

國立清華大學 103 學年度碩士班考試入學試題

系所班組別：外國語文學系 語言認知與教學組

考試科目（代碼）：外語教學 (3602)

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Part I. Choose EIGHT terms in the following and provide definitions and examples if applicable: (40%)

- | | |
|-------------------------------------|---------------------------------------|
| 1. Locus of control | 9. Language transfer |
| 2. Linguistic competence | 10. Global errors versus local errors |
| 3. Field dependence/independence | 11. Contrastive analysis (CA) |
| 4. Corpus linguistic analysis | 12. Comprehensible output hypothesis |
| 5. Over generalization | 13. Inductive language learning |
| 6. Formulas/Formulaic speech | 14. Concurrent validity |
| 7. Internal consistency reliability | 15. Reduced form |
| 8. Sociocultural theory | 16. Planned discourse |

Part II. Reading and Writing: The following paragraphs are excerpted from the article, “Evidence in support of written corrective feedback” (Bitchener, 2008) to provide you with the background of the study. Read them carefully before you answer the questions that follow. (40%)

Abstract

The extent to which ESL learners benefit from written corrective feedback has been debated at length since Truscott (1996) mounted a case for its abolition. Ten years later, the debate continues, not only because little attention has been given to testing its efficacy over time but also because studies that have investigated the issue have not always been well designed and have produced conflicting results (Ferris, 2004, 2006). This article presents the results of a 2-month study of the efficacy of written corrective feedback to 75 low intermediate international ESL students in Auckland, New Zealand. Assigned to 4 groups (direct corrective feedback, written and oral meta-linguistic explanation; direct corrective feedback and written metalinguistic explanation; direct corrective feedback only; the control group received no corrective feedback), the students produced three pieces of writing (pre-test, immediate post-test, and delayed post-test) that described what was happening in a given picture. Two functional uses of the English article system (referential indefinite “a” and referential definite “the”) were targeted in the feedback. The study found that the accuracy of students who received written corrective feedback in the immediate post-test outperformed those in the control group and that this level of performance was retained 2 months later.

Research purpose

The aim of the study was twofold: (1) to investigate whether targeted corrective feedback on ESL student writing results in improved accuracy in new pieces of writing over a 2-month period and (2) to investigate whether there is a differential effect on accuracy for different corrective feedback options. Each component of these aims was carefully selected to address the design limitations of earlier studies and thereby provide a more robust platform from which answers to both questions might be sought. Thus, the study focuses on one targeted error category (two functional uses of the English article system) rather than a myriad of error categories. Secondly, it examines longitudinally, by means of a pre-test/post-test design, the effectiveness of corrective feedback on new pieces of writing within the same genre rather than single or multiple text revisions across different genres. Thirdly, it incorporates a control group (one that does not receive corrective feedback) so that its error ratios can be compared with those of the treatment groups. Fourthly, it investigates the extent to which three under-researched

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direct feedback options, typically offered in L2 classrooms, determine accuracy performance: direct corrective feedback; direct corrective feedback plus written meta-linguistic explanation; and direct corrective feedback plus written and oral meta-linguistic explanation.

Research Questions:

1. Does accuracy in the use of two functions of the English article system vary over time?
2. Does accuracy in the use of these features vary according to the type of corrective feedback provided?

Question 1: The three tables (Table 1, 2 and 3) summarized empirical studies that argue for and against the practice of written corrective feedback (WCF) and the relative advantages of different types of feedback. Write a literature review based on the information provided in the tables. You should organize your review into two sections: studies comparing different types of corrective feedback (Table 1) and empirical studies of written corrective feedback (Table 2 & 3). Do not comment on studies one by one; instead, identify commonalities among the studies, create major themes and synthesize their findings (20%).

Table 1

Studies comparing the effectiveness of direct and indirect WCF

Study	Participants	WCF types	Duration	Most effect
Lalande (1982)	60 German FL learners (intermediate) USA university	(1) Direct error correction (2) Indirect coding and error logs kept	10 weeks	Indirect
Semke (1984)	141 German learners USA university	(1) Comments (2) Direct corrections (3) Direct corrections and comments (4) Indirect (coded) corrections	10 weeks	No difference
Robb et al. (1986)	134 EFL learners Japan college	(1) Direct corrections (2) Indirect coded feedback (3) Indirect highlighted feedback (no codes) (4) Indirect marginal feedback	1 year (34.5 contact hours)	No difference
Ferris and Helt (2000)	92 ESL learners USA university	Mix of direct, indirect (coded and uncoded); notes (marginal and end-of-text); text revision	1 semester	Indirect
Chandler (2003)	31 ESL learners Hong Kong	(1) Direct and indirect underlining (2) Error description and indirect underlining	1 semester	Direct

