

國立中興大學圖書資訊學研究所

碩士學位論文

探究「玩」與學齡前兒童早期素養之關係—

以玩具圖書館為例

Exploring the Relationships between “Play” and

Preschool Children’s Early Literacy:

A Case of Toy Libraries

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## 摘要

本研究旨在探討學齡前兒童在玩具圖書館透過玩具館藏與照護者產生的互動、對話與早期素養技能發展的關係。本研究為質性研究，以玩具借用服務年資長且玩具館藏具有規模性的兩間附屬於公共圖書館的玩具圖書館作為研究場域，透過觀察法、訪談法探討學齡前兒童在參與玩具圖書館過程中從事的活動、館員及照護者陪同學齡前兒童參與玩具圖書館的過程中扮演的角色，以及玩具圖書館提供的玩具館藏及相關活動對學齡前兒童早期素養技能及成長發展的影響。研究對象包含 76 位兒童、62 位照護者、7 位圖書館館員。研究者利用質性主題分析法進行資料的整理與分析。本研究結果顯示：(一)學齡前兒童在玩具圖書館從事的活動著重於「玩」與「閱讀」，其中「玩」的活動根據學齡前兒童玩的内容、所借玩具的種類與年齡差異又細分為簡單操作遊戲、角色扮演、建構遊戲、規則遊戲。「閱讀」的活動則透過說故事活動或是透過照護者的引導與學齡前兒童的自主意識從事閱讀的行為。(二)照護者會根據學齡前兒童年齡與從事的活動而有不同的角色，從參與程度與互動程度的低至高可以區分為六種：等待者、觀察協助者、指導遊戲者、引導學習者、參與遊戲者、管理者。館員的角色則包含服務提供者、管理者、引薦者、協助者、情感聯繫者。(三)使用玩具館藏對學齡前兒童在早期素養技能的培養具有啟蒙的作用，例如：愛好書籍、詞彙、口語表達及敘述能力、字母知識(包括：英文、中文)、背景知識(包含：人際關係及分享的概念、邏輯思考、手眼協調、專注力及耐心、創造力、探索興趣)。本研究建議未來圖書館玩具館藏須適時汰舊更新並可運用玩具館藏規劃相關活動、推廣閱讀，以及增加玩具圖書館館員人力、加強館員的專業知識培養。另外，本研究建議未來研究可針對某一特定年齡層的學齡前兒童研究作探討、比較不同性質的玩具圖書館以及將志工納入研究對象的選擇。

**關鍵詞：**玩具圖書館、學齡前兒童、早期素養、玩、質性研究

## Abstract

This study aims to explore the caregiver-child interactions and conversations mediated by toy collections in toy libraries and their impact on the development of early literacy skills. This study was qualitative in nature, taking place in two toy libraries affiliated with public libraries which hold large-scale toy collections and have offered long-standing toy lending services. Observations and interviews were conducted to explore activities in which preschool children participated in the toy libraries, roles of librarians and caregivers in accompanying preschool children in the toy libraries, and the impact of toy collections and related activities provided by the toy libraries on preschool children's early literacy development. Study participants included 76 children, 62 caregivers, and 7 librarians. The researcher employed the qualitative thematic analysis for organizing and analyzing the data. Results of this study showed that: (1) Activities in which preschool children participated in the toy libraries focused on "play" and "reading". "Play" varied according to the content in which preschool children participated, the types of toys that children borrowed, and children's ages, where activity modes observed included: play that required basic operation, role play, constructive play, and play with rules. "Reading" was a behavior stimulated through storytelling activities, the guidance of caregivers, and the autonomy of preschool children. (2) Roles that caregivers played varied according to the ages of the preschool children and activities in which they participated. Varying from low to high levels of participation, six types were observed: caregivers who waited, observers, directors, play leaders, co-players, and stage managers. Librarians' roles observed included: service providers, managers, referees, facilitators, and emotion supporters. (3) Using toy collections had an impact on supporting preschool children's early literacy development, such as print motivation, vocabulary, oral language, narrative skills, letter knowledge (including English letters and Chinese characters), and background knowledge (including social skills, logical thinking, hand-eye coordination, attention and persistence, creativity, and interest exploration). Findings of this study suggest that future libraries weed and renew toy collections appropriately, incorporate the use of toy collections for planning reading-related activities, increase the human resources of toy librarians, and strengthen librarians' professional knowledge. Suggestions for future research include exploring the study of preschool children in a certain age group, comparing toy libraries of different natures, and including perspectives of volunteers.

**Keywords:** Toy libraries, Preschool children, Early literacy, Play, Qualitative research