Language) students to speak English fluently, English reading ability is a basic skill that needs to be improved.

### 1.2 Purpose of research

This research project hopes to improve TOEIC test scores, especially in reading achievement, prior to graduation. Through documentation and discussion of personal learning styles, application of reading strategies and the development of a study plan to see whether the study plan is effective.

## Chapter Two

### Literature Review

#### 2.1 Importance of Reading

Students rely on their original knowledge, and to build on that students must take the initiative to obtain information from books and articles, and convert new information into understandable knowledge. Based on 邱玉玲(2001) definition, reading not only is the foundation of all learning, but is also a way to gain knowledge. By reading, we can absorb knowledge, participate in inductive learning and thinking, and combine new knowledge with former experiences and processes. 張玉成(2001) definition, employs prior knowledge and life experiences as a base for learning, and that information found in books integrates with personal data creating an integrated construction, and stimulating the creation of new, significant, ability to think.

Barker and Escarpit from 陸建國 (2004) see reading as a form of communication, and through the text, the author conveys knowledge and experience to the readers; and readers then reconstruct new knowledge filtered through their own prior knowledge. Reading provides a basic ability and means to acquire new knowledge. It is a complex cognitive process that combines both experience and skill. Reading provides an important means of communication between authors and readers in order to transfer information and achieve knowledge. People construct their own ideas and enhance communication skills through reading.

Based on 洪蘭、曾志朗(2001) definition, reading is the result of absorbing information from others in a short period of time. In the twenty-first century's age of information explosion, the fastest way to know and maintain the world is to read. Through the stimulation of the senses, and the brain's ability to think, we can learn from the past, know about previous cultural assets, and draw valuable conclusions. Based on 林武憲(2001) definition, reading is the most important activity. Based on reading research, eighty-five percent of the knowledge people gain is through reading. According to 齊若蘭 (2002) interpretation, reading is the core of education and learning, and school subjects and knowledge should be learned through reading. 李家同(2013) points out reading is an important basic ability, and it is also the foundation of every subject. Reading can improve thinking and judgment, logic, and construct personal ideas through reading and having fun. Reading can improve the interest in learning language to help lay a good language foundation to growth of vocabulary, grammar and sentence patterns. Therefore, the importance of reading can be summarized in the following three levels: to enhance the ability to adapt to living and learning; to develop personality and values; to stimulate thinking and creativity.

Table 2.1 Types of English proficiency testing

Name	Exam questions	Scope of application
TOEIC	Listening and reading	Few exchange students, study abroad, job seekers
TOEFL	Listening, speaking, reading and writing	exchange of students, study abroad
IELTS	Listening, speaking, reading and writing	Britain, Australia and other exchange students, and student immigrants
GEPT	First stage (Listening and Reading) Second stage (Speaking and Writing)	Studies in the territory of the Republic of China, job seekers

The main scheme is illustrated in table 2.1. Domestic or international, reading remains the core of English proficiency tests, of which comprehension and vocabulary are the key elements. Tedious language skills are often neglected as business communicate through letters, memos, and short text to read. The results are reflected in the TOEIC listening and reading tests, whether the testes can comprehend and deliver the messages in the workplace.

## 2.2 Types of learning strategies

Rigney (1978) thought strategy was for learning and retrieval of memory and knowledge. An effective strategy could ensure that objectives were smooth and assisted the learning progress. Kraska and Kuhl (1989) found that cognitive ability and motivation are key factors influencing learning outcomes. Therefore, learning strategies could assist learners to understand new knowledge more easily and quickly.

Anderson (1994, 1999) proposed ACTIVE teaching architecture (Figure 2.1 ) with six strategies (Figure 2.2) to improve reading efficiency. Krashen (1981) and scholars (Carrell and Eisterhold, 1983; James, 1987) emphasized on incremental reading that is to raise difficulty of reading gradually, so that learners could achieve learning objectives.



Figure 2.1 Anderson's ACTIVE Reading Strategies



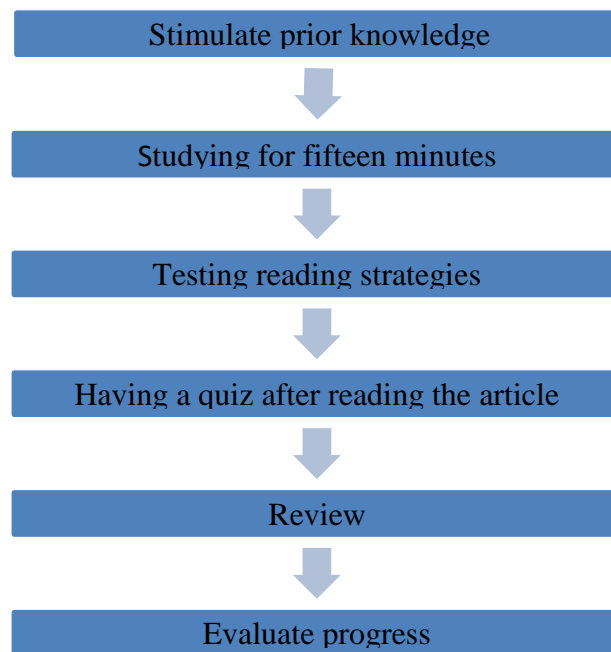


Figure 2.2 Study steps

松本幸夫 (1999) pointed out that fifteen minutes is the maximum time for concentration on learning. The brain wave will be interrupted after the indicated time. Fifteen minutes is also quite available and maintainable for reading efforts. Repeated 15-minute cycle on reading received positive effects. In the study of 洪瑄、鄒文莉、吳貴雲 (2005) on freshmen reading effects showed that 15 minutes reading strategy helped students concentrate and comprehend target articles.

