

## **Introduction**

### **Problem Statement**

Taiwanese college students' poor English writing could be preliminarily proven by their English writing grades in Joint Entrance Exam of College in that most students cannot produce grammatical sentences or spell accurate vocabulary (Li, 2004; Liao, 2004). Besides, in the entrance examination of two-year senior college, the way to examine students' writing skill is only in multiple-choice format. However, as Hughes (2003) pointed out that the best way to test people's writing was to get them to write. Owing to the washback, students are just eager to choose the right answers in the four choices instead of thinking how to write.

The authority concerned in vocational education has focused more on how to develop students' professional knowledge. Although the teaching of English for Specific Purpose (ESP) is always promoted in vocational education, it is still very difficult for them to reach the balance between learning English and obtaining professional skills. In terms of English performance, writing is always regarded as the most difficult part among four language skills because it involves complicated mental processes, such as analysis, synthesis and evaluation. In the viewpoint of writing process, there were stages including prewriting, drafting, revising, editing and publishing (Tompkins, 2004). Nevertheless, the importance of writing skill cannot be overemphasized in that while Taiwan joined the World Trade Organization, writing performance has already been the essential communicative tool for companies that desire to march toward globalization because of the sudden influx of the foreign documents and information into domestic corporations.

Many studies have showed that language learners could benefit from the use of learning strategy (e.g. Chen & Cheng, 2009; Dreyer & Oxford, 1996; Green & Oxford, 1995; Huang, 2008; Park, 1997; Sheorey, 1999; Wharton, 2000, to name but a few). Thus, students should put great emphases on learning strategy in their English class. However, since the early time, Rubin (1975) pointed out that English students were just eager to find out answers to accurately respond to teachers' questions in the classrooms, brushing aside the learning process outside classrooms. It seems that students intend to ignore the

importance of strategy uses while learning English. Moreover, this phenomenon seems to be worse especially in the learning of ESP (Hutchinson & Waters, 1999).

Since learning strategies could promote the learning of listening, speaking, reading and writing skills, various studies were conducted to examine what learning strategies were used accordingly. Some studies about learning strategies used by English as a Foreign Language (EFL) learners had showed that students used compensation strategies most frequently (Hong & Huang, 1998; Teng, 1999). According to Hong and Huang (1998), compensation strategies were frequently used by EFL college students in the first semester of university study. Teng (1999) also found that compensation strategies were used most frequently and social strategies were least frequently used. Even in different learning contexts, there was still a difference among learners' frequency of learning strategy use. According to Jiang and Liao (2006), they discovered that English majors in Taiwan took the advantage of affective and social strategies most frequently, contradictory from results in previous studies in EFL contexts. Additionally, a study conducted by Griffiths and Parr (2001) also indicated that English as Second Language (ESL) learners in colleges used social strategies most frequently.

College students were always poor at English writing (Liao, 2004). Hence, the condition in which certain strategies were used might offer writing instructors some understandings toward writers' strategy use to help their learning. Feng (1995) indicated that EFL students tended to use cognitive strategies most frequently to complete their writing tasks. In general, students preferred direct learning strategies to indirect ones. According to Leki (1995), ESL learners changed their current strategy use when they could not reach desired results on writing or writing instructors' demands. Besides, EFL learners majoring in business considered English writing just as a translation process so they focused more on translation and dictionary use while writing English (Wu, 2003).

Technological college students have more demands to apply English to their workplace but as a whole, their English proficiency is poor, not to mention their English writing skills. In addition, much research about learning strategies for receptive skills including reading and listening abilities had been done but relatively little research about

learning strategies for productive skills such as writing and speaking abilities had been conducted (Lam & Wong, 2000). Hence, the study to understand ESP writers' learning strategy use is worth exploring.

### **Purpose of the Study**

The purpose of the study is to examine what strategies are used by ESP students to learn English writing. The study examines in detail what strategies learners employed in order to better understand their English writing learning. The findings of this study could apprise ESP writing researchers and instructors of students' overall learning strategy uses. Researchers and instructors could adopt the results to adjust their teaching styles to propel learners to learn writing more successfully.

To fulfill the above-mentioned purpose of the study, quantitative and qualitative research instruments were used to answer the following research questions.

1. What are technological college student writers' overall strategy uses?
2. What and how specific writing strategies do technological college students use?

