

가 EFL

Yoon, Kyeong-Ok & Lee, Jeong-Won. (2014). Effects of writing prompts on EFL learners' English writing performance. *Modern English Education*, 15(1), 173-194.

This study aims at investigating the effects of writing prompts on EFL learners' English writing performance. For the study, 173 college students' descriptive writing samples were collected according to the two writing prompts (bare and prose). The writing samples were scored by one native English speaker and one of the authors. The finding from the study was that the students showed significantly different English writing performance according to the writing prompts. In other words, they performed better in their English writing with the prose prompt than with the bare prompt. Besides, the students' English writing performance differed depending upon their proficiency levels. It suggests that the writing teacher needs to be attentive to providing students with a writing prompt appropriate for the purpose of writing and their writing proficiency.

[writing prompt/English writing performance/descriptive writing/
/ /]

I.

가

가

(, 2012).

(washback)

가

(Hamp-Lyons & Mathias, 1994),
 Tedick(1990) ESL
 Swales(1986) ESL Hirokawa
 Way, Joiner Seaman(2000) ESL 2
 (bare prompt), (vocabulary
 prompt), (prose model prompt) 가 가
 가 가 , 가
 가
 (, 2012), 가 ,
 가 (2013)
 가
 (Hamp-Lyons,
 1990; Kroll & Reid, 1994; Tedick, 1990; Weigle, 2002),

가

EFL

EFL

가 EFL

II.

1.

가

가

가

가

1994; Brown, 2007)

, SNS(social network service),

2009).

TOEFL, TOEIC, IELTS

가

2002).

(Brown, 2007; Paulston, 1972; Weigle,

(Raines, 1983).

Canale Swain(1980)

(heuristic)

가

(, 1994).

(reflective)

SNS

가 (Campbell, 1998).

(Hedge, 2005).

2.

가 (Lim, 2009). 가 (writing prompt)

가

(Kroll & Reid, 1994).

Kroll Reid (1994)

가

가

가 (Kroll & Reid, 1994;

Way 2, 2000; Weigle, 2002).

Kroll Reid(1994)

가

(bare prompt), (framed prompt),

(task-based or reading-based prompt)가

(open structure)”

가

Way 2 (2000)

2

가

(bare)

, (vocabulary) , (prose model) 가
, 1 .

1

Way 2 (2000)

가 ,
.

3.

ESL/EFL 가
Kroll Reid(1994) , , 가
가, ,
. Hamp-Lyons Mathias(1994)
, L1 가

Hirokawa Swales(1986) 32
. ESL

가 .

Brossell(1986) 가 .

Way 2 (2000)
330

가 (, , 15)가
가
가
가
가
가 EFL
가

(2010)

(scaffolding)

가
가
가
, Lim(2009)

Paik(2008)

, 40
가
가

(2012)

가 가

가 EFL 179

(2013) 가 (,)가 413

가 , , , , ,

가 , .

가 , , EFL

가 , 가

가 .

III.

1.

D W 1 173 , , 1

TOEIC

(, , , , ,)

6 30

가 . 6

113 , 64 (57%) 49 (43%)

가

(40 : 35.4%), (33 : 29.2%), (40 :

35.4%) 1/3

180

2.

가
 “Who am I?”가
 30 A4 가
 가 (1, 2)
).
 Model Essays 1,
 2(2005)
 “ 가
 ”() “ ?”() ,
 “ 가 가 ”() “가
 ”()

3.

가
 (holistic) (analytic)
 TWE (Weigle, 2002), 1-6
 Jacobs, Zinkgraf, Wormuth, Hartfiel Hughey
 (1981) ESL composition profile
 가 (15-30
), (5-20), (5-20), (5-20), (3-10)
 가 가
 가
 가
 10 , TESOL (editor)
 10
 (Crombach's) .707
 SPSS 12.0 , .05
 가
 가
 t-

IV.

1. 가

1)

가
 , 2 가 가
 (p = .000). 6

(, 2008; Skehan, 1998).

2

가

			<i>t</i>	<i>p</i>
가	4.088	.907	-3.931	.000
가	4.434	.825		

3

가

			<i>t</i>	<i>p</i>
가	20.204	3.345	-5.996	.000
가	26.150	2.856		
가	13.857	3.171	-6.283	.000
가	15.796	3.048		
가	13.540	3.129	-5.508	.000
가	15.044	2.338		
가	12.389	3.314	-7.261	.000
가	14.425	2.544		
가	6.673	1.598	-6.305	.000
가	7.628	1.581		

182

가 , 3
 가 (p = .000).
 , 6 가

2)

가 (40)
 가 (t = -1.715, p = .094),
 가
 4 , (33) (p
 = .008), 6 가

4

			t	p
가	4.061	.410	-2.811	.008
가	4.485	.785		

, 5 , 가
 , 가
 , 가
 (, 2012).