Reading is a positive, proactive, cognitive behavior. Reading comprehension is a complex process. Reading an article and understanding the significance of the article, is the most important part of reading comprehension (Nuttall, 1989). Reading time is limited, candidates who are not familiar with English, are unable to understand the words and meanings, will spend more time thinking thus leading to insufficient time to complete the examination, therefore laying a good foundation for learning words, and through the use of some skills, is the only way to improve reading ability.

Linguistics, Mikulecky, (1990) combines the research of scholars and experts who proposed that to become effective readers, students should meet the following requirements:

1. Training of English reading skills, laying a foundation for how to efficiently read English.
2. Getting rid of the habit of reading every word.
3. Learning to read "top-down" and using background information to help understand the content.
4. Learning to be fluent readers with "bottom-up" reading skills.
5. Promotion of "from the top down" and "bottom-up" interaction skills.
6. Developing a smooth reading speed.
7. Developing interest in reading English.

Applying appropriate reading strategies and skills will be of immense help for reading comprehension. For example, using the title of the article to find out what the content of the article and the gist is, or using skimming--speed reading techniques to understand the gist of the article, and using specific information in the context to speculate or guess the meaning of words. Primary educated readers should have these important strategies and skills.

### 2.3 Learning styles and types

Learning styles refer to the learner acquires knowledge by learning in accordance with her or his own habits of learning and learning way which uses a specific preference. Keefe's (1979) research indicates that learning style is very important in the learning process. Learners can learn best according to their own learning styles and understanding the basis of learning design. Learners who understand their own learning style and know which style can enhance their willingness to learn will enhance the effectiveness of learning. Brown and Knight (2000) think that learning style is personal preferences which highlight personal uniqueness, uniformity, and stability and remains unchanged for a period of time. In light of this, an individual's learning style is a long-term accumulation of habits. Every learning style theory has differing characteristics and learners also emphasize their differences and uniqueness. Kolb (1985) points out the formation of "study style" include the learner's personality, the specialized teaching environment, the gradient of learning materials, adaptiveness, choices of occupation, personal experience, environment demands, as well as the gradual linear formation of the preferred learning style. The research of Honey & Mumford (1982) pointed out all of learners have preference learning, the different personality and learning environment influence the learners adopt different study approach and strategy. According to Learning Style Questionnaire (LSQ) developed by Honey & Mumford classified learning styles into four categories, namely Reflector, Theories, Pragmatist and Activist, Accommodating. Where as in accordance with Kolb's terminology, the types are indicated accordingly as Diverger, Assimilator, Converger and Accommodator.

Table 2.2 Classification of learning Style adapted from Kolb and Honey & Mumford

type	Personality
Activist/ Accommodating	<ul style="list-style-type: none"> <li>■ Impatient</li> <li>■ Idea changes into the practical action.</li> <li>■ Likes new things.</li> <li>■ Attempts novel and stimulating things.</li> <li>■ Using different ways to complete work.</li> </ul>
Reflector/ Diverging	<ul style="list-style-type: none"> <li>■ Look before you leap.</li> <li>■ The imagination is rich.</li> <li>■ Observation is subtle, think everything over.</li> <li>■ Widespread collection of information.</li> </ul>
Theories/ Assimilating	<ul style="list-style-type: none"> <li>■ Researching things over time.</li> <li>■ Logical considerations.</li> <li>■ The simplification of news for orderliness of form.</li> <li>■ Abstract concepts, but does not care about its usability.</li> </ul>
Pragmatist/ Converging	<ul style="list-style-type: none"> <li>■ Being good at organizing and decision-making.</li> <li>■ To prove the possibility of things by experiment.</li> <li>■ Recuperation plan, conscientious.</li> <li>■ Only one standard answer.</li> </ul>



### 3.3 Timeline

The study plan was carried out from July 1st to August 26th, 2016. Scores of Pretest and posttest of TOEIC will be compared to check the effectiveness of the study plan and the design of the study plan will be evaluated. A time table allocated for each different learning styles for each day was designed as shown in Table 3.1 scheduled Study plan and time management on a daily basis.

## Chapter Four Results and Discussion

In this study, by the analysis of participants' learning styles, five participants are assessed and classified into Activist, Reflector and Pragmatist learner, who in cooperation with a tailored-made study plan utilizing reading strategies and CNN website as learning platform hope to enhance the reading ability in achieving better reading score in the TOEIC test.

### 4.1 Styles of learning adaptability

Table 4.1 show the satisfaction of the five participants' opinions after they are assessed and categorized into Money and Mumford four different learning styles, in this study. For learning styles are notified, that is action, reflection, and practical.

