

網路平台對學生英文寫作表現的影響

蔡裕美

慈濟技術學院通識教育中心

摘要

本研究探討兩學期的線上英文讀寫課程中的網路平台，線上留言，及真人寫作諮詢對學生英文寫作表現的實施情形。雖然部份學生受限於資訊科技處理能力不足而影響讀寫表現，但 65 位學生問卷結論初步顯示學生傾向支持網路平台課程教學設計。報告肯定網路平台可以強化學生參與讀寫活動的努力與重要性，但教師對於寫作前的詞彙引導則有待加強。另外在網路論壇與自學成績追蹤亦須作更詳盡的示範。網際網路賦予的溝通語用屬性將多元聲音帶進課堂，讓平台的張貼功能，留言版功能以及討論功能充分整合成真實的讀寫語用。儘管本研究學生人數少，研究的時間短，但線上寫作經驗的顯著引導所產生的影響力仍不容英文老師輕忽。

E Impact of Networked Platforms on Students' English Writing Performance

Yu-mei Tsai

General Education Center Tzu-Chi College of Technology

Abstract

This paper documents the classroom practice of an Online English Reading and Writing course over two semesters, specifically drawing on the web-enhanced English writing tasks of a networked platform, online message posting, and in-person writing conference. The preliminary findings from a survey of 65 students showed positive attitudes towards web-enhanced tasks, though students' English writing performances may have been limited by their unfamiliarity with computer technology. This paper recognizes the value and significance of using online interactions to encourage students to participate in English writing practices. The instructor discovered students needed more specific explanations and modeling for online forum functions and timely online feedback. The web-based environment promotes students' understanding of the communicative nature of language and brings authentic voices into classroom. Message posting and computer assisted presentation are active and visible uses of language where students find vitality of language communication. Although the current study admits the common limitations with respect to a short period of time and small number of participants, the significant mentoring influence of online writing experience is too important to be ignored by EFL language teachers.

Keywords : networked platform, web-enhanced task, language communication