

# The Effect of Reading Environment on Free Voluntary Reading Behavior and Reading Comprehension Ability among Elementary

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## ABSTRACT

The main purpose of this study is to explore the effect of family reading environments and school reading environments on the free voluntary reading behaviors and reading comprehension abilities of elementary school students. This research adopts questionnaire methods, selecting 633 sixth graders from the public elementary schools in Taiwan. Descriptive statistics, t-test, Pearson correlation, ANOVA, regression and Structural Equation Modeling are used for analyzing data. The results of the study are as follows: (1) Elementary school students have a positive free voluntary reading behavior, and the students that read more books, more frequently and more once a time, get higher reading comprehension abilities. (2) There are significant correlation among elementary school students' reading environments, free voluntary reading behavior and reading comprehension abilities. (3) Elementary school students' reading environments could effectively predict their free voluntary reading behavior. (4) Elementary school students' parents' reading behavior and free voluntary reading behavior could effectively predict their reading comprehension abilities. (5) There are significant differences in family reading environments, free voluntary reading behavior, reading comprehension abilities of elementary school student between gender and parent's education degree. (6) Parent-child reading interaction, peer reading discussion and teacher assistance need to strengthen.

Keywords : family reading environment ; school reading environment ; free voluntary reading behavior ; reading comprehension ability

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