

ABSTRACT

Reading Involvement and Performance in English among Jamaican Teacher Trainees

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This Study examines the effects of reading involvement on performance in English among teachers' college trainees. The study seeks to investigate the relationship between trainees reading habits, reading interests, reading ability and their performance in English. A comparison of their performance on the different variables was done on the basis of Sex, School type, Grade in English at Entry and Group to which assigned,

The data obtained from one hundred subjects were treated by the following analytic procedures:

- 1, Pearson Product Moment Correlation Coefficients to assess the relationship between the Dependent and Independent Variables,
2. Student's "t" was used to test for difference between the groups,
3. Chi Square analysis to test for group differences on items relating to reading habits and reading interests.

From these analyses the following trends were identified.

1. There is a significant relationship between students' involvement in reading and their performance in English.
2. There are significant differences between the performance of students specializing in the teaching of English and those not specializing in the subject on the variables.
3. There is no significant difference in performance on any of the variables between male and female trainees; those who spent three years in college and those who spend four years; those who went to New Secondary Schools and those who went to traditional High Schools.
4. The English Option Trainees display greater reading involvement than the Non English Option trainees.
5. Students' participation in Extra Curricular Activities bears no relationship to their performance in English.