

同儕回饋在注重形式法之英語寫作教學上的成效

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摘要

本研究旨在探討同儕回饋在注重形式法之英語寫作教學中 是否能提昇大學生英文寫作能力，並探討注重形式教學法之同儕回饋是否可以降低寫作焦慮以及提升後設認知，再者可以減少在英文寫作過程中所犯文法錯誤。本研究採準實驗法，研究對象為大學生，以方便取樣選取四班共140人（實驗組與控制組各70人）進行注重形式教學法之同儕回饋。實驗組採同儕回饋進行為時八節課，共八百分鐘的英文寫作教學，控制組則否。主要研究工具計有：第二外語寫作焦慮量表、英文寫作後設認知量表以及文章改錯。經由量化的統計分析發現，同儕回饋有助於提昇大學生的後設認知，並對大學生的寫作焦慮有降低的作用。再者對其英文寫作成效方面，也有利於降低英文寫作中文法出錯率。

關鍵詞：注重形式教學法，同儕回饋，寫作焦慮，後設認知

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