Table 4.1 Participant Satisfaction Survey on the study plan

Satisfaction Level	Very satisfied	Satisfied	General satisfaction	Not satisfied	Very dissatisfied
Satisfaction with learning styles	0	2	2	1	0
Satisfaction of 15 minutes reading strategies	0	2	2	1	0
CNN satisfaction	0	1	4	0	0

On issue of learning style, two participants expressed satisfaction, two general satisfactions, and one person was dissatisfied. In reading strategies, two participants expressed satisfaction, two had a general satisfaction, and one person was dissatisfied. All of four participants expressed general satisfaction with the CNN network study platform. Table 4.2 shows participants' comments on the study plan which was designated according to their learning style. Participants thought that learning styles could improve reading speed and endurance for reading articles faster and built up more confidence and patience on the TOEIC Reading Test. Although participants expressed few problems comprehending the short articles reading tests, they faced pressure on the timed tests and were still unable to understand the long reading passages on the TOEIC Test.

Table4.2 Participants comments on advantages and disadvantages of learning Styles

Type	Activist	Reflector	Pragmatist
Advantages	Read four articles divided into four times to reduce the sense of impatience.	1. Continuous reading helps develop patience. 2. TOEIC reading confidence.	Enhanced participants reading short articles.
Disadvantages	Lack of willpower cannot actually read articles every day.	Still unable to fully grasp long reading passages.	Pressure from timed tests. Unable to cope with length and time limited reading.

#### 4.2 Discussion on the issues of reading strategies

The study adopted 松本幸夫(1999) theory which indicated 15 minutes is the maximum time limit that anyone can maintain concentrated on reading and is also the time to cultivate reading habits. In this timed 15 minutes, the task included the ability to complete the reading in time, to understand the literal meaning and query words within the time. During the experiment, it is found that in addition to a time limit of 15 minutes, the length of the article is the concern and problem. Lengthy articles tended to produce increased pressure, impatience, anxiety, and distraction, thus reducing effectiveness when participants read. Fifteen minutes of reading time can help develop good reading habits, but it is not adequate to understand the article as insufficient of the knowledge of grammar, vocabulary makes it difficult and cause distraction in reading comprehension of TOEIC tests. In this case, the participants should have focused on CNN reading articles of Level 5 or above in order to cope with TOEIC reading tasks.

#### 4.3 Discussion on the issues of CNN articles

At the end of one month's experiment, it was found that this method is effective for the pragmatist and reflector learners. Because they read articles every day and thus makes their reading faster, and improves patience. This method is not effective for activist learners, because these learners are more impatient, and are unable to commit to read four articles a day. Although vocabulary learning increased, learning the amount of words in CNN articles do not increase performance on the TOEIC test, because CNN news vocabulary and the wide range of vocabulary used on TOEIC tests of English are not the same. TOEIC tends to focus more on business while CNN is more on living.

#### 4.4 TOEIC test results

Table 4.3 Pretest and posttest results of TOEIC taken between July 24th and August 28th

Participants	Previous test			Post test		
	Reading	Listening	Total Score	Reading	Listening	Total Score
A	150	215	365	120	185	305
B	160	205	365	125	215	340
C	200	270	470	195	290	485
D	195	285	480	200	365	565
E	140	325	465	195	300	495

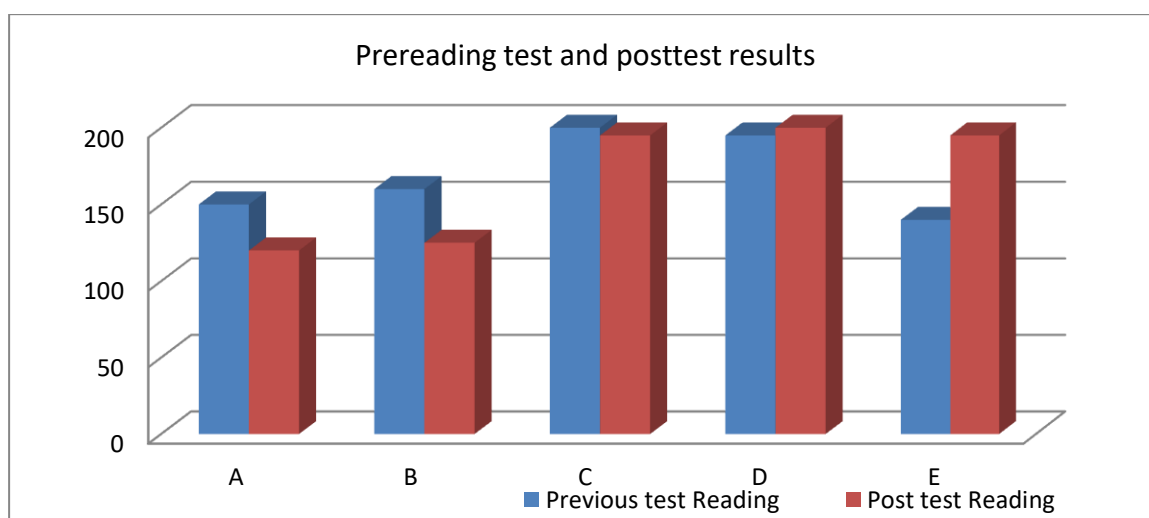


Figure 4.2 Pre reading test and post test results

Figure 4.2 shows pretest and posttest TOEIC reading scores. The results show that the Reflector learners made higher progress in the reading section with a rise of 11%, but Activist setback 7%.