### **Methodology**

#### **Participants**

The study recruited 106 participants. They were students majoring in Applied Foreign Languages in a technological college in northern and southern Taiwan respectively. Before entering the college, these participants had sat for an entrance exam of colleges of technology to be screened out in pursuit of advanced academic studies. This corroborated participants' homogeneity in the current study.

#### **Research Instruments**

According to Oxford (1990), learning strategies were divided into two major categories including direct and indirect strategies. In direct strategies, there are memory, cognitive and compensation groups; indirect strategies consist of metacognitive, affective and social groups. The study developed a 45-item questionnaire for writing strategies based on Oxford's category of learning strategy use. A questionnaire developed in the current study was to evaluate students' frequency of writing strategy use with Likert Scales from 1 to 5. A Chinese translation of the instrument was used to make sure of participants'

awareness of item description in the questionnaire (See Appendix). In addition, the Chinese-version questionnaire was checked for usage from native Chinese-speaking professors in the field of English teaching. After designing the questionnaire, the researcher conducted a pretest to obtain some revising suggestions from the participants in the pretest who had the same educational backgrounds as those in the current study. After the pretest, the 45 items of the questionnaire were all retained. Some redundant statements which might obscure students' understandings were revised. Since the questionnaire was designed based on strategy applications listed according to each of four language skills from Oxford, content validity was ensured.

Cronbach alpha coefficients between .70 and .98 are regarded as high reliability. Besides, coefficients below .35 are viewed as low reliability and should be rejected (Wortzel, 1979). After administering questionnaires to the participants in the current study, the study used Cronbach alpha procedure to gain the reliability coefficients. In the six groups of learning strategies, data collected from cognitive and metacognitive and affective strategies are highly reliable. Data from memory, compensation, and social strategies are moderately reliable. The reliability coefficients of categories of direct and indirect strategies yielded .87 and .84 respectively. The overall reliability coefficient was .90, indicating that the data collected in the current study was very reliable. Reliability coefficients were listed in Table 1.

Table 1. *Cronbach Alpha Reliability Coefficients in the Current Study*

Strategies	Reliability coefficient	Reliability coefficient	Reliability coefficient
Direct		.87	
Memory	.62		
Cognitive	.84		
Compensation	.60		
Indirect		.84	
Metacognitive	.74		

Affective	.71		
Social	.61		
Overall			.90

As to the qualitative part, unstructured interviews were conducted to further understand how ESP students craft English writing. Hence, interview questions were not set in advance. To avoid the misunderstandings during interviews, participants were requested to express in Chinese as clearly as possible how they craft English writing based on previous writing experiences.

### Research Procedure

The researcher gained the professor's and learners' permissions to administer questionnaires in a technological college in southern Taiwan. Meanwhile, the researcher's assistant was also permitted to conduct a survey study in a technological college in northern Taiwan. Students who were reluctant to participate in the study had the right not to fill in questionnaires. Then, the participants were requested to write the response (1, 2, 3, 4, or 5) that indicated how frequently they used writing strategies to learn writings. After collecting students' questionnaires regarding learning strategy use, the researcher started calculating students' overall frequency of learning strategy use within 5 points. As for interviews, there were 9 interviewees randomly sampled from participants in the current study. Interviewees were asked to state how they used strategies to learn writing skills. Contents of interviews were tape-recorded and transcribed by the researcher.

Data collected were analyzed quantitatively according to the order of research questions propounded in Introduction. For the research question 1, the frequency was run to understand the situation of student writers' learning strategy uses. In addition, paired-sample t test and post hoc multiple comparison test was used to attest whether there were significant differences among students' frequency of each learning strategy. The Pearson correlation procedure was performed to know how strategies correlated with each other. For the research question 2, the frequency was used to sort out the strategies used most and least frequently in terms of memory, cognitive, compensation, metacognitive,

affective and social strategies. Additionally, interviews were used to depict writers' writing strategies in details. The current study attempted to comprehend the characteristics of writing strategy uses among ESP learners in technological colleges.

## Results

### What are technological college student writers' overall strategy uses?

As for the research question 1, the study used frequency to depict how frequently learning strategies were used by college students. The range of means from minimum of 2.3 to maximum of 4.4 revealed that participants' uses of strategies varied immensely. In addition, the mean (3.2) of overall learning strategies indicated that participants' learning strategies in the current study were approximately medium use.

