Elementary School EFL Learners’ Perspective on Integrating E-Learning into English Remedial Instruction

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Abstract

With rapid advances in technology, E-learning has been widely used not only in language classrooms but also in remedial instruction. In Taiwan, empirical research has shown that E-learning is effective in assisting slow learners to improve their English learning. The purpose of the study was to explore six 6th graders’ perception of E-learning integrated into their remedial English classes. Data were collected through pre- and post-questionnaire, and individual and group interviews with the students. The findings reveal that these students held different attitudes toward the use of E-learning and encountered varying obstacles during the program. The paper concludes with suggestions for teaching and future research.

Key words: E-learning, remedial instruction, elementary school English education
Introduction

In Taiwan, most elementary school English teachers are facing a serious problem. That is, in one English classroom some students seem able to speak confidently with the teacher, albeit in simple English, while others are still struggling with differences between $b$ and $d$ (Chen, 2013; Cheng, 2013; Wang, 2014). To tackle the bimodal distribution of students’ English proficiencies, the Ministry of Education has distributed big budgets to schools and required them to offer remedial classes for students who have problems in learning English (Chen, 2015; MOE, 2016). Some of such remedial classes have made positive impact on the targeted students (Chang, 2001; Cheng 2014), but more ideas are still needed to sustain these students’ motivation and interest in learning English, as well as to assist them to better their English. To this end, integrating E-learning into remedial instruction has been strongly recommended, partly because technology equipment is widely installed and advanced in most elementary schools in Taiwan (Liao & Hsieh, 2014; Luo, 2015; Tien & Lin, 2014; Zhao, 2015).

Integrating E-learning into remedial instruction has gained much theoretical support. Brooks-Young (2010), for example, notes that class web-site, free on-line English test and advanced educational apps can provide powerful support in school settings. Wu (2011) argues that adopting advanced technologies in teaching can help create a more effective and attractive learning environment for students. Mabel, Olinzock, and Okojie-Boulder (2006) claim that integrating E-learning into English teaching and learning can best help improve the current situation in elementary school remedial programs due to its acceptability, accessibility, economical cost and convenience. And Liao and Hsieh (2014) believe that for the so-called E-generation, electronically connected elementary students, information technology could offer a favorable promise to enhancing their academic performance.

Bearing the above arguments in mind, the first author of the paper decided to integrate educational web-sites into her remedial classes for one semester, hoping that with digital
assistance, her struggling students would make progress in their English-learning journey. The purpose of this study was to explore how the students who attended the remedial program perceived the integration of E-learning into their remedial English class.

**Literature Review**

E-learning is a slippery term, which can mean different things for different people. Clark and Mayer (2011) refer to it as any teaching program that utilizes digital devices, such as computers or mobile device, to foster students’ learning. There has been support for the use of E-learning in instruction. For example, Tan and Liu (2004) found that elementary school students' English performance and learning motivation were both significantly enhanced after attending a mobile-based interactive learning program. Munzur (2013) observed a direct relationship between the integration of digital resources with effective instruction and the progress the students made during a limited period of time. Cheung, Lam, Im and Szeto (2009) concluded that as a tool for complementing traditional classroom-based teaching and learning, E-learning could help learners make preparation before lessons, reduce teachers’ workload, and assist teachers to explain complicated concepts by using flash, animation and other digital features. Taken together, as MOE (2008) intends, “Students will be able to utilize information technology to increase their learning abilities and life skills, teachers will be able to properly utilize information technology to improve their teaching quality, and the classroom will be able to provide both students and teachers equal digital opportunities.”

Regarding how to employ E-learning in classrooms, Brooks-Young (2010) suggests that a positive learning environment be established first by teachers who are adept at using technology-based tools and then, with the up-to-date and relevant tools, students can be empowered to receive the latest skills and face the ever-changing digital world on their own. “Since today's students are interested in digital tools,” Wu (2011) adds, “teachers can use
technology to create an environment where students can learn English in a natural way without pressure – using interactive technologies that can inspire digital natives” (p. 44). Li (2013) contends that to best meet the needs of the English language learners, teachers can refer to the latest second language acquisition theories and integrate technology in their teaching.

