台灣英語學習者學術英文寫作後設認知覺知、後設認知知識、與後設認知策略調查研究

Investigating Taiwanese Efl Writers$ Metacognitive Awareness, Metacognitive Knowledge, and Metacognitive Strategies of Eap Writing

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中文摘要

受到全球化(globalization)的影響，近年來台灣的高等教育也力求全球化，其中最明顯的政策之一，即為要求博士班學生於國際期刊發表論文，作為畢業條件。因此，越來越多各個領域的博士班學生面臨以英文撰寫學術論文的需求，然而，英文寫作能力一向是 EFL 學習者難以培養的能力，特別是在台灣的高等教育鮮少提供英語系以外的學生英文寫作課程的情況下。在上述各種情況下，近年來學術英文(English for academic purpose, EAP)寫作越來越受到英語教學學者的重視。為了瞭解國內博士班學生對於學術英文寫作的需求，國內已有數篇論文，以問卷的方式調查學術英文寫作者在進行論文寫作時所面臨的困難以及他們的需求。而國內大多數以學術英文寫作為主題之論文，係以文本分析(genre analysis)為主，以言步分析(move analysis)的方式，研究不同領域的論文中各個章節，例如摘要、前言、討論等，的篇章結構；或分析論文中句子層級的修辭成份，例如，動詞、動狀詞、代名詞、轉折詞等的使用分佈情形。有鑑於國內過去學術英文的研究大多集中於文本分析(genre analysis)，而探討學生學習需求與困難的論文幾乎皆以問卷調查作為研究方法，因此，為了進一步瞭解學生對於學術英文寫作的需求，以利規劃其所需的課程，本研究旨在以有聲思考法(think aloud)、以及事後回想訪談法(retrospective interview)，探討國內博士班學生，在進行學術英文寫作時，對於自己的寫作過程是否有自我覺知(self-awareness)，以及調查其對於學術英文寫作所具備的後設認知知識(metacognitive knowledge)與後設認知策略(metacognitive strategies)。本研究將包括五位英文主修、五位商業主修、以及五位機械主修，必須以英文寫作論文或報告以滿足畢業要求的博士班學生。每位參與者都必須以有聲思考法(think aloud)，將自己的學術英文寫作的認知過程報導出來，隨後並接受事後回想訪談(retrospective interview)，以探討受測者學術英文寫作的自我覺知、後設認知知識與後設認知策略。各位參與者的英文寫作有聲思考過程、與事後回想訪談的訪談稿，繕打為逐字稿

後，將依質性研究的程序進行分析。由於現存有限的學術英文寫作學生需求分析，幾乎皆以問卷調查作為蒐集資料的方法，且目前國內針對學術英文寫作所進行的研究多限於文本分析；因此，透過質性研究的方法，本研究針對國內學生學術英文寫作的困難與需求進行深入探討，希冀以有聲思考法以及事後回想訪談法所蒐集的資料以及獲得的研究結果，能為目前日益獲得重視的學術英文寫作課程，提供深入的參考資料，作為課程設計的重要依據。

關鍵字：學術英文寫作; EFL 寫作者; 英文寫作策略; 英文寫作知識; 後設認知覺知

Abstract

Due to the trend and demands of globalization, in Taiwan more and more graduate students experience the needs of writing academic papers in English given that they are required to publish in international journals as partial requirement for graduation. However, it is by no means an easy task for them to perform an EAP (English for Academic Purpose) writing task since they seldom get the chances to receive English writing trainings at the tertiary education system in Taiwan. To investigate their needs of performing an EAP writing task, a handful of researchers adopt the method of questionnaires to collect the quantitative data and find that language ability is the subjects' major challenge for performing an EAP writing task. In addition to needs analysis, in fact, most of the EAP research in Taiwan focuses on genre analysis, analyzing both the macrostructure, i.e. move analysis, and microstructure of the research articles (RAs) of various disciplines. Thus, by means of retrospective interview and thinking aloud, this study aims to investigate the Taiwanese EAP writers' metacognitive awareness, knowledge, and strategies when writing RAs in English. The purposes are to understand if the EAP writers are consciously aware of the writing knowledge and strategies they possess for EAP writing tasks and what metacognitive knowledge and strategies they are equipped with so as to further explore their needs for EAP courses. This study plans to include a total of 15 subjects, i.e. five English-majored, five business-majored and five engineering-majored. Each of them will be required to think aloud their cognitive processes individually when performing the assigned EAP writing task. After the session of thinking aloud, retrospective interviews will be conducted with each of the subjects to collect their verbal data. Then the thinking aloud protocols and interview transcriptions will be analyzed in accordance with the categories of metacognitive awareness, knowledge and strategy, which are derived from the

research questions. This study is deemed significant given that needs analysis, as well as genre analysis, is essential in designing and offering EAP courses for the target learners. Thus, the findings of this current study can provide further insights into the needs and difficulties of the Taiwanese EAP writers by examining if they are aware of their own cognitive processes, and what metacognitive knowledge and strategies they possess for the task of EAP writing from the perspective of metacognition. Moreover, the results based on the subjects' retrospective interview and the thinking-aloud protocols should complement the findings of the previous related studies that are mainly based upon the quantitative data collected by questionnaires. Thus, this study should provide further insightful suggestions for designing the EAP writing courses, which are in increasing demand now, for the Taiwanese EFL learners.