

台灣大專學生英語發音錯誤分析研究

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摘要

英語發音教學是要解決英語單音、連音、詞重音與句重音、節奏和語調的問題。這些構成英語發音的要素可分為二大部分：第一部分是發音的音段特色(單音和音群)，第二部分是超音段(重音、節奏和語調)。本研究論文旨在探究台灣大專學生英語發音的失誤及其原因。本研究採用三種方法，分別為自己設計的發音測驗、結構式問卷以及和受測學生的個別面談。隨機取樣六十位學生參與本研究，他們是分別就讀於五專和私立大學的英語系學生。根據收集到資料加以統計分析的結果，發現了他們英語發音的難題在：一、國語欠缺的英語子音和母音。二、長母音出現在封閉音節收尾前的英語單字。三、國語不會出現的英語子音群。四、英語與國語完全不同的輕重音、節奏和語調型。五、英語老師在課堂上常忽略教導的英語變音現象。六、老師在課堂教學時忽視教導的英語超音段語音特徵。英語發音表現良好者的社會因素是：(1)常和外國人交談，(2)對英語發音學習態度認真，(3)英語老師的教導奠立良好的發音基礎，(4)學校設置自我學習中心。本研究結果支持語言對比分析法、錯誤分析法與跨語言語言轉移和認知法的觀點，認為從不同語言在語音上的種種差異，可預知學生發音的困難。期望本研究中的許多重要發現，能得到英語老師和教材設計者的認同與重視，以提升他們學生的英語溝通能力。

關鍵詞：英語發音失誤、發音失誤原因、英語語音教學

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