In Taiwan, a great deal of effort has been made to ease the widespread concern about the bimodal distribution of students’ English proficiencies in elementary classrooms. For example, Cheng (2014) found that integrating educational technologies yielded more profit to students than traditional teaching methods did in both English and math remedial classes. He then suggested that multiple teaching activities be employed to enhance struggling learners’ learning motivation, self-confidence and learning achievement. Kuo and Huang (2009) carried out an action research study to investigate the effectiveness of an English remedial instruction on the struggling sixth graders’ learning achievement and motivation. Their findings indicated that the remedial instruction could make a positive impact on the underachieving students’ academic achievement and learning motivation, which lead the two researchers to conclude that English remedial instruction is essential and suitable for higher grade elementary school students. Furthermore, Hsu and Huang (2012) developed a cooperative learning program by integrating information technology into remedial English classes. They found that both cooperative learning and technology integration could enhance students’ English learning interest and improve the effectiveness of the remedial program. Based on the findings, they suggested that teachers enhance their own knowledge of educational technology first if they are to integrate information technology into their English teaching. Besides, the teachers should be aware that although adopting peer tutoring is beneficial to decreasing teachers' teaching load, it takes much of the teacher’s time and effort to implement cooperative learning.

To promote effective remedial instruction and to strengthen slow students’ English knowledge, the K-12 Education Administration of MOE (2016) initiated a project for guiding the implementation of remedial instruction. The project regulated a benchmark of English
remedial instruction to be set so as to examine the students’ English performance in these four aspects: sentence patterns, phonics, vocabulary and common expressions (see Table 1).

<table>
<thead>
<tr>
<th>Learning content</th>
<th>Benchmark</th>
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<tbody>
<tr>
<td>Sentence pattern</td>
<td>3-1-5 Be able to read simple sentences.</td>
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<tr>
<td></td>
<td>1-1-8 Be able to recognize simple sentences.</td>
</tr>
<tr>
<td>Phonics</td>
<td>5-1-6 Use phonics to read.</td>
</tr>
<tr>
<td></td>
<td>1-1-3 Distinguish vocabulary learned in the classroom.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>3-1-2 Identify the vocabulary learned in the classroom.</td>
</tr>
<tr>
<td></td>
<td>1-1-7 Be able to recognize the common expressions used in the classroom</td>
</tr>
<tr>
<td>Common expressions</td>
<td>and during daily life.</td>
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</tbody>
</table>

*Note.* Adapted from English competence indicators of Grade 1-9 Curriculum of Elementary and Junior High School Education (MOE, 2008)

Under the guidance of the K-12 Education Administration, the remedial instruction project is set to fulfill the following three purposes: (1) Screening potential at-risk learners to select low achievers and provide them with remedial instruction; (2) Promoting students’ learning effectiveness and ensuring their basic learning competence; and (3) Implementing equal opportunities for educational ideal and social justice. Adhering to these purposes, the remedial instruction examined in the current study was set up and implemented.

**Methods**

This study was aimed to explore the participating students’ perspective on the integration of E-learning into the English remedial instruction, so a qualitative research design was deemed
appropriate to follow (Mackey & Gass, 2005; Merriam & Tisdell, 2016).

School Setting

The study took place in a public elementary school, which consisted of 65 classes in the suburb of Kaohsiung city. The school offered English classes from Grade 1. The Grade 1 and Grade 2 students received only one 40-minute period of English class per week, and the other students two 40-minute periods of English class. The school had two computer laboratories for computer classes. This study was undertaken in one computer laboratory and a specialized classroom which was equipped with technology equipment, including a projector, TV, desktop computer and interactive whiteboard.

