

論文名稱：一探在台灣英語為外語教學課程中使用課程管理系統之究竟  
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## 中文摘要

近年來高等教育意識到將電腦科技與網路結合到教學之需求 (Groves & Zemel, 2000)。課程管理系統一直以來就被提倡為能藉由彈性學習及網路學習進而提升並幫助教學的工具。然而在語言教學的領域裡，卻鮮少有致力於研究師生對於課程管理系統的態度之研究。

本研究旨在呈現台灣大專院校師生對於在英語課程中使用課程管理系統之態度及其背後因素。本研究透過一個從 Davis et al. (1989) 的科技接受模式 Technology Acceptance Model 所發展出來的 Liaw et al. (2007) 的三層科技使用模式 (Three-tier Technology Use Model) 來探討師生們的態度。研究者使用了質性與量化研究方法來討論及詮釋研究參與者的態度。共計發出 53 份問卷給台灣大專英語教師以及 241 份問卷給兩間大學的學生。問卷含有五大要項：(一) 自身功效感受 (perceived self-efficacy)，(二) 喜愛程度感受 (perceived enjoyment)，(三) 有用程度感受 (perceived usefulness)，(四) 行為意圖 (behavioral intention) 以及 (五) 系統品質感受 (perceived quality of CMS)。此外，共計有七位教師以及七位學生參與了面對面的訪談。

量性資料分析採用社會科學統計軟體來執行與計算描述性統計資料，皮爾森積差相關係數，以及多變量回歸分析。質性資料分析則採用內容分析法來剖析開放式問題以及研究後續訪談。從量性資料分析當中我們發現，在老師方面，雖然問卷中的五大要項都彼此相關，但是並非是全都互有回歸關聯的。而在學生方面，則是五大要項皆彼此相關，亦有回歸關聯性。從質性資料分析當中我們發現，雖然許多研究參與者都表示對課程管理系統正面的態度以及他們如何充分利用該系統的方法，但仍有一些研究參與者分享了他們對於該系統不滿意之處。

因此我們不但在結論中提出根據研究結果所得之新的理論模式，更冀希本研究之結果能引出日後更多對於在英語課程中接納及融入課程管理系統之研究。最後，我們針對研究結果做了嘗試性詮釋，不但整理出研究結果的意涵，也點出本研究的諸多限制，並且提出後續未來研究方向之建議。



## Abstract

The need to integrate computer technology and the Internet into teaching and learning process has become a focus in higher education (Groves & Zemel, 2000). Course management system (CMS) is being promoted as a tool to improve and assist teaching through the provision of flexible and online learning. However, in the field of language teaching, comparatively scant research has focused on the relationship between teachers' and students' attitudes and CMS.

This study aimed to present the underlying factors affecting Taiwanese college teachers' and students' attitudes toward the use of CMS in English courses. Liaw et al.'s (2007) Three-tier Technology Use Model (3-TUM), a conceptual approach chiefly adapted from Technology Acceptance Model (Davis et al., 1989), was used to determine the teacher and student participants' attitudes. The researcher used both qualitative and quantitative methods to discuss and interpret the teacher and student participants' attitudes. Questionnaires were administered to 53 Taiwanese college English teachers and 241 students from two universities. Five major variables were embedded in the questionnaires: (a) perceived self-efficacy, (b) perceived enjoyment, (c) perceived usefulness, (d) behavioral intention, and (e) perceived quality of CMS. In addition, 7 teachers and 7 students participated in the semi-structured face-to-face interviews.

Quantitative data analysis involved Statistical Package for the Social Sciences (SPSS) to perform and compute descriptive statistics, Pearson product-moment correlation coefficients, and stepwise multiple regression analyses. Qualitative data analysis involved content analysis for open-ended questions and *post hoc* interviews. Analyses of the data showed that, for teachers, there were correlations among the five major variables. However, not all the five variables had causal relationship with each other. For students, there were correlations and causal relationship among the five

variables. Summarizing from the qualitative results, although many participants expressed positive feedback toward CMS and how they would use it, still some other participants shared their dissatisfaction with the system.

Based on the results, a new causal relationship model is therefore proposed. The findings of this study would inform the development of future research for the continuing adoption and integration of CMS in English courses. Finally, possible explanations for the results, implications of the findings, limitations of the study, and suggestions for future research are provided.



## Acknowledgements

*Two roads diverged in a yellow wood, And sorry I could not travel both  
And be one traveler, long I stood And looked down one as far as I could  
To where it bent in the undergrowth;  
Then took the other, as just as fair, And having perhaps the better claim,  
Because it was grassy and wanted wear; Though as for that the passing there  
Had worn them really about the same,  
And both that morning equally lay In leaves no step had trodden black.  
Oh, I kept the first for another day! Yet knowing how way leads on to way,  
I doubted if I should ever come back.  
I shall be telling this with a sigh Somewhere ages and ages hence:  
Two roads diverged in a wood, and I— I took the one less traveled by,  
And that has made all the difference.  
“The Road Not Taken,” from Mountain Interval, 1916, by Robert Frost.*

I would like to express my profound gratitude to my dear advisor Prof. Yu-Chih Sun, whose continual inspiration, continuous support, enlightening instructions, perpetual energy, research enthusiasm, and patient guidance rendered the completion of my thesis possible. To me, she is a teacher and an advisor second to none.

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I would also like to extend my sincere appreciation to music because music has always been and will be the backbone of my life: “In Music We Trust.”

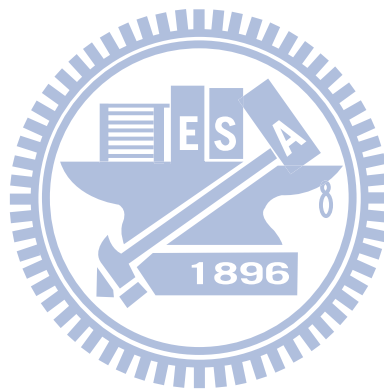
My deepest gratitude goes to my family for supporting me physically, emotionally, and spiritually throughout my life. I am indebted to my father, mother (biological mother), mother (stepmother), brother (younger brother), aunt (father’s younger sister), and the rest of the family members.

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