

投稿類別：英文寫作類

篇名：

The study of high school student's interests in working holiday in Australia
高中生對於澳洲打工度假之興趣調查--以樹德英文班為例

作者：

郭佳臻。私立樹德家商。高三 11 班
楊凱雄。私立樹德家商。高三 11 班

指導老師：

毛美芳老師

I. Introduction

I.1. Background of the Project

In recent years, more and more young people began to dream of working holiday backpacker life. They want to experience different life abroad, thereby, to improve their language and the ability to adapt to the environment, and development of a variety of learning methods. We use this as research, more in-depth talk about the English-majored students concerning about their interests in working holiday for the investigation.

I.2. Motivation

Perhaps many people think that working holiday is a very difficult thing. But it is not, as long as you learn how to plans, you will be able to find a working holiday is very new experience. The issue of working holiday is getting popular and well-known for people to seek the following aspects: 1."Escape the environment of original living", 2. "Curiosity in the Working Holiday", 3."Learn English", 4. "Adventure Challenge", and 5. "Self-realization". Because of different motives, which the travel environment will also change, the motive was not established within a short time. Working holiday in their own experience and experience will help it more mature, training of their own independence, with different angles to watch the world, also to think about their future career planning, try the various possibilities in life. Whether you're trying to escape the original living environment or to equip ourselves, its purpose is the same.

I.3. Purposes of the Project

In order to escape the environment of original living, the younger people to have found a different way of life. That is working holiday! While each person has different motives for action, but its purpose is the same.

Australia Working Holiday plan is to provide a pipeline. Let the young people around the world can travel to Australia by working holiday visa. And use the opportunity to vacation while working, to learn more about Australian culture and its people's way of life. This study hopes to understand senior high school students' points of view regarding their English, and their interests for Australia Working Holiday plan.

I.4. Research Questions

This study aims at investigating senior high school students' points of view concerning their interests in Australia Working Holiday plan. The research questions are as follows:

1. Do students know what working holiday means?
2. How are students' interests concerning working holiday?
3. Do their English abilities influence their interests on working holiday?
4. How much do they know about working holiday?

I.5. Contribution

This study can find out of high school student's interests and the purposes concerning the working holiday. It is hope to help students know more about the program, improve their abilities, and possibly fulfill their dreams of going abroad. It can also help students look for more directions for their future, develop more diverse skills, find their own interest. Experience through working holiday to enrich themselves, and I believe this will help our future in the workplace are more instinctive, one more than others the courage to challenge the spirit.

II. Context

II.1. Working Holiday

Australia Working Holiday plant can provide a pipeline for young people from all over the world by the working holiday visa to go to the Australia. The youth can use chance of working and traveling to learn about Australia culture and lifestyles. Taiwanese young people between 18-30 years old can apply for working holiday visa. It can stay there for one year and be allowed to work in short-term or temporary work.

II.2. Eligibility of application and Provisions

1. The age is between eighteen to thirty.
2. The most important reasons are the holiday, working there is for subsidy travel.
3. Don't carry children.
4. Never use working holiday's visa to Australia.
5. Pass the Physical examination and required good character
6. Own the working holiday's visa can stay at Australia twelve months at they first come there.
7. Own effective Taiwan passport.
8. Do not have children of underage.
9. Applicant when application and issuance the working holiday must stay at Taiwan.

The study of high school student's interests in working holiday in Australia

10. Have enough financial to effort holiday early spent.(AUD\$5000 at least.)
11. Owner of working holidays visa must leave Australia before the visa expire.

II.3. Specific work

The specific work is means the following works, include:

I Planting crops and feed animals.

