

MASTER'S THESIS

How are linguistic gaps bridged in the content-based, kindergarten classrooms?: a case study of focus on form in the pre-school context

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**HOW ARE LINGUISTIC GAPS BRIDGED IN
THE CONTENT-BASED, KINDERGARTEN
CLASSROOMS?
A CASE STUDY OF FOCUS ON FORM IN
THE PRE-SCHOOL CONTEXT**

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Abstract

This study sets out to examine how focus on form is facilitated via teachers' positive and corrective feedbacks in the content-based, kindergarten context. Thirteen lessons by three kindergarten teachers were examined by means of audio recording and participant observation. It is found that the majority of the teachers' positive feedbacks served an affective function rather than confirming children's correct use of language, and that the children's abilities to correct their own errors depended on, among many factors, the perceptibility of teachers' corrective feedbacks as well as the teachers' facilitation in helping children correct their errors. It is suggested that the cognitive function of the teachers' positive feedbacks be reinforced, and that more in-depth studies be carried out in an attempt to find out how the combination of various corrective feedback types may more effectively facilitate focus on form in the content-based, pre-school context.

序

本文研究幼稚園老師如何在以內容為主的教學環境中，以正面及糾正性的回饋信息，引發學前兒童對英語語法運用的注意。筆者透過錄音及參與性觀察，分析了三位老師共十三課堂的對話；發現老師大部分的正面回饋信息並不是針對幼兒運用英語的能力，而是就幼兒嘗試英語的努力作出肯定及鼓勵。另外，筆者發現幼兒糾正錯誤語法的能力，十分受老師的糾正性信息的清晰度及所提供的相關資料所影響。筆者就老師如何透過正面的回饋信息以加強幼兒對英語語法的認知作出了一些建議。同時，筆者相信，老師如能掌握何類型組合的糾正性信息更能協助幼兒注意及理解英語語法的正確運用，將會對幼兒學習英語有所裨益。故此，筆者相信這是一項藉得更深入研究的項目。

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