

Appendix A.1

**Instructional technology questionnaire for teachers of English in
colleges and universities in Taiwan: English version**



Questionnaire for teachers of English in colleges and universities in Taiwan (English version)

This questionnaire which will take approximately 15 to 20 minutes to complete is designed for teachers of English at college or university level in Taiwan. It is part of a research project being conducted for the degree of Doctor of Philosophy at the University of Waikato in New Zealand by Hsiu-Chen Lin (Antonia).

The overall aim of this part of the research project is to investigate how and why teachers of English in colleges and universities in Taiwan use instructional technology in their teaching.

You are NOT asked to provide your name or the name of any institution where you work.

If you return a completed or partially completed questionnaire, it will be assumed that you agree that the information provided can be included in my thesis and in any publications or presentations that relate to it. However, the data collected will be reported only in summary format and in such a manner that no individual participant or institution can be identified.

Thank you for your cooperation. If you have any questions about the questionnaire, please do not hesitate to contact Hsiu-chen Lin (Antonia).

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Questionnaire for teachers of English in colleges and universities in Taiwan (English version)

Please tick ☒ the answer that best fits your situation and include written responses (in English or Mandarin) where necessary.

Part 1: Background information

- | | | | |
|------------------|--------------------------------------|---|---|
| 1. Gender | <input type="checkbox"/> Male | 2. Position | <input type="checkbox"/> Lecturer |
| | <input type="checkbox"/> Female | | <input type="checkbox"/> Assistant professor |
| | | | <input type="checkbox"/> Associate professor |
| | | | <input type="checkbox"/> Professor |
| | | | <input type="checkbox"/> Other |
| 3. Age | <input type="checkbox"/> 25 ~ 30 | 4. What is your employment status? | <input type="checkbox"/> Full-time tenured position |
| | <input type="checkbox"/> 31 ~ 40 | | <input type="checkbox"/> Full-time contract teacher |
| | <input type="checkbox"/> 41 ~ 50 | | <input type="checkbox"/> Part-time teacher |
| | <input type="checkbox"/> 51 or above | | |

5. Which of the following degrees do you have? Where from?

- | | | | | | |
|-------------------------------------|---------------------------------|-------------------------------|---------------------------------|--------------------------------|-------|
| <input type="checkbox"/> Bachelor's | <input type="checkbox"/> Taiwan | <input type="checkbox"/> U.K. | <input type="checkbox"/> U.S.A. | <input type="checkbox"/> Other | _____ |
| <input type="checkbox"/> Master's | <input type="checkbox"/> Taiwan | <input type="checkbox"/> U.K. | <input type="checkbox"/> U.S.A. | <input type="checkbox"/> Other | _____ |
| <input type="checkbox"/> Ph.D | <input type="checkbox"/> Taiwan | <input type="checkbox"/> U.K. | <input type="checkbox"/> U.S.A. | <input type="checkbox"/> Other | _____ |
| <input type="checkbox"/> Ed.D | <input type="checkbox"/> Taiwan | <input type="checkbox"/> U.K. | <input type="checkbox"/> U.S.A. | <input type="checkbox"/> Other | _____ |

6. How long have you been teaching English?

- ☐ 1 ~ 5 years
☐ 6 ~ 10 years
☐ 11 ~ 20 years
☐ 21 ~ 30 years
☐ More than 31 years

7a. How much time do you spend on each the following work **on average per week? (Tick ☒ and write the number of hours.)**

- | | |
|---|-------------|
| <input type="checkbox"/> English teaching: | _____ hours |
| <input type="checkbox"/> Research work: | _____ hours |
| <input type="checkbox"/> Preparation of teaching: | _____ hours |
| <input type="checkbox"/> Grading work: | _____ hours |
| <input type="checkbox"/> Attending meetings: | _____ hours |
| <input type="checkbox"/> Administrative work: | _____ hours |
| Total: | _____ hours |

7b. What percentage of your teaching, grading, and preparation time is spent online?

	<u>none ~ 10%</u>	<u>11% ~ 40%</u>	<u>41% ~ 70%</u>	<u>71% ~ 90%</u>	<u>91% ~ 100%</u>
Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. What type of course do you teach? (Tick more than one if appropriate.)

- ☐ General English language
- ☐ English for Specific Purposes
- ☐ Other Please specify. _____

9. Please tick ☒ to indicate the context in which you are currently teaching English (tick more than one if appropriate).

- ☐ 5-year junior college
- ☐ 2-year college
- ☐ 4-year college of technology
- ☐ 4-year university
- ☐ 4-year university of technology

10a. Have you attended any professional development workshop(s) about integrating instructional technology into your teaching?

- ☐ Yes
- ☐ No

10b. Could you estimate how many hours of training you have already received in integrating instructional technology into your teaching?

- ☐ 1-10 hours
- ☐ 11-30 hours
- ☐ 31-50 hours
- ☐ 51-100 hours
- ☐ More than 101 hours

10c. Where did you do the training?

- ☐ On campus
- ☐ Off campus
- ☐ Both of the above

10d. Did you have to pay for the training?

- ☐ Yes
- ☐ No

10e. How would you evaluate the professional development workshop(s) you have attended?

- ☐ Very useful
- ☐ Useful
- ☐ A little useful
- ☐ Not useful at all

10f. Would you like further training workshop(s) on integrating instructional technology into your teaching?

☐ Yes

☐ No

10g. If you answered *Yes* to Question *10f* above, what topics would you be interested in?

10h. If you answered *No* to Question *10f*, what are your reasons?

Part 2: Integrating instructional technology into teaching (attitudes and beliefs)

1. Do you think that it is important to integrate instructional technology into your teaching?

- ☐ Yes ☐ No ☐ I don't know.

Please add any comments you wish to make (in English or Chinese).

2a. Which of the following do you think is **generally best** for your students?

- ☐ Fully online course (totally online)
- ☐ Blended online course (combination of face-to-face and online)
- ☐ Supplementary online course (face-to-face; online materials for reference only)
- ☐ Other Please specify. _____

Please add any comments you wish to make (in English or Chinese).

2b. If you selected **Blended online course** in Question 2a above, what proportion of the course do you think should involve instructional technology (in terms of what you believe is best for students)?

- ☐ up to 10%
- ☐ 11% ~ 40 %
- ☐ 41% ~ 70%
- ☐ 71% ~ 90%
- ☐ Other Please specify. _____

3. Which of the following do you think your students **prefer**?

- ☐ Fully online course (totally online)
- ☐ Blended online course (combination of face-to-face and online)
- ☐ Supplementary online course (face-to-face; online materials for reference only)
- ☐ Other Please specify _____

Please add any comments you wish to make (in English or Chinese).

4. Which do you prefer when planning your lessons?

- ☐ To use existing online materials
- ☐ To create your own online materials
- ☐ Both of the above

Please add any comments you wish to make (in English or Chinese).

5. Do you think fully online materials can ever replace face-to-face or blended materials for students who are learning English?

- ☐ Yes
- ☐ No

Please add any comments you wish to make (in English or Chinese).

6. Please tick ☒ what you think are the **five** most important advantages for your students in being able to access online materials.

- a. ☐ They can get immediate feedback when they do exercises.
- b. ☐ They can access the materials at times convenient to them, at their own pace, and from different locations.
- c. ☐ They can revise what they have done in class.
- d. ☐ They can experience autonomous learning.
- e. ☐ They can catch up when they miss class.
- f. ☐ They can do as much repetitive practice as they want.
- g. ☐ Other Please specify (in English or Chinese).

7. Do you agree with any of the following statements? Tick ☒ the appropriate answer.

Statements	Agree	Disagree
a. Producing my own online materials takes too much time.	<input type="checkbox"/>	<input type="checkbox"/>
b. Commercially produced online materials are better than the ones I can produce.	<input type="checkbox"/>	<input type="checkbox"/>
c. I worry in case my online materials include language errors.	<input type="checkbox"/>	<input type="checkbox"/>
d. Online materials are often better than the materials in textbooks.	<input type="checkbox"/>	<input type="checkbox"/>
e. Producing good online materials requires technical skills that I don't have.	<input type="checkbox"/>	<input type="checkbox"/>
f. Making my own online materials gives me a sense of satisfaction.	<input type="checkbox"/>	<input type="checkbox"/>
g. Teachers should own the copyright for the materials they produce online.	<input type="checkbox"/>	<input type="checkbox"/>
h. Copyright for the materials teachers produce online should be jointly owned by them and the institution they work for.	<input type="checkbox"/>	<input type="checkbox"/>
i. Copyright for the materials teachers produce online should be owned by the institution they work for.	<input type="checkbox"/>	<input type="checkbox"/>

Please add any comments you wish to make (in English or Chinese).

8a. Do you think that participating in a **synchronous** forum (an online forum where written or oral responses from users, i.e. colleagues and the teacher are immediate) is a good way for learners to improve their language performance in the following areas?

Listening	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know.
Speaking	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know.
Reading	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know.
Writing	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know.

Please add any comments you wish to make (in English or Chinese).

- 8b.** Do you think participating in an **asynchronous** forum (an online forum in which written or oral responses are not immediate) involving posting, reading, and reflecting is a good way for learners to improve their language skills?

Listening	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know.
Speaking	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know.
Reading	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know.
Writing	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> I don't know.

Please add any comments you wish to make (in English or Chinese).

- 8c.** Do you think that **in-class interaction** is more or less effective in improving learners' language skills than participation in an online synchronous forum or asynchronous forum?

Listening

☐ More effective ☐ Less effective ☐ About the same ☐ I don't know.

Speaking

☐ More effective ☐ Less effective ☐ About the same ☐ I don't know.

Reading

☐ More effective ☐ Less effective ☐ About the same ☐ I don't know.

Writing

☐ More effective ☐ Less effective ☐ About the same ☐ I don't know.

Please add any comments you wish To make (in English or Chinese).

- 9.** Do you believe that the quality of student-student and student-teacher interaction is better in the case of face-to-face rather than online teaching?

☐ Yes ☐ No ☐ I don't know.

Please add any comments you wish to make (in English or Chinese).

- 10.** Do you believe that using instructional technology in your teaching generally increases or decreases your teaching load?

☐ Increases ☐ Decreases ☐ Neither increases nor decreases ☐ I don't know.

Please add any comments you wish to make (in English or Chinese).

11. If you put some of your course materials online, please tick ☒ your **five** most important reasons.

- ☐ Good for students' language development
 - ☐ Students prefer online materials.
 - ☐ I enjoy putting materials online.
 - ☐ Other teachers can use and adapt the materials.
 - ☐ My academic managers expect me to do it.
 - ☐ My institution insists that I do it.
 - ☐ I want to keep up with what other teachers are doing around the world.
 - ☐ Other Please specify (in English or Chinese). _____
-

12. What is the best experience you have ever had in integrating instructional technology in your teaching?

13. What is the worst experience you have ever had in integrating instructional technology in your teaching?

Part 3: Integrating instructional technology into teaching (practices and reasons)

1a. Do you offer any of your courses, or parts of any of your courses, via a platform, such as WebCT, Blackboard, E-course, etc. provided by your institution?

☐ Yes Please state the name. _____

☐ No

1b. If you answered *No* to Question *1a* above, please tick ☒ to indicate your reasons. (Tick more than one if necessary.)

