

## 摘要

本研究採實驗研究法，旨在探討電子童書中，動畫與文本一致性及年齡對幼兒閱讀理解的影響。實驗採用的研究工具為Living-books系列之「小馬斯特上學去」的電子童書，研究樣本以台北縣市四所公私立幼稚園中大班幼兒為實驗對象，中班受試樣本30人，隨機選取各班人數分派至實驗二中；大班受試樣本60人，隨機選取各班人數分派至實驗一與實驗二中，實驗一分為實驗組（30人）與對照組（30人），實驗組閱讀動畫與文本一致之電子童書，對照組閱讀動畫與文本較不一致之電子童書。

本研究之實驗研究分為實驗一與實驗二，實驗一旨在分析大班幼兒閱讀動畫與文本一致性與否對閱讀理解的影響；實驗二旨在探討中班與大班幼兒閱讀電子童書時，其閱讀理解的差異。

閱讀理解評量以個別施測方式進行故事回憶測驗及故事理解測驗，其中故事理解測驗分為文意理解測驗及推論理解測驗。將所得的資料以單因子變異數及二因子混合設計變異數進行統計分析，以了解研究之結果。

研究結果顯示：

- 一、在閱讀動畫與文本一致性高之電子童書時，對於故事回憶測驗的得分，實驗組得分顯著高於對照組得分。
- 二、在閱讀動畫與文本一致性高之電子童書時，對於故事理解測驗的得分，實驗組不論在文意理解或推論理解上，得分皆顯著高於對照組得分。
- 三、大班組幼兒在故事回憶測驗上的得分顯著高於中班組幼兒的得分。
- 四、大班組幼兒在故事理解測驗上的總分顯著高於中班組幼兒。在文意理解測驗

中，大班組得分顯著高於中班組得分，而推論理解的得分則未達到顯著性的差異。

五、故事回憶與故事理解的相關，在實驗一與實驗二中，不論是文意理解或推論理解，與故事回憶皆呈現顯著正相關。換句話說，閱讀動畫與文本較不一致之電子童書時，故事回憶量低，故事理解得分亦較低；而閱讀動畫與文本一致之電子童書時，故事回憶高，故事理解得分則較高。

研究者根據研究結果與限制，提出對教師、父母、出版商及未來研究方面的建議。

關鍵字：閱讀理解、動畫與文本一致性、電子童書、幼兒

## **Abstract**

This study has two parts: one is to research the impact of coherence between text and animation on children's reading. The other is to analyze the effect of ages on children's reading comprehension while they read electronic story books.

The research adopted one of a series of Living-books, called Little Monster At School. 30 aged 4 and 60 aged 5 children from public and private kindergartens of Taipei city and County participated in the study. There were 2 tasks. Task one was coherent text for experimental group. Task 2 was incoherent text for control group. The content of the two tasks was the same.

After reading the electronic book, all children took memory test and comprehension test which was divided into 2 sub-score: fact comprehension and inference comprehension.

Results are:

1. Memory test's scores of experimental group is obviously higher than that of control group.
2. Reading comprehension scores of experimental group is also higher than that of control group.
3. Memory test's scores of age 5 children is higher than age 4 children.
4. Age 5 children get higher total reading comprehension scores than age 4 children. Furthermore, they get higher score on fact questions. Scores of inference questions however, do not show age difference.
5. Memory and story reading comprehension scores have positive

correlation. It reveals that children reading coherent animation and text have higher memory scores and higher comprehension scores. On the other hand, children who had the incoherent text had poor scores of both.

Based on the results, researcher provides suggestions for teachers, parents and book publisher.

**Key words: reading comprehension, animation of electronic storybooks, coherence of text, kindergarten children.**