Table 2. *The Frequency of Overall Learning Strategy Use*

	Min.	Max.	Mean	SD.
Overall learning strategy	2.3	4.4	3.2	.40

Paired-sample *t* test was used to examine whether there was a significant difference between the frequencies of direct and indirect strategies. The means of 3.5 showed that learners' direct learning strategies were roughly high use; the means of 2.9 revealed that indirect learning strategies were about medium use. Furthermore, the use of direct learning strategies was significantly more frequent than that of indirect ones.

Table 3. *The Comparison between Direct and Indirect Learning Strategy Use*

Strategies	Mean	SD.	<i>t</i> value	<i>p</i> value
Direct	3.5	.47		
Indirect	2.9	.45		
Direct vs. Indirect	.55	.45	12.7**	.000

Of the learning strategies, the order of the strategy use (from the most to the least frequently used strategies) could be indicated by the means of the frequency: compensation strategies with 3.8, cognitive strategies with 3.4, memory strategies with 3.3, social strategies with 3.2, metacognitive strategies with 3.0 and affective strategies with 2.5.

Moreover, repeated measure one-way ANOVA showed significant differences of frequency among these six strategies ( $F=87.36$ ,  $p<.05$ ). Post hoc comparisons further revealed compensation strategies were used most frequently; affective ones, least frequently.

Table 4. *The Multiple Comparisons among Six-group Learning Strategy Use*

Strategies		Mean	SD.	Mean difference	p value
Memory		3.3	.64		
Cognitive		3.4	.54		
Compensation		3.8	.57		
Metacognitive		3.0	.54		
Affective		2.5	.54		
Social		3.2	.59		
Memory	Cognitive			-.12*	.020
	Compensation			-.50**	.000
	Metacognitive			.22**	.001
	Affective			.72**	.000
	Social			.09	.197
Cognitive	Compensation			-.38**	.000
	Metacognitive			.34**	.000
	Affective			.84**	.000
	Social			.22**	.000
Compensation	Metacognitive			.72**	.000
	Affective			1.22**	.000
	Social			.59**	.000
Metacognitive	Affective			.50**	.000
	Social			-.13*	.027
Affective	Social			-.63**	.000

Note. \*Difference is significant at the 0.05 level (2-tailed)

\*\*Difference is significant at the 0.01 level (2-tailed)

Since Oxford (1990) indicated that six strategy groups are capable of supporting one another, Product-moment correlation was performed to examine whether ESP writers' six-group strategy uses could still connect with one another. In the following figure, significant relationships were found in most pairs of correlations. Among all, cognitive strategies correlated most significantly with metacognitive ones. Compensation strategies

related least significantly to social ones. Nonetheless, the relationship between compensation and affective strategies failed to reach the significant level.

