

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	Contrastive rhetoric and written corrective feedback				
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講演題目
The effect of written corrective feedback on topic and concluding sentence errors
研究の目的、成果及び今後の展望
The research examines two prominent elements of foreign language writing instruction: contrastive rhetoric (CR) and written corrective feedback (WCF). In a semester-long pre-test post-test design experiment, 137 university students in an integrated skills EFL course received different types of WCF on topic and concluding sentences errors in their expository writing. Results showed that various types of WCF had a negligible effect on the students' topic sentence errors over the course of the semester. However, the WCF had a significant effect on students' concluding sentence errors, which declined sharply in the immediate post-test but rebounded to original levels in the delayed post-test. This washout effect can be attributed to several factors. First, integrated skills classes often fail to reinforce the writing skills and genre knowledge developed earlier in the course. Second, students may struggle with the cognitive load that accompanies timed writing in a second language. Third, EFL students in integrated skills classes may view expository writing as having a low utility value. The implication for future instruction is that writing must be practiced and prioritized over the length of an integrated skills course.