

國立臺中教育大學語文教育學系博士班

博士論文

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素養導向群文讀寫結合教學提升國小學童  
記敘文寫作表現與寫作態度之研究

**A Research on Applying Literacy-Oriented Group Connection Between  
Reading and Writing Teaching to Improve Pupils' Narrative Writing  
Performance and Writing Attitude**

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# 素養導向群文讀寫結合教學提升國小學童 記敘文寫作表現與寫作態度之研究

## 摘要

十二年國民教育課程綱要即將實施，教學現場仍面臨授課時數不足的問題，為解決學童普遍閱讀量不足、寫作表現與寫作態度低落問題，本研究提出一種創新教學，以《十二年國民基本教育課程綱要國民中小學暨普通型高級中等學校語文領域—國語文》(教育部，2018)之閱讀、寫作「學習表現」及「學習內容」為依據，設計素養導向記敘文群文讀寫結合教學方案，並於教學現場進行教學，以了解此教學方案的成效。

研究採準實驗研究法，以苗栗縣某校四年級學生為研究對象，一班為實驗組，另一班為控制組，實施八週的實驗教學。兩組學童分別於前、後測接受記敘文寫作和「國小學童記敘文寫作態度量表」測驗，寫作成品以「記敘文作文評分量表」評閱，並統計寫作字數，實驗組另接受「素養導向群文讀寫結合教學方案回饋問卷」，蒐集資料數據後並進行統計處理，探討素養導向群文讀寫結合教學方案對於國小四年級學生敘事類記敘文寫作表現及寫作態度的影響。研究結果如下：

- 一、 素養導向群文讀寫結合教學能提升國小學童記敘文寫作表現，實驗組學童記敘文寫作成品在立意取材、結構組織、文句表達、基本格式、總分、字數的成績皆優於控制組且達顯著水準。
- 二、 素養導向群文讀寫結合教學能改善國小學童記敘文寫作態度，實驗組學童寫作態度之知識、技能、情意表現後測皆優於前測且達顯著水準；實驗組學童寫作態度之知識、技能、情意表現同時也優於控制組且達顯著水準。
- 三、 國小學童對於素養導向群文讀寫結合教學有正向的回饋。

並針對以上研究結果於寫作教學課程、教學現場、教材編製及未來研究提出相關建議。

**關鍵字：**閱讀推廣、素養導向、群文閱讀、讀寫結合、記敘文、寫作表現、寫作態度

# **A Research on Applying Literacy-Oriented Group Connection Between Reading and Writing Teaching to Improve Pupils' Narrative Writing Performance and Writing Attitude**

## **Abstract**

Guidelines for the Twelve-Year-Basic-Education Curricula will be carried out in August 2019. Teachers encounter challenge and difficulty. Insufficient teaching hours and students' low motivation and performance in reading and writing need to be solved. In this research, Literacy-Oriented Group Reading is used for improving students' narrative writing performance and attitude.

This study adopts Quasi-Experimental Design. Two classes of fourth graders are selected as experimental and control group. The researcher implemented an 8-week experimental teaching. Pretest, posttest narrative writing, students' writing attitudes and numbers of writing words are collected for analyzing data. Only the experimental group students use literacy group reading strategy and they fill out feedback forms.

The researcher found that the experimental group students get better performance in writing content, organization and skills than the control group students.

Also the Literacy-Group- Connection Between Reading-and Writing teaching strategy helps learners improve in their writing knowledge, skills and attitudes.

Positive feedback proves Literacy-Group-Connection Between Reading-and Writing effective.

According to the above research results, relevant suggestions are put forward in the writing teaching curriculum, teaching site, textbook preparation and developing relative Literacy-Group- Connection Between Reading-and-Writing curriculum is recommended for future study.

KeyWords: Reading promotion,Literacy-Oriented,Group Reading, Connection Between Reading and Writing, Narrative,Writing Performance, Writing Attitude