

參考文獻

- 林麗卿 (1999)。學前幼兒使用敘事體之經驗研究。行政院國家科學會委員會專題研究計畫成果報告 (NSC87-2413-H-134-005)。新竹：國立新竹師範學院幼兒教育學系。
- [Lin, L. (1999). *Research on Taiwanese preschool children's narratives*. Hsinchu, Taiwan: National Hsinchu Teacher College (NSC87-2413-H-134-005).]
- 教育部國教司 (1987)。幼稚園課程標準。臺北：正中書局。
- [Ministry of Education. (1987). *Kindergarten curriculum guidelines*. Taipei, Taiwan: Cheng Chung.]
- 許明莉 (2007)。三、四、五歲台灣幼兒生活經驗敘事結構之分析。國立臺灣師範大學人類發展與家庭學系碩士班碩士論文，未出版，臺北。
- [Hsu, M. (2007). *Narrative structure in personally experienced stories: Preschoolers in Taiwan*. Unpublished master's thesis of Department of Human Development and Family Studies, National Taiwan Normal University, Taipei, Taiwan.]
- 張鑑如、章菁 (2002, 10月)。幼兒敘述能力之發展：多年期研究。載於國立嘉義大學主辦之「九十一學年度師範學院教育學術論文發表會」論文集 (頁1615-1641)，嘉義。
- [Chang, C., & Chang, J. (2002, October). Developing narrative skill in young children: A longitudinal study. In National Chiayi University (Ed.), *Proceedings of 2001 Annual Academic Conference of National Teachers Colleges* (pp. 1615-1641). Chiayi, Taiwan: National Chiayi University.]
- 鄒啓蓉、張鑑如、張顯達 (2009)。高功能自閉症兒童個人生活經驗敘述研究。特殊教育研究學刊, 34 (2), 73-99。
- [Tsou, C., Chang, C., & Cheung, H. (2009). Personal narratives of high-functioning children with autism. *Bulletin of Special Education*, 34(2), 73-99.]
- 賴文鳳 (2007)。聆聽邊緣之聲——以「新臺灣之子」的敘說作為實踐幼兒多元文化教育的起點。課程與教學季刊, 10 (1), 65-82。
- [Lai, W. (2007). Listening to the marginalized voices: From narratives of "New Taiwanese Children" to multicultural early childhood education. *Curriculum & Instruction*, 10(1), 65-82.]

- 蔡敏玲 (2004)。我看教育質性研究創塑意義的問題與難題：經歷、剖析與再脈絡化。《國立臺北師範學院學報》，17 (1)，493-518。
- [Tsai, M. L. (2004). Some problems and difficulties in the sense-making process of educational qualitative research: Issues on experiencing, analyzing and recontextualization. *Journal of National Taipei Teachers College*, 17(1), 493-519.]
- 蔡敏玲 (2005)。幼兒個人經驗敘說之內容、風格與意義初探，《國立臺北教育大學學報》，18 (2)，323-358。
- [Tsai, M. L. (2005). Kindergarten children's personal narratives: Contents, styles and possible meanings. *Journal of National Taipei University of Education*, 18(2), 323-358.]
- 蔡敏玲 (2008)。文化的小學徒——幼兒生活敘說中的自我、家人與社會張力。載於呂金燮、吳毓瑩、吳麗君、林偉文、柯秋雪、徐式寬等 (合著)，《華人教養之道——若水》(頁239-280)。臺北：心理。
- [Tsai, M. L. (2008). The little apprentice of culture: Self, family and social tension in young children's personal narratives. In C. H. Lu, Y. Y. Wu, L. J. Wu, W. W. Lin, C. H. Ko, S. K. Shu et al. (Eds.), *Water wisdom: Exploring Chinese thoughts of educating and cultivating* (pp. 239-279). Taipei, Taiwan: Psychology.]
- 蔡敏玲 (2009)。假日生活的演出、編織與共構：泰雅幼兒的經驗敘說。《教育研究集刊》，55 (4)，29-64。
- [Tsai, M. L. (2009). The performance, weaving and co-construction of life: Atayal children's personal narratives. *Bulletin of Educational Research*, 55(4), 29-64.]
- 蔡敏玲、戴芳煒 (2008)。畫一個星星給我。《教育實踐與研究》，21 (1)，133-162。
- [Tsai, M. L., & Tai, F. W. (2008). Draw me a star: Weaving a dense and intimate web of literature with young children. *Journal of Educational Practice and Research*, 21(1), 133-162.]
- Bruner, J. (1986). *Actual minds, possible worlds*. Cambridge, MA: Harvard University Press.
- Chang, C. (2004). Telling stories of experiences: Narrative development of young Chinese children. *Applied Psycholinguistics*, 25, 83-104.
- Chang, C. (2006). Linking early narrative skill to later language and reading ability in Mandarin-speaking children: A longitudinal study. *Narrative Inquiry*, 16(2), 275-293.
- Cazden, B. C. (1988). *Classroom discourse: The language of teaching and learning*. Portsmouth, NH: Heinemann.

- Gee, J. P. (1999). *Discourse analysis: Theory and method*. New York: Routledge.
- Geertz, C. (1973). *The interpretation of cultures*. New York: Basic Books.
- Labov, W., & Waletzky, J. (1967). Narrative analysis: Oral versions of personal experience. In J. Helm (Ed.), *Essays on the verbal and visual arts: Proceedings of the 1966 annual spring meeting of the American ethnological society* (pp. 12-44). Seattle, DC: University of Washington Press.
- Lai, W., Lee, Y., & Lee, J. (2010). Visiting doctor's offices: A comparison of Korean and Taiwanese preschool children's narrative development. *Early Education And Development, 21*(3), 445-467.
- McCabe, A. (1991). Preface: Structure as a way of understanding. In A. McCabe & C. Peterson (Eds.), *Developing narrative structure* (pp. ix-xvii). Hillsdale, NJ: Lawrence Erlbaum Associates.
- McCabe, A. (1996). *Chameleon readers: Teaching children to appreciate all kinds of good stories*. New York: McGraw-Hill.
- McCabe, A., & Bliss, L. S. (2003). *Patterns of narrative discourse: A multicultural, life span approach*. New York: Allyn & Bacon.
- Michaels, S. (1981). "Sharing time": Children's narrative styles and differential access to literacy. *Language Society, 10*, 423-442.
- Minami, M., & McCabe, A. (1991). Haiku as a discourse regulation device: A stanza analysis of Japanese children's personal narratives. *Language in Society, 20*, 577-599.
- Miller, P. J., Wiley, A. R., Fung, H., & Liang, C. (1997). Personal storytelling as a medium of socialization in Chinese and American families. *Child Development, 68*(3), 557-568.
- Mishler, E. G. (1995). Models of narrative analysis: A typology. *Journal of Narrative and Life History, 5*(2), 87-123.
- Peterson, C., & McCabe, A. (1983). *Developmental psycholinguistics: Three ways of looking at a child's narrative*. New York: Plenum Press.
- Riessman, C. K. (1993). *Narrative analysis*. Newbury Park, CA: Sage.
- Tsai, W., & Chang, C. (2008). "But I first ... and then he kept picking": Narrative skill in Mandarin-speaking children with language impairment. *Narrative Inquiry, 18*(2), 349-377.