- a. Reap, packaging fruits and vegetables.
- b. Trim vines and trees.
- c. Planting of agricultural products work
- d. Farming or reproductive crops, fungi or processed products
- e. The work of the primary processing crops
- f. Care of various animals in order to facilitate sales of animals or their output
- g. Output of the primary processing animal products work, including sheep shearing, slaughtering, packing and tanning
- h. Dairy products from raw to materials processing

I Fishing and pearling

- a. Engaged in the harvesting of fish and other seafood
- b. Cultured pearls in the harvest of shellfish

I Farming and felling

- a. In farm or forest planting or take care of the tree that future can be use to cut down
Farm or forest tree felling

I Mining

- a. Mining operations, loading, transporting
- b. Mining engineering work with a variety of materials collected

I Construction

- a. Building structure and installation services.
- b. Building completion services
- c. Another construction

II.4. METHODS

II.4.1. Research Framework

The study question aims at investigating the study of high school students' interests in Australia working holiday plan. In order to collect more substantial information, a questionnaire was developed for quantitative data.

The study attempts to understand the study of high school students interested in Australia's working holiday. As this study focuses English major students, in the high school it is very appropriate to take Shu-Te Home Economics and Commercial High School as the subject pool source.

II.4.2. Questionnaire

The questionnaire for the study was designed step by step based on its objectiveness, validity and reliability. Relevant literature and questionnaires were taken as references. With expert validity and questionnaire reliability, the questionnaire is more objective and fair for this study.

1. Do students know what working holiday means?
2. How are students' interests and motivations concerning working holiday?
3. Do their English abilities influence their interests on working holiday?
4. How much do they know about working holiday?

III. Findings

III.1. Results of Data Analysis

The study aims to investigate the students' interests in Australia's working holiday.

After the returning of all the questionnaires, the questionnaires are coded, arranged, and analyzed the quantitative data.

According to Figure 1, 15 items of the questionnaire concerning fifty first-year student's points of view are analyzed and discussed as follows. In item one, the majority of students (54%) agreed that they know the definition of working holiday. In item two, the majority of students (72%) agreed that they have heard working holiday before. In item three, the majority of students (64%) agreed that they do not think the burden for working holiday is large. In item four, the majority of students (88%) agreed that they are quite interested in living overseas. In item five, the majority of students (60%) agreed that they do think about go for working holiday. In item six, the majority of students (92%) agreed that they are interested in learning English while going working holiday. In item seven, the majority of students (68%) agreed that they want to know more about working holiday. In item eight, the majority of students (68%) agreed that people need to have the ability to fight again pressure when taking working holiday. In item nine, the majority of students (68%) agreed that they believe what they learn at school can be used overseas. In item ten, the majority of students (78%) disagreed that what they learn at school is a little difficult. In item eleven, the majority of students (98%) agreed that there are differences between

English they learn at school and English they use overseas. In item twelve, the majority of students (94%) agreed that they want to experience foreign life even though they have poor English abilities. In item thirteen, the majority of students (92%) agreed that they want to learn English overseas if they have the money and opportunities. In item fourteen, the majority of students (54%) agreed that they believe one's English abilities will influence on the decision for working holiday. In item fifteen, the majority of students (76%) agreed that one's English is needed for working holiday.

