

STUDY ON THE CRITICAL FACTORS IN SCHOOLS' PROMOTION OF MORNING READING

Yi -Hsueh Shen¹, Chen-Feng Wu² & Chia-Chen Yu³

¹Jen-teh Junior College of Medicine, Nursing and Management, Taiwan.

²Yu Da University of Science and Technology, Taiwan.

³Yu Da University of Science and Technology, Taiwan.

ABSTRACT

Reading is the core of the Chinese teaching, the best learning tool and even the foundation of all disciplines; therefore, the ability to read is related to students' learning efficiency and expression and even influences a country's competitiveness. Promoting reading is an important topic in primary and secondary schools as well as a country's long-term investment, and the strategies of promoting reading have direct effect on the promotion of reading.

Ministry of Education has continually organized a series of reading activities and implemented the plan of "10-minute Morning Reading". Given the advantages of morning reading, figuring out the critical factors in the promotion will yield twice the result with half the effort and push morning reading towards a clear direction leading to success.

In this study, relevant academic papers were collected to streamline the opinions of the experts and find out the most suitable rules of evaluation. Then, the questionnaire copies were distributed among the teachers who facilitated morning reading in the secondary school to obtain the research data. The Analytical Hierarchy Process (AHP) was adopted to define the relative weights of the rules and summarize the critical factors which influence morning reading, so as to help teachers promote morning reading.

Key words: *morning reading, Modified Delphi Method, Analytical Hierarchy Process*

1. INTRODUCTION

Programme for International Student Assessment (PISA) is implemented by the Organization for Economic Co-operation and Development (OECD). According to the test results released in 2007, the Taiwanese students played a leading role in "mathematics" and "science" worldwide (PISA Achievement Report 2007). But in "reading", Taiwan ranked the 16th among the 57 countries. The score it got in "reading" was higher than the average of the OECD countries, but it lagged behind South Korea (the first place), Hong Kong (the third place) and Japan (the fifteenth place) (Epaper of the Ministry of Education, 2008). According to the PISA report, the average of the reading test reflected the education quality of a country. Such a result shows that Taiwan has not attained remarkable achievements in the promotion of reading. This is a problem highly worthy of deliberation. Because of interest and schoolwork, only 24% of Taiwanese students read extracurricular books every day, which makes Taiwan rank the last place across the world, and the proportion is far lower than the international average (40%). In recent years, relevant governmental units in Taiwan have vigorously promoted the plans and activities about reading, but no remarkable achievements have been accomplished. While funds are invested in the enhancement of morning reading and in the development of students' reading ability, it is necessary to take some high-quality, prospective and progressive supporting measures. Given the advantages of morning reading, figuring out the critical factors in the promotion will yield twice the result with half the effort and push morning reading towards a clear direction leading to success. This study aims to find out the critical factors which influence the promotion of morning reading and hopes that these factors will become the evidence for schools' assessment and modification of the promotion in the future.

2. LITERATURE REVIEW

For the academic background and evidence of this study, this chapter aims to explore the policies about reading, the concept of morning, and relevant studies

2.1 THEORIES OF MORNING READING

"Morning reading" means that students peacefully read the beneficial books which interest them in a quiet environment for a period of time before the main learning activities every morning. In the prologue of 10-Minute Morning Reading, Shih (2007) said that "morning" was the period when a person had the most sober mind in a day and that "10 minutes" was the upper limit for a child to concentrate on something. According to him, "10 minutes of morning reading" and some reading strategies would arouse children's interest in reading and help them develop the habit of reading, which would make the improvement in their Chinese proficiency highly

accessible.

Some schools require a 30-minute DEAR every week, while others may adopt a 15-minute one. Their directions are different, but they share the same objective – making students become passionate about reading. During the DEAR Time, students can read the books, newspaper and magazines which captivate them; even teachers must read with them, making them realize that reading is a life-long mission. (Kan, 2010)

According to what has been mentioned above, “10-minute morning reading” follows the principle of reading in a quiet environment and requires a person to read in the morning when the mind is the most sober in a day. By persistently taking pleasure in reading and reading out of interest every day, a child will become a volunteer to read and develop a lifestyle which will benefit him/her for her whole life.