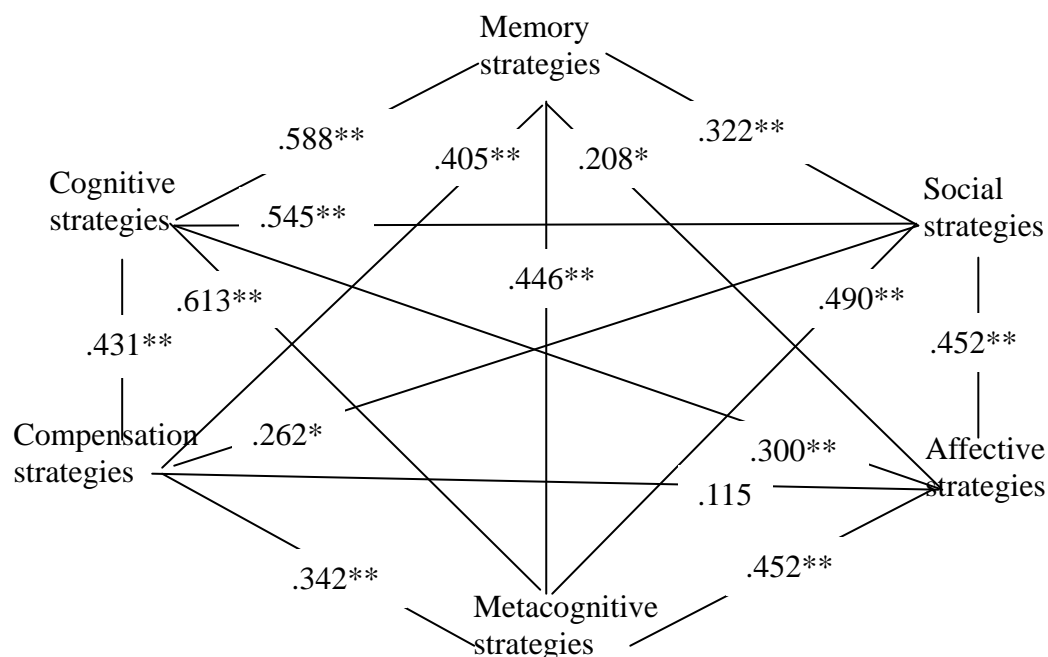


Figure 1. Interrelationships among the six-group strategy uses by ESP writers

Note. \*Correlation is significant at the 0.05 level (2-tailed)

\*\*Correlation is significant at the 0.01 level (2-tailed)

### What and how specific writing strategies do technological college students use?

For the research question 2, strategies which were used most and least frequently in each strategy group were sorted out by running descriptive statistical techniques. The most frequent strategies used by technological college student writers are as follows: using reference materials, using resources to write, using simpler different ones, rereading and revising writing, making positive statements to be confident, and consulting with proficient writers. As for strategies used least frequently by ESP writers, they are reviewing writing at regular intervals, writing a summary, making up words to gain the intended meaning, setting a deadline to reach writing achievement, using laughter to decrease pressure,



knowing readers' thoughts and feelings. The following Table 5 and 6 clearly depicted the most and least frequently used strategies in memory, cognitive, compensation, metacognitive, affective and social groups.

Table 5. *The Most Frequently Used Learning Strategies in Each Group of Strategy*

Item description	Mean	SD.
<i>Memory strategy</i>		
While learning writing, I use some reference materials to help my learning.	3.7	.98
<i>Cognitive strategy</i>		
I use resources (ex: dictionary, grammar book or something related to the topic I will write) to write.	4.3	.78
<i>Compensation strategy</i>		
When I cannot write difficult sentences, I use simpler, less precise, or slightly different ones.	4.1	.74
<i>Metacognitive strategy</i>		
After writing, I reread my writing to find out whether there is an inappropriate construction or vocabulary and revise it.	3.7	.96
<i>Affective strategy</i>		
Before, during and after writing, I make positive statement to encourage myself to be confident.	3.1	.96
<i>Social strategy</i>		
While writing, I consult with proficient writers to enhance my writing.	3.6	.89

Table 6. *The Least Frequently Used Learning Strategies in Each Group of Strategy*

Item description	Mean	SD.
<i>Memory strategy</i>		
After writing, I review my writing at regular intervals.	2.7	.98
<i>Cognitive strategy</i>		
I write a summary for a longer passage to practice writing.	2.3	1.0
<i>Compensation strategy</i>		
When I encounter a word I do not know how to express in my writing, I make up my own word to gain the meaning.	3.2	1.0
<i>Metacognitive strategy</i>		
While writing, I set a deadline and expect to reach some writing achievement in the period of time.	2.7	1.0
<i>Affective strategy</i>		
Before writing, I use laughter to decrease my pressure.	1.8	.87

<i>Social strategy</i>		
I am aware of my readers' thoughts and feeling while writing.	2.8	.94

Furthermore, unstructured interviews were conducted to find out how ESP students craft English writing. Results of interviews revealed two aspects as follows: judgments of writing tasks and associations between reading and writing. In terms of judgments of writing tasks, ESP writers tended to gauge the writing tasks where they were engaged in advance and then determined what vocabulary or sentences were appropriate to use, as shown in the following examples.

I will understand and analyze the structure of the essay I am going to craft first. Then, I will see whether the meaning of the sentence is suitable for the essay or not.  
(Interviewee 2)

Some words are formal and some are colloquial. When you are writing, it is not appropriate to use colloquial words. However, if I am writing a draft, I will think it is ok to use informal word. Sometimes I can't figure out any writing ideas. I will think in Chinese ways to brainstorm ideas first and then revise them to become more English-like. (Interview 4)

I will use translation skills to write my essays, depending on the writing context I am going to get involved in. Since words have positive and negative meanings, I will examine the whole writing structures to see whether the word I used is appropriate or not. Besides, I think it is not good to use the same word too many times. I will try to avoid the situation. (Interviewee 6)

When I apply translation skills in my writings, I will judge the association among sentences in the writing topic first to see whether these sentences I used is proper or not. (Interviewee 8)

In the viewpoint of associations between reading and writing, since ESP writers realized the reciprocal relationship between reading and writing skills, they attempted to lay more emphasis on the reading skill before or during writing processes. Following excerpts showed the tendency.