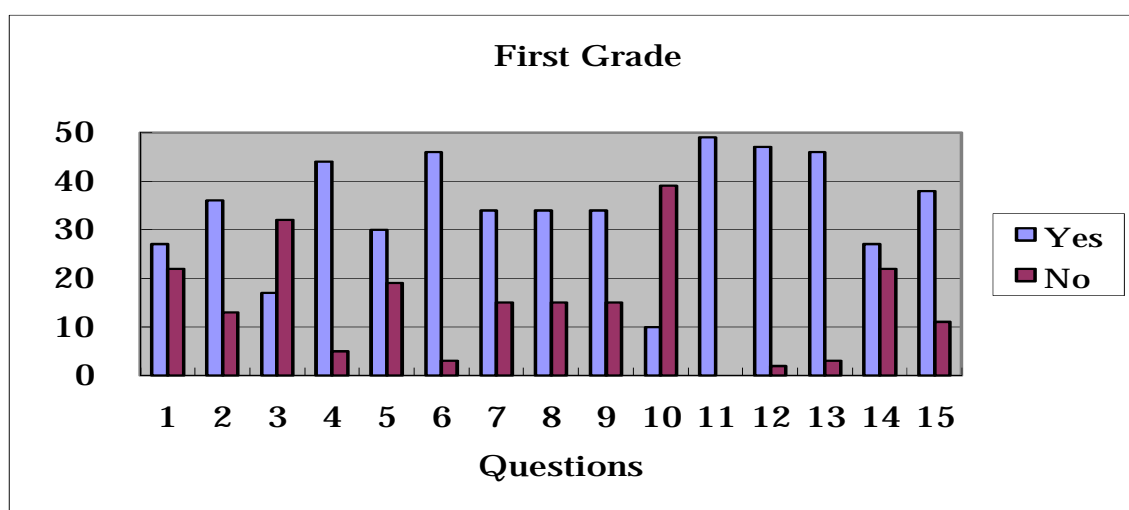


Figure 1. The study of interests on students in the first grade

According to Figure 1, 15 items of the questionnaire concerning fifty second-year student's points of view are analyzed and discussed as follows. In item one, the majority of students (54%) agreed that they know the definition of working holiday. In item two, the majority of students (82%) agreed that they have heard working holiday before. In item three, the majority of students (64%) agreed that they do not think the burden for working holiday is large. In item four, the majority of students (88%) agreed that they are quite interested in living overseas. In item five, the majority of students (74%) agreed that they do think about go for working holiday. In item six, the majority of students 96(%) agreed that they are interested in learning English while going working holiday. In item seven, the majority of students (72%) agreed that they want to know more about working holiday. In item eight, the majority of students (80%) agreed that people need to have the ability to fight again pressure when taking working holiday. In item nine, the majority of students (86%) agreed that they believe what they learn at school can be used overseas. In item ten, the majority

of students (78%) disagreed that what they learn at school is a little difficult. In item eleven, the majority of students (96%) agreed that there are differences between English they learn at school and English they use overseas. In item twelve, the majority of students (94%) agreed that they want to experience foreign life even though they have poor English abilities. In item thirteen, the majority of students (86%) agreed that they want to learn English overseas if they have the money and opportunities. In item fourteen, the majority of students (74%) agreed that they believe one's English abilities will influence on the decision for working holiday. In item fifteen, the majority of students (86%) agreed that one's English is needed for working holiday.

