

## 台灣技職院校英文寫作老師的專業發展需求

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### 摘要

本研究旨在了解台灣技職院校英文寫作老師的專業發展需求。筆者設計了一份問卷並將此問卷郵寄給全國 370 位任教於各技職院校四技部的英文寫作教師。本問卷有效回收率為 17% (63 份)。分析問卷後發現，將近一半的問卷填答者表示，他們的工作單位，定期舉辦寫作老師協調會或相關會議。而協助填答問卷的老師表示，他們需要更多方面的資源與協助（如提供寫作軟體或能力分班），以俾更順利進行英文寫作教學。他們亦希望能增進對於「提供寫作回饋」、「活動設計」與「科技融入寫作教學」等議題的了解，而本研究亦發現，這群寫作教師較願意參與「工作坊」、「研討會」與「教師讀書會」等活動，以增進他們的專業素養，並與同儕進行交流。本文結尾對於台灣技職院校英文寫作老師專業發展的相關研究，提供相關建議。

**關鍵字：**技職院校英文寫作老師、專業發展需求、寫作回饋、科技融入寫作教學

## **Professional Development Needs of English Writing Teachers in Technological Universities and Colleges in Taiwan**

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### **Abstract**

This study was motivated by a practical concern to understand the professional development needs of writing teachers teaching in four-year programs in technological universities and colleges in Taiwan. A questionnaire was designed by the researcher and served as the main instrument for this survey study. A total of 370 copies of the questionnaire were sent out to the writing teachers teaching in 56 technological universities and colleges in Taiwan, and 63 returned copies were rendered as valid (17% of all copies sent). Results indicated that although about half of the respondents replied that there was a writing coordinator or some sort of coordination mechanism in their departments, teachers still hoped that more support in a wide array of areas could be in place to help them teach. The top three areas writing teachers would like to improve on were (1) providing feedback on student writing; (2) activity design; and (3) integration of technology into writing instruction. The top three professional development activities writing teachers were willing to join were (1) workshop; (2) conference; and (3) study group. This study concludes by offering a few directions to further the research on writing teachers' professional development.

**Key words:** English writing teachers in technological universities and colleges, professional development needs, writing feedback, integration of technology into writing instruction