2.2 FACTORS WHICH INFLUENCE MORNING READING

There are a variety of academic papers about the factors which influence the promotion of reading, but the number of the ones on “morning reading” is rather small. The summary of relevant domestic and international papers and journals is as follows:

(1)The government’s popularization policies

(A) Establish regional centers of talent training; (B) increase the number of seed teachers of reading; (C) promote the reading in remote schools; (D) increase the books and devices in the libraries; (E) praise the schools and groups which have outstanding performance; (F) build a book management system network; (G) promote morning reading.

(2)Schools’ administrative measures

(A) Specific morning reading plans; (B) effective incentives; (C) administrative cooperation and support; (D) adequate books; (E) better environment for reading; (G) accessibility to books; (H) longer office hours of libraries.

(3)Teachers’ literacy in reading

(A) Habit of reading; (B) habit of buying books; (C) encouragement; (D) reading skills and strategies; (E) acceptance of and concentration on reading; (F) frequency of book-based instruction.

(4)Family’s role in reading

(A) Educational level; (B) career type; (C) habit of reading; (D) habit of buying books; (E) number of collected books; (F) domestic environment for reading; (G) encouragement from family members; (H) the time of reading with family members.

(5)Students’ motivations of reading

(A) Satisfy personal interest; (B) express emotions; (C) improve Chinese proficiency; (D) obtain the opportunities of being praised; (E) communicate with peers; (F) follow the school rules.

3. RESEARCH METHOD

This study aims to probe into the critical factors which influence schools’ promotion of morning reading. Literature review and the Modified Delphi Method were adopted to define the research topic and formulate the evaluation norms. Then, the AHP questionnaire survey was conducted to obtain the weights and give suggestions on decision-making.

The subjects of this study included the subjects of the expert questionnaire survey based on the Modified Delphi Method in the first stage and the ones of the AHP questionnaire survey in the second stage. The experts of the Modified Delphi Method were the presidents, deans, Chinese counselor, and full-time Chinese teachers at school. The subjects of the AHP questionnaire survey in the second stage were the incumbent teachers of different subjects at school. The opinions of the teachers were sorted out to select the critical factors which influenced the school’s promotion of morning reading.

3.1 Drafted Hierarchical Architecture

The collected norms which influence teachers’ promotion of morning reading in the literature review were summarized and the Modified Delphi Method was adopted to consider the evaluation factors to design two expert questionnaires. The architecture of critical factors which influence teachers’ popularization of morning reading was established. The expert questionnaire in this stage was filled by 12 respondents, including the presidents, deans, Chinese counselor, and senior full-time Chinese teachers at school who accelerated morning reading. In the questionnaires, the factors were further detailed, and the Likert scale was applied for the scoring. Each influencing factor was scored on a 5-point scale, and each evaluation norm was scored, retrieved, summarized, analyzed and induced according to 5-1 importance and the role of evaluation factors in the promotion of morning reading. The supplementary space was reserved so that the experts could offer other norms according to their professionalism, so as to improve the evaluation. The evaluation norms listed in the questionnaires included 5 main norms and 34 sub-norms. The repeated questionnaire survey was

employed to gather the expert opinions, and the opinions were integrated and analyzed until the experts reached a consensus. In the two questionnaires, the items which didn't have much effect on the results of decision-making and whose percentage was lower than 70% and 75% respectively were removed.

3.2 DESCRIPTION OF HIERARCHICAL FACTORS

The hierarchical factors of this study included the government's popularization policies, schools' administrative measures, teachers' literacy in reading, family's role in reading, and students' attitude towards morning reading.

(A) **The government's popularization policies:** the policies the government adopts in the popularization of reading (Report on Reading Popularization of Ministry of Education, 2014). This norm comprises:

A1. Seed teachers of reading: Since the academic year of 2012, reading-promoting teachers have been recruited to plan reading activities, create a reading atmosphere on campus and form a tutor group to help students benefit from morning reading.

A2. Reading in remote areas: Since 2008, remote schools have been subsidized to hold reading activities, and reading commissioners have been distributed among the designated schools of "Stack Room of Love" to promote reading.

