

國立政治大學英國語文學系碩士在職專班
碩士論文提要

論文名稱：中英翻譯與高職生的英文寫作：篇章連貫性之探討

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論文提要內容：

本研究旨在探討「中英文段落翻譯策略」對於高職學生在英文寫作中習得篇章連貫性的效用。本研究以新竹市新竹高商二年級，三十七位學生為研究對象，每位寫四篇英文寫作及修改兩篇前測作文；以 148 篇作文以及 74 篇修改後之作文為分析樣本；並採用量的分析方法來驗證其效用。

本研究以兩階段驗證假設：第一階段以 SPSS 10.0 中之成對樣本 T 檢定 (paired-samples t-test) 來分析 74 篇前測與 74 篇後測英文作文；第二階段用同樣的方式來分析 74 篇前測寫作與 74 篇學生修改前測後之作文。本研究結果顯示：(一) 中英文段落翻譯練習，有助於學習者習得並運用凝結性(cohesion)技巧來提升寫作上篇章之連貫性(coherence)。(二) 中英文段落翻譯練習，有助於學習者習得並運用凝結性(cohesion)技巧來修改寫作上缺乏篇章連貫性之部分。

總言之，本研究中所設計之中英文段落翻譯練習，能夠幫助高職學生習得篇章的連貫性並提升其寫作能力。翻譯練習中的凝結性技巧的設計，為學習者奠定了在寫作上習得篇章連貫性的基礎。本研究在最後，針對研究主題提出一些在英文寫作教學上的建議。

ABSTRACT

This study aims to explore the effectiveness of Chinese-English paragraph translation device for vocational senior high school students in acquiring the coherent writing expertise. Subjects in this study are thirty-seven juniors in Hsin-chu Commercial Vocational Senior High School in Hsin-chu city. Participants are required to finish four English compositions and two revision compositions. In total, 148 compositions and 74 revision compositions are analyzed to test the effectiveness on the basis of quantitative research.

There are two stages of verification procedure. First, paired-samples t-test of SPSS 10.0 for Windows is used to analyze the seventy-four pre-test and seventy-four post-test compositions. Second, it is also used to analyze the seventy-four pre-test and seventy-four post-test revision compositions. Findings are summarized as follows:

First, Chinese-English translation practice helps learners perform better in coherent writing. They acquire cohesive devices and better apply them to promoting their writing coherence. Second, Chinese-English translation practice helps learners perform a good job in revising incoherent parts of compositions. They acquire cohesive devices, apply them to revising compositions and thus promote writing coherence.

To sum up, the findings show that Chinese-English paragraph translation practice in this study is effective to vocational senior high school students in acquiring coherent writing expertise and promoting their writing proficiency. The translation

practice of the cohesive devices functions as a basis of acquiring coherent writing expertise for learners. Finally, some pedagogical suggestions based on this study are provided.