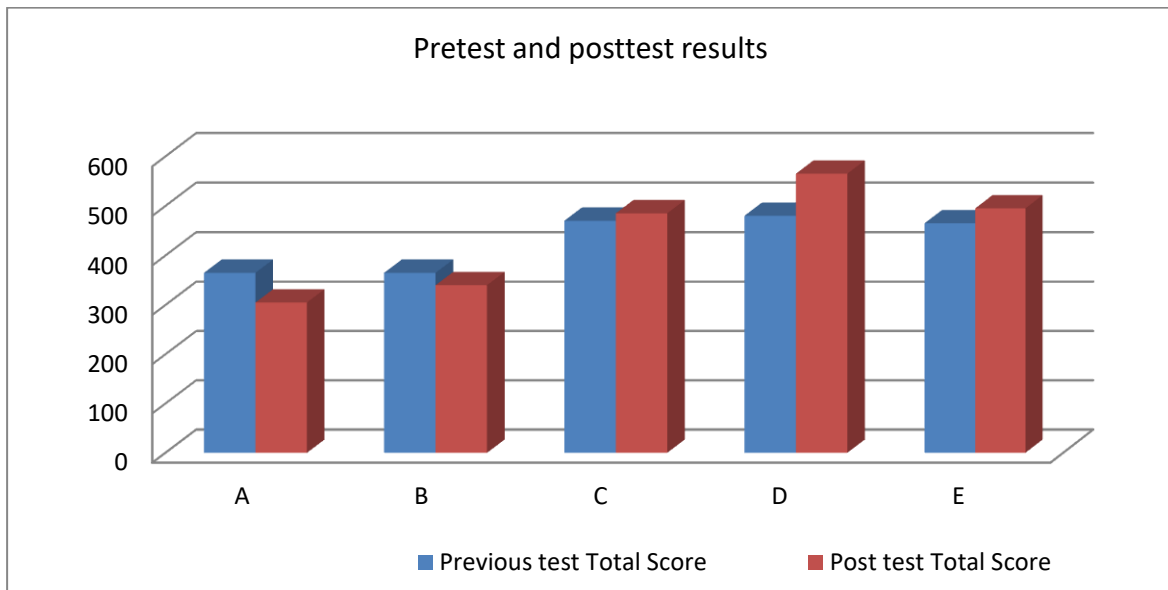


Figure 4.3 Pretest and posttest results of TOEIC scores

Figure 4.3 shows pretest and posttest of TOEIC scores shows that the Pragmatist learners made higher progress in TOEIC scores with a rise of 9%. However, Activist learners were setback 6%.

Table 4.4 five ability analysis of TOEIC reading test scores

	Abilities measured
1.	Can make inferences based on information in written texts.
2.	Can locate and understand specific information in written texts.
3.	Can connect information across multiple sentences in a single written text and across texts.
4.	Can understand vocabulary in written texts.
5.	Can understand grammar in written texts.

Table 4.5 Pretest result of reading ability analysis

participants ability	A	B	C	D	E
1	42%	31%	37%	18%	17%
2	38%	47%	40%	52%	17%
3	22%	21%	29%	39%	22%
4	36%	25%	46%	60%	53%
5	38%	69%	61%	46%	53%

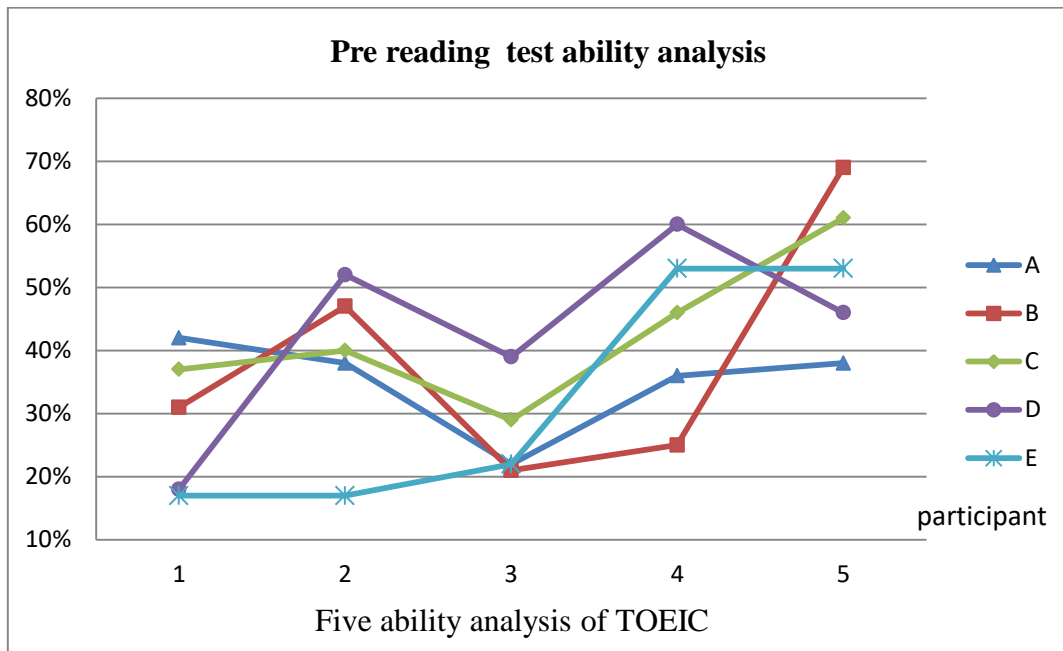


Figure 4.4 Pre reading test ability analysis

Figure 4.4 shows pretest reading ability analysis shows that participants have better performance in ability NO.5 that is can understand grammar in written texts, and worst in ability NO.3 that is connect in formation across multiple sentences in a single written text and across texts.

