

透過自動語音分析系統增進英語學習者的朗讀流暢度 = Development of EFL Learners' Oral Reading Fluency through Automatic Sp

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摘要

本研究旨在探究透過自動語音分析系統如何增進英語學習者的朗讀流暢度，以台灣中部一所大學的三個班級，每個班級選出十六位大一至大三做為研究對象，並分成英文高程度和低程度進行研究分析，而這四十八位學生皆以英文為主修科目。第一個班級為“網路英語溝通”，學生們配合CD之速度進行朗讀訓練；第二個班級為“外語學習策略”，學生們逐句練習，意即系統示範一次後，學生隨即朗讀一次；第三個班級為“電腦輔助語言教學”，學生們挑句練習，意即學生只挑不熟悉或不曾的句子進行練習，也是經由系統示範一次，學生隨即朗讀一次。訓練時間每週一次，為期八週。實驗研究前實施前測，實驗研究後實施後測和問卷填答。前後測實施前，先給予學生半分鐘熟悉文章內容然後進行一分鐘的錄音。本研究採用二因子多變量共變數分析前後測以比較自動語音分析系統如何增進英語學習者的朗讀流暢度、遷移效果及正確率，問卷結果分別以卡方檢定及適合度考驗進行探討。資料分析結果如下：1. 自動語音分析系統比CD播放更能增進每分鐘正確字數。就英文低程度的學生而言，自動語音分析系統可增進多面向之流暢度評分之分數。2. 就遷移效果而言，學生在每分鐘正確字數有顯著差異，但在多面向之流暢度評分則沒有顯著差異。3. 經過朗讀訓練之後，不論哪種訓練方式，學生的朗讀速度明顯增加。但自動語音分析系統似乎在訓練朗讀速度比朗讀正確率有更好的效果。4. 在問卷分析上，學生認為朗讀流暢度跟英語能力有相當大的關聯性。而將近一半的學生在學校受過朗讀訓練，但有一半的學生並沒有。5. 問卷結果反應出自動語音分析系統可以提供示範供學生練習，進而增進學生的朗讀速度。受測者也表示自動語音分析系統能幫助他們的朗讀流暢度。根據以上分析結果，此研究度對透過自動語音分析系統訓練提出一下建議。(1) 老師可以將自動語音分析系統融入閱讀課程中、(2) 自動語音分析系統提供簡單及舒服的學習環境、(3) “重複練習”是外語學習策略其中之一，而自動語音分析系統是“重複練習”的應用。

關鍵詞：每分鐘正確字數、朗讀流暢度、自動語音分析系統、以英語為外國語言

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