

電腦輔助口語訓練系統效能之研究

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摘要

本研究旨在探討語音辨識系統對促進學生口語能力之效能。研究以實驗方式進行為期之六週訓練，以四十位大一學生為研究對象，隨機分派至兩組，其組別分別為接受課堂教學的控制組與接受課堂教學以及課後使用語音辨識系統訓練的實驗組。為了進一步研究透過語音辨識系統訓練是否會造成英語口語高低學生的差異，控制組與實驗組又分別依據前測分數高低區分為英語口語高低組。本研究屬於量化性質之研究設計，收集的資料經威爾卡克森檢定分析之後，實驗組學生進步情形優於控制組，低成就學生進步則大於高成就學生。在問卷部分，學生對語音辨識系統的看法由問卷得知。本實驗主要結果如下：(1)使用語音辨識系統後，學生在發音、語調、節奏有顯著進步。(2)使用語音辨識系統後，低成就學生在發音、語調、節奏進步幅度比高成就學生大。(3)大部分學生對使用此種語音辨識系統作為課後練習持正面的態度也同意未來將繼續使用此系統學習。根據本研究的資料分析的結果，課後提供學生口語練習機會有助於提升口語能力，在能力與時間的限制下，利用語音辨識系統可創造一個隨時隨地且輕鬆自在的口語練習情境。

關鍵詞：電腦輔助語言教學；語音辨識系統；英語口語能力

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