

# 國小學童閱讀環境對自由閱讀行為與閱讀理解能力之影響

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## 摘要

本研究旨在瞭解國小學童家庭閱讀環境與學校閱讀環境之現況，及其對自由閱讀行為與閱讀理解能力的影響因素。本研究採用問卷調查法，以台灣地區公立國小633位六年級學童為研究對象。所得資料經以描述性統計、t檢定、ANOVA、皮爾森積差相關、迴歸分析、結構方程模式等方法進行統計分析。研究結果發現：(一)國小學童具有積極的自由閱讀行為，閱讀數量較多、閱讀頻率較高與一次看很多本課外讀物的國小學童其閱讀理解能力明顯優於其他類型的同儕。(二)國小學童閱讀環境與自由閱讀行為有顯著正相關，國小學童的自由閱讀行為與其閱讀理解能力有顯著正相關。(三)國小學童之閱讀環境能有效預測其自由閱讀行為。(四)國小學童的家長閱讀行為與自由閱讀行為能顯著預測學童的閱讀理解能力。(五)不同性別、父母教育程度之國小學童其家庭閱讀環境、自由閱讀行為與閱讀理解能力有顯著差異。(六)國小學童閱讀環境中的「親子閱讀互動」、「教師支持度」與「同儕閱讀互動」有待加強。

關鍵詞：家庭閱讀環境；學校閱讀環境；自由閱讀行為；閱讀理解能力

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