

A Study of Integrating Children's English into Classroom Curriculum in a Preschool

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Abstract

The purpose of this study is to understand the implementation of integrated children's English into classroom curriculum in a preschool. The subject of this study is based on a bilingual class of a preschool in North Taiwan, consisting 20 preschoolers, 1 English teacher, and 1 Chinese teacher. The researchers adopt the qualitative approach, using long-term observation, interview, and documents collection, in order to understand what is going on in the bilingual class. At last, the researchers also provide a discussion and some recommendations for future early childhood English teaching.

Keywords: children's language learning, integrated teaching, children's English teaching

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幼兒英語「融入」教學之探究

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摘 要

本研究主要目的是想探究幼兒英語融入教學的情形，為達成此目的，本研究以台灣北區一所私立中小學附設幼稚園的英語實驗班為研究對象（包含 20 位幼兒、一位外師及一位中師）來進行幼兒英語融入教學的探究。本研究採取質性研究取向，進行實地觀察、訪談、與相關文件搜集，以了解實驗班幼兒英語融入教學的現況。接著，依據所收集的資料從主題教學課程設計、幼兒英語融入教學實例來加以說明研究結果。最後研究者依據研究結果對於未來幼兒英語教學與未來研究趨向提出建議。

關鍵字：幼兒語文學習、融入式教學、幼兒英語教學

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