A3. Collection and equipment: "Increase the books and equipment of primary and secondary schools" by Ministry of Education consists of "Increase books and equipment" and "Improve the spatial environment of libraries". The plan was implemented from four dimensions – type of school, scale of school, collection ratio of school, and feature of school, so as to widen the learning channel and enrich the meaning of reading.

A4. Morning reading movement: The government pushes forward the morning reading movement of schools and delves into the strategies of reading teaching. To date, 901 schools in Taiwan have advocated morning reading, accounting for 95.85%. In the future, it will gradually march towards the objective of 100%.

(B) **Schools' administrative measures:** The promotion of morning reading needs the support from school administration. This norm includes:

B1. Morning reading plan: A school makes a suitable morning reading plan according to the central and local policies about reading. The plan includes "schedule (for instance: self-learning in the morning) of morning reading of different classes", "reading corner of the class", "co-reading" (Chambers, Hsu (trans), 2001; Wang, 2005; Nan, 2007).

B2. Incentives: The school drafts specific incentives to reward the individuals, classes and even faculties who attain remarkable achievements in the promotion of morning reading (Fang, 2004).

B3. Administrative support: The school administration passionately organizes the activities to promote reading on campus according to the central and local policies about reading (Nan, 2007).

B4. Accessibility: The school administration facilitates the access to books by offering the library and class book cabinet, so that students will be able to get a book at any time and at any place (Chang, 2003; Ting, 2007).

(C) **Teachers' literacy in reading:** Teachers' literacy is an indispensable element in the promotion of morning reading. This norm includes:

C1. Habit of reading: Teachers have the habit of reading on a regular basis (Gambrell, 1996).

C2. Encouragement: Teachers encourage students to read or give substantial reward for reading in the class (Lesesne, 1991; Sha et al., 2002; Nan, 2007).

C3. Strategies of reading: Teachers have the skills of guiding reading and reading strategies, leading students in morning reading in a progressive way (Wang, 2006; Ko, 2007).

C4. Acceptance of morning reading: Teachers accept the school's vision of promoting morning reading and pay attention to it, with great passion for the promotion of morning reading (Gambrell, 1996).

(D) **Family's role in reading:** The promotion of morning reading is also related to students' reading at home. This norm includes:

D1. Habit of reading: Do parents have the habit of reading on a regular basis (Feng, 1998)?

D2. Environment of reading: Do students have a favorable environment for reading at home, including a fixed study, a parent-child co-reading space, the great access to books at home (Lin, 2008)?

D3. Encouragement: Do parents motivate children to keep reading and take please in reading (Lin, 2008)?

(E) **Students' attitude towards morning reading:** The effectiveness of morning reading is reflected on students, so it is related to students' attitude towards reading (Purves Alan, C., & Richard, B. 1976). This norm includes:

- E1. Interest in reading:** Students conduct morning reading because they are interested in reading and have developed a good habit of reading since childhood.
- E2. Stable emotion:** Students believe that morning reading can help express their emotions.
- E3. Self-improvement:** Students conduct morning reading because it can indirectly improve their Chinese proficiency.
- E4. Personal honor:** Students conduct morning reading because they would get the chance of being praised.
- E5. Communication with peers:** Students conduct morning reading because they want to discuss books with peers (Chou, 2006).

3.3 AHP QUESTIONNAIRE DESIGN

- (A) Expert questionnaire: The AHP questionnaire was designed according to the research purposes and the results of the Modified Delphi Method-based questionnaire. The paired comparison was made for the norms for 41 times.
- (B) Matrix of paired comparison: The data obtained from the questionnaire were summarized in the form of geometrical mean, and the numerical values were made into the matrix of paired comparison.
- (C) Calculation of feature values and vectors: The vector mean standardization was adopted to calculate the vector values. The weights among the hierarchical elements were obtained with the equation of feature vector.
- (D) Test on consistency: The calculation showed that the consistency of the matrix of paired comparison, the expert consistency ration (CR) and the CR of comprehensive opinions were all lower than 0.1, which indicated the consistence with the principle of consistency.