participants ability indicator	A	B	C	D	E
1	47%	29%	52%	41%	47%
2	37%	31%	43%	50%	37%
3	20%	16%	37%	45%	37%
4	35%	48%	45%	45%	58%
5	37%	37%	62%	58%	54%

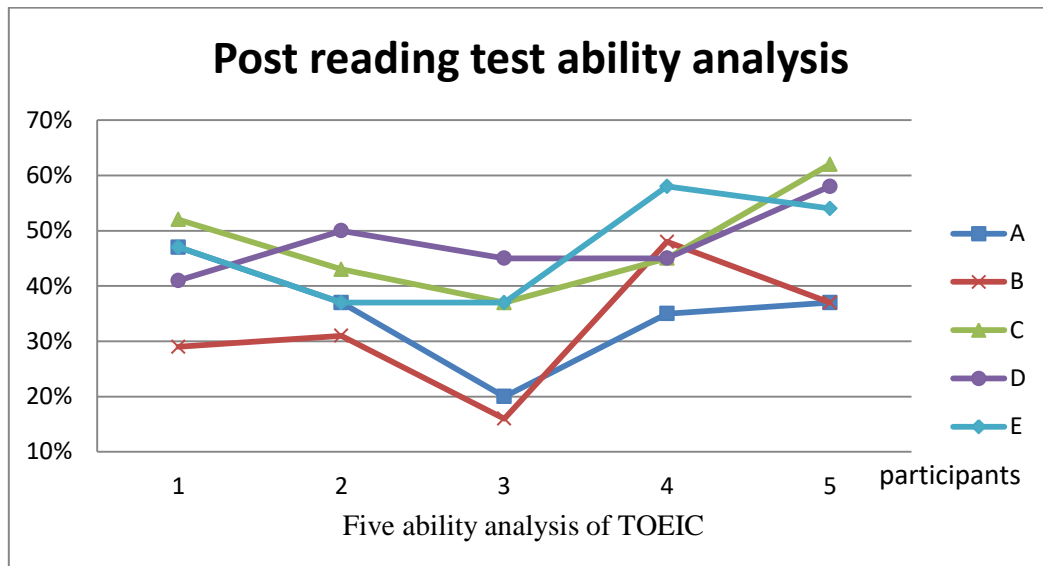


Figure 4.5 Post reading test ability analysis

Figure 4.5 post reading text ability analysis also shows worst in ability NO.3 that is can connect information across multiple sentences in a single written text and across texts. However, the post show in average 30% of progress in ability NO.4 that is can understand vocabulary in written texts.

In reading performance, there were three participants with improved scores. Because reading habits were cultured during summer vacation with the chance of full concentration without other academic affairs, they can more devoted to the study. And some words that appeared in the training articles left deep impressions. There were four participants that showed improved scores in connecting information with multiple sentences in a single written text. Because of the reading and practice questions, they learned how to detect keywords within the text. There were two participants with improved scores in understanding vocabulary in written texts. Because of reading articles everyday, they developed habits of querying words and memorization. As a result, vocabulary increased gradually.

Although the total score did not show each subject having substantial progress, in reading ability analysis, after the participants put to use reading strategies, the number of new words learned and their reasoning ability increased. Therefore, they were able to link articles and understand their meaning, and their scores could be raised for this section. Whereas to those who could not make progress, partial reasons are given to the skills taken and repeated practice on the mock TOEIC exams which made their better performance in their pretest and worse results on the posttest, as CNN articles may not be as related to TOEIC reading tests.

## Chapter Five

### Conclusions and Recommendations

In this study, based on reading strategies and researches, a one-month reading plan was developed, with different learning styles in accordance with differentiated reading plans, in order to explore whether the five participants in this study could effectively enhance reading scores on the TOEIC test.

After a month-long study experiment, overall previous test scores and posttest scores were not significantly increased. In personal scores: vocabulary, reasoning ability, and the context of the series, showed significant progress. Taking into consideration that this study plan was implemented for a short time and it did not effectively improve reading scores. And the choice of the reading material, in this case, using CNN articles may not seem to be so appropriate in helping TOEIC reading scores. On the other hand, because there are various levels on CNN English website, which is valuable in helping detect gradual achievement if not in the sense of actual improvement on the TOEIC scores. In this study, the progress of the test results are also attributed to learning styles and time limited reading. It is however, too premature to say that they are absolutely related to the success. Yet, it is hoping the study serves as a reference for self-study learners and teachers alike for future English studies.