5

			<i>t</i>	<i>p</i>
가	23.864	1.542	-5.186	.000
가	26.591	2.486		
가	13.636	1.264	-3.244	.003
가	15.758	3.216		
가	13.258	1.710	-3.043	.005
가	14.773	2.107		
가	12.500	1.653	-5.164	.000
가	14.773	1.912		
가	6.576	0.885	-4.513	.000
가	7.727	1.511		

(40) , 6 , 가
 (*p* = .000). 6 가

6

			<i>t</i>	<i>p</i>
가	3.225	.640	-6.343	.000
가	4.063	.834		

가 , 가 (*p* = .000). 7
 가 , , , 6 가

(, 1994; Canale & Swain, 1980).

7

			<i>t</i>	<i>p</i>
가	21.125	2.037		
가	24.688	3.006	-7.048	.000
가	10.750	1.717		
가	14.375	3.289	-7.279	.000
가	10.688	1.496		
가	14.125	2.628	-10.380	.000
가	9.188	2.361		
가	13.125	2.982	-9.000	.000
가	5.250	0.954		
가	6.950	1.716	-6.911	.000

2.

1)

8

가 ($p = .002$).

8

		<i>t</i>	<i>p</i>
8.230	1.907		
8.757	1.601	-3.187	.002

가

t-

9

가 . . . ,

(Way 2 , 2000).

9

			<i>t</i>	<i>p</i>
	50.199	5.068		
	51.881	5.464	-3.918	.000
	29.381	5.116		
	31.084	5.498	-3.512	.001
	28.429	4.645		
	29.093	5.272	-1.818	.072
	25.863	5.774		
	27.655	5.760	-3.513	.001
	13.867	2.975		
	14.699	2.942	-3.656	.000

가 (*p* = .072),

가

가 (Miller, 1999).

2)

가

. . . , . . . 10

(*p* = .002). ,

가 ,

가

10

/

		<i>t</i>	<i>p</i>
9.163	1.293	-3.317	.002
9.788	1.176		

t- , 11

가 , ,

, 가
(, 2013).

,

,

가 ($t = .000, p = 1.000$).

가 .

가 . 가

(2013)

가 2

가 .

11

			<i>t</i>	<i>p</i>
	53.063	4.062		
	55.563	3.818	-3.950	.000
	32.688	3.729		
	34.250	4.090	-2.382	.022
	31.313	3.489		
	31.875	4.302	-1.013	.317
	29.688	4.244		
	30.625	4.449	-1.312	.197
	15.700	2.662		
	16.250	2.516	-1.182	.244

가
 , *t*- 가 (*p* = .029, 12).
 ,
 가 가 .

12

			<i>t</i>	<i>p</i>
	7.225	2.367		
	8.088	1.644	-2.269	.029

, 13
 가 , ,
 , , ,
 , , ,
 , , ,
 가 (11).

가 21.688
 25.313 가 3.625

13

			<i>t</i>	<i>p</i>
46.875	4.694		-3.315	.002
49.375	5.682			
25.813	4.453		-3.315	.002
28.875	5.990			
25.563	4.292		-1.975	.055
26.813	5.689			
21.688	5.500		-4.394	.000
25.313	5.861			
12.163	2.661		-3.938	.000
13.350	2.806			

V.

EFL
 가
)
 가
 (, 2008; Skehan, 1998).

가

가

가

(Miller, 1999).

가 (comprehensible input)

(Krashen, 1985).

가

(Scott, 1996; , 2008).

(Hamp-Lyons, 1990; Tedick, 1990; Weigle, 2002).

가

가

가 (, 2009; Brown, 2007; Hedge, 2005).

가
가
가
(quantitative) 가 (qualitative)
가

. (2004). , 46(2), 40-45.

. (2012).

. (1994). , 48, 171-187.

. (2010).

, 21(4), 69-91.

. (2008).

. (2013). 가

. (2009).

, (2009).

, 5(2), 243-262.

. (2012).

PS SSP가

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1
가

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:	:

*“ 가 ” .

My Best Friend

2
가

:	:
:	:

* “ 가 가 ”

My Favorite Food

My favorite food is chips. Sometimes they are called French fries. I do not have them very often because my mother says that they are not very healthy. They contain too much fat and salt. I sometimes buy and eat them at a fast food restaurant. But oven chips are healthier. My mom sometimes cooks them for my sister and me. They have less fat in them. I have oven chips for tea as a treat. I usually have them with fish fingers. I put tomato ketchup on them. I often have peas with them.

My favorite food is not very healthy so I do not have them very often. I eat them mostly on special occasions, for example when I go to the beach with my family. That’s why I love going to the beach!

My Favorite Food

(Examples in): English

가 (Applicable Languages): English

가 (Applicable Levels): Secondary/College

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Received 12 December 2013

Revised 5 February 2014

Accepted 18 February 2014