4. EMPIRICAL ANALYSIS

In this study, the AHP was applied to evaluate the critical factors which influence teachers' promotion of morning reading at school. The data were collected from the literature review and the questionnaire surveys and were used to summarize critical factors. Therefore, this study invited the presidents, deans, Chinese counselor, and full-time Chinese teachers at school to fill in the questionnaire. In the questionnaire survey, 30 copies were distributed and 30 valid ones were retrieved, with a retrieval rate of 100%. Among the respondents, 5 have been in the position as a teacher for less than 5 years; 5, for 6 to 10 years; 8, for 11 to 15 years; 8, for 16 to 20 years; 4 for over 21 years. About 70% of the respondents have worked as a teacher for over 10 years. According to the cross analysis of teaching background and experience, they have rich experience in teaching.

4.1 ANALYSIS OF THE IMPORTANCE OF THE MAIN NORMS WHICH INFLUENCE TEACHERS' PROMOTION OF MORNING READING IN SECONDARY SCHOOLS

The paired comparison was conducted among the five main norms, and the results are shown in Table 1.

Table 1. Analysis of the Importance of the Main Norms Which Influence Teachers' Promotion of Morning Reading

| Main Norm | The government's popularization policies | Schools' administrative measures | Teachers' literacy in reading | Family's role in reading | Students' attitude towards reading | Relative Weight | Ranking | Consistency vector |
|---|--|----------------------------------|-------------------------------|--------------------------|------------------------------------|-----------------|---------|--------------------|
| The government's popularization | 1 | 1.653 | 1.073 | 1.052 | 1.306 | 0.2289 | 2 | 5.3539 |
| Schools' administrative | 0.605 | 1 | 2.469 | 1.438 | 1.516 | 0.2485 | 1 | 5.4615 |
| Teachers' literacy in reading | 0.932 | 0.405 | 1 | 1.855 | 1.625 | 0.2026 | 3 | 5.3363 |
| Family's role in reading | 0.951 | 0.695 | 0.539 | 1 | 2.550 | 0.1938 | 4 | 5.2390 |
| Students' attitude towards reading | 0.766 | 0.660 | 0.615 | 0.392 | 1 | 0.1262 | 5 | 5.2785 |
| Column total | 4.2532 | 4.4131 | 5.6965 | 5.7372 | 7.9970 | | | |
| $\lambda_{\max}=5.3338, C.I.=0.0835<0.1, C.R.=0.0745<0.1$, indicating consistency. | | | | | | | | |

According to the results, experts believe that teachers pay great attention to the government's popularization policies and the school's administrative support in the promotion of morning reading. Of the main norms, the

scores of the top 2 norms underline the importance. There was a large gap in score between the two factors and the remaining three (teachers' literacy in reading, family's role in reading, and students' attitude towards morning reading). This shows that the experts believe, in the evaluation of the factors, that such external policy-based forces as "schools' administrative measures" and "the government's popularization policies" are more important than the internal factors like "teachers' literacy in reading", "family's role in reading" and "students' attitude towards reading".

4.2 ANALYSIS OF THE IMPORTANCE OF THE SECONDARY NORMS WHICH INFLUENCE TEACHERS' PROMOTION OF MORNING READING IN SECONDARY SCHOOLS

In this study, the 20 secondary norms came under 5 categories. The research results were analyzed as in Tables 2-6.

Table 2. Analysis of the Importance of the Secondary Norms of "The Government's Popularization Policies"

| The government's popularization | Seed teachers of reading | Reading in remote areas | Collection and equipment | Morning reading movement | Relative Weight | Ranking |
|--|--------------------------|-------------------------|--------------------------|--------------------------|-----------------|---------|
| Seed teachers of | 1 | 3.751 | 3.243 | 2.928 | 0.5059 | 1 |
| Reading in remote | 0.267 | 1 | 2.646 | 1.486 | 0.2193 | 2 |
| Collection and | 0.308 | 0.378 | 1 | 1.428 | 0.1416 | 3 |
| Morning reading movement | 0.342 | 0.673 | 0.700 | 1 | 0.1332 | 4 |
| Column total | 1.9165 | 5.8019 | 7.5893 | 6.8420 | | |
| $\lambda_{max}=4.1777$, C.I.=0.0592<0.1, C.R.=0.0658<0.1, indicating consistency. | | | | | | |