A ☐ My institution does not have a platform.

B ☐ There isn't enough technical support.

C ☐ There isn't enough financial support.

D ☐ I can achieve the same outcomes for my students without using technology.

E ☐ The platform is too complicated and difficult to use.

F ☐ Setting up the necessary equipment in class wastes teaching and learning time.

G ☐ The speed of Internet access is too slow in the classroom.

H ☐ Some students don't have their own computer at home.

I ☐ It costs too much money to prepare or edit online materials.

J ☐ It disadvantages students with less highly developed computer skills.

K ☐ Unexpected technical problems can affect the atmosphere of learning.

L ☐ Other. Please specify (in English or Chinese). _____

1c. Please tick ☒ to indicate which of the following statements is true of the platform provided by your institution.

A User-friendly and easy to access ☐ True ☐ Not true ☐ Partly true

B Large capacity database ☐ True ☐ Not true ☐ Partly true

C Ensures consistent quality of presentation of materials ☐ True ☐ Not true ☐ Partly true

D Includes multiple functions (e.g., presentation, discussion, test, assignment) ☐ True ☐ Not true ☐ Partly true

E Includes a variety of different ways of giving feedback ☐ True ☐ Not true ☐ Partly true

Please add any comments you wish to make (in English or Chinese).

- 1d.** Please list any aspects of the platform provided by your institution that you do not like and indicate why.

- 2.** Do you use any **authoring tools** (e.g.; Hot Potatoes) instead of, or in addition to the built-in authoring tools which are part of the platform used by your institution?

☐ Yes Please state the name(s). _____

☐ No Why not? _____

- 3a.** What percentage of the interaction in all of your English courses is computer-mediated (rather than face-to-face)?

☐ from zero to 10%

☐ 11% ~ 40 %

☐ 41% ~ 70%

☐ 71% ~ 90%

☐ 91% ~ 100%

- 3b.** Apart from simply typing, what percentage of your students' homework time involves computer use (including the use of MP3, IPOD, etc.)?

☐ from zero up to 10%

☐ 11% ~ 40 %

☐ 41% ~ 70%

☐ 71% ~ 90%

☐ 91% ~ 100%

- 4a.** Is there any point in putting all of your course materials online if you and your students are still expected to attend classes at regular weekly scheduled times?

☐ Yes Reason: _____

☐ No Reason: _____

- 4b.** Are any of your courses fully online distance courses (i.e., students can access the materials at their convenience and there are no scheduled classes or only a few scheduled classes (up to three) for the course)?

☐ Yes

☐ No

- 4c.** If you offer any fully online courses, please tick ☒ to indicate how you think most of your students respond to them. (You **DON'T** need to answer Questions 4c/4d if you do not offer any fully online courses.)

Statements	True	Not true	Partly true
They prefer these courses to face-to-face courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They like these courses, but they prefer face-to-face courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They don't really like these courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They learn more than they do in face-to-face courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add any comments you wish to make (in English or Chinese).

- 4d.** If you offer any fully online courses, please tick ☒ to indicate which of the following statements is true for you.

I like fully online courses because:	True	Not true	Partly true
I can manage my time better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I enjoy not having to teach regular classes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I miss the face-to-face contact with students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please add any comments you wish to make (in English or Chinese).

- 5.** Please tick ☒ if you have used any of the following in your English classes in the past six weeks or if you have got your students to use them in your classes (or in follow-up activities) in the last six weeks.

	Used in my teaching		Got students to use	
	Yes	No	Yes	No
1. Word				
2. Power Point				
3. Front Page				
4. Excel				
5. E-mail				
6. Hot Potatoes				

7. Power Director				
8. MSN				
9. Movie Maker				
10. Web Camera				
11. Platform(WebCT/Blackboard/E-course)				

6. For which of the following teaching and learning activities do you think particular computer software would be appropriate?

	Listen- ing	Speak- ing	Read- ing	Writ- ing	Voca- bulary	Grammar
1. Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other Please specify. _____						
2. Power Point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other Please specify. _____						
3. Front Page	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other Please specify. _____						
4. Excel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other Please specify. _____						
5. E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other Please specify. _____						
6. Hot Potatoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other Please specify. _____						
7. Power Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other Please specify. _____						
8. MSN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other Please specify. _____						
9. Movie Maker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other Please specify. _____						
10. Web Camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other Please specify. _____						
11. Platform (WebCT/Blackboard/E-course)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other Please specify. _____						

Are there any comments you would like to add. Please make use of the space below.

Thank you very much for your participation.

Appendix A.2

**Instructional technology questionnaire for teachers of English in
colleges and universities in Taiwan: Chinese version**



臺灣大專校院英語教師問卷調查

各位老師您好：

我是任職於高雄文藻外語學院英文系林秀珍，目前在紐西蘭懷卡多大學攻讀博士學位。為瞭解臺灣英語教師如何運用教育科技融入教學及其原因，特別設計一份臺灣大專院校英語教師問卷調查。此問卷調查旨在探討一般英語教師如何在教學中融入教育科技及其使用教育科技的原因。

填寫本問卷調查所須時間大約 15~20 分鐘。採無記名方式完成，填卷者勿需留下姓名及其任教學校，因此，在進行研究報告時絕對不會提及教師個人或學校名義。

在您完成問卷繳回的同時，不論您是否全程回答所有題目，該作答內容均視為您授權本人進行與本研究主題相關之報告，並且同意本人將結果以書面出版或採口頭報告方式呈現。

在此先感謝您撥冗協助填寫問卷及對本研究的貢獻，並期待研究成果能讓老師及學生均能受益。如果您對本問卷分析結果有興趣，歡迎留下電郵地址以便日後聯絡。最後，若您對問卷調查本身有任何意見，敬請不吝賜教。我的聯絡地址如下。

敬祝 教安

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- ☐ 教學： _____ 小時
☐ 研究： _____ 小時
☐ 備課： _____ 小時
☐ 批改作業或試卷： _____ 小時
☐ 參與會議： _____ 小時
☐ 行政： _____ 小時
 總計： _____ 小時

7b. 您在網路上進行以下工作的比例(請勾選☑相關項目百分比):

	0%~10%	11%~40%	41%~70%	71%~90%	91%~100%
教學	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
批改	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
備課	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. 您目前的任教課程(可複選):

- ☐ 一般語文課程
- ☐ 專業課程
- ☐ 其他 說明: _____

9. 您目前任教的學制(可複選):

- ☐ 五專
- ☐ 二技
- ☐ 四技
- ☐ 一般大學
- ☐ 科技大學

10a. 您是否參加過教育科技融入教學之教師專業訓練?

- ☐ 是 (請續答 10b, 10c, 10d)
- ☐ 否 (請跳答 10e)

10b. 您已參加過的教育科技融入教學之教師專業訓練之時數:

- ☐ 1-10 小時
- ☐ 11-30 小時
- ☐ 31-50 小時
- ☐ 51-100 小時
- ☐ 101 小時以上

10c. 您在那裡參加教育科技融入教學之教師專業訓練?

- ☐ 校內
- ☐ 校外
- ☐ 兩者皆有

10d. 您是否需要付費參加教育科技融入教學之教師專業訓練?

- ☐ 是
- ☐ 否

10e. 您對教育科技融入教學之教師專業訓練的評價為何?

- ☐ 非常有用
- ☐ 有用
- ☐ 還好
- ☐ 沒有用

10f. 您想接受更多有關教育科技融入教學之教師專業訓練課程嗎?

☐ 想 (請續答 10g)

☐ 不想 (請續答 10h)

10g. 如您在題目 10f 勾選“想”，請問您希望的主題是哪些?

10h. 如您在題目 10f 勾選“不想”，請問您的原因是甚麼?

第二部分: 教育科技融入教學(態度與信念)

請針對題目勾選或回答最適合您個人的態度與信念(以英文或中文回答均可)

1. 您認為教育科技融入教學是重要的嗎?

☐ 是 ☐ 否 ☐ 我不知道

若對本題有所回應，請發表您的看法。

2a. 您認為您的學生最適合下列何種上課模式?

☐ 全然網路課程(課程全部在線上進行)

☐ 混合型網路課程(課程部份在線上進行部份在教室面授)(請續答 2b)

☐ 輔助型網路課程(課程全部在教室面授，線上教材僅供學生參考)

☐ 其他 請說明 _____

若對本題有所回應，請發表您的看法。

2b. 若您在題目 2a.勾選混合型網路課程，以您對學生的瞭解，課程裏應該加入多少的教育科技比例對學生最有益?

☐ 10%

☐ 11% ~ 40 %

☐ 41% ~ 70%

☐ 71% ~ 90%

☐ 其他請說明 _____

3. 您認為您的學生最喜歡的上課模式是...

☐ 全然網路課程(課程全部在線上進行)

☐ 混合型網路課程(課程部份在線上進行部份在教室面授)

☐ 輔助型網路課程(課程全部在教室面授，線上教材僅供學生參考)

☐ 其他請說明 _____

若對本題有所回應，請發表您的看法。

4. 您在設計課程時會偏好下列何種方式?

☐ 使用現成的線上教材

☐ 自己設計製作線上教材

☐ 使用現成的線上教材，也自己設計製作線上教材

若對本題有所回應，請發表您的看法。

5. 您認為全然網路課程的教材可以取代教室面授或混合型網路課程的教材嗎？

☐ 可以 ☐ 不可以 ☐ 我不知道

若對本題有所回應，請發表您的看法。

6. 下列為學生可以上網取得教材進行線上學習的優點。請勾選您認為最有利的五項優勢。

- A. ☐ 他們可以得到立即回饋。
B. ☐ 他們可以依各自需求隨時上網，不受時間地點限制亦可按個人步調進行。
C. ☐ 他們可以對照課堂內容修正個人的上課筆記。
D. ☐ 他們可以經歷自主學習過程。
E. ☐ 他們可以彌補缺課內容做自我補課。
F. ☐ 他們可以依個人需求在線上反覆練習。
G. ☐ 其他 請說明 _____

7. 您同意以下的說法嗎？請勾選同意或不同意

	同 意	不 同 意
A. 製作個人線上教材花費太多時間。	<input type="checkbox"/>	<input type="checkbox"/>
B. 市面出版的線上教材比我個人製作的線上教材好。	<input type="checkbox"/>	<input type="checkbox"/>
C. 我擔心自己製作的線上教材在用詞遣字上可能有誤。	<input type="checkbox"/>	<input type="checkbox"/>
D. 線上教材通常比書本教材好。	<input type="checkbox"/>	<input type="checkbox"/>
E. 製作優良的線上教材所需的技巧，是我無法勝任的。	<input type="checkbox"/>	<input type="checkbox"/>
F. 自製個人線上教材讓我很有成就，感到滿足。	<input type="checkbox"/>	<input type="checkbox"/>
G. 教師自製的線上教材，其版權應歸屬教師本人。	<input type="checkbox"/>	<input type="checkbox"/>
H. 教師自製的線上教材，其版權應由教師及任教機關共同所有。	<input type="checkbox"/>	<input type="checkbox"/>
I. 教師自製的線上教材，其版權應由任教機關所擁有。	<input type="checkbox"/>	<input type="checkbox"/>

