

# 故事結構教學對國小閱讀困難學童閱讀理解能力之影響：單一個案實驗研究之後設分析

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本研究採用後設分析研究法分析單一個案實驗研究，探究故事結構教學對國小閱讀困難學童閱讀理解能力之影響，並進一步探討不同的調節變項（研究對象的學習階段、學童類別、教學節數）對故事結構教學影響閱讀理解能力的效果。本研究蒐集臺灣2002年至2017年以國小閱讀困難學童為對象之故事結構教學單一個案實驗研究，以篩選標準進行篩選，選出17篇期刊與學位論文進行編碼、登錄，以及資料分析。研究結果顯示：(1)故事結構教學可提升國小閱讀困難學童閱讀理解能力之立即效果，屬於小至中程度的立即效果。(2)故事結構教學可提升國小閱讀困難學童閱讀理解能力之延宕效果，屬於中至大程度的延宕效果。(3)故事結構教學在不同調節變項下，皆可提升國小閱讀困難學童之閱讀理解能力。以學習階段而言，故事結構教學對國小高年級學童成效最好，而且不管是立即效果或是延宕效果，都可以達到中度效果量；以學童類別而言，以智能障礙學生立即效果最好，但變異情形也較大，而閱讀障礙學生延宕效果則達到中至大程度效果量；以教學節數而言，安排在17-24節效果最好，可達到大效果量。最後，研究者根據研究結果獲致結論，並提出相關建議供參考。

關鍵字：故事結構教學、閱讀理解、後設分析、單一個案研究

# Effect of Story Grammar Instruction on Reading Comprehension Elementary School Students with Reading Difficulties: A Meta-analysis of Single-Case Research

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The purpose of this meta-analytic study of single-case experimental research was to explore the effect of story grammar instruction on reading comprehension of elementary school students with reading difficulties. The meta-analysis examined 17 single-case journal studies and theses between 2002 and 2017. Effect sizes were analyzed across a variety of variables, including grade level, student characteristics, and length of instruction. Results indicated that overall story grammar instruction had small immediate and medium delayed effects among single-case studies on students' reading comprehension. Furthermore, story grammar instruction showed a larger effect for higher graders (Grades 5-6), a larger immediate effect for students with mental retardation, and a larger delayed effect for students with reading disabilities. As for the length of instruction, 17-24 sessions showed the largest effect size. Finally, discussion and suggestions on story grammar instruction and future research were presented.

Keywords: story grammar instruction, reading comprehension, meta-analysis, single-case research