

研究区分	教員特別研究推進 教育推進
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研 究 テーマ	Written corrective feedback (WCF)				
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講演題目
The effectiveness of different types of written corrective feedback on EFL writing
研究の目的、成果及び今後の展望
<p>The research investigates the effectiveness of written corrective feedback (WCF) in a semester-long EFL writing course, focusing on three types-indirect, coded, and direct-compared to a control group, with the objective of determining which method best reduces sentence-initial conjunction (SIC) errors among 110 Japanese university freshmen. The study employs a mixed-design approach, analyzing error rates across pre-test, immediate post-test, and delayed post-test phases to assess both immediate and long-term effects of WCF. Results showed that all groups improved over time, with the control group (receiving no SIC-specific feedback) showing the most significant reduction (10.24% to 2.79%), suggesting that practice and task familiarity may outweigh form-focused feedback in developing accuracy. The feedback groups also improved, though less dramatically (e.g., direct from 7.41% to 1.02%), indicating WCF offers some benefit, albeit context-dependent. These results align with moderate critiques of WCF, questioning its necessity over natural learning processes. Future research could include exploring why the control group excelled, as well as how variables like motivation, cognitive load, and grammar intervention impact writing accuracy.</p>