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教師閱讀教學行為與學生閱讀態度和閱讀能力自我評價對於閱讀成就之跨層次影響： 以 PIRLS 2006 為例

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摘要

本研究旨在探究教師閱讀教學行為（閱讀教學活動和閱讀策略教學頻率）與學生閱讀態度、閱讀能力自我評價對於學生閱讀成就的影響。研究資料為臺灣地區「促進國際閱讀素養研究」（PIRLS 2006），研究者挑選 128 名教師和相配對的 3,472 位學生，以多層次線性模式進行分析。結果顯示，個體層次的學童家庭教育資源、閱讀態度、閱讀能力自我評價對於閱讀成就皆具有顯著的正向影響。其次，總體層次的教師閱讀教學活動頻率和閱讀策略教學頻率對於學童閱讀成就則沒有顯著的脈絡效果。第三，跨層次交互作用可能具有特定性，教師閱讀活動教學頻率可能對於學生閱讀態度產生強化作用。最後，本文提出對於閱讀教育的省思和資料庫分析研究的建議。

關鍵字：促進國際閱讀素養研究、階層線性模式、資料庫、跨層次交互作用、閱讀成就

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The Cross-Level Effects of Teachers' Reading Instruction, Students' Reading Attitude, and Self-Assessment in Reading Proficiency on Students' Reading Achievement: A Multilevel Study of PIRLS 2006

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Abstract

The purposes of this study is to probe the impacts of the frequencies of Reading Instruction Activities (RIA) and Reading Strategies Teaching (RST) implemented by teachers, as well as students' Home Education Resources (HER), Reading Attitude (RA), and Self-Assessment (SA) regarding their reading proficiency to students' reading achievement. A two-level database of 128 teachers (macro-level) and matched 3,472 fourth-graders (micro-level) was selected from the Taiwan PIRLS 2006 Database. Multilevel linear modeling (MLM) was then applied to analyze the data. The results indicated that in micro-level, HER, RA, and SA can significantly explain students' reading achievement in a positive way. In the macro-level, neither RIA nor RST showed a significant contextual effect on students' reading achievement. Additionally, the specific interaction among the cross-level analysis was likely to involve the frequencies of RIA, enhancing the relationship between students' RA and their reading achievement. Based on the research findings, the researcher also addresses issues pertaining to the limitations of the study and suggestions for future research.

Keywords: PIRLS, hierarchical linear modeling, database, cross-level interaction, reading achievement

