

國科會計畫

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## 台灣大學生英文寫作後設認知量表發展與調查研究

### Validation of an Inventory for Assessing EFL Writers' Metacognitive Awareness

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#### 中文摘要

後設認知理論 (Theory of Metacognition) 起源於 1960 年代，於 1970 年代末開始迅速發展。1980 年代起，該理論的發展與閱讀理解研究產生密不可分的關係，並獲致豐碩之研究成果；以各項研究成果為基礎，研究人員並進一步發展出多項測量閱讀者之閱讀策略後設認知評量工具。後設認知評量工具的發展，使得教師能夠方便且快速地評量學生對於閱讀策略使用之後設認知，因而將後設認知教學運用於實際教學中，對於該理論之發展與閱讀教學助益良多且影響深遠。由於後設認知理論已獲證明能有效增進學生學習成效，1990 年代開始，研究人員亦開始積極將該理論運用於寫作教學 (e.g. Devine, 1993; Kasper, 1997; Sitko, 1998; Victori, 1999)；於台灣的英文寫作教學研究中，游毓玲、周碩貴 (2001, 2002b, 2002c, 2003b, 2003c) 多年來以後設認知的角度檢驗台灣大學生的寫作過程，並執行一系列國科會計畫 (Joe & You, 2000, 2001; You & Joe, 2002a, 2003a) 分階段探討該項研究主題。立基於歷年之研究成果，研究人員於是進一步提出此一兩年期研究計劃，主要目的為：於第一年發展出具效度與信度用以評量台灣英語學習者英文寫作策略使用之後設認知評量工具，並於第二年於全台北、中、南各地施測，以調查台灣英文主修之大學生，其英文寫作策略使用之後設認知情形。此評量工具 (MAWSI) 的發展將依循下列步驟進行：(1)文獻探討，(2)建立中、英文量表，(3)聘請專家檢驗量表之內容與表面效度，(4)進行規模 100 人之先驗研究，(5) 修改量表。之後，將分北、中、南三地進行 300 人次之隨機抽樣調查；調查結果經過統計分析與專家檢驗後，用以刪減或修改量表之內容以達到發展兼具信度與效果之評量工具之目標。量表於第一年發展完成後，研究人員計劃於第二年針對台灣各大學、科技大學與技術學院英文主修同學，進行北、中、南三地共計 1000 人次之隨機抽樣調查，藉以探討台灣英文系、應用外語系學生之英文寫作過程、策略使用之後設認知覺知與調節。研究人員將對調查結果進行統計分析，以提出國內英文寫作教學可以進一步協助學生學習英文寫作之可行之道。本兩年期研究計劃共有三項主要目的：(1)發展評量台灣英語學習者英文寫作過程及策略使用之後設認知量表，(2)調查台灣英文主修大學生之英文

寫作後設認知之覺知與調節，以及(3)藉由對英文系、應用外語系學生之瞭解，幫助研究人員與教師未來針對其他年齡及程度之學習者，進行英文寫作教學時之參考，並研究本量表推廣之其他學習者之適用性。此外，本研究兼具研究與教學之重要性：(1)目前國內外學界已發表之論文中，尚未出現針對 EFL 學習者英文寫作後設認知所發展之評量之具，故本研究深具學術價值；(2)本量表可以幫助教師瞭解學生之起點行為與進步情形，進而根據學生需要，設計符合學生學習需求之課程內容與教學活動；此外，學生在瞭解自己寫作過程與策略使用情形後，更有助於英文寫作之學習。

關鍵字：後設認知；後設認知覺知；後設認知調節；英文寫作；評量表

#### Abstract

The theory of metacognition, which originated in the 1960s and was elaborated in the late 1970s, has been successfully applied to cognitive learning and proved to facilitate readers' reading comprehension since the 1980s. The fruitful research findings resulting from applying the theory to reading research have further lead to the development of several inventories that assess either native-English-speaker readers' or ESL readers' metacognitive awareness of reading strategies. The development of inventory is necessary so that reading instructors can measure students' metacognitive awareness in classrooms and thus put the doctrines of metacognitive instruction into practice. Due to the blooming success of applying the theory of metacognition to reading, in the early 1990s, more researchers started to integrate the theory with writing research and instruction (e.g. Devine, 1993; Kasper, 1997; Sitko, 1998; Victori, 1999). In Taiwan, You and Joe's (2001, 2002b, 2002c, 2003b, 2003c) studies examined how Taiwanese EFL students write in English from the perspective of metacognition. And after conducting a series of NSC projects (Joe & You, 2000, 2001; You & Joe, 2002, 2003), the researchers are proposing to develop a valid and reliable inventory to assess Taiwanese EFL learners' metacognitive awareness of writing strategies. This two-year project, thus intends to develop the Metacognitive Awareness of Writing Strategies Inventory (MAWSI) in the first year. MAWSI intends to assess college and graduate level EFL learners' awareness, or perceive use, and control of writing strategies while performing English writing tasks for academic purposes. After the MAWSI is developed, for the second year this project aims to investigate the metacognitive awareness of writing strategies of the English-majored college students in Taiwan. The inventory will be developed following the steps: (1)

review the literature on related areas (2) establishing the inventory in both English and Chinese, (3) inviting experts to judge the face and content validity of the items, (4) conducting a pilot testing on 100 subjects, and (5) revising the items. Then the inventory will be administered to 300 subjects, and the results of statistical analysis will be used to delete or revise some items. For the second year, a total of 1000 subjects will be surveyed by the inventory in order to investigate the metacognitive awareness of the subjects. There are three purposes of this two-year project: (1) to develop the inventory, (2) to understand how English-majored college students perceive and control their cognitive activities of English writing by means of the MAWSI, and so (3) to assist the EFL researchers and instructors in Taiwan to learn more about how students of different ages and levels write in English. And the project is deemed significant both academically and instructionally. The MAWSI can be, to the best of the researchers' knowledge, the first inventory that assesses EFL writers' metacognitive awareness of writing strategies ever published. Moreover, the MAWSI can be used (1) to assess students' entering behavior and improvement in terms of their metacognitive awareness and regulation, (2) to assist instructors to diagnosis students' needs and to design appropriate curriculum, and (3) to enable students to increase and evaluate awareness of their own writing knowledge and strategies.

**Key words :** Metacognition; Metacognitive awareness; Regulation; EFL writing; Assessment