若對本題有所回應，請發表您的看法。 _____

8a. 您認為學生參與同步課程討論(亦即教師和學生在同一時間，同時進行口語或文字溝通)是否能增進下列語文能力？

聽 ☐ 是 ☐ 否 ☐ 我不知道
說 ☐ 是 ☐ 否 ☐ 我不知道
讀 ☐ 是 ☐ 否 ☐ 我不知道
寫 ☐ 是 ☐ 否 ☐ 我不知道

若對本題有所回應，請發表您的看法。 _____

8b. 您認為學生參與非同步課程討論(亦即教師和學生在不同時間張貼資料，閱讀或回應)是否能增進下列語文能力？

- | | | | |
|---|----------------------------|----------------------------|-------------------------------|
| 聽 | <input type="checkbox"/> 是 | <input type="checkbox"/> 否 | <input type="checkbox"/> 我不知道 |
| 說 | <input type="checkbox"/> 是 | <input type="checkbox"/> 否 | <input type="checkbox"/> 我不知道 |
| 讀 | <input type="checkbox"/> 是 | <input type="checkbox"/> 否 | <input type="checkbox"/> 我不知道 |
| 寫 | <input type="checkbox"/> 是 | <input type="checkbox"/> 否 | <input type="checkbox"/> 我不知道 |

若對本題有所回應，請發表您的看法。 _____

8c. 您認為課堂面授的互動比同步或非同步討論更能提升學生的語文能力嗎？

- | | | | | |
|---|------------------------------|--------------------------------|------------------------------|-------------------------------|
| 聽 | <input type="checkbox"/> 更有效 | <input type="checkbox"/> 不那麼有效 | <input type="checkbox"/> 差不多 | <input type="checkbox"/> 我不知道 |
| 說 | <input type="checkbox"/> 更有效 | <input type="checkbox"/> 不那麼有效 | <input type="checkbox"/> 差不多 | <input type="checkbox"/> 我不知道 |
| 讀 | <input type="checkbox"/> 更有效 | <input type="checkbox"/> 不那麼有效 | <input type="checkbox"/> 差不多 | <input type="checkbox"/> 我不知道 |
| 寫 | <input type="checkbox"/> 更有效 | <input type="checkbox"/> 不那麼有效 | <input type="checkbox"/> 差不多 | <input type="checkbox"/> 我不知道 |

若對本題有所回應，請發表您的看法。 _____

9. 以學生之間的互動和師生間的互動為例，您認為課堂面授的互動品質比線上授課模式的互動品質好嗎？

- ☐ 是 ☐ 否 ☐ 我不知道

若對本題有所回應，請發表您的看法。 _____

10. 對您而言，運用教育科技融入教學是增加或減輕您的教學工作量？

- ☐ 增加 ☐ 減輕 ☐ 沒有差別 ☐ 我不知道

若對本題有所回應，請發表您的看法。 _____

11. 如果您已有課程上傳到網路，請勾選五項如此做的原因。

- ☐ 對學生的語文能力發展有益。
- ☐ 學生喜歡線上的東西。
- ☐ 我喜歡將教材放在網路上。
- ☐ 我的線上教材可以供其他老師參考或使用。
- ☐ 符合上司的期望。
- ☐ 遵循校方的要求。
- ☐ 我想和其他國家的教師一樣齊頭並進。
- ☐ 其他 請說明：_____

12. 在您運用教育科技融入教學的過程中，什麼是您遇到最棒的事？

13. 在您運用教育科技融入教學的過程中，什麼是您遇到最糟的事？

第三部分: 教育科技融入教學(實行與原因)

請針對題目勾選☐或回答最適合您個人的態度與信念(以中文或英文回答均可)

1a. 您是否使用學校提供的網路教學平台(如 E-course, Blackboard, WebCT 等)上傳部份或全部任教課程內容?

☐ 是 請載明平台名稱: _____ (請續答 1c)

☐ 否 (請續答 1b)

1b. 如您在題目 1a 勾選“否”，請問您的原因是… (可複選)

- A ☐ 學校目前沒有網路教學平台。
- B ☐ 網路教學平台技術支援不足。
- C ☐ 經費不足。
- D ☐ 不使用教育科技，我一樣可以讓學生達到預期的學習目標。
- E ☐ 網路教學平台既複雜又難用。
- F ☐ 在教室準備、架設器材太浪費時間。
- G ☐ 使用網路教學平台時，傳輸速度慢。
- H ☐ 有些學生家裡沒有電腦。
- I ☐ 準備、編輯線上教材需要花錢。
- J ☐ 對電腦能力較差的學生會造成不便。
- K ☐ 突發的器械故障會影響上課氣氛。
- L ☐ 其他 請說明: _____

1c. 就學校所提供的網路教學平台請勾選您對下列敘述的看法。

- | | | | |
|---------------------------------|-----------------------------|------------------------------|-------------------------------|
| A 操作簡單容易上手 | <input type="checkbox"/> 正確 | <input type="checkbox"/> 不正確 | <input type="checkbox"/> 部分正確 |
| B 資料空間容量大 | <input type="checkbox"/> 正確 | <input type="checkbox"/> 不正確 | <input type="checkbox"/> 部分正確 |
| C 確保教材呈現的品質 | <input type="checkbox"/> 正確 | <input type="checkbox"/> 不正確 | <input type="checkbox"/> 部分正確 |
| D 具有多重功能(如教材呈現模式、討論區、測驗、作業等) | <input type="checkbox"/> 正確 | <input type="checkbox"/> 不正確 | <input type="checkbox"/> 部分正確 |
| E 提供多樣回饋方式(如線上張貼、郵寄回饋、個人或全體回饋等) | <input type="checkbox"/> 正確 | <input type="checkbox"/> 不正確 | <input type="checkbox"/> 部分正確 |

若對本題有所回應，請發表您的看法。 _____

1d. 請就您使用網路教學平台的經驗，列出您不喜歡的地方及原因。

2. 通常網路教學平台已有內建之作業軟體(authoring tool)，您會捨棄或額外使用其他軟體(如 Hot Potatoes)嗎？

☐ 會 請列出軟體名稱：_____

☐ 不會 請說明原因：_____

3a. 您在上課時，透過電腦科技進行的互動(非教室面授的互動)比例有多少？

☐ 0 ~ 10%

☐ 11% ~ 40 %

☐ 41% ~ 70%

☐ 71% ~ 90%

☐ 91% ~ 100%

3b. 除了一般打字之外，您的學生使用電腦做作業的比例有多少？

☐ 0 ~ 10%

☐ 11% ~ 40 %

☐ 41% ~ 70%

☐ 71% ~ 90%

☐ 91% ~ 100%

4a. 如果師生仍然需要在每週固定的時間上課，您認為有必要將所有教材內容上傳到網路上嗎？

☐ 必要 請說明原因：_____

☐ 不必要 請說明原因：_____

4b. 您開過全然網路課程嗎(亦即學生可隨其需求上網上課，沒有每週固定的上課時間或最多只有三次固定的時間)？

☐ 有 (請續答 4c、4 d)

☐ 沒有 (不必答 4c、4 d)

4c. 針對全然網路課程上課的學生而言，您認為他們對以下說法會如何回應？

	正確	不正確	部分正確
喜愛全然網路課程甚於教室面授課程	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
兩者都喜歡，但偏好教室面授課程	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
兩者都不喜歡	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
在全然網路課程學的比在教室面授課程學的多	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

若對本題有所回應，請發表您的看法。 _____

4d. 以您的全然網路課程為例，請勾選您對下列句子的看法。

喜歡全然網路課程，因為…	正確	不正確	部分正確
可以更妥善地運用時間	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
喜歡不用固定上課的感覺	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
少了在教室和學生面對面互動的機會	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

若對本題有所回應，請發表您的看法。_____

5. 請勾選過去六週內您是否在英語教學活動或要求學生使用過左列項目。

	英語教學活動使用		要求學生使用	
	是	否	是	否
1. Word				
2. Power Point				
3. Front Page				
4. Excel				
5. E-mail				
6. Hot Potatoes				
7. Power Director				
8. MSN				
9. Movie Maker				
10. Web Camera				
11. Platform (WebCT/ Blackboard/ E-course)				

6. 您認為下列項目是否適用於各個不同的教學活動？請勾選或說明。

	聽	說	讀	寫	字彙	文法	其他(請說明)
1. Word	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
2. Power Point	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
3. Front Page	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
4. Excel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
5. E-mail	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
6. Hot Potatoes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
7. Power Director	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
8. MSN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
9. Movie Maker	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
10. Web Camera	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
11.Platform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> _____
(WebCT/Blackboard/E-course)							

如您對本問卷有任何批評指教，請利用下面空間書寫。

問卷完畢

衷心感謝您的參與及協助

Appendix B.1

**Teaching and assessing writing questionnaire for teachers of English
in colleges and universities in Taiwan: English version**



Teaching and assessing writing questionnaire for teachers of English in colleges and universities in Taiwan (English version)

This questionnaire is designed for teachers of English in colleges and universities in Taiwan. It takes approximately 15 to 20 minutes to complete the questionnaire.

The questionnaire is part of a research project being conducted for the degree of Doctor of Philosophy at the University of Waikato in New Zealand by Hsiu-Chen Lin (Antonia), an English teacher of Wenzao Ursuline College of Languages, Kaohsiung, Taiwan. The overall aim of this part of the research project is to investigate how teachers of English in colleges and universities in Taiwan teach writing and assess students' writing.

You are NOT asked to provide your name or the name of any institution where you work.

If you return a completed or partially completed questionnaire, it will be assumed that you agree that the information provided can be included in my thesis and in any publications or presentations that relate to it. However, the data collected will be reported only in summary format and in such a manner that no individual participant or institution can be identified.

Thank you for your cooperation. If you have any questions about the questionnaire, please do not hesitate to contact Hsiu-chen Lin (Antonia).

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The University of Waikato

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Hamilton, New Zealand

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Teaching and assessing writing questionnaire for teachers of English in colleges and universities in Taiwan (English version)

Part 1: Background information

Please click ☒ the answer that best fits your situation and include written responses (in English or Mandarin) where necessary.

- 1 Gender a ☐ Male b ☐ Female
- 2 Position a ☐ Lecturer b ☐ Assistant professor c ☐ Associate professor
 d ☐ Professor e ☐ Other Please specify.
- 3 Age a ☐ 25 ~ 30 b ☐ 31 ~ 40
 c ☐ 41 ~ 50 d ☐ 51 or above
- 4 What is your employment status?
a ☐ Full-time teacher b ☐ Full-time contract teacher c ☐ Part-time teacher
- 5 Are you a native speaker of English? a ☐ Yes b ☐ No
- 6 Do you have any qualifications in the teaching of languages or in the teaching of English in particular? (For example, MATESOL or Teaching certificate)
a ☐ Yes b ☐ No
- 7 If you answered YES to the question above, A) what qualification do you have?
a ☐ TESOL (MA) b ☐ Teaching certificate c ☐ Linguistics
d ☐ Literature e ☐ Other Please specify.
B) Which institute did you get your qualification from? (e.g. Washington University/USA)
- 8 Do you teach English writing courses?
a ☐ Yes b ☐ No

If you answered *No* to Question 8, there is *no need* to proceed with the questionnaire.
If you answered *YES* to Question 8, please proceed to the next questions.