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Table 2

Studies without control group predicting WCF improves accuracy

Study	Participants	WCF type	Duration	Effectiveness
Lalande (1982)	60 German FL learners (intermediate) USA university	(1) Direct error correction (2) Guided learning and problem solving	10 weeks	Improvement Group 1 outperformed group 2 in post-test
Ferris (1995)	30 ESL learners USA university	Selective indirect underlining	1 semester	Improvement but inconsistent in some error categories and essays
Ferris (1997)	47 ESL learners USA university	Teacher commentary and selective indirect underlining	1 semester	Improvement
Ferris et al. (2000)	92 ESL learners USA university	Mix of direct, indirect (coded and uncoded); notes (marginal and end-of-text); text revision	1 semester	Improvement 81% accurate revision by end of semester
Chandler (2000)	30 ESL learners USA college	(1) Indirect underlining and revision (2) Indirect underlining only	1 semester	Improvement Group 2 reduced errors by one third in essay 5

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Table 3

Control group studies claiming WCF improves accuracy

Study	Participants	WCF type	Duration	Effective	Limitations
Fathman and Whalley (1990)	72 ESL learners (intermediate) USA college	(1) Indirect underlining (2) Content comment (3) Content comment and indirect underlining (4) Control	A few days	Yes Groups 1 and 3 outperformed groups 2 and 4	(1) New texts not measured; text revision only (2) Not longitudinal (3) Focus on all errors
Kepler (1991)	60 Spanish learners (intermediate) USA college	(1) Direct error correction (2) Control	1 semester	No	(1) No pre-test measurement (2) No control over journal entry length (3) No control over texts written out-of-class (4) Analytical flaws
Polio et al. (1998)	65 ESL learners USA university	(1) Error correction; editing instruction; text revision (2) Control	7 weeks	No	(1) Different instruments in post-test (journal entry v in-class essay)
Ashwell (2000)	50 EFL learners Japan university	(1) Content comment then indirect underlining and coding (2) Indirect underlining and coding then content comment (3) Mix of (1) and (2) (4) Control	1 semester	Yes Accuracy gains for groups 1-3 in draft 3	(1) New texts not measured; text revision only (2) Effect of intervening variables possible
Ferris and Roberts (2001)	72 ESL learners USA college	(1) Indirect underlining and coding (2) Indirect underlining (3) Control	1 semester	Yes Groups 1 and 2 outperformed group 3	(1) New texts not measured; text revision only

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Question 2: Based on the results and discussion in the following, summarize the findings in 200 words and discuss the pedagogical implications of the study (20%).

Results and discussion

The first research question investigated the effect of targeted corrective feedback on three pieces of writing at different times by means of an immediate post-test and a delayed post-test. Because the sphericity assumption on Mauchly's Test of Sphericity was violated, F values were corrected using the Greenhouse-Geisser adjustment. The ANOVA test revealed a significant difference in accuracy scores across the three writing tests ($F = 60.028$; $d.f. = 2$; $p = .000$). Pairwise comparisons further revealed significant differences between the pre-test and the immediate post-test scores ($p = .000$), between the pre-test and delayed post-test scores ($p = .000$) but no difference between the immediate post-test and delayed post-test scores ($p = .229$). There was a significant improvement in accuracy immediately after the treatment had been provided, and this level of accuracy was retained in the third piece of writing. This will come as a pleasing result for researchers and teachers who, despite Truscott's (1996, 1999, 2004) claims that corrective feedback should be abolished because it is ineffective, have assumed that it is facilitative of improved written accuracy and have believed that what they see as improvements in their students' writing is worth the time and effort. Having said this, it is nevertheless important to realize that a finding such as this was not the result of an unfocused, unsystematic, random treatment of diverse error difficulties. It was the result of a moderately intensive, targeted focus on two functional uses of one problematic linguistic domain for ESL learners. It should also be acknowledged that the participants in the study (international students from predominantly East Asian countries where English is most often studied as a foreign language in formal instructional settings and the focus is usually form- and structure-based as opposed to competency-based) are likely to have had some earlier instruction in the use of the targeted functions, but that their mastery or acquisition was still being established. Thus, further research is needed to determine the extent to which corrective feedback helps learners develop accuracy in the use of completely new linguistic forms and structures. The findings of this question not only indicate the immediate effect of written corrective feedback on a new piece of writing but also the extent to which the level of accuracy was retained over a 2-month period without additional corrective feedback and classroom instruction. While performance on the delayed post-test reveals the learners' level of retention, it does not mean that accuracy in this test was necessarily and only the result of the treatment provided on the day of the immediate post-test. In any longitudinal study, it is not possible to control for the effect of intervening variables such as additional instruction that may have been received outside of class time or additional self-study engaged in by highly motivated students. Theoretically, further research could investigate whether or not students receive such input by means of a self-report questionnaire or interview. An important contribution of this finding to the existing evidence in support of corrective feedback (Ashwell, 2000; Fathman & Whalley, 1990; Ferris & Roberts, 2001) is its measurement of accuracy on new pieces of writing rather than on the revision of single texts. This marks a step forward because, as Truscott (1996, 1999, 2004) and Ferris (1999, 2004) point out, the effectiveness of written corrective feedback can only be assessed when accuracy is measured on new texts. It is interesting to note that this finding is also supported by a recent SLA study (Ellis et al., 2006) of the effectiveness of oral corrective feedback. Ellis et al. investigated the effect of two types of corrective feedback on the acquisition of past tense -ed by low intermediate ESL students. One group received implicit corrective feedback in the form of recasts, a second group received explicit corrective feedback in the form of meta-linguistic explanation, and a third group, acting as the control group, received no corrective feedback. Two post-test scores revealed a clear advantage for students who received corrective feedback.

