This study addresses one central issue: How do Taiwan’s teacher education programs promote future teachers’ knowledge that fosters bilingualism in children? Three bodies of knowledge were included in this study. The first reviews the theory of second-language acquisition and bilingualism. The second involves the literature of early childhood teacher education in Taiwan. The third illuminates the level of the knowledge base in teacher education in general as a background for a discussion of promoting and fostering bilingualism.

Mixed methods employed in this study to answer the research questions included three distinct components: (a) a document content analysis, (b) a national survey and, (c) five in-depth interviews.

A variety of implications for this issue include the following: First, the overall teacher education program plan and the curriculum should reflect the language diversity of Taiwan and encourage bilingualism in children. Second, early childhood education departments should provide Second-Language Acquisition and Bilingual Education in their schedule of courses. Third, providing more opportunities for preservice teachers to
observe, teach, and interact with children is essential. Fourth, during the 4-year course of study, early childhood education departments should increase preservice teachers’ understanding of the importance of maintaining native culture and mother tongues as well as broaden their world outlook. Fifth, teacher educators should be encouraged to blend children’s language development and issues related to language teaching into the curriculum.