

## 評估學生對整合式英語寫作教學法之態度

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### 摘 要

成果、過程、以及體裁寫作法一直是教授以英語作為母語和第二語言學習者的主流寫作教學法。儘管這些教學法的擁護者互相批評對方的缺失，直到今日它們對英語為第二語言或外語的寫作教材與課堂教學依然影響深遠。本研究是以就讀國立高雄第一科技大學主修英語的臺灣學生為研究對象，探討這些學生對包含成果、過程、以及體裁寫作法相對優點的整合式英語寫作教學法之態度。資料蒐集的方法是讓參與研究的十六名學生填寫一份表明意見或態度的問卷。為了掌握學生對整合式英語寫作教學法的態度與教學時間進行的互動關係，填寫問卷的時間是上、下學期各兩次。該問卷共列出二十六項整合式英語寫作教學法的相關說明；學生們可以從滿意程度七分法的里克特量表選出他們滿意或不滿意的程度。資料分析的結果顯示：就整體來說，學生們對整合式英語寫作教學法運用在以英語作為外語的寫作教室中的成效抱持滿意的態度。同時，研究的結果也證實整合成果、過程、以及體裁寫作法相對優點的寫作教學法實行在以英語作為外語的寫作教室之可行性。

**關鍵詞：**成果寫作法、過程寫作法、體裁寫作法、以英語作為外語寫作教室

## **Assessing Student Attitudes toward the Integrated Approach to EFL Writing Instruction**

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### **Abstract**

Product, process, and genre approaches have dominated much of the teaching of English L1 and L2 writing. Although these pedagogical approaches have often been pitted against one another, all three continue to exert influence on ESL/EFL writing materials and classroom practices today. The present study aimed for a group of Taiwanese students who came to major in English at National Kaohsiung First University of Science and Technology, seeking to examine what attitudes they had toward the proposed approach to EFL writing instruction that incorporated the relative merits of the product, process, and genre approaches. Data were collected from a 26-statement, 7-point Likert scaled questionnaire distributed to the 16 students twice a semester for two semesters to monitor their changing attitudes toward the effectiveness of the integrated approach to writing instruction. Data analysis indicated that the students, overall, were satisfied with the application of the integrated approach to writing instruction in the classroom. Data analysis also confirmed the viability of integrating the relative merits of the product, process, and genre approaches in the teaching of writing in an EFL classroom.

**Keywords:** Product approach, Process approach, Genre approach, EFL writing classroom

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