Before writing, I will read articles related to the topic I will write. That will help me brainstorm many writing ideas concerning the topic. (Interviewee 3)

I think ideas are the most important in English writing because no matter how well your English is, if you don't have any idea for the topic, you still can't write anything. Thus, I will read some Chinese articles first to gather some ideas. Then I will transfer other ideas into mine. (Interviewee 4)

I will surf the Internet to read articles or news posted in foreign websites to see the use of sentence structures if I plan to write an English essay. (Interviewee 5)

I will collect and read the reading part in TOEFL and TOEIC, thinking over the writing structure. (Interviewee 7)

## **Discussion and Conclusions**

### **Frequency of Strategy Uses**

Technological college students' frequencies of learning strategies are approximately medium use. Direct strategies are used more significantly frequently than indirect ones. The reason is that most ESP learners focus more on how to store and use information, how to practice, receive and deliver information, as well as how to understand information under the condition of insufficient language proficiency. Among all, compensation strategies are used most frequently but affective strategies are least frequently used. This pointed out that ESP writers are preoccupied on how to cope with their insufficient English

proficiency and ignored their affective aspects such as emotion, attitude, motivation and so forth.

The phenomenon of ESP writers' most frequent uses of compensation strategies confirms the conclusions made by Hong and Huang's (1998), and Teng's (1999) studies which indicated that compensation strategies were used most frequently by non-English majors. However, the above-mentioned conclusions are contradictory to Griffiths and Parr's (2001), and Jiang and Liao's (2006) findings that social strategies were used most frequently, and in particular, Feng's (1995) direct evidence that EFL writers preferred to use cognitive strategies more frequently. The reason might be that owing to the complexity of English writing skill, ESP students under vocational education are not proficient in writing so they have to frequently employ compensation strategies to make up the lack of their language proficiency. Similar to non-English majors who need to bridge the gap between the language they have already known and the language they want to express, ESP writing is a more challenging task.

Significant correlations are found among six-group strategies except the association between compensation and affective strategies. This might be because ESP learners could not comprehend the reciprocity between compensation and affective strategy uses. While ESP learners deal with their insufficient English writing proficiency, they fail to notice their affective domains. The most significant correlation between cognitive and metacognitive strategies reveals that while ESP writers utilize their mental process to learn, they would simultaneously notice the monitoring of their learning experiences. The result also parallels Huang and Tsay's (2009) findings that cognitive and metacognitive strategies were highly associated in productive language skills. Cognitive and metacognitive strategies should be regarded as crucial factors in students' learning of English writing (Brown & Palinscar, 1982; Tsai, 2004). ESP writers in the current study tend to realize the reciprocal association.

### **Descriptions of Strategy Uses**

The most frequent strategies used by technological college students are as follows: using mechanical techniques, using resources for receiving and sending messages,

adjusting or approximating the message, self-monitoring, making positive statements, cooperating with proficient users of the new language. As for strategies used least frequently by ESP writers, they are structured reviewing, summarizing, coining words, setting goals and objectives, using laughter, becoming aware of readers' thoughts and feelings. This reveals that ESP writers confine their strategy uses to more traditional ways such as mechanical or drill learning. They act as less skilled writers and tend to be more conservative learner, failing to utilize skilled writers' strategies which entail more complicated mental processing such as writing a summary, making up words, understanding readers' needs and others (Chang & You, 2008). This also signifies that writing instruction in current ESP education might be mainly lecture-oriented. Students are used to learning writing skills under such conventional teaching ways.

Before writing, technological college students will think over which vocabulary and sentence uses are suitable for the topic they are going to write. This indicates that ESP learners intend to make some writing preparations ahead and have the sense of appropriateness in the writing process. As Leki (1995) mentioned that ESL writers tend to take advantage of proper strategies in various writing tasks they are engaged in, ESP learners in the EFL context also seem to possess similar features. Additionally, ESP learners' attention to the relationship between reading and writing reconfirms the significant role of reading skill in the writing procedure as previous writing scholars have pointed out the importance of reading. This might be attributed to writing instructors and researchers' efforts to promote the audience's value in the field of the second language writing instruction and learning. Students have been taught to emphasize reading skills while writing. However, one of the least frequently used strategies yield in quantitative results of the current study is to comprehend readers' opinions. This discrepancy reveals that ESP learners might merely realize the reciprocity between reading and writing skills, but fail to really know readers' thoughts on writing.

