

# 同步及非同步電腦溝通媒介和溝通模式對同儕批改的影響

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## 摘要

在英文為第二外語的寫作教室中，運用電腦溝通媒介當作教學工具，衍然成為一種趨勢。此篇研究論文的目的在於研究大學生使用同步及非同步電腦溝通媒介，和溝通模式對線上同儕批改的影響。自變項為溝通工具和溝通模式，依變項為受試者的看法和寫作成績。在進行線上同儕批改期間，來自台灣兩間大學的140位大學生受試者，分成四組：電子郵件與環狀溝通模式組、電子郵件與交錯式溝通模式組、即時通訊與環狀溝通模式組、即時通訊與交錯式溝通模式組。每一組均做兩次線上同儕批改與自我修改。線上同儕批改活動結束後，受試者需填寫問卷，目的是為了要了解受試者對於線上同儕批改、溝通工具與溝通模式的看法。受試者的作文成績也是收集的資料之一。研究論文的實驗結果發現，在線上同儕批改之後，四組的受試者對於線上同儕批改都持有相同看法，但對於溝通工具與溝通模式卻有著不同的意見。受試者的第三次作文成績比第一和二次的作文成績進步。並且，實驗結果發現，溝通工具與溝通模式會影響學生的寫作成績。根據這些結果顯示教學貢獻如下：(1) 在作文教學與學習時結合溝通工具與溝通模式，老師與學生均為受益者；(2) 線上同儕批改確實幫助學生寫出更好的文章。

關鍵詞：線上同儕批改；電腦溝通媒介；溝通模式；寫作

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