9 How long have you been teaching English writing courses?

a ☐ Less than one year

b ☐ 1 ~ 5 years

c ☐ 6 ~ 10 years

d ☐ 11 years or above

10 What type of English writing course do you teach? (Click ☒ more than one answer if you wish.)

a ☐ General English writing

b ☐ Research writing

c ☐ Writing and translation

d ☐ Business writing

e ☐ Other Please specify.

Part 2: Teaching and assessing writing

Please click ☒ the answer that best fits your situation and include written responses (in English or Mandarin) if you wish.

1. How many hours of writing class do you teach per week?
a ☐ 1 - 3 b ☐ 4 - 6
c ☐ 7 - 9 d ☐ 10 or above
2. How many students on average are there in your writing class?
a ☐ 5 - 15 b ☐ 16 - 25 c ☐ 26 - 45
d ☐ 46 - 60 e ☐ more than 61
3. On average, how many writing assignments do you assess each semester?
For example, 1 class X 30 students X 2 assignments X 2 drafts = 120
a ☐ 1 - 20 b ☐ 21 - 40 c ☐ 41 - 60
d ☐ 61 - 80 e ☐ 81 - 100 f ☐ 101 - 150
g ☐ 151 - 200 h ☐ Other Please specify.
4. How do your students write? (You can click more than one if needed.)
a ☐ Individually b ☐ In pairs
c ☐ In groups d ☐ Other Please specify.
5. Which is the most frequent activity used in your writing class?
a ☐ Individual writing b ☐ Writing in pairs
c ☐ Writing in groups d ☐ Other Please specify.
6. Where do your students write for your courses? (You can click more than one if needed.)
a ☐ In class b ☐ At home c ☐ At computer lab
d ☐ Other Please specify.
7. How do your students submit their writing assignments? (You can click more than one if necessary.)
a ☐ Paper-and-pen b ☐ Print-out c ☐ Online
d ☐ Online & print-out e ☐ Other Please specify.
8. Which of the following **are covered** in your writing class? (You can click more than one if needed.) **NOTE: *blended*** (i.e. combining different genres such as *explanation* and *argument*)
a ☐ Writing instructions b ☐ Writing descriptions
c ☐ Writing texts that classify things d ☐ Writing arguments
e ☐ Writing explanations f ☐ Writing recounts
g ☐ Writing blended texts (*see above*) h ☐ Creative writing
i ☐ Other Please specify.

9. Which of the following do students write **most frequently** in your writing class?

NOTE: *blended* (i.e. combining different genres, such as *explanation* and *argument*)

- | | |
|--|---|
| a <input type="checkbox"/> Instructions | b <input type="checkbox"/> Descriptions |
| c <input type="checkbox"/> Classifications | d <input type="checkbox"/> Arguments |
| e <input type="checkbox"/> Explanations | f <input type="checkbox"/> Recounts |
| g <input type="checkbox"/> Blended texts | h <input type="checkbox"/> Creative writing |
| i <input type="checkbox"/> Other Please specify. | |

10. How well do you think your students could write each of the following? Please click ☒ the box on the line between **poorly** and **very well**.

NOTE: *blended* (i.e. combining different genres such as *explanation* and *argument*)

- | | | | | | | | | | | | |
|-------------------|--------|----------------------------|-------|----------------------------|-------|----------------------------|-------|----------------------------|-------|----------------------------|-----------|
| a Instructions | Poorly | 1 <input type="checkbox"/> | <---- | 2 <input type="checkbox"/> | ----- | 3 <input type="checkbox"/> | ----- | 4 <input type="checkbox"/> | ----> | 5 <input type="checkbox"/> | Very well |
| b Descriptions | Poorly | 1 <input type="checkbox"/> | <---- | 2 <input type="checkbox"/> | ----- | 3 <input type="checkbox"/> | ----- | 4 <input type="checkbox"/> | ----> | 5 <input type="checkbox"/> | Very well |
| c Classifications | Poorly | 1 <input type="checkbox"/> | <---- | 2 <input type="checkbox"/> | ----- | 3 <input type="checkbox"/> | ----- | 4 <input type="checkbox"/> | ----> | 5 <input type="checkbox"/> | Very well |
| d Arguments | Poorly | 1 <input type="checkbox"/> | <---- | 2 <input type="checkbox"/> | ----- | 3 <input type="checkbox"/> | ----- | 4 <input type="checkbox"/> | ----> | 5 <input type="checkbox"/> | Very well |
| e Explanations | Poorly | 1 <input type="checkbox"/> | <---- | 2 <input type="checkbox"/> | ----- | 3 <input type="checkbox"/> | ----- | 4 <input type="checkbox"/> | ----> | 5 <input type="checkbox"/> | Very well |
| f Recounts | Poorly | 1 <input type="checkbox"/> | <---- | 2 <input type="checkbox"/> | ----- | 3 <input type="checkbox"/> | ----- | 4 <input type="checkbox"/> | ----> | 5 <input type="checkbox"/> | Very well |
| g Blended texts | Poorly | 1 <input type="checkbox"/> | <---- | 2 <input type="checkbox"/> | ----- | 3 <input type="checkbox"/> | ----- | 4 <input type="checkbox"/> | ----> | 5 <input type="checkbox"/> | Very well |
| h Creative texts | Poorly | 1 <input type="checkbox"/> | <---- | 2 <input type="checkbox"/> | ----- | 3 <input type="checkbox"/> | ----- | 4 <input type="checkbox"/> | ----> | 5 <input type="checkbox"/> | Very well |
- Please add a comment if you wish.

11. Which of the following do you introduce your students to in your writing courses?

(You can click more than one if needed.)

- | |
|--|
| a <input type="checkbox"/> Brainstorming |
| b <input type="checkbox"/> Drafting 1 |
| c <input type="checkbox"/> Drafting 2 |
| d <input type="checkbox"/> Drafting 3 |
| e <input type="checkbox"/> Peer reviewing |
| f <input type="checkbox"/> Revising |
| g <input type="checkbox"/> Teacher-student conferencing |
| h <input type="checkbox"/> Editing |
| i <input type="checkbox"/> Grammar instruction |
| j <input type="checkbox"/> Instruction in paragraphing |
| k <input type="checkbox"/> Instruction in punctuation extension |
| l <input type="checkbox"/> Vocabulary |
| m <input type="checkbox"/> Instruction in the different overall structuring of different types of texts
(e.g. recounts; arguments; explanations; blended texts) |
| n <input type="checkbox"/> Instruction in the use of connectives (e.g. therefore; however) |
| o <input type="checkbox"/> Producing a final version to share with others |
| p <input type="checkbox"/> Instruction in the different ways that paragraphs can be linked together |
| q <input type="checkbox"/> Joint construction of a text (teacher and students write a text together) |
| r <input type="checkbox"/> Other Please specify. |

12. Do you discuss model texts (writing samples) with your students before you ask them to write texts?

- a ☐ Always b ☐ Usually c ☐ Sometimes
d ☐ Seldom e ☐ Never

Please add a comment relating to your use (or non-use) of model texts in class.

13. Do you give any **grammar instruction** in your writing class?

- a ☐ Yes If Yes, when?
b ☐ No If No, why not?

14. How do you **introduce** grammar features in your writing class?

- a ☐ I do not give any grammar instruction until students submit their final draft. Then I summarize and discuss typical errors.
b ☐ At the editing stage, I give grammar instruction to the whole class based on common errors in students' drafts.
c ☐ After each draft is submitted and graded, I give instruction based on the main grammatical errors detected to each student individually.
d ☐ I teach specific grammar points as part of my writing syllabus before getting students to start writing. I select them because they are likely to be directly relevant to the writing the students will do.
e ☐ I teach specific grammar points as part of my writing syllabus before getting students to start writing. I select them because they are relevant to the stage of language development the students have reached.
f ☐ Based on typical errors/problems, I prepare grammar exercises from different resource books for students to practice and discuss before they attempt any writing.
g ☐ I teach the grammar points that occur in the model texts (writing samples) that I introduce to students before they begin to write.
h ☐ I give grammar instruction only when students raise questions in class.
i ☐ I design activities to encourage students to practice aspects of grammar but I do not actually teach the grammar.
j ☐ Other Please specify.

15. Do you add comments when you are correcting your students' writing?

- a ☐ Always b ☐ Usually c ☐ Sometimes
d ☐ Seldom e ☐ Never

Please give one or more examples of the types of comments you might add.

16. How do you *comment on* your students' writing? Please click ☒ more than one answer if necessary.

- a ☐ I correct errors on the texts. b ☐ I use correction symbols.
c ☐ I underline mistakes. d ☐ I write comments on the text.
e ☐ Other Please specify.

17. Which of the following (if any) do you correct or comment on in your students' writing?

Please click ☒ more than one answer if necessary.

- | | |
|--|---|
| a <input type="checkbox"/> Punctuation | b <input type="checkbox"/> Grammar |
| c <input type="checkbox"/> Vocabulary | d <input type="checkbox"/> Use of connecting words and phrases, such as <i>therefore</i> and <i>in addition</i> |
| e <input type="checkbox"/> paragraph structuring | f <input type="checkbox"/> The structuring of the text as a whole |
| g <input type="checkbox"/> The ideas in the text | h <input type="checkbox"/> The linking of ideas in the text |
| i <input type="checkbox"/> Other Please specify. | |

18. How much time does it take *on average* to comment on a single piece of writing?

- | | |
|---------------------------------------|--|
| a <input type="checkbox"/> < 15min. | b <input type="checkbox"/> 16-30 min. |
| c <input type="checkbox"/> 31-45 min. | d <input type="checkbox"/> 46-60 min. |
| e <input type="checkbox"/> > 61 min. | f <input type="checkbox"/> Other Please specify: |

19. Do you always include the following stages in your teaching of writing?

brainstorming, drafting, reviewing, revising, editing, and publishing

- a ☐ Yes b ☐ No


Reason:


20. Do you require students to submit their early draft(s) with the latest/final written work?

- a ☐ Yes b ☐ No

21. How do you *grade* your students' writing? Please click as many answers as necessary.

- a ☐ I give a letter grade (A+, A, A-, B+, B) for each draft.
- b ☐ I give percentage mark (e.g. 56%....) for each draft.
- c ☐ I give a letter grade (A+, A, A-, B+, B) *but only for the final written assignment.*
- d ☐ I give percentage mark (e.g. 56%....) *but only for the final written assignment.*
- e ☐ I give a separate grade or mark for (a) the work as a whole and (b) aspects of language.
- f ☐ I use ready-made grading criteria (e.g., TOEFL scoring criteria).
- g ☐ I design my own grading criteria and assign a specific number of marks to each of a number of criteria.
- h ☐ Other Please specify.

If you did not click g.  to the question above, please go to question 23.

If you **clicked g.**  to the question above, please proceed to question 22.

22. If you use **your own grading criteria**, which of the following are included? Please click as many answers as necessary.

