

國立政治大學圖書資訊學數位碩士在職專班

碩士論文

Master's Thesis

E-learning Master Program of Library and Information Studies

National Chengchi University

身教式持續安靜閱讀對於國小五年級學童

閱讀動機與閱讀習慣影響之研究

The Effect of Modeled Sustained Silent Reading Activities on

Reading Motivation and Reading Habit for Fifth Grade

Elementary School Students

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中華民國一一〇年六月

June, 2021

中文摘要

本研究旨在探討桃園市某國小五年級學童進行身教式持續安靜閱讀對於其閱讀動機與閱讀習慣之影響。

研究方法採前實驗設計，以桃園市某國小五年級四個班級的 100 位學童為研究對象。實施時間共 10 週，每週 5 天，每天 15 分鐘，並以「閱讀動機量表」、「閱讀習慣量表」為研究工具，進行成對樣本 t 檢定分析，以瞭解學童在經過身教式持續安靜閱讀前、後，其閱讀動機、閱讀習慣之得分是否達到顯著差異；以「進行身教式持續安靜閱讀與傳統閱讀的感受差異問卷」為研究工具，瞭解學童對於身教式持續安靜與傳統閱讀活動，學童感受之差異。

研究主要結果如下：

- 一、身教式持續安靜閱讀能提升國小五年級學童之閱讀動機。
- 二、身教式持續安靜閱讀能提升國小五年級學童之閱讀習慣。
- 三、國小五年級學童對於身教式持續安靜閱讀好感度高於傳統閱讀

關鍵詞：身教式持續安靜閱讀、閱讀動機、閱讀習慣、閱讀教學、閱讀活動

Abstract

The purpose of this study is to explore the effects of modeled sustained silent reading activities on reading motivation and reading habit for fifth grade elementary school students.

The research method was designed for pre-experimental, with 100 students in four classes of the fifth grade of one elementary school in Taoyuan County as the research objects. The study took ten weeks, five days per week, and one fifteen-minute session each day. To understand students' scores on reading motivation and reading habits after the teaching experiment, the questionnaire was adopted for conducting the students' opinions. The data were collected and analyzed by Paired Sample t-test.

The findings of the study are as follows:

1. Modeled Sustained Silent Reading can enhance the reading motivation of fifth grade students in elementary schools.
2. Modeled Sustained Silent Reading can improve the reading habits of fifth grade students in elementary schools.
3. The fifth grade students in elementary school have a higher preference for Modeled Sustained Silent Reading than traditional reading.

Keywords: Modeled Sustained Silent Reading (MSSR) , reading motivation, reading habits, reading teaching, reading activities