

跨語言教法後設語言回饋對學習者在西班牙語過去時準確性的影響

摘要

許多第二語言寫作教師在批改學生寫作時，常提供給渠等書面後設語言回饋（**written metalinguistic feedback**），因他們認為此回饋方式是幫助學習者增進語言程度之基礎與必需。然而，鮮少研究結合此書面語言修正回饋方式和跨語言教法(**pedagogical translanguaging**)，來幫助學習者思考其所犯之語言錯誤，並增進其語言程度。事實上，在第二語及外語語言課室研究中已顯示：跨語言教法—意即善用學習者具備之全部語言技巧及資源，協助達成其學習語言之目的--可以提升學習者後設語言認知的能力，因跨語言教法可「軟化(**soften**) 弭平各語言之間的界限」（**Cenoz & Gorter, 2021, 第 1 頁**）。據此，本研究旨在探討結合「跨語言教法」與「書面後設語言修正回饋」兩種方式對西班牙語學習者在西語寫作時，語言正確性之影響。更明確地說，本研究旨在比較西語寫作教師在給予學習者書面後設認知語言修正回饋時，使用學習者第一語(國語)、第二語(英語)、及第三語(西語)與僅使用學習者第一語(國語)和第三語(西語)，對學習者正確使用西語 **preterite** 與 **imperfect** 兩種時態之影響。八名就讀於一班補強西語課程的臺灣籍中低級西語學習者參與為期六週之研究。在研究期間，每位學生以西語撰寫四篇文章，研究者針對其中四位學生文章中所犯的 **preterite** 與 **imperfect** 兩時態的錯誤，以三種語言(國語、英語、西語)提供書面後設語言回饋；另外四位學生文章中所犯的 **preterite** 與 **imperfect** 的錯誤，研究者則僅以兩種語言(國語及西語)提供書面後設語言回饋。研究結果顯示，雖然三語跨語言後設語言回饋與雙語跨語言後設語言回饋，均提升了學習者在使用西班牙語過去時態的準確性，但三語跨語言組表現更好。這些發現意味著，善用學習者所具備之全部語言技巧及資源，可增加渠等正確使用西班牙語過去式和過去未完成式的可行教學策略。

關鍵詞：書面後設語言修正回饋、跨語言教法、西語寫作、臺灣

The Effects of Pedagogical Translanguaging in Written Metalinguistic Feedback on Learners' Accuracy on Spanish Past Tenses

Abstract

Written metalinguistic feedback (WMF) has been commonly adopted by L2 writing instructors to help second and foreign-language learners understand their language errors and improve accuracy in their writing because this type of feedback is considered to be fundamental and essential in improving learners' language proficiency. However, there is scant knowledge about the combination of WMF and pedagogical translanguaging as a means to ease learners' reflection of language mistakes and to improve their subsequent accuracy. Research on pedagogical translanguaging, allowing the use of the full linguistic repertoire for language learning purposes, has shown promising results in enhancing learners' metalinguistic awareness by "softening boundaries between languages" (Cenoz & Gorter, 2021, p.1) in language classes. This study investigated the combined impact of pedagogical translanguaging and written metalinguistic feedback on Spanish learners' language accuracy. Specifically, this study compared (1) the effectiveness of WMF employing learners' L1, L2, and L3 with (2) that of WMF employing learners' L1 and L3. Eight Taiwanese students with low-intermediate Spanish proficiency enrolled in a remedial Spanish-as-a-foreign-language class participated in this study. Each participant composed four new pieces of writing during six weeks. Two types of their grammar errors—preterite and imperfect tenses--were treated in two different ways. Four students received trilingual WMF via Spanish, Mandarin, and English on these two targeted errors in each piece, whereas the other four students received bilingual WMF via Spanish and Mandarin on the target errors in each piece. Findings suggest that the trilingual-pedagogical-translanguaging group outperformed the bilingual-pedagogical-translanguaging group in both target structures, although both types of pedagogical translanguaging WMF improved learners' accuracy in both Spanish preterite and imperfect tenses. These findings suggest that accessing learners' full linguistic repertoire in WMF is a viable strategy to increase students' correct use of Spanish preterite and imperfect tenses.

Keywords: Written Metalinguistic Feedback, Pedagogical Translanguaging, Writing in Spanish as a Foreign Language, Taiwan