

以日語為外語環境下不同集中寫作糾正回饋效益之初步研究

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摘要

錯誤糾正回饋是否能有效增進外語學習者寫作正確率已爭論相當多時 (Bruton, 2009, 2010; Truscott, 1996, 1999, 2010; Ferris, 1999, 2004, 2010)。由於集中回饋似乎顯示較正面的結果，集中回饋及非集中回饋的區分帶給了過去有關糾正回饋的研究一線曙光 (Bitchener, 2008; Ellis, Sheen, Murakami & Takashima, 2008; Sheen, Wright & Moldawa, 2009)。然而，過去研究顯示似乎能有效提升英文冠詞正確率的集中回饋已被詬病或許對較複雜及較有問題的錯誤無效。本研究旨在探討不同集中回饋在日語格助詞錯誤糾正的效益為何。該日語格助詞語言特色在日語學習上是相當被廣泛討論的。十八位大學生隨機分派到三組回饋組別，分別為直接錯誤回饋、間接錯誤回饋及內容回饋。結果發現，雖然在立即後測三組在格助詞的表現上沒有顯著差別，間接回饋及內容回饋在兩星期的後測表現顯著高於直接回饋。研究結果建議，給予集中回饋時，教師應考量其標的語言特徵的特殊性。

關鍵字：寫作糾正、糾正回饋、集中回饋、日語格助詞

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The Differential Effects of Focused Written Corrective Feedback in a Japanese as a Foreign Language Context: A Pilot Study

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Abstract

Whether error corrective feedback can increase foreign language learners' written accuracy has been debated for long (Bruton, 2009, 2010; Truscott, 1996, 1999, 2010; Ferris, 1999, 2004, 2010). The recent trend to distinguish focused feedback from unfocused feedback sheds new light on feedback literature because most focused feedback studies seem to show an encouraging result (Bitchener, 2008; Ellis, Sheen, Murakami & Takashima, 2008; Sheen, Wright & Moldawa, 2009). It however has been criticized that focused feedback studies which appear to work for English article errors might not be effective for more complex and problematic errors. The purpose of the present study is to examine the differential effects of focused written corrective feedback on an error in Japanese case particles which have been widely discussed in Japanese language learning. The 18 college students are randomly divided into three groups including direct focused feedback, indirect focused feedback and content feedback groups. It is found that although there is no significant difference among three groups' percent accuracy of Japanese

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case particle use in the immediate posttests, the indirect focused feedback group and content feedback group significantly outperform the direct focused feedback group in the posttests after two weeks. It is suggested that when offering focused feedback, teachers should take the peculiarity of the targeted language feature into consideration.

Keyword: written correction, corrective feedback, focused feedback, Japanese case particle