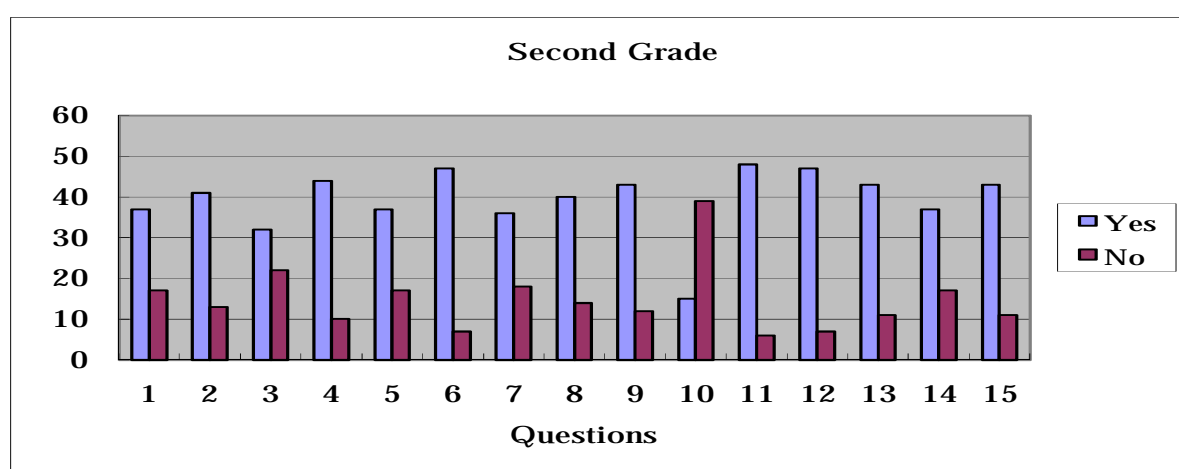


Figure2. The study of interests on students in the second grade

According to Figure 1, 15 items of the questionnaire concerning fifty third-year student's points of view are analyzed and discussed as follows. In item one, the majority of students (60%) agreed that they know the definition of working holiday. In item two, the majority of students (68%) agreed that they have heard working holiday before. In item three, the majority of students (60%) agreed that they do not think the burden for working holiday is large. In item four, the majority of students (80%) agreed that they are quite interested in living overseas. In item five, the majority of students (60%) agreed that they do think about go for working holiday. In item six, the majority of students (84%) agreed that they are interested in learning English while going working holiday. In item seven, the majority of students (54%) agreed that they want to know more about working holiday. In item eight, the majority of students (60%) agreed that people need to have the ability to fight again pressure when taking working holiday. In item nine, the majority of students (58%) agreed that they believe what they learn at school can be used overseas. In item ten, the majority of students (56%) disagreed that what they learn at school is a little difficult. In item

eleven, the majority of students (92%) agreed that there are differences between English they learn at school and English they use overseas. In item twelve, the majority of students (82%) agreed that they want to experience foreign life even though they have poor English abilities. In item thirteen, the majority of students (86%) agreed that they want to learn English overseas if they have the money and opportunities. In item fourteen, the majority of students (64%) agreed that they believe one's English abilities will influence on the decision for working holiday. In item fifteen, the majority of students (86%) agreed that one's English is needed for working holiday.

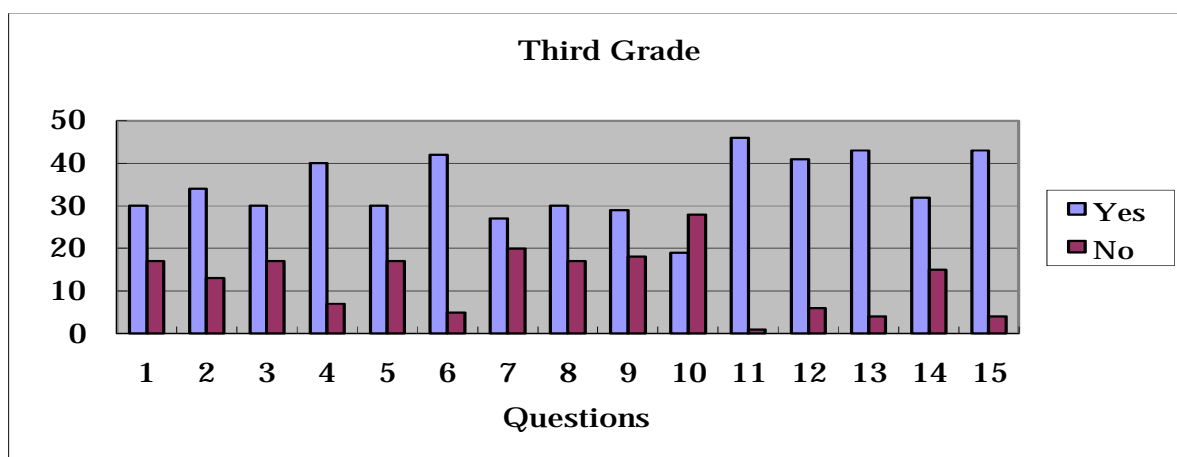


Figure3. The study of interests on students in the third grade

Figure 4 shows that from item 16 to item 21, most students thought they know the definition of working holiday, but actually they do not understand what they need to do and prepare for working holiday.

