

英語學習者對比重音應用鷹架於自動語音分析系統

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摘要

vi 中文摘要 中文摘要 中文摘要 中文摘要 本研究旨在探討英語學習者對比重音應用鷹架於自動語音分析系統，訓練方式、學生的英文程度及對比重音類型，被視為三個可能影響對比重音應用的自變數。研究對象為四十三位台灣中部一所大學的英語系大一學生，他們是三班英語會話課程的學生，依據他們的英語會話成績分為高低兩個程度，因此共有二十二位高程度及二十一位低程度學生。對比重音應用的訓練為期六週，每兩週涵蓋一個對比重音類型，每個類型訓練前後分別實施前測及後測。訓練方式有三種：教師教學加上 ASAS 練習、ASAS 練習、教師教學及紙本練習。對比重音的三種類型則為：雙物件、單物件、不完全雙物件。學生前測及後測的發音及音調成績利用二因子共變數分析、二因子變異數分析、成對樣本 t 檢定進行分析，問卷資料則採用適合度考驗探知學生對於 ASAS 的觀點。主要發現如下：一、自動語音分析系統有改善學生對比重音應用的潛力，尤其在發音的糾正上。二、內容較複雜的對比重音對學生造成較高的學習困難。三、高程度的學生透過自動語音分析系統學習對比重音進步比低程度學生顯著，但對於音調的學習，所有學生需要老師的講解更甚於使用自動語音分析系統練習。四、大部分學生對自動語音分析系統持正面態度，也願意推薦他人使用。本研究的資料分析結果顯示自動語音分析系統有助於提升學生的學習動機及口語能力，但老師的教學仍為不可或缺的一部分，尤其是在學生遇到困難及涉及高層次認知的教學內容時。針對較困難的對比重音應用，教師的講解並配合自動語音分析系統的協助，更能提升學習效益。

關鍵詞：自動語音分析系統、自動語音辨識系統、對比重音

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