Participants

Six Grade 6 students (3 boys and 3 girls) participated in the study. They were required to receive the after-school remedial instruction because the scores they received from the Project for Implementation of Remedial Instruction-technology-based test that they took on May, 2016, were lower than that required by the expected grade level.

Data Collection

To understand how these students felt about learning in the program, data were collected through asking them to fill out a pre- and post-questionnaire and conducting individual and group semi-structured interview with them (Ellis & Barkhuizen, 2005; Mackey & Gass, 2005). The procedures of data collection are detailed as follows.

Before the instruction started, the students were asked to fill out a pre-questionnaire (Appendix 1), which was devised for understanding their previous experiences of English learning and computer using, their English proficiency levels, and how many English letters
they could sound out and recognize. At the end of the program, they took a post-questionnaire (Appendix 2), which consisted of both open and closed questions. The closed questions used a 4-point Likert scale design with four choices for students to select, ranging from 1 (strongly disagree) to 4 (strongly agree), a higher score indicating a higher level of agreement. The open questions asked the students to spell out their feelings and recommendations about the program. The data obtained from the questionnaires assisted the researchers to understand the participants’ perceptions on the learning process throughout the remedial program.

Interview was also employed to unearth the students’ personal experiences of learning English in the remedial program. Interviewing “is a powerful way to gain insight into educational and other important social issues through understanding the experience of the individuals whose lives reflect those issues” (Seidman, 2006, p. 14). The first author of the paper conducted three individual semi-structure interviews after the lunch break with three participants, Eric, Wendy and Wayne on three different dates (December 2, 22, & 23, 2016 respectively). She also conducted three different group interviews on different days: first with Eric, Wayne and Kid on December 1, 2016; second with Alice and Sandy on December 5, 2016; and third with all the six participants on December 16, 2016. Each of the interviews lasted at least 15 minutes and not over 30 minutes, and was audio-recorded by using a digital app with their agreement. The interview data were collected to reveal the students’ opinions about learning with the integration of E-learning into the remedial instruction.

As for the trustworthiness of the study, triangulation in data collection was employed. According to Merriam and Tisdell (2016), triangulation is “a principal strategy to ensure validity and reliability” (p. 245) of a qualitative study. Following the suggestion, the researchers of the study were able to compare and cross-check the data collected through questionnaire and interview, and hear about the six participating students’ feeling and stories about their learning throughout the remedial program.
Teaching Procedure

Before reporting the findings of the study, the teaching material for the program and the procedure of the instruction are introduced in the following paragraphs.

As Nuttall (1996) suggests, it is essential to provide scaffolding to support students’ learning. Thus, an online platform was deemed necessary before the program took place. Cool English was then chosen, mainly because it was open to public and free of charge for anyone who used it. Created by Department of English of National Taiwan Normal University and funded by Ministry of Education, this website was specifically designed for Taiwanese elementary and secondary school students by text-based teaching and combining sound and animation digital materials. After each lesson, the website provided self-assessment quizzes to enhance learners’ motivation and satisfy their autonomous learning. To stimulate students’ learning orientation and involvement of curriculum studying, the webpage included a “next” button and a “previous” button on each screen, allowing learners to return to the previous screen or go on to the next one. In a word, this distance learning system creates an online learning environment to support diversity of learners in elementary school and provides scaffolding for students to develop English language skills.

Besides the platform, various online resources were also adopted to generate worksheets for students to complete, such as word searches, crosswords, scrambles, and matching lists. The worksheets provided the students various kinds of opportunity to review the basic learning content by hand-on practicing so as to achieve mastery level.

The entire remedial program lasted 12 weeks on every Friday afternoon, and each lesson included two 40-minute sessions. The class started from 4:00 p.m. in a computer laboratory, proceeding typically in the following three phases:

(1) Computer phase: the teacher assigned a computer to each student. The students worked
individually with their headphones at their own pace.