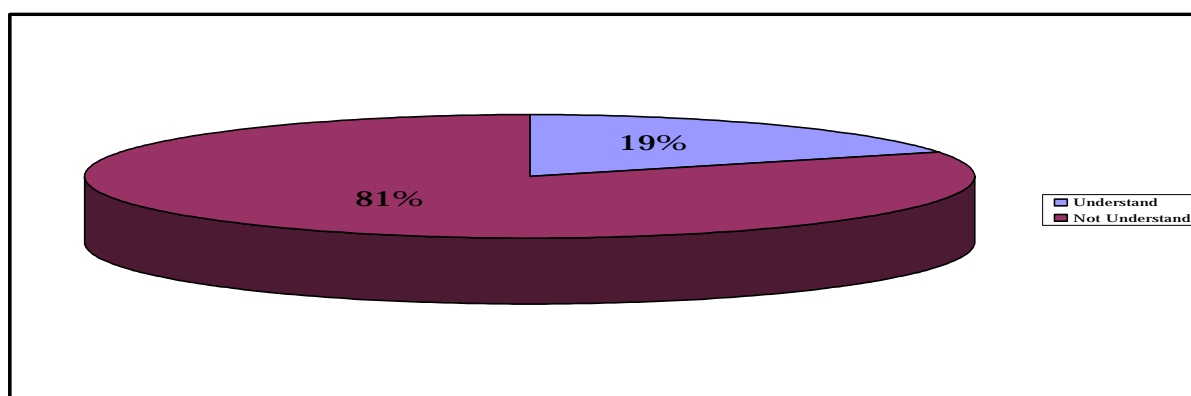


Figure4. Students' concerning their understanding to the process of working holiday

III.2. Discussion of Research Questions

According to the results of data analysis, the research questions were answered.

1. Do students know what working holiday means?

Figure 5 shows that more than half of the students have known or heard working holiday.

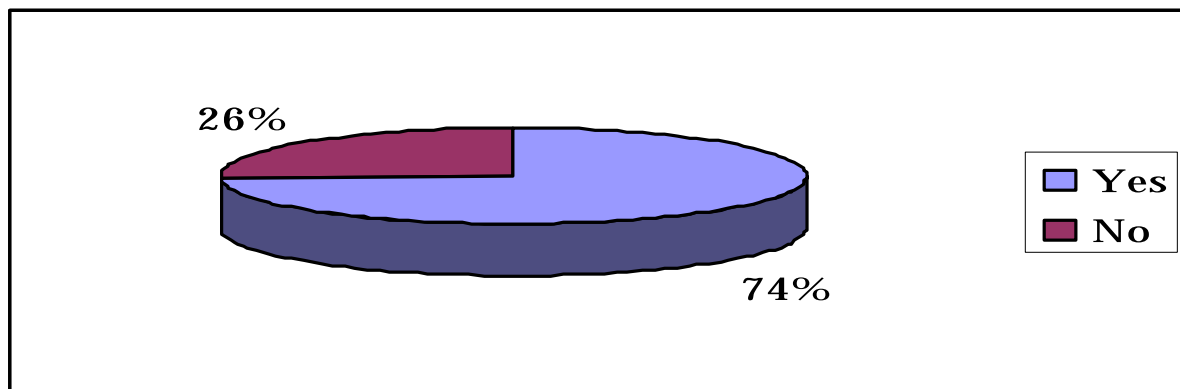


Figure 5. Item two: Have they ever heard about working holiday.

2. How are students' interests concerning working holiday?

According to Figure 1, 2, and 3, more than 90% of the students are highly interested in working holiday in Australia.

3. Do their English abilities influence their interests on working holiday?

Figure 6 indicates that 90% of the students have the interests to join Australia working holiday plan even though their English abilities are poor. Also, Figure 7 points out that they will still worry about their English abilities if they want to go for working holiday.