Table 3. Analysis of the Importance of the Secondary Norms of "Schools' Administrative Measures"

| Schools' administrative | Morning reading plan | Incentives | Administrative support | Accessibility | Relative Weight | Ranking |
|--|----------------------|------------|------------------------|---------------|-----------------|---------|
| Morning reading | 1 | 2.450 | 1.541 | 1.615 | 0.3665 | 1 |
| Incentives | 0.408 | 1 | 1.994 | 2.166 | 0.2712 | 2 |
| Administrative | 0.649 | 0.502 | 1 | 2.351 | 0.2218 | 3 |
| Accessibility | 0.619 | 0.462 | 0.425 | 1 | 0.1405 | 4 |
| Column total | 2.6763 | 4.4132 | 4.9604 | 7.1320 | | |
| $\lambda_{max}=4.2554$, C.I.=0.0851<0.1, C.R.=0.0946<0.1, indicating consistency. | | | | | | |

Table 4. Analysis of the Importance of the Secondary Norms of "Teachers' Literacy in Reading"

| Teachers' literacy in reading | Habit of reading | Encouragement | Strategies of reading | Acceptance of reading | Relative Weight | Ranking |
|--|------------------|---------------|-----------------------|-----------------------|-----------------|---------|
| Habit of reading | 1 | 3.791 | 3.677 | 3.051 | 0.5124 | 1 |
| Encouragement | 0.264 | 1 | 2.162 | 2.621 | 0.2258 | 2 |
| Strategies of | 0.272 | 0.463 | 1 | 2.517 | 0.1600 | 3 |
| Acceptance of | 0.328 | 0.382 | 0.397 | 1 | 0.1018 | 4 |
| Column total | 1.8635 | 5.6351 | 7.2363 | 9.1890 | | |
| $\lambda_{max}=4.2457$, C.I.=0.0819<0.1, C.R.=0.0910<0.1, indicating consistency. | | | | | | |

Table 5. Analysis of the Importance of the Secondary Norms of "Family's Role in Reading"

| Family's role in reading | Habit of reading | Environment for reading | Encouragement | Relative Weight | Ranking |
|--|------------------|-------------------------|---------------|-----------------|---------|
| Habit of reading | 1 | 3.291 | 3.687 | 0.6078 | 1 |
| Environment for reading | 0.304 | 1 | 3.060 | 0.2682 | 2 |
| Encouragement | 0.271 | 0.327 | 1 | 0.1240 | 3 |
| Column total | 1.5751 | 4.6178 | 7.7470 | | |
| $\lambda_{max}=3.1147$, C.I.=0.0573<0.1, C.R.=0.0989<0.1, indicating consistency. | | | | | |

Table 6. Analysis of the Importance of the Secondary Norms of “Students’ Attitude towards Morning Reading”

| Students’ attitude towards morning reading | Interest in reading | Stable emotion | Self-improvement | Personal honor | Communication with peers | Relative Weight | Ranking |
|--|---------------------|----------------|------------------|----------------|--------------------------|-----------------|---------|
| Interest in reading | 1 | 4.298 | 4.266 | 5.147 | 4.262 | 0.4907 | 1 |
| Stable emotion | 0.233 | 1 | 2.104 | 3.052 | 2.261 | 0.1906 | 2 |
| Self-improvement | 0.234 | 0.475 | 1 | 3.578 | 3.038 | 0.1677 | 3 |
| Personal honor | 0.194 | 0.328 | 0.279 | 1 | 1.597 | 0.0787 | 4 |
| Communication with | 0.235 | 0.442 | 0.329 | 0.626 | 1 | 0.0723 | 5 |
| Column total | 1.8960 | 6.5432 | 7.9786 | 13.4032 | 12.1580 | | |
| $\lambda_{max}=6.0320$, C.I.=0.2580<0.1, C.R.=0.2304<0.1, indicating consistency. | | | | | | | |