(2) Direct instruction phase: after finishing their target lesson, the students should take the running record to the teacher, and proceeded to the one-to-one individual instruction. During the individual instruction, the teacher provided the students instant feedback, corrected their pronunciation, praised their hard work individually, encouraged them to keep on going, and assessed their learning performance. Through the assessment, the teacher monitored the students’ progress and determined whether they could continue to the next lesson.

(3) Collaborative learning phase: after three or four sessions of working in the computer lab, the teacher conducted group instruction and pair work in the specialized classroom. The teacher would utilize educational technology, including YouTube website, board games, and worksheets to review the target basic English learning content.

Findings and Discussion

Data analyses show that these six students held different opinions about participating in the program. In the following, their different attitude towards using the Cool English website, the obstacles they had gone through, and other related issues will be discussed. To protect the students’ privacy, pseudo names are used when needed.

Attitude towards Learning English with the Cool English Website

As the results of the post-questionnaire reveal, most of the students seem to enjoy participating in the remedial program. For example, Item 8 states, “I thought that the Cool English website was beneficial to my English learning. (我認為 Cool English 網站對我的英語學習有幫助。)” four of the students agreed with the statement, and two disagreed (Wayne, Kid). Item 10 states, “My learning outcome with the Cool English website was good. (我覺得自己在 Cool English 網站學習的效果良好。)” and there are also four participants showing
agreement with the statement, but Kid and Wayne disagreed with it. Item 11 states, “I felt satisfied with the Cool English on-line learning. (我覺得在 Cool English 網站學習的方式很滿意。)”; five of them agreed with this statement, but only Kid disagreed. Taken together, it seems that except Kid, all the other five students seemed satisfied with the on-line learning mode.

In addition, all the girls seem to feel that the Cool English website had positive impact on their English learning. As they responded in the individual interview,

*I enjoyed learning English on my own via the Internet, for I don’t need to waste my time on waiting for the whole class instruction which I had already known. I want to learn as much as I can. (我喜歡用網路自己學英語的方式，我想要按照自己的進度學得更多。不用把時間浪費在等老師教完那些我已經會了的東西。）*

(Alice, December 16, 2016)

*I like on-line learning even though I sometimes encounter troubles. If it happens, I would ask help from the classmate sitting next to me or from the teacher. I enjoy learning this way. (我喜歡上網學習，雖然有時候會遇到不會的問題，但是我可以問隔壁的同學或是老師。我喜歡這種學習的方式。）*

(Sandy, December 16, 2016)

*I enjoyed learning through the computer. I never learned English through the Internet before. I think it is fun. (我喜歡用電腦學東西，以前我沒有用過網路學習，我覺得很好玩。）*

(Wendy, December 22, 2016)

To account for these girls’ favorable attitude towards online learning, one possible reason is that as a learner-centered approach, on-line learning provides these girls a great opportunity
to promote self-reliance and allow them to learn independently at their own pace and become autonomous learners (Benson, 2011; Cheng, 2014).

However, the three boys spoke out different opinions about using the Cool English website in the group interview. They all seemed unhappy about learning with it. As Eric complained, “Sometimes, I could not focus on the screen if the teacher wasn’t beside me. It is because I would be distracted by the classmates when they were chatting or making noises (有時候，如果老師不在我旁邊，我很容易就分心，因為隔壁的同學會聊天、製造噪音。)” (December 1, 2016). Wayne mentioned a different problem, “It was boring for me to sit in front of the computer. I prefer listening to the teacher instruction face to face (坐在電腦前面很無聊，我比較喜歡和老師面對面的真人教學。)” (December 1, 2016). Different from these two boys, Kid seemed bolder but more honest when voicing his negative feeling,

I’d rather play some interesting games than doing the quizzes on the Cool English website. It was so boing that I would be put into sleep. (我寧可玩遊戲也不想做 Cool English 網站的測驗，無聊到讓我想睡覺。) (Kid, December 1, 2016)