### **Pedagogical Implications**

Because of the understanding of students' learning strategy uses, instructions integrated with learning strategies are called for. Strategy-based instruction (SBI) or learner

strategy training, if practiced and designed well in the classroom with the mutual cooperation between teachers and learners, could maximize the effects of learning strategies to ameliorate students' learning (Cohen, 2003). Thus, because of learning strategies which have been successfully integrated into language teaching (e.g. Brown, 2001; Cohen, 1998; McDonough, 1999; Oxford, 1990), the study suggests that the writing strategy training taken technological college students' problems of strategy uses into considerations should be creatively developed. Based on the results of the current study, some pedagogical implications are propounded as follows:

1. While designing the curriculum of strategy training, instructors should take students' affective field into account. For example, instructors could create relaxing atmospheres for student to write or ask students to write some funny topics to share with each other as opposed to considering writing as a serious task.
2. Instructions with the combination of cognitive and metacognitive strategies could be designed to facilitate students' learning. For instance, while instructing the writing structure, teachers could request students to self evaluate how much they have understood and brainstorm ideas to be put into the structure.
3. Instructors should encourage students to utilize strategies they seldom use and promote strategies which need complex mental processing. For example, instructors could teach students summary skills and ask them to practice summarizing articles they read or points teachers mention in class.
4. Teachers could instruct students how to understand readers' opinions. For instance, teachers could suggest students' sharing writings with their friends and asking readers to give opinions.

### **Suggestions for Future Studies**

Since every study has its limitations, the following suggestions for the future studies are also proposed. Firstly, because most participants in the current study are females, the present study suggests that more participants with the equal numbers of males and females be invited to participate in the future studies to compendiously delineate the situation of ESP writers' learning strategy uses. Last but not least, it is always insufficient to use one or

two research instruments to conduct strategy studies. Hence, other qualitative research instruments such as think-aloud protocols, diary studies, and other methods could be utilized to more precisely elicit students' learning strategy uses.

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*and Second Language: Taiwanese junior college business-major students studying English*. [Abstract]. Dissertation, The University of Texas at Austin, Texas, United States. No. 765199871. Retrieved December 3, 2005, from <http://proquest.umi.com/pqdweb?did=765199871&Fmt=2&clientId=23843&RQT=309&VName=PQD>

## Appendix

### 寫作學習策略問卷

各位親愛的同學，您好！

首先感謝您填寫這份問卷。這份問卷是為了要了解您學習英文寫作的狀況，答案沒有對與錯，請同學依照自己的學習狀況作答，感激不盡！

從來沒有，或幾乎沒有	通常沒有	有時候有	通常有	總是有或幾乎都有
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#### 第一部分

- |                                |   |   |   |   |   |
|--------------------------------|---|---|---|---|---|
| 01、當我寫作時，我會運用最近所學過的單字在我的英文文章裡。 | 1 | 2 | 3 | 4 | 5 |
| 02、我會用英文寫下單字的定義來解釋其意思。         | 1 | 2 | 3 | 4 | 5 |
| 03、寫作過後，我會定期檢查我所寫的東西。          | 1 | 2 | 3 | 4 | 5 |
| 04、當我學習英文寫作時，我會參考一些書籍來幫助我的學習。  | 1 | 2 | 3 | 4 | 5 |

#### 第二部分

- |  |   |   |   |   |   |
|--|---|---|---|---|---|
| 05、我會仿效英語人士的英文寫作方式來學習。                   | 1 | 2 | 3 | 4 | 5 |
| 06、我會以英文為思考模式來學習英文寫作。                    | 1 | 2 | 3 | 4 | 5 |
| 07、當我寫作時，我會運用英文片語來寫作。                    | 1 | 2 | 3 | 4 | 5 |
| 08、我會在英文寫作裡運用已學會的英文句子表達。                 | 1 | 2 | 3 | 4 | 5 |
| 09、我會在真實的寫作環境裡來練習英文寫作(例如用英文寫信給朋友)。       | 1 | 2 | 3 | 4 | 5 |
| 10、我會運用一些資源(例如字典、文法書或與寫作題材相關的資料)來完成英文寫作。 | 1 | 2 | 3 | 4 | 5 |
| 11、學習寫作時，我會分析英文寫作的結構(例如指出主題句)。           | 1 | 2 | 3 | 4 | 5 |
| 12、我會使用翻譯技巧來幫助我完成英文寫作。                   | 1 | 2 | 3 | 4 | 5 |

