

## 體裁與學術寫作：英語教學課堂研究

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### 摘 要

過程寫作(process writing)在近二十幾年來已經成為第二外語(L2)寫作的主流教學法。為了讓成品寫作法(product approach)拘泥於形式的教學方式轉變為重視寫作本身的複雜過程，研究者借助認知心理學和第一語言(L1)寫作的技巧與理論，使我們更加瞭解寫作的本質以及如何教授寫作。過程寫作法雖然在過去的三十幾年來一直是深具影響力的教學法，但也有其批評者。反對者認為過程寫作法未能考量到寫作者本身以外的力量，而這些力量卻能幫助寫作者認清寫作的目的、建立因果關係、進而完成佳作。體裁寫作法(genre approach)提供了一個能補足過程寫作法不足之教學架構。它能夠提供學生語言在不同的社會情境下如何運用的明確與系統化的解釋。在本研究中，我們探討了在以英語作為外語(EFL)的寫作教室裡，實施整合體裁與過程寫作教學法之後，這些研究對象對於該教學法的感想，對於不同體裁之認知，以及他們在撰寫體裁時所面臨的問題。

關鍵詞：體裁、過程式寫作、寫作教學法、英語作為外語之寫作教學

## **Genre and Academic Writing: An EFL Classroom Study**

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### **Abstract**

Process writing has been the dominant approach to L2 writing in the last part of the 20th century. To transform formal views of product approaches to writing instruction and give prominence to the complexity of the writing process itself, proponents borrowed the techniques and theories of cognitive psychology and L1 composition to refine the ways we understand and teach writing. While remaining the influential pedagogical orthodoxy for over 30 years, however, process approaches have often been criticized for failing to consider the forces outside the individual which help guide purposes, establish relationships, and ultimately shape writing. Genre-based approaches to instruction aim to address this deficit by offering students explicit and systematic explanations of the ways language functions in social contexts. In this article, we report on the introduction of a genre-based approach into writing instruction and the problems Taiwanese university students encounter when they deal with a range of non-fiction genres in a process-genre integrated EFL writing classroom.

**Key Words:** genre, process writing, writing pedagogy, EFL writing instruction