- | | |
|--|---|
| a <input type="checkbox"/> Overall impression | b <input type="checkbox"/> Ideas |
| c <input type="checkbox"/> Overall organization of the text | d <input type="checkbox"/> Paragraphing |
| e <input type="checkbox"/> Topic sentences | f <input type="checkbox"/> Links between paragraphs |
| g <input type="checkbox"/> Vocabulary | h <input type="checkbox"/> Grammar |
| i <input type="checkbox"/> Punctuation | j <input type="checkbox"/> Language specifically taught or revised in class |
| k <input type="checkbox"/> Sensitivity to audience (readers) | l <input type="checkbox"/> Use of linking words and phrases |
| m <input type="checkbox"/> Suitability for purpose | n <input type="checkbox"/> Originality |
| o <input type="checkbox"/> Other Please specify. | |

23. How many of the **corrections** you make on early drafts of students writing do they **generally** include in later drafts?

- | | |
|---|--|
| a <input type="checkbox"/> All of them (100%) | b <input type="checkbox"/> Most of them (>75%) |
| c <input type="checkbox"/> A few of them (>50%) | d <input type="checkbox"/> Very few of them (>25%) |
| e <input type="checkbox"/> None of them (0%) | |

Comment:

24. How many of the **comments** you make on early drafts of students writing do they **generally** make use of to improve in later drafts?

- | | |
|---|--|
| a <input type="checkbox"/> All of them (100%) | b <input type="checkbox"/> Most of them (>75%) |
| c <input type="checkbox"/> A few of them (>50%) | d <input type="checkbox"/> Very few of them (>25%) |
| e <input type="checkbox"/> None of them (0%) | |

Comment:

25. Do you think that correcting and commenting on students writing is generally a good use of your time?

- | | | |
|--------------------------------|-------------------------------|-------------------------------------|
| a <input type="checkbox"/> Yes | b <input type="checkbox"/> No | c <input type="checkbox"/> Not sure |
|--------------------------------|-------------------------------|-------------------------------------|

Comment:

26. Please indicate which of the following statements you agree with.

A = Agree; D = Disagree; N = Not sure

- | | A | D | N |
|---|--------------------------|--------------------------|--------------------------|
| a Students spend more time writing online than with paper-and-pen. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b Students tend to revise more in terms of content/ organization when they write online. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c Writing online reduces for some students the anxiety often associated with writing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d Students pay more attention to the layout of their writing when they write online. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e Writing online highlights writing process because students can make changes as they go. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f Writing online offers a resource-rich environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g Students are aware of readers if people can read their work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h An online environment makes it easy for students to read a variety of texts on the same topic written by their peers. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i Online writing increases student writers' motivation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j Assessing online writing is more effective than paper writing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k It takes more time to assess online writing than paper writing. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please add a comment if you wish.

27. Have you ever asked your students to write online?

a ☐ Yes

b ☐ No

If you wish to add any comments (in English or Chinese), please use the space below.

Thank you very much for your participation.

Appendix B. 2

**Teaching and assessing writing questionnaire for teachers of English
in colleges and universities in Taiwan (Chinese version)**



英語寫作教學與批閱之問卷調查

本問卷專為瞭解臺灣大專校院英語教師在英語寫作教學與批閱情況而設計，作答時間約 15~20 分鐘。

此份問卷調查為本人(林秀珍: Hsiu-Chen Lin (Antonia) 文藻外語學院英文教師)在紐西蘭懷卡多大學攻讀博士學位論文內容之一，本研究旨在探討臺灣大專校院英語教師的英語寫作教學及學生作文之批閱。

當您填寫此份問卷調查時，不需留下姓名及任教學校。

在您完成問卷繳回時，不論您是否回答所有題目，均表示您首肯本人運用您的答案進行研究分析，並且同意本人以書面發表或口頭報告呈現研究結果。在進行研究報告時，本人絕對不會公開您的個人資料。

在此先感謝您撥冗協助填寫問卷，若您對問卷調查本身有任何意見，敬請不吝賜教。聯絡方式如下。

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英語寫作教學與批閱之問卷調查

第一部分:個人背景

請針對題目勾選☑最適合您個人狀況的答案或回答問題(以英文或中文回答均可)。

- 1 性別: a ☐ 男 b ☐ 女
- 2 職稱: a ☐ 講師 b ☐ 助理教授 c ☐ 副教授
d ☐ 教授 e ☐ 其他
- 3 年齡: a ☐ 25 ~ 30 b ☐ 31 ~ 40
c ☐ 41 ~ 50 d ☐ 51 以上
- 4 任教狀況: a ☐ 專任教師 b ☐ 專案教師 c ☐ 兼任教師
- 5 英語是您的母語嗎? a ☐ 是 b ☐ 否
- 6 您是否具備語言教學或英語教學的資格?(例如:英語教學學位或英語教學證書)
a ☐ 是 b ☐ 否
- 7 如您在上題勾選☑是, A) 請勾選您所具備的資格名稱。
a ☐ 英語教學學位 b ☐ 英語教學證書 c ☐ 語言學學位
d ☐ 英美文學學位 e ☐ 其他
B) 您取得上述教學資格的學校名稱:(例如:華盛頓大學/美國)
- 8 您是否教授英語寫作課程? a ☐ 是 b ☐ 否

如您在上題(#8)勾選☑否, 作答到此結束。謝謝! 如您勾選☑是, 請續答下列題目。

- 9 您的英語寫作教學年資:
a ☐ 少於一年 b ☐ 1 ~ 5 年 c ☐ 6 ~ 10 年 d ☐ 11 年以上
- 10 您目前任教的寫作課程(可複選):
a ☐ 一般英語寫作 b ☐ 研究寫作
c ☐ 寫作與翻譯 d ☐ 商業英文寫作
e ☐ 其他 請說明:

第二部分：英語寫作教學與批閱

請針對題目勾選☐最適合您個人的選項或回答問題(以英文或中文回答均可)。

1.您每週的英語寫作教學時數：

- a ☐ 1-3 小時 b ☐ 4 - 6 小時
c ☐ 7 - 9 小時 d ☐ 10 小時以上

2.您的作文課平均一班有多少學生？

- a ☐ 5 - 15 人 b ☐ 16 - 25 人
c ☐ 26 - 45 人 d ☐ 46 - 60 人
e ☐ 61 人以上

3.您每學期批改作文的平均篇數：

(例如：一班 X 30 人 X 2 篇 X 2 次文稿 = 120)

- a ☐ 1-20 篇 b ☐ 21-40 篇
c ☐ 41-60 篇 d ☐ 61-80 篇
e ☐ 81-100 篇 f ☐ 101-150 篇
g ☐ 151-200 篇 h ☐ 其他 請說明：

4.您的學生如何寫作文(寫作方式)? (可複選)

- a ☐ 個人寫作 b ☐ 雙人寫作
c ☐ 小組寫作 d ☐ 其他 請說明：

5.作文課上您**最常用**的寫作教學方式：

- a ☐ 個人寫作 b ☐ 雙人寫作
c ☐ 小組寫作 d ☐ 其他 請說明：

6.您的學生在哪裡寫作文?(可複選)

- a ☐ 教室 b ☐ 家裡
c ☐ 電腦教室 d ☐ 其他 請說明：

7.您的學生如何交作文?(可複選)

- a ☐ 紙筆方式 b ☐ 列印方式
c ☐ 網路上傳方式 d ☐ 網路上傳及列印方式
e ☐ 其他 請說明：

8. 您的英語寫作課程**包括**下列那些文體? 註:混合文體(兩種不同文體的組合, 例如說明文與論述文)(可複選)。

- | | |
|---|---|
| a <input type="checkbox"/> 操作說明文(instructions) | b <input type="checkbox"/> 描述文(descriptions) |
| c <input type="checkbox"/> 分類文(classifications) | d <input type="checkbox"/> 議論文(arguments) |
| e <input type="checkbox"/> 說明文(explanations) | f <input type="checkbox"/> 記敘文(recounts) |
| g <input type="checkbox"/> 混合文(註)(blended) | h <input type="checkbox"/> 自由創作(creative writing) |
| i <input type="checkbox"/> 其他 請說明: | |

9. 請勾選☒您的學生**最常**寫作的文體。註:混合文體(兩種不同文體的組合)

- | | |
|---|---|
| a <input type="checkbox"/> 操作說明文(instructions) | b <input type="checkbox"/> 描述文(descriptions) |
| c <input type="checkbox"/> 分類文(classifications) | d <input type="checkbox"/> 議論文(arguments) |
| e <input type="checkbox"/> 說明文(explanations) | f <input type="checkbox"/> 記敘文(recounts) |
| g <input type="checkbox"/> 混合文(註)(blended) | h <input type="checkbox"/> 自由創作(creative writing) |
| i <input type="checkbox"/> 其他 請說明: | |

10. 您認為您的學生在下列文體的寫作能力為何? 請在**不好**<--->**極佳**兩極間勾選☒適當框格。註:混合文體(兩種不同文體的組合,例如說明文與論述文)

- | | |
|-------------------------|--|
| a 操作說明文 instructions | 不好 <input type="checkbox"/> <---- <input type="checkbox"/> ---- <input type="checkbox"/> ---- <input type="checkbox"/> ----> <input type="checkbox"/> 極佳 |
| b 描述文 descriptions | 不好 <input type="checkbox"/> <----- <input type="checkbox"/> ----- <input type="checkbox"/> ----- <input type="checkbox"/> -----> <input type="checkbox"/> 極佳 |
| c 分類文 classifications | 不好 <input type="checkbox"/> <----- <input type="checkbox"/> ----- <input type="checkbox"/> ----- <input type="checkbox"/> -----> <input type="checkbox"/> 極佳 |
| d 議論文 arguments | 不好 <input type="checkbox"/> <----- <input type="checkbox"/> ----- <input type="checkbox"/> ----- <input type="checkbox"/> -----> <input type="checkbox"/> 極佳 |
| e. 說明文 explanations | 不好 <input type="checkbox"/> <----- <input type="checkbox"/> ----- <input type="checkbox"/> ----- <input type="checkbox"/> -----> <input type="checkbox"/> 極佳 |
| f 記敘文 recounts | 不好 <input type="checkbox"/> <----- <input type="checkbox"/> ----- <input type="checkbox"/> ----- <input type="checkbox"/> -----> <input type="checkbox"/> 極佳 |
| g 混合文(註)blended texts | 不好 <input type="checkbox"/> <----- <input type="checkbox"/> ----- <input type="checkbox"/> ----- <input type="checkbox"/> -----> <input type="checkbox"/> 極佳 |
| h 自由創作 creative writing | 不好 <input type="checkbox"/> <----- <input type="checkbox"/> ----- <input type="checkbox"/> ----- <input type="checkbox"/> -----> <input type="checkbox"/> 極佳 |

若對本題有所回應,請發表您的看法(以中文或英文回答均可)。

11.您在作文課上使用過下列那些教學活動?(可複選)。

- a ☐ 腦力激盪
- b ☐ 第一文稿
- c ☐ 第二文稿
- d ☐ 第三文稿
- e ☐ 同儕審稿
- f ☐ 文稿修改
- g ☐ 師生會談
- h ☐ 編輯
- i ☐ 文法講解
- j ☐ 段落說明
- k ☐ 標點符號說明
- l ☐ 字彙延伸
- m ☐ 解說不同文體組織架構(例如, 記敘文; 議論文; 說明文; 混合文)
- n ☐ 講解連接詞用法(例如, *therefore*; *however*)
- o ☐ 寫一篇完整文章和大家分享
- p ☐ 解說不同連結文章段落的方式
- q ☐ 師生共同合作完成一篇文章
- r ☐ 其他 請說明:

12.您在課堂上是否準備寫作範文並在學生作文之前展示及討論範文?

