

題目：發展遲緩幼兒與一般幼兒家庭讀寫環境之調查研究

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摘要

本研究旨在以調查研究法探討發展遲緩幼兒與一般幼兒之家庭讀寫環境現況與差異情形。本所指之家庭讀寫環境乃從家庭閱讀物理環境、親子共讀活動、家庭支持口語活動、家庭支持閱讀活動、家庭支持書寫活動此五向度來探討。並進一步探討家庭讀寫環境中五個向度彼此相關情形、不同背景變項(如：家庭社經地位、父母教育程度等)發展遲緩幼兒其家庭讀寫環境差異情形。

本研究以 74 位發展遲緩幼兒家長與 74 位一般幼兒家長為調查對象，共計 148 位。研究者以自編之「幼兒家庭讀寫環境問卷」為研究工具，由幼兒家長針對自身家庭讀寫環境現況作填答。問卷內容包含上述家庭閱讀物理環境、親子共讀活動、家庭支持口語發展活動、家庭支持閱讀發展活動，和家庭支持書寫發展活動等五個向度。問卷回收後，研究者以描述性統計、t 檢定、相關分析及單因子變異數分析作為本研究之統計方法。

綜合整理本研究發現，茲敘述如下：

- 一、一般幼兒其家庭讀寫環境在「家庭閱讀物理環境」、「親子共讀活動」、「家庭支持口語發展活動」、「家庭支持閱讀發展活動」、「家庭支持書寫發展活動」五向度較發展遲緩幼兒家庭完善，顯示發展遲緩幼兒家庭營造讀寫環境上仍顯不足。
- 二、發展遲緩幼兒家庭讀寫環境之「家庭閱讀物理環境」、「親子共讀活動」、「家庭支持口語發展活動」、「家庭支持閱讀發展活動」、「家庭支持書寫發展活動」五向度間呈現中度至高度正相關，表示家庭讀寫環境各向度間息息相關，對於任一方面的支持都能提升家庭讀寫環境各向度的發展，促使發

展遲緩幼兒在家中讀寫萌發經驗更健全。

三、不同性別、年段、出生序的發展遲緩幼兒在其家庭讀寫環境上沒有差異。

有二年以上學前教育經驗的發展遲緩幼兒其家庭讀寫環境之「親子共讀活動」、「家庭支持閱讀發展活動」、「家庭支持書寫發展活動」顯著優於接受學前教育經驗一年以下的發展遲緩幼兒家庭。繪本接觸起始年齡 0-2 歲的发展遲緩幼兒在其家庭讀寫環境上「家庭閱讀物理環境」、「親子共讀活動」、「家庭支持口語發展活動」、「家庭支持閱讀發展活動」、「家庭支持書寫發展活動」五個向度上皆顯著優於繪本接觸起始年齡 2-4 歲、4-6 歲的发展遲緩幼兒家庭。發展遲緩幼兒家庭社經地位高者在「家庭閱讀物理環境」、「親子共讀活動」、「家庭支持閱讀發展活動」呈現顯著差異，代表發展遲緩幼兒家庭社經地位高，則「家庭閱讀物理環境」、「親子共讀活動」、「家庭支持閱讀發展活動」顯著優於低社經家庭。父母親教育程度亦呈現同樣研究結果。

關鍵字：家庭讀寫環境、發展遲緩幼兒、一般幼兒、家庭支持

Abstract

With survey study, the author probed into differences of home literacy environment between preschool children with developmental delay (DD) and typical development (TD). The term “home literacy environment” contained in this paper refers to five dimensions, namely physical reading environment at home, parent-child reading activities, family support for oral language development, family support for reading development and family support for writing development. On the basis of that, the paper aims to study relevance among these five factors, as well as how variables regarding parents’ ability, like social status and education, have an impact on DD children and their reading and writing environment.

Self-made questionnaire designed by the author containing the abovementioned dimensions were distributed to 148 respondents divided into 74 parents of DD children and 74 of TD ones. Under the assistance of t-test and ANOVA used in statistics, research findings are obtained as follows.

1. Compare to DD children, the TD youth were embracing better and healthier home literacy environment.
2. There was a mid-to-high positive relativity between DD children and their home literacy environment, suggesting that each dimension was affiliated with one another. In other words, advancement of each dimension would accelerate development of other four factors. Through the interaction, consequently, TD youth’s reading and writing experiences at home were well instructed and increasingly accumulated.
3. For DD children, factors such as genders, age periods and birth order in their family have nothing to do with home literacy environment. The statistics showed that:

- In terms of parent-child reading activities, family support for reading development and family support for writing development, DD children who have received preschool education for over two years enjoy better home literacy environment than those who have less one-year learning.
- For home literacy environment as a whole, DD children who start learning painting skills before two years old perform no less than those of elder ages.
- Parents' social status and education have positive impact on DD children in physical reading environment at home, parent-child reading activities, as well as family support for reading development.

Key word: family literacy environment, developmental delay children, typically developing children, family support.