The AHP was adopted to analyze the hierarchical factors. The importance of the secondary norms is as follows:

- (1)**The government’s popularization policies:** Seed teachers of reading > Reading in remote areas > Collection and equipment > Morning reading movement
- (2)**Schools’ administrative measures:** Morning reading plan > Incentives > Administrative support > Accessibility
- (3)**Teachers’ literacy in reading:** Habit of reading > Encouragement > Strategies of reading > Acceptance of morning reading
- (4)**Family’s role in reading:** Habit of reading > Environment for reading > Encouragement
- (5)**Students’ attitude towards morning reading:** Interest in reading > Stable emotion > Self-improvement > Personal honor > Communication with peers

Among the secondary norms of “The government’s popularization policies”, the experts believe that well-trained seed teachers of readings are the most important factor in the teachers’ promotion of morning reading. Of the secondary norms of “Schools’ administrative measures”, specific and feasible morning reading plans are the most feasible and important in the mind of the teachers who promote morning reading. Among the secondary norms of “Teachers’ literacy in reading”, teachers’ habit of reading accounts for 50% in terms of importance, which manifests that teachers would set a good example for students in morning reading if they read books on a regular basis. The example set by teachers will be followed by students and contribute to a heated wave of morning reading in class. Therefore, this item is rather important. Of the secondary norms of “Family’s role in reading”, the family’s habit of reading is the most essential for morning reading. It is obvious that parents’ good habit of reading has significant influence on children. Like teachers’ habit of reading in “Teachers’ literacy in reading”, it accounts for over 50% in terms of importance. Among the secondary norms of “Students’ attitude towards morning reading”, interest in reading takes up almost 50%, which shows that students’ interest in reading, the experts believe, is the most critical factor which influences the attitude towards morning reading. Only with strong interest in reading can students be well guided by teachers in morning reading.

4.3 GENERAL ANALYSIS OF THE CRITICAL FACTORS WHICH INFLUENCE TEACHERS’ PROMOTION OF MORNING READING

The weights obtained in the general scoring are shown in Table 17. This table can further show the relative importance among the factors and the critical factors which influence teachers’ promotion of morning reading at school.

Table 7. General Analysis of the Importance of the Factors

| Main norm | Weight of main norm | Secondary norm | Weight of secondary norm | Multiplication of weights | Ranking |
|--|---------------------|--------------------------|--------------------------|---------------------------|---------|
| The government's popularization policies | 0.2289 | Seed teachers of | 0.5059 | 0.1158 | 2 |
| | | Reading in remote | 0.2193 | 0.0502 | 9 |
| | | Collection and | 0.1416 | 0.0324 | 12 |
| | | Morning reading movement | 0.1332 | 0.0305 | 14 |
| Schools' administrative measures | 0.2485 | Morning reading plan | 0.3665 | 0.0911 | 4 |
| | | Incentives | 0.2712 | 0.0674 | 5 |
| | | Administrative | 0.2218 | 0.0551 | 7 |
| | | Accessibility | 0.1405 | 0.0349 | 11 |
| Teachers' literacy in reading | 0.2026 | Habit of reading | 0.5124 | 0.1038 | 3 |
| | | Encouragement | 0.2258 | 0.0457 | 10 |
| | | Strategies of reading | 0.1600 | 0.0324 | 13 |
| | | Acceptance of | 0.1018 | 0.0206 | 18 |
| Family's role in reading | 0.1938 | Habit of reading | 0.6078 | 0.1178 | 1 |
| | | Environment for | 0.2682 | 0.0520 | 8 |
| | | Encouragement | 0.1240 | 0.0240 | 16 |
| Students' attitude towards morning reading | 0.1262 | Interest in reading | 0.4907 | 0.0619 | 6 |
| | | Stable emotion | 0.1906 | 0.0240 | 15 |
| | | Self-improvement | 0.1677 | 0.0212 | 17 |
| | | Personal honor | 0.0787 | 0.0099 | 19 |
| | | Communication with | 0.0723 | 0.0091 | 20 |