- a ☐ 總是如此 b ☐ 經常 c ☐ 有時候 d ☐ 不常 e ☐ 從來沒有

請就課堂上寫作範文之(不)使用, 發表您的看法(以中文或英文回答均可)。

13.您在作文課上是否安排**文法講解**?

a ☐ 是 若答☒ 是，**甚麼時候**?

b ☐ 否 若答☒ 否，**為甚麼**?

14.您如何在作文課**進行**文法講解?

- a ☐ 學生繳交寫作成品之前，我不會做任何文法講解。之後我彙整一般的文法錯誤在課堂上討論。
- b ☐ 等學生做到編輯階段，我彙集文稿中出現的文法錯誤，並在課堂上講解。
- c ☐ 學生每次繳交文稿並經批閱之後，我針對個別學生所犯的錯誤講解文法。
- d ☐ 寫作前，我針對學生在寫作上可能會用到的相關文法，編排到課程裡並在課堂上進行講解。
- e ☐ 寫作前，我結合學生已學過且有能力表達的語詞做成文法教材，並編排到課程裡，教導學生如何運用相關的文法於寫作上。
- f ☐ 我根據一般學生常犯的文法錯誤，從不同教科書中收集和準備相關題目供學生在寫作前練習並討論文法。
- g ☐ 寫作前，我自範文取材，歸納其中的文法重點並舉例講解文法。
- h ☐ 只有學生提出文法問題時，我才做講解。
- i ☐ 我設計不同的學習活動，讓學生從中練習文法，瞭解文法的運用，取代文法講解。
- j ☐ 其他 請說明:

15.您批改學生作文時是否會給評語?

a ☐ 總是如此 b ☐ 經常 c ☐ 有時候 d ☐ 不常 e ☐ 從來沒有

若答☒ a, b, c, d，請試舉一兩例您給過的評語。

16.您如何**批閱**學生的作文?(可複選)。

- a ☐ 我直接在文章上更正錯誤
- b ☐ 我用批改符號在文章上做記號
- c ☐ 我在錯誤的地方劃線做提示
- d ☐ 我在文章上寫下評論或意見
- e ☐ 其他 請說明:

17.您在批閱或評論學生的作文時，是否包括下列重點?(可複選)。

- | | |
|------------------------------------|--|
| a <input type="checkbox"/> 標點符號 | b <input type="checkbox"/> 文法 |
| c <input type="checkbox"/> 字彙 | d <input type="checkbox"/> 連接詞用法(例如, <i>therefore</i> ; <i>in addition</i>) |
| e <input type="checkbox"/> 段落結構 | f <input type="checkbox"/> 整體組織架構 |
| g <input type="checkbox"/> 文章構思 | h <input type="checkbox"/> 文章構思之連結 |
| i <input type="checkbox"/> 其他 請說明: | |

18.您批改一篇學生的作文，平均需要多少時間?

- | | |
|-------------------------------------|-------------------------------------|
| a <input type="checkbox"/> 少於 15 分鐘 | b <input type="checkbox"/> 16-30 分鐘 |
| c <input type="checkbox"/> 31-45 分鐘 | d <input type="checkbox"/> 46-60 分鐘 |
| e <input type="checkbox"/> 多於 61 分鐘 | f <input type="checkbox"/> 其他 請說明: |

19.您的寫作課程是否包括以下的步驟?

腦力激盪 — 初稿(撰文) — 審查 — 文稿修改 — 編輯 — 成品(發表)

- a ☐ 是 b ☐ 否 理由:

20.您是否要求學生每次繳交寫作文稿時，附上之前已經批改過的作文?

- a ☐ 是 b ☐ 否

21.學生的作文成績您如何打分數?(可複選)

- a ☐ 每一文稿以 A+, A, A-, B+, B ... 記分
- b ☐ 每一文稿以百分比(如 56%...) 記分
- c ☐ 只就最後繳交成品以 A+, A, A-, B+, B ... 記分
- d ☐ 只就最後繳交成品以百分比(如 56%...) 記分
- e ☐ 針對整體文章和相關詞語，語意，修辭個別給分數
- f ☐ 我採用現成的評分表(如托福寫作評分表)
- g ☐ 我自己設計的寫作評分表依照不同項目制定給分標準
- h ☐ 其他 請說明:

如果您勾選 g. ☒，請續答第 22 題。如果您不是勾選 g. ☒，請續答第 23 題。

22.如果您用自己設計的寫作評分表，下列哪些項目涵蓋在您的評分表上?(可複選)。

- | | |
|-------------------------------------|---|
| a <input type="checkbox"/> 整體印象 | b <input type="checkbox"/> 構思 |
| c <input type="checkbox"/> 整體文章組織 | d <input type="checkbox"/> 段落 |
| e <input type="checkbox"/> 主題句 | f <input type="checkbox"/> 段落之間的連貫 |
| g <input type="checkbox"/> 字彙 | h <input type="checkbox"/> 文法 |
| i <input type="checkbox"/> 標點符號 | j <input type="checkbox"/> 重點(或教過的)語詞，語意，修辭 |
| k <input type="checkbox"/> 注意到讀者的屬性 | l <input type="checkbox"/> 連接語詞和片語的用法 |
| m <input type="checkbox"/> 寫作目的 | n <input type="checkbox"/> 原創性 |
| o <input type="checkbox"/> 其他 請說明: | |

23.一般而言，您在學生作文(文稿)上所做的訂正，有多少是被留意並在修稿時加以運用？

- a ☐ 全部 (100%) b ☐ 大部分 (75%以上) c ☐ 一些 (50%以上)
d ☐ 很少 (25%以上) e ☐ 完全沒有 (0%)

若對本題有所回應，請發表您的看法(以中文或英文回答均可)。

24.一般而言，您在學生作文(文稿)上所做的評語，有多少是被留意到並被採納作為改進作文之參考？

- a ☐ 全部 (100%) b ☐ 大部分 (75%以上) c ☐ 一些 (50%以上)
d ☐ 很少 (25%以上) e ☐ 完全沒有 (0%)

若對本題有所回應，請發表您的看法(以中文或英文回答均可)。

25.整體而言，您認為花時間訂正學生的作文和寫評語是值得的嗎？

- a ☐ 是 b ☐ 否 c ☐ 不確定

若對本題有所回應，請發表您的看法(以中文或英文回答均可)。

26. 您同意以下有關讓學生在線上寫作文的說法嗎？

同 意	不 同 意	不 確 定
--------	-------------	-------------

- | | | | |
|---------------------------|--------------------------|--------------------------|--------------------------|
| a 學生花在線上寫作的時間比用紙筆作文的時間多。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b 學生在線上寫作傾向較多內容/組織的修改。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c 線上寫作讓某些學生減輕一些寫作壓力。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d 線上寫作使學生較關注其完成的作文排版形式。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e 線上寫作強調寫作過程，因為學生可隨時修正文稿。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f 線上寫作提供豐富資源的寫作環境。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| g 學生會意識到其他讀者能夠看到他們的線上作品。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| h 線上寫作讓學生彼此觀摩同主題多樣化的作品。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| i 線上寫作提高學生的作文興趣。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| j 在線上批閱學生的作文比批閱紙筆作文有效。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| k 批改線上作文比紙筆作文的時間還要長。 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

請就“讓學生在線上寫作文”表達您的意見(以中文或英文回答均可)。

27.您曾經讓學生在線上寫作文嗎？ a ☐ 是 b ☐ 否

如您對本問卷有任何批評指教，請利用下面空間書寫。

問卷完畢，衷心感謝您的參與及協助。 辛苦了！

Appendix B.3

**Email invitation for survey participation in questionnaire for
teachers of English in colleges and universities in Taiwan**

Questionnaire about the teaching of writing/英語寫作教學問卷調查

Dear Colleagues,

I am a teacher of English at Wenzao Ursuline College of Languages in Taiwan and am currently doing PhD research through the University of Waikato in New Zealand on the teaching of writing.

I would be very grateful if you would complete the attached questionnaire (available in English or Chinese) which is about different approaches to teaching and assessing writing. Your help would be very much appreciated.

If you are willing to complete the questionnaire, all you need to do is:

- 1) Download or open the attached file and click 'Read Only' to begin;
- 2) Click or type in the appropriate boxes to answer the questions (the spaces available in typing boxes will extend as you type);
- 3) Double click the box whenever you want to change your answer;
- 4) Save the completed file (with any file name you like, e.g. Done) in WORD format on the 'desktop';
- 5) Reply to my email (click 'REPLY'), attaching the completed questionnaire.

If you would like further information about the questionnaire, please contact me. If you would like information about the questionnaire data once I have analyzed it, just let me know.

Even if you decide not to complete the questionnaire, I would like to thank you for reading this message and wish you well for the new semester.

Best wishes,
Antonia Lin



各位教師同仁收信平安:

我是任教於高雄文藻外語學院英文系教師。目前在紐西蘭懷卡多大學攻讀博士學位，而英語寫作教學為研究內容之一。

本人懇請您協助填寫一份名為臺灣大專校院英語教師英語寫作教學及學生

作文之批閱的問卷調查(請參閱中英文附件並擇一作答)。

如果您願意，我要先謝謝您的鼎力相助，並請依下列步驟進行:

- 一、點選本信[附件]的中、英文版問卷，下載附件並打開檔案，選擇[唯讀]。
- 二、作答以 [點選]為主，遇有[請說明]時，將您的意見輸入方框內 (框格尺寸會自動調整)。
- 三、須做更正時，只要在原點選答案處重複按鍵即可。
- 四、完成後，下拉工具列[檔案]的選項[另存新檔]，以 **WORD (.doc)**模式存到電腦桌面。檔名可自行決定，例如[完成檔]。
- 五、最後請點選本信件的[回覆]按鈕，將存妥的完成檔以[附加檔案]方式寄回，就大功告成了。

如果您對本問卷有任何問題，歡迎跟我聯絡。倘對問卷結果有興趣，請告知。待整理分析之後，我將與您分享。如果您無法完成本問卷，我也要感謝您抽空閱讀本信。

在此，獻上我最誠摯的感謝，並祝福您在新學年開始之際，一切順心，教書愉快。

研究者
林秀珍

Appendix B.4

**Email reminder for survey participation in questionnaire for teachers
of English in colleges and universities in Taiwan**

Reminder/提醒

Questionnaire about the teaching of writing/英語寫作教學問卷調查

Dear Colleagues,

I am a teacher of English at Wenzao Ursuline College of Languages in Taiwan and am currently doing PhD research through the University of Waikato in New Zealand on the teaching of writing.

I would be very grateful if you would complete the attached questionnaire (available in English or Chinese) which is about different approaches to teaching and assessing writing. Your help would be very much appreciated.

If you are willing to complete the questionnaire, all you need to do is:

- 1) Download or open the attached file and click 'Read Only' to begin;**
- 2) Click or type in the appropriate boxes to answer the questions (the spaces available in typing boxes will extend as you type);**
- 3) Double click the box whenever you want to change your answer;**
- 4) Save the completed file (with any file name you like, e.g. Done) in WORD format on the 'desktop';**
- 5) Reply to my email (click 'REPLY'), attaching the completed questionnaire.**

If you would like further information about the questionnaire, please contact me. If you would like information about the questionnaire data once I have analyzed it, just let me know.

