

國立中興大學圖書資訊學研究所

碩士學位論文

公共圖書館說故事活動對幼兒
閱讀素養發展之影響

Effects of Public Library Storytelling Activities on
Children's Reading Literacy Development

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摘要

本研究旨以照護者、說故事者以及館員的觀點，探討幼兒定期參與公共圖書館說故事活動對其閱讀素養發展的影響。本研究為質性研究，以臺中市區四間定期舉辦說故事活動之圖書館為研究場域，以訪談法為主，觀察法為輔，探討照護者帶幼兒參與圖書館說故事活動的動機；照護者陪同幼兒參與圖書館說故事活動過程中的角色；照護者、說故事者與館員在圖書館說故事活動對於幼兒早期閱讀書寫能力影響的看法；以及圖書館說故事活動的困境。研究對象包含 42 位照護者、10 位說故事者、4 位館員。研究者利用質性內容分析法與主題分析法進行資料的整理與分析。本研究結果顯示：（一）照護者帶幼兒參與圖書館說故事活動的動機為：幼兒之館藏豐富、活動設計豐富、方便性以及環境佳。（二）照護者陪同幼兒參與圖書館說故事活動時角色出現的頻率由高至低為：陪伴者、旁觀者、等待者、指引者。（三）幼兒可以透過圖書館說故事活動之內容設計元素說、唱、讀、玩，促進早期閱讀書寫能力技能包含：口語表達、語音認知、認識字母、詞彙、認識印刷品與背景知識。（四）圖書館說故事活動的困境為：說故事活動的品質落差、說故事活動場次不足，以及宣傳說故事活動平台不固定。本研究建議未來圖書館說故事活動可以控管圖書館說故事活動的品質、提升館員對於說故事活動的認知、知識與技能，以及圖書館在固定的平台宣傳說故事活動。另外，本研究建議未來研究可以探討不同語言的圖書館說故事活動、比較受過培訓課程與未受過培訓課程之說故事者的說故事活動，以及以量化研究評估圖書館說故事活動對幼兒閱讀素養發展的影響。

關鍵字：公共圖書館、兒童說故事活動、幼兒、閱讀素養、早期閱讀書寫能力、質性研究

Abstract

This study aims to explore effects of children's regular participation in public library storytelling activities on their reading literacy development from the perspectives of caregivers, storytellers, and librarians. This study was qualitative in nature, taking place at four public libraries in Taichung City that regularly held storytelling activities. Interviews and observations were employed to explore caregivers' motivations for taking their children to participate in library storytelling activities; roles that caregivers played in accompanying children during library storytelling activities; opinions of caregivers, storytellers, and librarians regarding effects of library storytelling activities on early literacy; and dilemmas of implementing library storytelling activities. Study participants included 42 caregivers, 10 storytellers, and 4 librarians. The researcher employed qualitative content analysis and thematic analysis for organising and analysing the data collected. Results of this study show that: (1) Caregivers' motivations for taking their children to participate in library storytelling activities included: abundant children's collections, diverse activity design, convenience, and a pleasant environment. (2) Roles that caregivers played in accompanying children during library storytelling activities varied from high to low levels of frequency, including: caregivers who partnered, onlookers, caregivers who waited, and tutors. (3) Children's early literacy skills (such as oral language, phonological awareness, letter knowledge, vocabulary, print awareness, and background knowledge) were observed to improve through library storytelling elements, which included speaking, singing, reading, and playing. (4) Dilemmas of implementing library storytelling activities included gaps of quality of various storytelling activities, insufficient storytelling sessions, and random platforms for promoting storytelling activities. Findings of this study suggest that libraries control the quality of storytelling activities; improve librarians' awareness, knowledge, and skills for children's storytelling activities; and promote their storytelling activities on regular platforms. Suggestions for future research include exploring library storytelling activities delivered in different languages, comparing impacts of storytelling activities by trained storytellers and untrained ones, and quantitatively evaluating effects of library storytelling activities on children's reading literacy development.

Keywords: Public libraries, Children's storytelling activities, Preschool children, Reading literacy, Early literacy, Qualitative research