The boys’ responses were totally different from those of the girls, and they seemed not as happy as these girls about learning in the digital classroom. One possible reason for this negative response might stem from their previous experiences. The boys seem to have used the computer only for entertainment purposes instead of viewing it as a learning tool. Lacking experiences of using information technology for educational purposes may cause them indifferent to using the Cool English website. Although the website offers various multimedia options and instant feedback, online games seem more appealing to the boys. These negative comments may imply that if the target learning website provides more interesting elements, these game-loving boys might be more willing to regard it as a learning tool and use it more frequently.
Obstacles Encountered during the Learning Process

Besides their general attitudes toward the remedial program, these student participants also mentioned some problems they had encountered during the Cool English website learning process. But, it seems that as a group, the boys and the girls were faced with respective different challenges.

The difficulty of distinguishing sounds. During the group interview on December 16, 2016, all the boys talked about their problems with listening, that is, the difficulty of distinguishing the pronunciation they heard from the website. As Wayne said, “Sometimes, I cannot catch up with the pronunciation from the computer, which made me feel frustrated. (有時候跟不上電腦的聲音，我會很沮喪。)” Kid mentioned a different problem, “The pronunciation I heard from the website is different from what my teacher pronounced to us, so I cannot understand it. (發音和我的老師不一樣，我會聽不懂。)” Eric said, “I could not hear the sound clearly. I need the teacher sitting beside me to repeat the sound from the computer, so I can understand the words. (我聽不清楚聲音，如果老師能在旁邊再幫我念一次，我才會聽得懂。)” Although the girls encountered a situation similar to what the boys did, they did not view it as a problem. As Sandy pointed out, “It’s not a big problem, for we can use Google Translate, or ask girl classmates or check with the teacher. We girls learned it this way. (這不是什麼大問題呀！我們可以查 Google 翻譯，要不然就問隔壁同學或老師，我們女生都是這樣學的呀！)”

Based on the above responses, it seems that the girls are more like active and autonomous learners than the boys in terms of learning online. So, even though both girls and boys had encountered similar challenges, these girls would try to solve them in their individual way while the boys might simply feel upset and frustrated or even gave up.

Worry of being unable to finish homework. Probably because of their responsible
learning attitude, one dilemma worrying the girls is the burden of finishing the homework assigned by their homeroom teachers. As Alice revealed in the interview, “Sometimes, my homeroom teacher assigned too much homework to us. My mom would not allow me to go out and play if I had not finished my homework. (有時我的導師派很多回家作業。如果我沒有先把作業完成，我媽就不准我出去玩。”) Sandy expressed a similar concern, “I want to finish my homework before the weekend, so I can enjoy my weekend. (我想要在周末好好享受，所以我想要趕快把回家作業完成。)” Their concerns are not hard to figure out. The remedial instruction took place on every Friday afternoon after school, right before the beginning of the weekend, so after coming to the class, the girls were eager to finish homework before going home so that they could enjoy the entire weekend. As a consequence, they sometimes would be distracted by whether to complete the homework before coming to the remedial class. A relevant complaint about the time schedule of the program was also mentioned; that is, while coming to the E-learning classroom after the regular school sessions, these students usually felt hungry, thirsty and even tired, which in turn would lead them to be unfocused on what the teacher said. To solve the problem, the teacher had offered snacks for the students, and this snack-offering was deeply appreciated by the students, as shown in their response to the post-questionnaires.

A Transformed Learner: Eric

In addition to the above findings, from the data also emerges an interesting case, Eric, who may provide further support to show the positive effect of this remedial program.

