

客語沉浸教學對幼兒中文聽覺詞彙及數概念 之影響

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摘要

有鑑於客語流失的危機，屏東縣客家事務處發起一實驗性幼稚園客語沉浸教學計畫，希望藉由此計畫加強幼兒客語能力。然而，許多家長及教師擔憂沉浸式的教學方式會對幼兒非客語的學習造成負面影響。因此，本研究主要目的即在探究客語沉浸計畫對幼兒非客語面向的中文聽覺詞彙及數概念表現之影響。研究對象是已實行客語沉浸計畫 1 年的 2 間幼托園所，每間園所中各有一實驗組（客語沉浸教學班）及對照組（非客語沉浸教學班）。資料蒐集工具包含「畢保德圖畫詞彙測驗修訂版甲式」，用來評量幼兒中文聽覺詞彙表現；以及「幼兒數概念表現測驗評量」，用來評量幼兒數概念表現。蒐集的資料主要採用一般線性模式統計方法來做分析。研究結果顯示，客語沉浸教學對幼兒中文聽覺詞彙及數概念表現並無顯著負向影響。在相同前測成績之下，客語沉浸幼兒中文聽覺詞彙及數概念表現均較非沉浸班的幼兒高；文末針對結果提出討論及建議。

關鍵詞：中文聽覺詞彙表現、幼兒母語教育、客語沉浸教學、數概念表現

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The Influence of Hakka Immersion Programs on Children's Performances of Chinese Listening Comprehension and Mathematical Concept

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Abstract

Due to the risk of Hakka language extinction, administration of Hakka Affair in Pingtung County organized an experimental Hakka language immersion program to promote young children's Hakka language abilities. However, many parents and teachers worried that Hakka immersion teaching would have negative influences on children's non-Hakka leanings. The main purpose of this study was to investigate whether Hakka immersion programs exerted negative influences on children's non-Hakka learning, including the performances of Chinese listening comprehension and mathematic concept. Research participants included two kindergartens, which have participated in Hakka partial immersion programs for one year. Each school had one experimental class and one comparison class. Data-collection instruments included: (1) Peabody picture vocabulary test revised to evaluate children's Chinese listening comprehension performance; and (2) Test of early mathematics ability-to evaluate children's mathematical concept performance. Collected data were then analyzed by statistic method of general linear model. Research results show that the Hakka immersion program does not have negative influences on children's performances of Chinese listening comprehension and mathematical concept. Under the same pre-test

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scores, Hakka immersion children's performances of Chinese listening comprehension and mathematical concept are better than those of their counterparts. Researchers provide some discussions and suggestions in the final section.

Keywords: Chinese listening comprehension performance, early heritage language education, Hakka immersion teaching, mathematical concept performance

