

技術學院學生英文寫作策略之探討

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摘 要

台灣技職院校學生大多數英文能力普遍低落，更遑論其寫作能力。本研究旨在探討技術學院學生英文寫作學習策略為何，並發現學生在策略使用上之問題。共106位於北、南台灣主修應用外語系的技術學院學生參與此項研究。本研究依據Oxford學習策略分類設計一份問卷並用來取得學生於寫作學習時策略的使用。結果顯示技術學院學生學習策略之使用頻率為中等頻繁。補償策略使用為最頻繁，而情意策略使用最為不頻繁。其中，認知策略可以提昇後設認知策略的使用。而從最頻繁及最不頻繁使用的策略發現，技術學院學生英文寫作學習較為保守。深入探討其策略使用後，發現學生在寫作時相當注重寫作之適切性及讀寫之互惠關係。最後，本研究根據結果提出教學建議。

關鍵詞：英文寫作技能、寫作策略、技術學院學生

An Investigation into Technological College Student Writers' English Writing Strategy Uses

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Abstract

Technological college students' English performances were generally poor, not to mention their writing skills. The purpose of the study is to explore technological college students' learning strategies in English writing skill and to find out the problems of student writers' strategy uses. The 106 technological college students majoring in Applied English in northern and southern Taiwan participated in this study. A questionnaire designed based on Oxford's classification of learning strategies were used to elicit students' strategy uses in the writing skill. Results indicated that technological college student writers' learning strategies were medium use. Compensation strategies were used most frequently; affective ones, least frequently. Among all, cognitive strategies could most significantly promote the use of metacognitive ones. Based on the strategies which were used most and least frequently, technological college students' learning in the English writing skill was found to be more conservative. A further exploration of strategy uses revealed that students emphasized more the appropriateness in the writing process as well as the reciprocity between reading and writing skills. Finally, pedagogical implications were propounded based on the results in the current study.

Keywords: English writing skills, writing strategies, technological college students