Even if you decide not to complete the questionnaire, I would like to thank you for reading this message and wish you well for your teaching career.

**Best wishes,
Antonia Lin**



各位教師同仁收信平安:

我是任教於高雄文藻外語學院英文系教師。目前在紐西蘭懷卡多大學攻讀博士學位，而英語寫作教學為研究內容之一。

本人懇請您協助填寫一份名為臺灣大專校院英語教師英語寫作教學及學生作

文之批閱的問卷調查(請參閱中英文附件並擇一作答)。

如果您願意，我要先謝謝您的鼎力相助，並請依下列步驟進行:

- 一、點選本信[附件]的中、英文版問卷，下載附件並打開檔案，選擇[唯讀]。
- 二、作答以 [點選]為主，遇有[請說明]時，將您的意見輸入方框內 (框格尺寸會自動調整)。
- 三、須做更正時，只要在原點選答案處重複按鍵即可。
- 四、完成後，下拉工具列[檔案]的選項[另存新檔]，以 **WORD (.doc)**模式存到電腦桌面。檔名可自行決定，例如[完成檔]。
- 五、最後請點選本信件的[回覆]按鈕，將存妥的完成檔以[附加檔案]方式寄回，就大功告成了。

如果您對本問卷有任何問題，歡迎跟我聯絡。倘對問卷結果有興趣，請告知。待整理分析之後，我將與您分享。如果您無法完成本問卷，我也要感謝您抽空閱讀本信。

在此，獻上我最誠摯的感謝，並祝福您一切順心，教書愉快。

研究者
林秀珍

Appendix C.1

Paragon Learning Style Inventory Questionnaire for New Zealand trial study

Paragon Learning Style Inventory 【52-item Version】

Directions: Please answer the following questions as carefully, honestly, and quickly as possible. Remember there are no right answers, only your best answers.

Place your answers on the answer sheet provided, on the corresponding blanks -- go across. Please choose the best answer that fits your situation and circle a or b on the answer sheet.

-
1. When you come to a new situation you usually
 - a. try it right away, and learn from doing
 - b. like to watch first and try it later

 2. Do you think people should be more
 - a. sensible and practical
 - b. imaginative and inspired

 3. When you come to an uncertain situation
 - a. you usually trust your feelings more
 - b. you usually trust your thinking more

 4. Do you prefer when things are
 - a. planned and structured
 - b. spontaneous and unplanned

 5. Do you spend most of your time
 - a. often in bigger groups and seldom alone
 - b. in smaller groups or alone

 6. It is better to
 - a. be able to accept things
 - b. try to change things

 7. It is worse to
 - a. do mean things
 - b. do unfair things

 8. When it comes to decisions,
 - a. you usually make them quickly and easily
 - b. you usually have trouble making up your mind

 9. After a day spent with a lot of people do you
 - a. feel energized and stimulated
 - b. feel drained and like being alone

 10. When you need to get something important done, you prefer to
 - a. do it the way that has worked before
 - b. do it new way that you just thought of

 11. Which is a bigger compliment?
 - a. "he/she is really nice"
 - b. "he/she is really smart"

 12. When it comes to time, are you more likely
 - a. to usually be on time
 - b. to be pretty flexible
-

-
13. When you are in a group do you usually
- a. do a lot of the talking
 - b. mostly listen and talk a little
-
14. You are more interested in
- a. what really is
 - b. what can be
-
15. When you look at two things, you mostly notice
- a. how they are the same
 - b. how they are different
-
16. When you do a job, you want to know
- a. only what you need to so you can get started
 - b. all that you can about the task
-
17. Most other people seem to see you as
- a. kind of out-going
 - b. kind of shy and reserved
-
18. When it comes to work that is very exact and detailed
- a. it comes pretty easily to you
 - b. you tend to lose interest in it quickly
-
19. When your friends disagree, it is more important to you
- a. to help them agree and come together
 - b. to help them come to the right answer
-
20. When you get up in the morning
- a. you know pretty much how your day will go
 - b. it seems every day is pretty different
-
21. When it comes to using the phone
- a. you use it a lot and make most of the calls
 - b. you use it most when others call you
-
22. When you work on group projects, do you prefer
- a. helping make sure the project gets done and works
 - b. helping come up with the ideas and plans
-
23. Others often describe you as a
- a. warm-hearted person
 - b. cool-hearted person
-
24. Which is more your way
- a. to “do the right thing”
 - b. to “just do it”
-
25. When talking to strangers you’ve just met you
- a. talk pretty easily and at length
 - b. run out of things to say pretty quickly
-
26. When it comes to work you
- a. prefer steady effort and a regular routine
 - b. work in spurts, really “on” then really “off”
-
27. It is worse to be
- a. too critical
 - b. too emotional
-
28. Would you rather have things
- a. finished and decided
 - b. open to change
-
29. When it comes to new at school, you seem
- a. to find it out quickly
 - b. to be one of the last to know
-

-
30. Are you more likely to trust
- a. your experience
 - b. your hunches
-
31. You prefer leaders who are more
- a. caring and supportive
 - b. knowledgeable and expect a lot
-
32. Is it more your way to
- a. finish one project before you start a new one
 - b. have lots of projects going at once
-
33. Which is more true of you? do you
- a. too often act and talk without thinking much first
 - b. spend too much time thinking and not enough doing
-
34. Things would be more fair if people
- a. would just follow the rules
 - b. would just show integrity
-
35. Is it usually easier for you to tell
- a. how someone else is feeling
 - b. what someone else is thinking
-
36. Which is the more useful ability
- a. to be able to organize and plan
 - b. to be able to adapt and make do
-
37. At a party or gathering
- a. you do more of the introducing of others
 - b. others introduce you more
-
38. Others have suggested that you too often
- a. oversimplify a task
 - b. overcomplicate a task
-
39. It is more your way to
- a. usually show what you are feeling
 - b. usually not show your feelings
-
40. You are the kind of person who
- a. needs to have things a certain way
 - b. does it any old way
-
41. When you get done with an assignment
- a. you feel like showing it to someone
 - b. you like to keep it to yourself
-
42. Things would be better if people were
- a. more realistic
 - b. more imaginative
-
43. Would you say you are more concerned with
- a. being appreciated by others
 - b. achieving something important
-
44. It is better that people
- a. know what they want
 - b. keep an open mind
-
45. Friday night after a long week you usually
- a. feel like going to a party or going out
 - b. feel like renting a movie or relaxing
-

-
46. When you do a job, it's usually your approach
- a. to start from the beginning, and go step-by-step
 - b. start anywhere, and figure it out as you go
-
47. When you tell a story, you mostly talk about
- a. how the people involved were effected
 - b. what went on in general
-
48. You feel most comfortable when things are more
- a. planned and you know what to expect
 - b. unplanned and flexible
-
49. Most people describe you as more
- a. energetic and talkative
 - b. calm and a good listener
-
50. Which do you think more compelling
- a. a proven practice that has been shown to work
 - b. a sound theory that makes perfect sense
-
51. You feel more comfortable responding to others'
- a. feelings and values
 - b. thoughts and ideas
-
52. When it comes to daily tasks, you find yourself
- a. finding a system for doing them that you use consistently
 - b. using a variety of strategies that depend on this situation
-

Registration No.: _____ Class: _____

Paragon Learning Style Inventory 【52-item Version】

Answer Sheet

1. Please circle (○) the answer a or b which best fits your situation.
2. Add the total number of a and b that you have circled for each column and write them down on the line.

1. a b	2. a b	3. a b	4. a b
5. a b	6. a b	7. a b	8. a b
9. a b	10. a b	11. a b	12. a b
13. a b	14. a b	15. a b	16. a b
17. a b	18. a b	19. a b	20. a b
21. a b	22. a b	23. a b	24. a b
25. a b	26. a b	27. a b	28. a b
29. a b	30. a b	31. a b	32. a b
33. a b	34. a b	35. a b	36. a b
37. a b	38. a b	39. a b	40. a b
41. a b	42. a b	43. a b	44. a b
45. a b	46. a b	47. a b	48. a b
49. a b	50. a b	51. a b	52. a b
a's _____ extrovert or E score	a's _____ sensate or S score	a's _____ feeler or F score	a's _____ judger or J score
b's _____ introvert or I score	b's _____ intuitive or N score	b's _____ thinker or T score	b's _____ perceiver or P score

Appendix C.2

New Zealand trial study: Pre- and post-tests

New Zealand trial study: Pre-test

Registration No.: _____ Class: _____

Task 1 Look at the pictures and read the text. Tick ☒ the right answer.

Nathan is cooking in the kitchen. The phone is ringing. Which of the following do you think his son might say?

- ☐ A. Let me to get it.
- ☐ B. Let me getting it.
- ☐ C. I'll get it.
- ☐ D. I am going to get it.

Nathan is cooking in the kitchen. The phone is ringing. Which of the following do you think his son might say?

- ☐ A. Let me to get it.
- ☐ B. Let me getting it.
- ☒ C. I'll get it.
- ☐ D. I am going to get it.

1. Goody is a smart puppy. It listens to its owner, Wendy, and does what she says. Which of the following sentences is both true and grammatically correct?
 - ☐ A. Goody sat if Wendy says, "Sit down."
 - ☐ B. Goody sits if Wendy says, "Sit down."
 - ☐ C. Goody sat if Wendy said, "Sit down."
 - ☐ D. Goody won't sit if Wendy says, "Sit down."
2. Tim is a poor student who does not have a lot of money. He goes to school by bus. He dreams of owning a car. Which of the following sentences is both true and grammatically correct?
 - ☐ A. If Tim had enough money, he would buy a car.
 - ☐ B. If Tim has enough money, he would not have bought a car.
 - ☐ C. If Tim had had enough money, he would not have bought a car.
 - ☐ D. If Tim has enough money, he will buy a car.
3. It is raining. Danny wants to go out to skateboard in the back yard. The mother says, "...." Choose the sentence that is both true and grammatically correct.
 - ☐ A. You would get wet if you don't wear a raincoat.
 - ☐ B. You would have gotten wet if you hadn't worn a raincoat.
 - ☐ C. You will get wet if you don't wear a raincoat.
 - ☐ D. You will have got wet if you don't wear a raincoat.

