

## 以文法教學與錯誤訂正提高寫作之準確性

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### 摘 要

文法教學與錯誤訂正對提高學生寫作正確性所扮演的角色，在第二語言習得的領域裡一直是備受爭議的問題之一。關於這個問題，不同的研究所獲得的結果從表面上看來似乎是相互矛盾。這些研究不是著重於文法教學，就是錯誤訂正的探討。本研究呈現課堂研究的結果，研究的目的是為了釐清在以英語作為外語的寫作教室裡，上述兩種方式的文法教與學對提高學生寫作正確性的影響。資料蒐集的時間是在九十三學年度的上、下學期。教師(即研究者)在課堂裡實施小規模的文法教學與校訂策略的訓練，藉以幫助學生辨認、更正以及避免一再重複出現的文法錯誤。語料的收集是針對十六位國立高雄第一科技大學主修英語的學生在英文作文裡的文法錯誤加以標示與分類。根據這些學生文法錯誤類型累計數量的變化顯示，就長期而言，文法教學與錯誤訂正對學生寫作正確性的提升是無法定論。

關鍵詞：以英語為外語寫作教學、錯誤處理、語法教導學習

## **Improving Written Accuracy through Grammar Instruction and Error Correction**

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### **Abstract**

The role grammar instruction and error correction played in the accuracy of student writing has been one of the most debated questions in the field of second language acquisition. Various studies have yielded results that seemingly contradict one another with regard to this question. These studies have concentrated on either grammar instruction or error correction. The present study reports the results of classroom-based research seeking to determine the influence of the two aspects of conscious grammar exposure on written accuracy in an EFL writing class. Data collection was done from the first to second semesters of the 2004 academic year. The teacher-researcher provided in-class grammar instruction combined with error correction as a means to improve student accuracy. The grammatical errors made by 16 Taiwanese EFL students majoring in English at the National Kaohsiung First University of Science and Technology were marked and categorized from the essays they wrote. Judging from the changes in the number of error types all the students produced in their essays, evidence supporting the progress of students over time in written accuracy was found to be inconclusive.

**Keywords:** EFL writing instruction, Error treatment, Instructed grammar learning