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## Appendix I

### Study plan

類型	行動型	反省型	實用型
每日閱讀時間長度	一小時	一小時	一小時
每日閱讀篇數	4	4	4
每日閱讀時段	24 小時內皆可	24 小時內皆可	24 小時內皆可
每日閱讀次數	4	1	2
每次閱讀時間	15 分鐘	60 分鐘	30 分鐘
每篇文章閱讀時間	15 分鐘	15 分鐘	15 分鐘
規劃原因	1. 把想法變成行動 2. 偏好立即試驗，無法長時間做同一件事情 3. 短時間的學習較有效	1. 喜歡蒐集資料，2.深思熟慮，長時間進行探究 3.適合長時間思考學習	1.將理念實際應用 2.熱衷嘗試，善於組織決策 3.有效組織想法進行閱讀學習

## Appendix II

### LEARNINGSTYLESQUESTIONNAIRE

1.	I have strong beliefs about what is right and wrong, good and bad.
2.	I often act without considering the possible consequences,
3.	I tend to solve problems using a step-by-step approach
4.	I believe that formal procedures and policies restrict people.
5.	I have a reputation for saying what I think, simply and directly.
6.	I often find that actions based on feelings areas sound as those based on careful thought and analysis.
7.	I like the sort of work where I have time for thorough preparation and implementation.

<b>8.</b>	I regularly question people about their basic assumptions.
<b>9</b>	What matters most is whether something works in practice.
<b>10.</b>	I actively seek out new experiences.
<b>11.</b>	When I hear about a new idea or approach I immediately start working out how to apply it in practice.
<b>12.</b>	I am keen on self-discipline such as watching my diet, taking regular exercise, sticking to a fixed routine, etc.
<b>13.</b>	I take pride in doing a thorough job.
<b>14.</b>	I get on best with logical, analytical people and less well with spontaneous, 'irrational' people.
<b>15.</b>	I take care over the interpretation of data available to me and avoid jumping to conclusions.
<b>16.</b>	I like to reach a decision carefully after weighing up many alternatives.
<b>17.</b>	I'm attracted more to novel, unusual ideas than to practice alones.
<b>18.</b>	I don't like disorganized things and prefer to fit things in to a coherent
<b>19.</b>	I accept and stick to laid down procedures and policies so long as I regard them as an efficient way of getting the job done.
<b>20.</b>	I like to relate my actions to a general principle.
<b>21.</b>	In discussions, I like to get straight to the point.
<b>22.</b>	I tend to have distant, rather formal relationships with people at work.
<b>23.</b>	I thrive on the challenge of tackling something new and different.



24.	I enjoy fun-loving, spontaneous people .
25.	I pay meticulous attention to detail before coming to a conclusion.
26.	I find it difficult to produce ideas on impulse.
27.	I believe in coming to the point immediately.
28.	I am careful not to jump to conclusions too quickly.
29.	I prefer to have as many sources of information as possible — the more data to think over the better.
30.	Flippant people who don't take things seriously enough usually irritate me.
31.	I listen to other people's points of view before putting my own forward.
32.	I tend to be open about how I'm feeling.
33.	In discussions I enjoy watching the maneuverings of the other participants.
34.	I prefer to respond to events on a spontaneous, flexible basis rather than plan things out in advance.
35.	I tend to be attracted to techniques such as network analysis, flow charts, branching programmers, contingency planning, etc.
37.	I tend to judge people's ideas on their practical merits.
38.	Quiet, thoughtful people tend to make me feel uneasy.
39.	I often get irritated by people who want to rush things.
40.	It is more important to enjoy the present moment than to think about the past or future.

<b>41.</b>	I think that decisions based on a thorough analysis of all the information are sounder than those based on intuition.
<b>42.</b>	I tend to be a perfectionist.
<b>43.</b>	In discussions I usually produce lots of spontaneous ideas.
<b>44.</b>	In meetings I put forward practical, realistic ideas.
<b>45.</b>	More often than not, rules are there to be broken.
<b>46.</b>	I prefer to stand back from a situation and consider all the perspectives.
<b>47.</b>	I can often see inconsistencies and weaknesses in other people's arguments.
<b>48.</b>	On balance I talk more than I listen.
<b>49.</b>	I can often see better, more practical ways to get things done.
<b>50.</b>	I think written reports should be short and to the point.
<b>51.</b>	I believe that rational, logical thinking should win the day.
<b>52.</b>	I tend to discuss specific things with people rather than engaging in social discussion.
<b>53.</b>	I like people who approach things realistically rather than theoretically.
<b>54.</b>	In discussions I get impatient with irrelevancies and digressions.
<b>55.</b>	If I have a report to write I tend to produce lots of drafts before settling on the final version.
<b>56.</b>	I am keen to try things out to see if they work in practice. 0 57.1 am keen to reach answers via a logical approach.

