

人グループになり、プロセス・ライティングに基づいた英作文活動を行った。2回の授業で、ある1つのテーマについての英作文を、ピアレビューを用いて書いた。実験群（20名）は協同学習の基本的構成要素を組み込んだ活動に取り組んだが、統制群（20名）は基本的構成要素のいくつかを組み込まない伝統的なグループに近い形で活動を行った。6回の授業（合計3つの英文を書いた）の開始前と終了時に長濱他（2009）による協同作業への認識（協同効用、個人志向、互惠懸念）を測るアンケートを行った。また、終了時に一連の活動等に関する自己評価も行った。結果として、両群とも英語ライティングや英語学習に対する意欲は向上したが、実験群においては、学習意欲のみならず、「傾聴」や「自己開示」などの人間関係も良好になった。更に、本研究では両群の学習者の学習意欲や意識がどのように変化したのかを、自由記述のテキスト・マイニングによる分析を用いて考察していく。

Aug. 30 (Fri.) / 16:25-17:25 / 共北 25 (267)

Invited lecture

### **Implementing WAC (Writing Across the Curriculum) in EFL context: Writing-to-learn or Learning-to-write?**

Yo-An Lee (Sogang University.; ALAK)

The writing-to-learn approach is premised on the idea that writing is one of the most effective tools to enhance students' critical thinking while facilitating their problem-solving skills that are discipline-specific. This approach that uses writing as a learning tool has become prominent in North America through WAC movement, which has reformed and revolutionized higher education in the U.S. The question is whether and to what extent this principle can be applied to EFL contexts. In order for writing to be used as an instructional resource for content learning, there seems to be some threshold level of writing proficiency and composing experiences in L2. In order to explore this issue, the presentation reports four cases of WAC courses in which L2 writing in English was used for content learning. As part of a university-wide program initiated and managed by a writing center in a private university in Korea, the four WAC courses examined in this study include those offered in English, History, Business Administration and Chemistry department, respectively. The analysis is based on course syllabi, student writing samples and interviews of the instructors and students. The findings suggest that there are common features of L2 writings across the disciplines; some of the problems in these writings are something that can be addressed through systematic approaches by course instructors and programmatic supports. Educational implications will be discussed, particularly on what the course instructors, students and writing center can and should do.

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### **Teaching Literature in an EFL Context: *The Color Purple* as an Example**

Leung Yiu-nam (National Ilan University.; ETA-ROC)

Literature courses, as part of the curriculum design, have been taught to college students in Taiwan, whose major fall into the English or foreign languages and literature departments. Despite students' interest in literature courses dwindled and their motivation for learning lessened, they are still offered since a large volume of studies showed that students can enhance their English proficiency, vocabulary acquisition, cultural awareness, and critical thinking through reading and studying literature. Instructors and students, nevertheless, consider it as a challenge. As far as students are concerned, literature is difficult to comprehend due to its vocabulary, complicated structure, underlying meaning, use of rhetoric devices, remoteness from daily experience, and others. Instructors, however, harbored a different opinion and they offered this kind of course aiming at increasing students' knowledge on western literature and enhancement of their global views. A case in point is an upper division undergraduate course on "Ethnic Women Writers." Instead of dealing with mainstream writers, I chose to teach canonic literary works written by colored women writers. The focus of this course will be entirely