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The second research question investigated whether or not there was a differential effect on accuracy for the different treatment options. The ANOVA test revealed a statistically significant difference in accuracy scores for the four groups ($F = 5.779$; $d.f. = 3$; $p = .001$). Pairwise comparisons further revealed that the difference lay between the control group score and those of treatment groups one ($p = .002$) and three ($p = .011$) but not group two ($p = .127$). Participants in group one who received direct corrective feedback as well as written and oral meta-linguistic explanation and those in group three who received direct corrective feedback and no meta-linguistic explanation outperformed the control group who did not receive corrective feedback. Following Bitchener et al. (2005) and Sheen (2006), it was not surprising to find that students who received direct corrective feedback as well as written and oral meta-linguistic explanation outperformed those who received no corrective feedback. What was interesting and is therefore worthy of some discussion is the fact that the accuracy of group two (direct corrective feedback and written meta-linguistic explanation) was lower than that of group three (direct corrective feedback and no meta-linguistic explanation). As one considers the pre-test scores for the four groups, one might be inclined to suggest that this finding is not surprising because the mean performance of participants in group three was higher than that of group four (control group). However, a post hoc ANOVA revealed that the differences between the pre-test scores of the four groups were not statistically significant ($p = .148$). In other words, they can be considered equal. Because the targeted feature was unlikely to have been a new linguistic form, it is possible that the limited detail and the single provision of written meta-linguistic explanation may not have been sufficient for it to have had a significant effect.

In two respects, this finding makes an important contribution to earlier work. First, it corroborates the finding of Bitchener et al. (2005) who found that the addition of written and oral meta-linguistic explanation to direct corrective feedback significantly helps learners improve the accuracy of their writing. Second, it demonstrates that oral meta-linguistic explanation in the form of a clearly focused mini-lesson (30 minutes) may be as effective as the more time-consuming one-on-one conferences that were included as the oral meta-linguistic explanation in Bitchener et al. (2005). However, further research is needed to see if there is a difference in the effectiveness of the two types of oral meta-linguistic explanation and in the separation of oral and written meta-linguistic explanation and direct error correction.

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Part III. Short-answer questions: Answer the following questions in no more than 200 words each. (20%)

1. Listening consists of three basic processing phases that are simultaneous and parallel: decoding, comprehension and interpretation. Decoding involves attention, speech perception, word recognition and grammatical parsing; comprehension include activation of prior knowledge, representing propositions in short term memory and logical inference; interpretation encompasses comparison of meanings with prior expectations, activating participation frames, and evaluation of discourse meanings. Attention is a process of guiding selection of input so that intake of meaning will become more efficient. Because our working memory is quite limited both temporally and semantically, a user processing language in real time must decide continuously what to process further. Explain three conditions in which selective attention would work well for a novice listener when performing a listening task (10%).

2. One of the most enduring and fascinating issue confronting researchers of second language acquisition is why the majority of adult L2 learners are unable to reach the level of competence that they have aspired to, usually native-speaker target-language competence. The concept of fossilization has been used in the literature to explain the problem. Explain reasons why fossilization may be detrimental to adults' second language acquisition and give at least one theory that has great relevance to understanding fossilization (10%).