<b>58.</b>	I enjoy being the one that talks a lot.
<b>59.</b>	In discussions I often find I am the realist, keeping people to the point and avoiding wild speculations.
<b>60.</b>	I like to ponder many alternatives before making up my mind.
<b>61.</b>	In discussion with people I often find I am the most dispassionate and objective.
<b>62.</b>	In discussions I'm more likely to adopt a 'low profile' than to take the lead and do most of the talking.
<b>63.</b>	I like to be able to relate current actions to a longer term bigger
	picture.
<b>64.</b>	When things go wrong I am happy to shrug it off and 'put it down to experience'.
<b>65.</b>	I tend to reject wild, spontaneous ideas as being impractical.
<b>66.</b>	It's best to think carefully before taking action.
<b>67.</b>	On balance I do the listening rather than the talking.
<b>68.</b>	I tend to be tough on people who find it difficult to adopt a logical approach.
<b>69.</b>	Most times I believe the end justifies the means.
<b>70.</b>	I don't mind hurting people's feelings so long as the job gets done.
<b>71.</b>	I find the formality of having specific objectives and plans stifling.
<b>72.</b>	I'm usually one of the people who puts life into a party

73.	I do whatever is expedient to get the job done
74.	I quickly get bored with methodical, detailed work.
75.	I am keen on exploring the basic assumptions, principles and theories under-pinning things and events.
76.	I'm always interested to find out what people think.
77.	I like meetings to be run on methodical lines, sticking to a laid down agenda, etc.
78.	I steer clear of subjective or ambiguous topics.
79.	I enjoy the drama and excitement of a crisis situation.
80.	People often find me insensitive to their feelings.

<b>SCORING</b>			
You score one point for each item you ticked		There are no points for items you crossed	
Simply indicate on the lists below which items were ticked			
<i>Activist</i>	<i>Reflector</i>	<i>Theorist</i>	<i>Pragmatist</i>
2	7	1	5
4	13	3	9
6	15	8	11
10	16	12	19
17	25	14	21
23	28	18	27
24	29	20	35
32	31	22	37
34	33	26	44
38	36	30	49

40	39	42	50
43	41	47	53
45	46	51	54
48	52	57	56
58	55	61	59
64	60	63	65
71	62	68	69
72	66	75	70
74	67	77	73
79	76	78	80
<b>Totals</b>			

<b>Learning Styles—General Descriptions</b>
<p><b>Activists</b></p> <p>Activists involve themselves fully and without bias in new experiences. They enjoy the here and now and are happy to be dominated by immediate experiences. They are open-minded, not skeptical, and this tends to make them enthusiastic about anything new. Their philosophy is: 'I'll try anything once'. They tend to act first and consider the consequences afterwards. Their days are filled with activity. They tackle problems by brain storming. As soon as the excitement from one activity has died down they are busy looking for the next. They tend to thrive on the challenge of new experiences but are bored with implementation and longer term consolidation. They are gregarious people constantly involving themselves with others but, in doing so, they seek to Centre all activities around themselves.</p>
<p><b>Reflectors</b></p>

Reflectors like to stand back and ponder experiences and observe them from many different perspectives. They collect data, both first hand and from others, and prefer to think about it thoroughly before coming to any conclusion. The thorough collection and analysis of data about experiences and events is what counts so they tend to postpone reaching definitive conclusions for as long as possible. Their philosophy is to be cautious. They are thoughtful people who like to consider all possible angles and implications before making a move. They prefer to take a back seat in meetings and discussions. They enjoy observing other people in action. They listen to others and get the drift of the discussion before making their own points. They tend to adopt a low profile and have a slightly distant, tolerant unruffled air about them. When they act it is part of a wide picture which includes the past as well as the present and others' observations as well as their own.

### **Theorists**

Theorists adapt and integrate observations into complex but logically sound theories. They think problems through in a vertical, step by step, logical way. They as simulate disparate facts into coherent theories. They tend to be

perfectionists who won't rest easy until things are tidy and fit into a rational scheme. They like to analyse and synthesize. They are keen on basic assumptions, principles, theories, models and systems thinking. Their philosophy prizes rationality and logic. If it's logical it's good'. Questions they frequently ask are: 'Does it make sense?' 'How does this fit with that?' 'What are the basic assumptions?' They tend to be detached, analytical and dedicated to rational objectivity rather than anything subjective or ambiguous. Their approach to problems is consistently logical. This is their 'mental set' and they rigidly reject anything that doesn't fit with it. They prefer to maximize certainty and feel uncomfortable with subjective judgements, lateral thinking and anything flippant

### **Pragmatists**

Pragmatists are keen on trying out ideas, theories and techniques to see if they work in practice. They positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with new ideas that they want to try out in practice. They like to get on with things and act quickly and confidently on ideas that attract them. They tend to be impatient with ruminating and open-ended discussions. They are essentially practical, down to earth people who like making practical decisions and solving problems. They respond to problems and opportunities 'as a challenge'. Their philosophy is: 'There is always a better way' and 'If it works it's good'.

## Appendix III

### CNN articles from level 2- level 6

**THE READING**

From <http://www.breakingnewsenglish.com/1605/160513-america-2.html>

A famous beer company is changing the name of its best-selling beer. Anheuser-Busch (AB) is the USA's largest maker of beer. It is going to change the name of its Budweiser beer to 'America'. The change will happen between May and November. A spokesperson said the change is to try and increase sales. Budweiser used to be the USA's most popular beer but sales have been falling. The word 'America' will replace the word 'Budweiser' on its cans. It will also use the same font that AB uses for Budweiser. In addition, the initials "US" will replace "AB".

