

## 摘 要

本研究之目的在於評量中文與英文之「聲韻覺識」(phonological awareness)能力，以探討幼兒在不同英語教學法下的學習效果。「年齡」與「教學法」對「聲韻覺識」能力影響的差異。研究對象，為接受不同英語教學法的學前幼兒(大班生與中班生)，一者採固定時間進行英語教學，定位英語為教材之一，稱之為 M 系統；一為採全時間教英語的機構，且定位英語為學習其他科目的媒介，稱之為 W 系統。測驗工具乃參酌胡潔芳教授提供之「聲韻覺識測驗」，經改編後共分八項分測驗--「中文音節刪除、英文音節刪除、中文音素刪除、英文音素刪除、中文音節替代、英文音節替代、中文音素替代與英文音素替代」。研究資料除了測驗成績之外，尚有教學現場之觀察資料，及兩系統之主管與教師之訪談文本，以了解不同英語教學法在教學內涵上之實質差異。

研究結果顯示，中文聲韻覺識能力，有「年齡」的差異，大班生表現優於中班生；「教學法」的差異，發生在中文「音素覺識」，M 系統幼兒優於 W 系統。英文聲韻覺識能力，有「年齡」上的差異，大班生優於中班生，但無教學法上的差異。加測「注音符號」測驗，結果顯示有「年齡」與「教學法」上的差異，大班生比中班生好，M 系統幼兒比 W 系統幼兒好，比較兩系統教學內涵的差異後，顯示 M 系統幼兒中文聲韻覺識能力表現較佳與「注音符號」教學有關；英文聲韻覺識能力無教學法上的差異，英文教學時間長短不影響聲韻覺識能力。研究結果似乎指出，真正影響中文與英文聲韻覺識能力發展的是年齡。由於「聲韻覺識能力」的重要性，幼兒英語教學與學習，以培養「聲韻覺識」能力為出發點的教學內容應該要被參考，關於聲韻覺識的教學，文中另有討論。

**關鍵詞：英語教學法，學前幼兒，聲韻覺識**

## Abstract

The purpose of this study is to investigate young children's phonological awareness in Chinese and English in Taiwan by examining the influence of age and teaching approaches. The participants consisted of preschool (average five years old) and kindergarten (average six years old) children who are accepted different English language-teaching approach in two schools. One school is called M school where young children are taught English partial time and English is a subject. The other is called W school where young children are taught English all time and learn everything in English.

The results indicate that both the age and teaching approach significantly affect young children's phonological awareness in Chinese. In English, the age significantly affects young children's phonological awareness only. These results of this study seem to reveal that the main factor affecting the development of young children's phonological awareness in Chinese and in English is age, not the amount of teaching hours. Due to the importance of phonological awareness, it should be considered that English language teaching for young children could begin by training phonological awareness. Based on the results, the teaching of phonological awareness was discussed in the text.

**Keyword: English teaching approaches, young children, phonological awareness**