According to the research results, "Habit of reading" in "Family's role in reading" is the most important. Reading is not something inherent; instead, it requires long-term training and persistence. The factor which has far-reaching influence on children is nothing more than family. For that reason, "Habit of reading" in "Family's role in reading" ranks the first place in terms of importance. The secondary norm which ranks the second place is closely related to the one which is at the third place. "Seed teachers of reading" in the government's intensive plan of reading are responsible for the popularization and publicity of reading in local areas. After the vision of morning reading spreads from the central and local governments to the schools, teachers will play a dominant role in the promotion of morning reading. Teachers' literacy in reading, however, also comes from the habit of reading. If a teacher has a good habit of reading, he/she will set a good example for students and lead them to the paradise of reading. Additionally, even if the government wants to promote morning reading, the activity will not be successfully held on campus if the school administrative doesn't show support with relevant plans. Therefore, "Morning reading plans", which ranks the fourth place, is relatively important. The remaining secondary norms, however, are far less important than the above four ones.

5. CONCLUSION

Successful morning reading starts with family education. Only by helping children develop a good habit of reading and implementing specific morning reading plans supported by the passion of morning reading teachers can we achieve the objective. In general, schools' administrative measures and teachers' literacy in reading are still regarded as the primary criteria in the teachers' promotion of morning reading. It shows that the fulfillment of the objectives of morning reading still requires a reading atmosphere at school and a positive family's role in reading.

6. REFERENCE

- [1] Ting, C.L. (2007), “*What’s wrong with the reading in Taiwan?*”, *CommonWealth Magazine*, 387, 220.
- [2] Wang, H.L. (2006), *The Pioneer in Curriculum Theories: R. W. Tyler's “The Basic Principles of Curriculum and Instruction”*, *Secondary Education*, 57(1), 130-143.
- [3] Wang, Y.H. (2005), “*Influence of Continual Reading in a Quiet Environment on the Attitude of Grade 5 Students towards Reading and on Their Reading Ability*”, Master’s Thesis, Department of Education, National Taichung University
- [4] Fang, T.T. (2004), “*Correlation among Reading at Home, Reading Environment at School and Reading Motivation of Primary Students*”, Master’s Thesis, Institute of National Education, National Pingtung University of Education.
- [5] Kan, P.C. (2010), “*Professional Teaching Develops Life-long Passion*”, *Education, Parenting, Family Lifestyle: Key Factors in the Reading Practice of Children Aged 0 to 15*, 39.
- [6] Sha, Y.L., Mai, C.M., Mai, C.I.(trans), Jim Trelease (2002), “*Pamphlet of Reading: Read it Loud for Children!*”, Taipei City: Tien Wei Publishing.
- [7] Nan, M.Y., Sun, H.Y. (trans) (2007), “*10-minute Morning Reading – Developing the Habit of Happy Reading and 78 Efficient Strategies of Enhancing Learning Ability*”, Taipei City: Education, Parenting, Family Lifestyle.
- [8] Lin, C.M. (2008), “*Greet the New Wave of Reading: Reading and National Competitiveness*”, *New Books: Recent Publications in Taiwan, ROC*, 118, 4-9.
- [9] Chou, C.Y.(2006), “*Correlation between Environment for Reading and Children’s Attitude towards Reading – Taking Grade 5 Students of a Primary School in Chuanghua County as a Case Study*”, Master’s Thesis, Department of Social Studies Education, National Taichung University of Education
- [10] Ko, T.W. (2007), *The Latest Finding of Promote International Reading Literacy Study (PIRLS): Taiwan needs more strategies of “reading teaching”*”, *Education, Parenting, Family Lifestyle*, 193-194.
- [11] Shih, C.L. (2007), *Recommendation Prologue of “10-minute Morning Reading – Developing the Habit of Happy Reading and 78 Efficient Strategies of Enhancing Learning Ability”*”, Taipei City: Education, Parenting, Family Lifestyle.
- [12] Chang, Y.T. (2003), “*Correlation among Personal Cognitive Style, Class Reading Environment and Senior Primary School Students’ Reading Behaviors*”, Master’s Thesis, Institute of National Education, National Pingtung University of Education.