On the outset of the program, Eric showed strong negative opinion towards English learning on the pre-questionnaire (administered on September 23, 2016), which evidenced that he was not interested in learning English at all and that he was under his parents’ force to participate in this remedial program. Besides, he knew little about English; he could only write down 9 of the 26 English alphabet letters and could not clearly distinguish the 26 English letters.
However, after the program he displayed a positive attitude about English learning and strong willingness to continue the remedial program, based on the data from the post-questionnaire and individual interview. In addition, he finished the G-3, G-4 and G-5 curriculum on the Cool English website and passed the PRIORI-tbt test, which was administered on December 2016. As he proudly noted in the post-questionnaire, “I will continue to join the English remedial program because it helps me improve my English proficiency. I thought I made a lot of progress after the remedial instruction. (我要繼續參加英語班的補救教學，因為對我的英語有幫助，我覺得我的英語很有進步。)” And he went on, “I will ask the teacher next time when I encounter problems. I think with the teacher’s explanation, I can finish the quizzes on the Cool English website. (以後遇到不會的問題，我會去問老師。我覺得有老師幫忙解釋，Cool English 網站上的題目，我就會做了)” (Eric, December 1, 2016). Finally, in a firm tone he said,

I didn’t pay any attention in English classes before because I could not understand what the teacher said. However, after I learned some words and sentences, I now think English is easier than before. I believe I can pass the test if I keep attending this remedial program. (我以前上英語課都沒在聽，因為聽不懂老師在說什麼。但是我现在學會了一些單字和句子，就覺得英語變簡單了。如果繼續上補救班，我相信應該可以通過測驗。) (Eric, December 2, 2016)

Though no strong evidence had been obtained to account for why he made such big change, Eric’s experience of learning in this program seems to suggest that integrating E-learning into English remedial program may help students with low learning motivation regain their learning interest, strengthen their self-confidence and enhance their learning performance.
Conclusion and Implications

The purpose of this study was to explore six struggling English learners’ opinions about the integration of E-learning into their remedial classes. To answer the question, they were asked to fill out a pre- and post-questionnaires and interviewed at different points in time. The findings showed that these six students held different attitudes about learning in the E-learning remedial program, and they had also encountered some challenges.

Based on the findings, some suggestions are proposed in the following. First, to make an E-learning remedial instruction effective, the target online website should combine more attractive elements, such as digital games for reviewing learning targets and instant feedback, or rewards with special sound effect. By doing so, it will be more appealing to those game-loving students. Without a doubt, children are attracted much more easily by playing games than by learning. Since online games are so popular among children, they may easily fall trap of taking the computer as simply a game-playing machine. Teachers must find ways to develop in them a concept of using technology as a learning tool so as to increase knowledge. Once the students understand and agree with the main function of educational technologies, they will no longer treat the computer or the Internet simply as a time-killing toy.

Second, it is important to prevent students from being distracted by other pressure, either physical or mental, that may affect their learning effectiveness. For example, time schedule for after-class lessons should be well arranged. As the sixth graders reported in the study, they all felt tired and hungry while coming to the program after their regular classes. In Maslow’s hierarchy of human needs (Williams & Burden, 1997), the learners are unlikely to learn anything while their physiological requirements are not yet met. Fortunately, they were served with light snacks in time by the teacher, which might have exerted some positive impact on
their concentration on learning in the classroom.

Finally, while integrating E-learning into a remedial program is full of potential to enhance struggling learners’ learning motivation and self-confidence because the students will get individual attention and direct instruction from the teacher when using the website, advanced digital equipment should be properly installed. To make this pedagogical idea fulfill its promises, schools need sufficient budgets to purchase proper equipment and the teachers also need to advance their own knowledge and ability in using modern technology.

Admittedly, this small-scale study is not without limitations. For example, the study involved only six students, so any generalization from the results of such a small sample size requires a great deal of caution. Due to the constraint of time, the study only investigated students’ perceptions towards integrating E-learning into English remedial instruction, it may be interesting as well to understand how the teacher who is in charge of the program feels about the entire process or what difficulties s/he may go through. Answers to these questions will shed light in how to make this teaching idea more accessible to classroom teachers.

