A STUDY OF FACTORS CONTRIBUTING TO READING DIFFICULTY FOR HONG KONG STUDENTS

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摘要

本畢業論文透過比較兩組不同讀者，探討導致香港中學生閱讀困難的成因。在眾多閱讀困難的成因中，作者選取了讀者父母的社會經濟地位、家庭影響及老師對閱讀的觀點作爲研究。

研究結果顯示，讀者父母的社會經濟地位、家庭影響及老師對閱讀的觀點都與中學生的閱讀困難有密切關係。而每一成因對閱讀困難都各有不同的影響。這些影響有時會互相糾纏，造成更複雜的閱讀困難。與此同時，由於香港的生活條件不差，父母的社會經濟地位的影響並不明顯，在閱讀表現上，透過減弱家庭閱讀環境，產生間接的影響。綜觀而言，家庭是培養孩子喜愛閱讀的地方，而父母的鼓勵和融洽的家庭關係對學生發展閱讀習慣和興趣有極大的幫助。

根據研究結果，作者提出一些建議，希望能幫助學生建立獨立的閱讀習慣，爲老師在課堂上的教學及支援課程提供參考。
ABSTRACT

This study examines the contributory factors on foreign language reading difficulties among secondary pupils in Hong Kong. Analysis was made by comparing two groups of readers to look at three facets, that are socio-economic status, home influences and teachers' views on reading.

The results of the study supported that socio-economic status, home influences and teachers' views on reading contribute to the development of reading disability. Each studied factor plays its part to the failure and sometimes a pattern of interacting factors operates in the more difficult cases. And also, the findings showed that socio-economic status had an indirect effect in reading performance, which highlighted the importance of home influences. Particularly, the parents' encouragement and the interfamily relationship were significantly associated with the development of pupils' reading habits and interests.

According to the results of the study, some recommendations for helping pupils become an independent reader are suggested, together with the roles of parents and teachers. The latter can be seen as implications for organizing foreign language reading classrooms and remedial programmes.
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