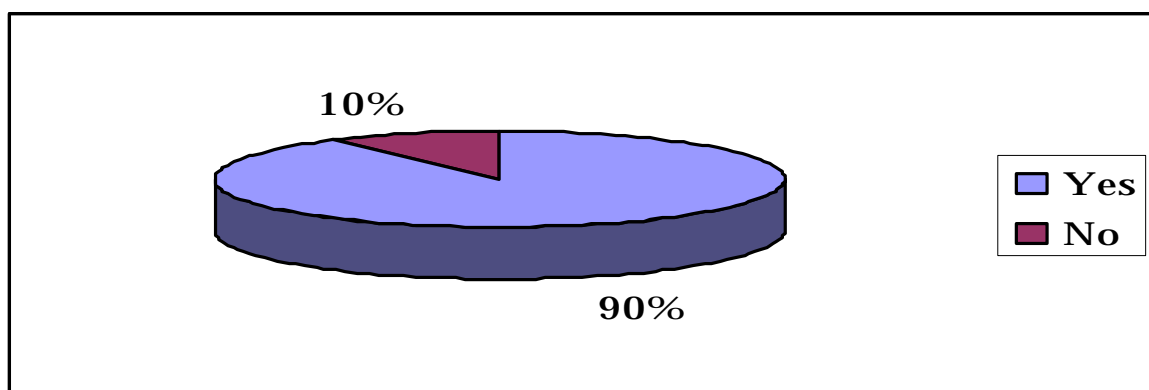


Figure 6. Item two: Do you want to experience foreign life even your English is poor?

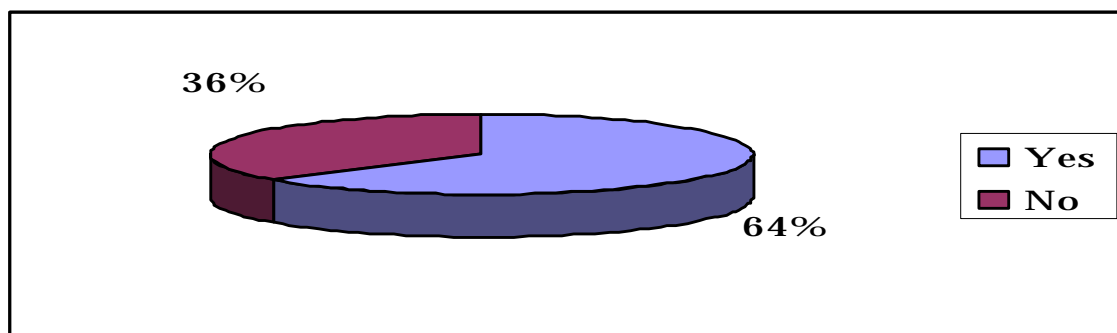


Figure 7. Item fourteen: Whether your English may influence your decision for taking the working holiday plan.

4. How much do they know about working holiday?

Figure 4 shows that from item 16 to item 21, most students thought they know the definition of working holiday, but actually they do not understand what they need to do and prepare for working holiday.

This study can find out of high school student's interests and the purposes concerning the working holiday. It is hope to help students know more about the program, improve their abilities, and possibly fulfill their dreams of going abroad. It can also help students look for more directions for their future, develop more diverse skills, find their own interest. Experience through working holiday to enrich themselves, and I believe this will help our future in the workplace are more instinctive, one more than others the courage to challenge the spirit.

IV. References

巫佳芬 (2010). 打工度假者經驗學習歷程之研究。

吳家瑋 (2008). 澳洲打工度假客的動機與體驗之研究。

鍾尚澄 (2008). 台灣之澳洲打工度假客的動機&體驗之研究研究生。

ABC 澳洲背包客中心，取自 <http://www.abcwithyou.com/notice.php>