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

13、我會運用過去的寫作經驗來完成英文寫作。	1	2	3	4	5
14、在課堂中，我會運用英文記筆記的方式來練習寫作。	1	2	3	4	5
15、我會將一篇較長的文章寫成摘要來練習英文寫作。	1	2	3	4	5
16、在課堂中，我會標示出有關英文寫作的重點 (例如單字、文法重點、文化觀念…等等)。	1	2	3	4	5
	從來沒有， 或幾乎沒有	通常沒有	有時候有	通常有	總是有或幾乎都有
第三部分					
17、英文寫作時，我會選擇我可以表現較好的主題來寫作。	1	2	3	4	5
18、當我無法寫出艱澀的英文句子時，我會使用較簡單的句子來代替。	1	2	3	4	5
19、當我遇到我不知如何在英文寫作表達的單字時，我會用自己創造的字詞來表達其意思。	1	2	3	4	5
20、英文寫作時，我會使用同義字來表達我的意思。	1	2	3	4	5
第四部分					
21、我會利用腦力激盪的方式來激發寫作想法並擴展其想法成為將來英文寫作時的準備工作。	1	2	3	4	5
22、寫作前，我會事先決定在有限的時間裡去著重英文寫作的某一方面(例如：文法、單字、句型結構)。	1	2	3	4	5
23、寫作後，我會和其它人討論來詢問英文寫作時所遭遇的問題，且互相分享已經試過而有效率的策略。	1	2	3	4	5
24、我會利用筆記本來寫下新的英文表達句並將其組織以備不時之需。	1	2	3	4	5
25、寫作前，我會設定英文寫作時限並期許在這一段時間裡達到某種成就。	1	2	3	4	5
26、寫作時，我會將英文寫作的種類和讀者的需求列入考量。	1	2	3	4	5
27、寫作前，我會計畫英文寫作步驟來獲得所需要的資料。	1	2	3	4	5
28、我會尋求機會來練習英文寫作(例如在 MSN 上和朋友用英文聊天)。	1	2	3	4	5
29、寫作後，我會重新閱讀英文作文找出是否有不適合的結構或單字，並加以修改。	1	2	3	4	5
30、我會檢查我的英文寫作並在一段時間後評量其進步。	1	2	3	4	5

	從來沒有， 或幾乎沒有	通常沒有	有時候有	通常有	總是有或幾乎都有
第五部分					
31、我會採用漸進式放鬆、深呼吸或沈思的方式來幫助我的英文寫作。	1	2	3	4	5
32、英文寫作前，我會藉由聽音樂來讓我放鬆。	1	2	3	4	5
33、英文寫作前，我會藉由看笑話來放鬆自己。	1	2	3	4	5
34、英文寫作時，我不在意犯錯。	1	2	3	4	5
35、在英文寫作過程中，我會運用正面的評論來增加我的自信心。	1	2	3	4	5
36、完成英文寫作後，我會獎賞我自己。	1	2	3	4	5
37、英文寫作前，如果覺得緊張，我會去做一些減低我緊張的事情。	1	2	3	4	5
38、為了使我的寫作更好，我會使用寫作清單(checklist)來監控我的英文寫作。	1	2	3	4	5
39、我會寫英文學習日誌來瞭解我的學習想法、態度以及語言學習策略。	1	2	3	4	5
40、我會和他人討論我對於英文寫作的態度。	1	2	3	4	5
第六部分					
41、為了增進我的英文寫作能力，我會請教老師來指正寫作的錯誤。	1	2	3	4	5
42、我會主動和給我評語的同學分享我的英文寫作。	1	2	3	4	5
43、英文寫作時，我會請教寫作能力較好的人來增進我的寫作能力。	1	2	3	4	5
44、英文寫作前，我會事先蒐集與寫作背景知識或文化背景相關的資訊。	1	2	3	4	5
45、英文寫作時，我會瞭解我的讀者的想法及感受。	1	2	3	4	5

請同學檢查作答是否有遺漏

~~再次感謝您的作答~~