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**Appendix 1**

105(上)補救教學學生背景資料調查

| 姓名: | _______ Name: _______ |

● 英語學習背景

| 1. 我(喜歡, 不喜歡)學英語。 |
| 2. 我參加英語班活動是因為(自己願意、家長要求)。 |
| 3. 我從(沒有，有)在學校外面補習英文。 |
| 4. 我在家裡(有__________ / 沒有人)會指導我練習英語。 |
| 5. 遇到有不會的英語問題，我(有, 沒有)同學或朋友可以請教。 |
| 6. 我(有，沒有，偶爾)自己練習學英語的習慣。 |
| 7. 我(有，沒有，偶爾)有使用電腦或上網預習及複習的習慣。 |
| 8. 我學英語主要是用(唸出聲音 抄寫 看影片)的方式。 |

● 網路使用情形

| 1. 我上網的設備是(手機，平板，筆電，學校電腦，無，其他______) |
我上网主要是为了(玩游戏, 查资料, 聊天, 学习______)

除了学校以外, 可上网的时间是(无, 其他________________)

- 英语基本能力

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<tr>
<th>字母名</th>
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<tr>
<td>D N S X</td>
<td>I E G R V T</td>
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| 字母音 | a f k p w z b h o j u c y l q m d n s x i e g r v t |

Appendix 2

六年级英语班 Cool English 网站学习经验调查  Name:____________________

<table>
<thead>
<tr>
<th>Cool English 网站学习经验调查表</th>
<th>非常同意</th>
<th>同意</th>
<th>不同意</th>
<th>非常不同意</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 我会尽力完成 Cool English 网站上的学习内容。</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. 我期待透过 Cool English 网站学习让我的英语进步。</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3. 我认为在电脑教室上课让我心情愉快。</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>序號</td>
<td>表達</td>
<td>评分</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>我會在生活中應用網站上學習的英文。</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>我會認真瀏覽網站上每一課的課程內容。</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>我會跟着電腦聲音練習念出聲音。</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>我希望老師多介紹其他學習網站。</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>我認為 Cool English 網站對我的英語學習有幫助。</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>我覺得自己在 Cool English 網站學習的表現良好。</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>我覺得自己在 Cool English 網站學習的效果良好。</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>我覺得在 Cool English 網站學習的方式很滿意。</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>我喜歡老師補充的教學內容。</td>
<td>4 3 2 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>我以後(會, 不會)繼續自己利用 Cool English 網站學習, 因為_________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>我(喜歡, 不喜歡)用電腦自學的方式上課。因為_________________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>我覺得自己的（單字，句型，日常用語，字母拼讀）最弱, 需要再加強。</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>利用 Cool English 網站學習時, 如果遇到不會的題目，我會①問同學 ②問老師 ③自己回到看過的網頁中找答案。</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>以後如果還有課後英語班, 我(會, 不會)繼續參加，因為__________________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>我覺得在 Cool English 網站學習，(需要, 不需要)老師幫忙。因為: ___________</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>我覺得在 Cool English 網站學習，遇到最大的困難是:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>A. 單字偵探    B. 同學互相驗收學習成果    C. 自己在 Cool English 網站上學習    D. 吃點心    E. 聽音重組字    F. 卡片配對    G. 看影片    H. 看圖找字    I. 老師個別指導    J. 其他</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
以上活動依照我喜歡程度的順序排列是:

(   ) (   ) (   ) (   ) (   ) (   ) (   ) (   ) (   ) (   )

| 21.  | A. 聽歌學英語 | B. 歌唱學英語 | C. 角色扮演 | D. 故事繪本 | E. 介紹其他英語學習網站 | F. 其他 |
|------|----------------|---------------|-------------|-----------------|----------------------------|

以後的課程我希望能加入的活動排序是:

(   ) (   ) (   ) (   ) (   ) (   ) (   ) (   )

經過這些日子的學習，我想對老師說：

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