

The effects of online tutorial for EFL learners' autonomous learning on grammar

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摘要

這一類實驗探討線上教學對於英語學習者自主學習文法之效益。因此，本研究之目的在於發現線上教學是否有利於英語學習者自主學習文法，並從線上教學之直接效益、遷移效益、以及句子寫作加以分析。此外，本研究也想了解英語學習者是否對線上教學持有正面態度，哪些線上教學的功能對他們有所幫助，以及學習者對有效之線上文法教學之建議。參與者為九十九位台灣中部某所大學英語系學生。實驗採用線上學習和練習簿兩種自學模式，用到文法教材、測驗、問卷等三項工具。實驗共進行八週，參與者被安排在八週內自學假設語氣及關係代名詞兩個文法題，每一文法主題各進行四週，第一週為前測，第二和第三週為線上或練習簿之文法練習，第四週舉行後測，最後再進行問卷調查。混合設計二因子變異數單純主要效果分析以及獨立樣本 t 檢定顯示不論線上或是練習簿的自學模式皆有顯著之直接效益及遷移效益，並且幫助學習者在句子寫作上有所進步。此外，適合度考驗之分析結果顯示有些學生對線上教學持有正面態度，有些則否。而且大部分的學生認為立即訂正式回饋、立即評分、立即練習等線上教學功能有利於他們的自主文法學習。最後，內容分析法的結果顯示大學生認為有效之線上教學可以提供動畫教學、更多練習題、更清楚之訂正式回饋及老師教學影片。

關鍵詞：線上教學、自主學習、文法學習

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