The new name is part of a Budweiser campaign called "America is in Your Hands". There are many events during the campaign period, starting with Memorial Day on May 30 and ending with the U.S. elections in November. In between are the summer Olympics and Labor Day. AB wants Americans to feel proud of America - the company and the beer. The company vice president said: "Budweiser has always [tried hard] to embody America in a bottle, and we're honoured to salute this great nation, where our beer has been passionately brewed for the past 140 years."

Level 2 CNN article

**THE ARTICLE**

From <http://www.BreakingNewsEnglish.com/1605/160517-puppy.html>

An abandoned puppy has been given a new home and a new job. The 7-week-old pup was left at the stadium of the Savannah Bananas baseball team in Georgia, USA last week. It was found crying in the parking lot. It had no name tag, collar, microchip, or anything else to identify it. The team posted a message on its website about the dog, but the owner did not come forward. The president of the team, Jared Orton, decided he would adopt the puppy and named her Daisy. The lucky pup also has a new job. She is now the team's official 'bat dog'. The job of a bat dog is to take baseball bats to players, collect balls on the baseball field and please the crowd.

Mr Orton spoke about meeting Daisy for the first time. She looked very tired and a little lost. Orton said: "We took Daisy to the vet and aside from being hungry and dehydrated, she was in pretty good health." He told reporters that although she has the job of bat dog, she might be a little too small to hold a bat in her mouth. He said: "We aren't sure how big she'll get, so it's hard to say if she'll be able to pick up a bat or just coach first base." He added that she will become a regular feature at the ballpark and will be very popular with fans. She will also greet visitors every day at the team's office. Mr Orton said finding Daisy was her fate. He said: "It was just meant to be that we'd have a team dog as part of our staff."

Level 3 CNN article

**THE ARTICLE**

From <http://www.BreakingNewsEnglish.com/1605/160507-food-theft.html>

An Italian court has ruled that food theft brought about by hunger is not illegal. Italy's highest court of appeal, the Supreme Court of Cassation, threw out the conviction of a homeless Ukrainian man, Roman Ostriakov, who was sentenced to six months in jail for stealing cheese and a sausage worth \$4.50. Mr Ostriakov was also fined \$115 by the trial court. His lawyers initially appealed for a reduction in that fine and were surprised when the whole conviction was quashed. The court said Mr Ostriakov taking the food, "does not constitute a crime" because he stole a small amount of food out of desperation. The court of appeal ruled that stealing small amounts of food to stave off hunger is not a crime.

Many people hope Mr Ostriakov's case will highlight the extent of poverty and homelessness in Italy. They also believe the ruling may mean other hungry people who are arrested for shoplifting will not be convicted. Criminal lawyer Maurizio Bellacosa said the Ostriakov case, "is a new principle, and it might lead to a more frequent application of the state of necessity linked to poverty situations". The court ruled in a statement that: "People should not be punished if, forced by need, they steal small quantities of food in order to meet the basic requirement of feeding themselves." Italy's La Stampa newspaper said: "The court's decision reminds us all that in a civilised country, no one should be allowed to die of hunger."

Level 4 CNN article

**THE READING**

From <http://www.breakingnewsenglish.com/1607/160720-turkey-coup-5.html>

Turkey is increasing its efforts to detain those responsible for the weekend's failed coup attempt. It has arrested around 6,000 members of the judiciary and military, including top judges and generals. It has also suspended nearly 8,000 police officers suspected of being involved. President Recep Tayyip Erdogan said he would rid all government institutions of the "virus" that caused the coup. He is taking a very hard line with all suspects and announced that he might bring back the death penalty. This would hurt Turkey's efforts to join the European Union.

Turkey's Justice Minister announced that there would be more than 6,000 detentions. He said: "The legal process on these will continue." He added that: "Suspects are being charged with membership of an armed terrorist organisation and of attempting to overthrow the government of the Turkish Republic using force and violence." At least 290 people were killed and thousands wounded in the coup attempt. President Erdogan spoke to the country via mobile telephone. He asked people to "take to the streets" to reclaim democracy. Forces loyal to him soon retook control.

Level 5 CNN article

## THE READING

From <http://www.breakingnewsenglish.com/1607/160716-boris-johnson-5.html>

Britain's new Prime Minister Theresa May has surprised the world by appointing Boris Johnson as the UK's new Foreign Secretary. Mr Johnson is the controversial former Mayor of London. He led the campaign for Britain to leave the European Union and is now Britain's top diplomat. Mr Johnson has a record of being very undiplomatic to world leaders. He once said Hillary Clinton was a "sadistic nurse in a mental hospital". He compared Russia's Vladimir Putin to a Harry Potter creature. He also made racist comments about African countries and Papua New Guinea.

A British newspaper said Mrs May, "had managed to unite the international community in bewilderment by her appointment of Boris Johnson". France's foreign secretary said Mr Johnson lied to the British people. Journalists in Germany wondered whether British politics was becoming a farcical comedy show. The Washington Post asked how Mr Johnson could become Britain's top diplomat after offending much of the world. Mr Johnson ignored comments about him not being the right person for the position. He said his job was to reshape Britain as a "great global player".

### Level 6 CNN article

資料來源:CNN Breaking News English