

## 摘要

在學校教育中，來自低社會地位家庭的孩童常在學業成就方面表現不佳，這個現象可能導因於孩童學前所受的語言刺激不足。許多學者發現，母親在親子共讀時若是使用較困難的語言、或是要求幼兒多多參與互動，可以幫助幼兒的語言發展。但是大多數此類研究都是研究西方文化中的親子互動模式，少有在臺灣的文化環境下以真實親子共讀的語料所做的類似研究。本研究的目的是在於探討臺灣不同社會階層親子共讀的模式，研究對象包括三十二對母親與三歲幼兒，其中十六對來自中高社階家庭，十六對來自低收入家庭。語料來自於受試親子共同閱讀故事書時的語言以及互動。研究結果顯示中高社階的母親較會在閱讀的過程中鼓勵幼兒參與對話，也會和幼兒討論與故事內容相關的議題。而低社階的母親把閱讀故事視為自己的責任，較不會誘導幼兒參與互動，也只專注在故事書上現時現地的內容，少有相關議題的討論。此研究結果可作為親職教育或介入計畫的基礎。

## Abstract

Children from low socio-economic status (SES) are at higher risk of poor school achievement. The reason might be the language background of low SES children in preschool years. Researchers have found that mothers who give children higher demand in joint book reading tend to have children with better language skills in the future. However, most of these researches were conducted in Western cultures. This paper examined mother-child book reading styles in different socio-economic classes in Taiwan. 32 mother-child dyads, 16 from upper-middle class and 16 from low income families, were asked to read a picture book with their children. Results showed that upper-middle mothers tended to encourage their children to narrate the story and discuss non-immediate information such as inference and prediction of plot elements. In contrast, low mothers tended to take story book reading as their responsibility without inviting children to participate and they produced more immediate talk such as labeling. Educational implications and suggestions for the future research will be discussed.