4. James is watching the Wheel of Fortune. His twin brother is on TV now. Which of the following sentences is both true and grammatically correct?
- ☐ A. Joe might win a prize if he stayed calm.
 - ☐ B. Joe might win a prize if he stays calm.
 - ☐ C. If Joe stayed calm, he might win a prize.
 - ☐ D. If Joe will stay calm, he might win a prize.
5. Leo is a hard working young man. He delivers newspapers in the evening and he works the early shift in the library every day except Sunday. Which of the following sentences is both true and grammatically correct?
- ☐ A. You won't see Leo in the library if you went to the library in the evening.
 - ☐ B. You could meet Leo in the library if you had been there in the evening.
 - ☐ C. You might see Leo in the library if you go there in the morning.
 - ☐ D. You might see Leo in the library if you went there in the morning.
6. Victor wants to walk to work but the sky is cloudy and it might rain. You make a suggestion.
- ☐ A. If it would rain, you might buy an umbrella in a convenience store.
 - ☐ B. If it rains, you could buy an umbrella in a convenience store.
 - ☐ C. If it had rained, you could buy an umbrella in a convenience store.
 - ☐ D. If it rains, you buy an umbrella in a convenience store.
7. Last Friday Sally did not park her car in the right space in the parking lot and she was fined. Which of the following sentences is both true and grammatically correct?
- ☐ A. If Sally had parked her car in the right space, she wouldn't have been fined.
 - ☐ B. If Sally had parked her car in the right space, she wouldn't been fined.
 - ☐ C. If Sally parked her car in the right space, she won't be fined.
 - ☐ D. If Sally had parked her car in the right space, she won't be fined.
8. Mia forgot to set the alarm clock. She overslept and missed the bus to school. As a result, she took a taxi. Which of the following sentences is both true and grammatically correct?
- ☐ A. If Mia set her alarm clock, she wouldn't have overslept and she wouldn't have missed the bus.
 - ☐ B. If Mia had set her alarm clock, she wouldn't had overslept and she wouldn't had missed the bus.
 - ☐ C. If Mia had set her alarm clock, she wouldn't have overslept and she wouldn't have missed the bus.
 - ☐ D. If Mia set her alarm clock, she wouldn't overslept and she wouldn't missed the bus.

9. Diana is suggesting what Ann can do at the airport. Which of the following sentences is both true and grammatically correct?
- ☐ A. You will try the sushi bar at the airport if you arrive early.
 - ☐ B. You should have tried the sushi bar at the airport if you arrive early.
 - ☐ C. You can try the sushi bar at the airport if you arrived early.
 - ☐ D. You could try the sushi bar at the airport if you arrive early.
10. Ken is talking to his daughter about tonight's plan. Which of the following sentences is both true and grammatically correct?
- ☐ A. If I have finished the meeting by six, we would have gone out for dinner.
 - ☐ B. If I finished the meeting by six, we go out for dinner.
 - ☐ C. If I finished the meeting by six, we'd go out for dinner.
 - ☐ D. If I finish the meeting by six, we'll go out for dinner.
11. Bruce is negotiating with his roommate about the chores. Which of the following sentences is grammatically correct?
- ☐ A. If you do the dishes, I wash the floor.
 - ☐ B. If you do the dishes, I'd wash the floor.
 - ☐ C. If you do the dishes, I would have washed the floor.
 - ☐ D. If you do the dishes, I'll wash the floor.
12. Ben does not want to have breakfast. His mother is trying to make him eat something. Which of the following sentences is grammatically correct?
- ☐ A. If you hadn't eaten breakfast, you might feel hungry all morning.
 - ☐ B. If you didn't eat breakfast, you feel hungry all morning.
 - ☐ C. If you didn't eat breakfast, you might feel hungry all morning.
 - ☐ D. If you don't eat breakfast, you'll feel hungry all morning.
13. Lisa is pregnant and she is singing to her baby. She wants to know if the baby likes it, so she says to her baby, "...". Which of the following sentences is both true and grammatically correct?
- ☐ A. If you liked it, you'd kick once.
 - ☐ B. If you like it, kick once.
 - ☐ C. Kick once if you will like it.
 - ☐ D. Kick once if you had liked it.

Task 2 You are studying in New Zealand. You don't have a car, so you always go to school by bus. You usually take the 2:50 bus. Yesterday afternoon you had a frightening experience while you were waiting for the bus. Complete the paragraph by using the verbs in brackets. You may need to change the verb forms and add other words to make up the verb group.

The gardener _____ (take) care of the gardens in the neighborhood for 2 years. He _____ (retire) and fly to the States. We _____ (see off) at the airport at the weekend.

The gardener has taken (take) care of the gardens in the neighborhood for 2 years. He is going to retire (retire) and fly to the States. We are going to see him off at the airport at the weekend.

A frightening experience at the bus stop

It was about 2:40 in the afternoon. I was at a bus stop in front of a convenience store waiting for the 2:50 bus. Suddenly, a drunk man came up to me waving a heavy stick. He shouted at me but I couldn't understand what he said. I was frightened. There was nobody around. If I _____ (run) into the convenience store, I _____ (be) safe, but I _____ (miss) the bus and I _____ (be) late for class. The man kept on shouting. This time he said *Ni-hao* in Chinese. I pretended that I did not understand what he was saying. If I _____ (reply), he _____ (attack) me. He continued to shout at me. This time, his words were in English. I paid no attention and he eventually crossed the road and walked away but I was still very frightened.

I wish I had left home earlier. If I _____ (leave) home at 2:15, I _____ (take) the 2:20 bus, and I _____ (not/meet) him.

Task 3 The text below is a recount of what happened when Professor Walker was in his office at the University of London late at night last year. Fill in the missing words and groups of words. The gaps in the text are all the same size so they won't tell you whether one word or more than one word is missing.

Professor Walker sat quietly in his office. It was very dark outside. Someone came into the office. Professor Walker looked over his shoulder. Who was in the building at this time of night? He was afraid. He turned. A man wearing a black cloak with a hood stood at the door. The man raised his hand. In his hand was a long knife. Professor Walker looked at the knife. He wondered whether he was going to die. Professor Walker didn't know what to do. If he _____ (have) more strength, he _____ (fight) but he knew there was no point in fighting because he would lose. Did the man intend to rob him? He could give the man his wallet and hoped that he would leave. The man might be crazy. If he _____ (be) crazy, he _____ (kill) him. If he _____ (not/be) crazy, he _____ (kill) him anyway. If he _____ (shout), someone _____ (hear). The man put the knife on Professor Walker's desk and removed his cloak. It was the night watchman. "I found this knife in the corridor," he said. "I wondered whether you had dropped it." Professor Walker fainted.

WRITING TEST

**Choose one of the tasks below
to write a 250-word text, using the
provided text template.**

1. Using the text template below, write a text that provides
instructions about one of the following:

(a) How to clean a CD-ROM drive;

OR

(b) How to make your favorite dish.

Task	<i>INSTRUCTION</i> text template
Topic (Goal)	
Equipment and/ or materials (e.g., ingredients)	
Detail INSTRUCTIONS (WHAT TO DO)	
Conclusion COMMENT	

2. Using the text template below, write a **recount** about one of the following:

(a) A traffic accident that you saw;

OR

(b) An event (e.g., a wedding) that you attended;

OR

(c) An important historical event.

Task	<i>RECOUNT text template</i>
Topic WHAT THE RECOUNT IS ABOUT	
Focus GENERAL BACKGROUND INFORMATION	
Detail SERIES OF EVENTS	
Conclusion SUMMARY and COMMENT (optional)	

3. Using the text template below, write a **one-sided argument text** about one of the following:

(a) Should children watch less television?

OR

(b) Should children learn at least one foreign language in addition to English?

Task	<i>One-sided ARGUMENT text template</i>
Topic (general outline of topic)	
Focus (more detail about the topic)	
Argument (argues <u>for</u> the writer's point of view)	
Conclusion (summarizes the argument and may make a recommendation)	

4. Using the text template below, write a **two-sided argument text** about one of the following:

(a) Should parents punish their children physically?

OR

(b) Should students take all their courses online?

Task	<i>Two-sided ARGUMENT text template</i>	
Topic (general outline of topic)		
Focus (more detail about the topic)		
Argument (argues <u>for</u> and <u>against</u> a point of view)		Argument/s <u>for</u>
		Argument/s <u>against</u>
Conclusion (summarizes the arguments and/or states the writer's point of view)		

Registration No.: _____ Class: _____

WRITING TEST

Writing sheet

New Zealand trial study: Post-test

Registration No.: _____ Class: _____

Task 1 Look at the pictures and read the text. Tick ☒ the right answer.

Nathan is cooking in the kitchen. The phone is ringing. Which of the following do you think his son might say?

- ☐ A. Let me to get it.
- ☐ B. Let me getting it.
- ☐ C. I'll get it.
- ☐ D. I am going to get it.

Nathan is cooking in the kitchen. The phone is ringing. Which of the following do you think his son might say?

- ☐ A. Let me to get it.
- ☐ B. Let me getting it.
- ☒ C. I'll get it.
- ☐ D. I am going to get it.

1. Ben does not want to have breakfast. His mother is trying to make him eat something. Which of the following sentences is grammatically correct?

- ☐ A. If you didn't eat breakfast, you might feel hungry all morning.
- ☐ B. If you don't eat breakfast, you'll feel hungry all morning.
- ☐ C. If you didn't eat breakfast, you feel hungry all morning.
- ☐ D. If you hadn't eaten breakfast, you might feel hungry all morning.

2. Goody is a smart puppy. It listens to its owner, Wendy, and does what she says. Which of the following sentences is both true and grammatically correct?

- ☐ A. Goody sat if Wendy said, "Sit down."
- ☐ B. Goody won't sit if Wendy says, "Sit down."
- ☐ C. Goody sat if Wendy says, "Sit down."
- ☐ D. Goody sits if Wendy says, "Sit down."

3. Ken is talking to his daughter about tonight's plan. Which of the following sentences is both true and grammatically correct?

- ☐ A. If I have finished the meeting by six, we would have gone out for dinner.
- ☐ B. If I finished the meeting by six, we go out for dinner.
- ☐ C. If I finish the meeting by six, we'll go out for dinner.
- ☐ D. If I finished the meeting by six, we'd go out for dinner.

4. It is raining. Danny wants to go out to skateboard in the back yard. The mother says, “....” Choose the sentence that is both true and grammatically correct.
- ☐ A. You will get wet if you don’t wear a raincoat.
 - ☐ B. You will have got wet if you don’t wear a raincoat.
 - ☐ C. You would get wet if you don’t wear a raincoat.
 - ☐ D. You would have gotten wet if you hadn’t worn a raincoat.
5. Mia forgot to set the alarm clock. She overslept and missed the bus to school. As a result, she took a taxi. Which of the following sentences is both true and grammatically correct?
- ☐ A. If Mia set her alarm clock, she wouldn’t overslept and she wouldn’t missed the bus.
 - ☐ B. If Mia set her alarm clock, she wouldn’t have overslept and she wouldn’t have missed the bus.
 - ☐ C. If Mia had set her alarm clock, she wouldn’t had overslept and she wouldn’t had missed the bus.
 - ☐ D. If Mia had set her alarm clock, she wouldn’t have overslept and she wouldn’t have missed the bus.
6. Leo is a hard working young man. He delivers newspapers in the evening and he works the early shift in the library every day except Sunday. Which of the following sentences is both true and grammatically correct?
- ☐ A. You might see Leo in the library if you went there in the morning.
 - ☐ B. You won’t see Leo in the library if you went to the library in the evening.
 - ☐ C. You could meet Leo in the library if you had been there in the evening.
 - ☐ D. You might see Leo in the library if you go there in the morning.
7. Victor wants to walk to work but the sky is cloudy and it might rain. You make a suggestion.
- ☐ A. If it would rain, you might buy an umbrella in a convenience store.
 - ☐ B. If it rains, you buy an umbrella in a convenience store.
 - ☐ C. If it rains, you could buy an umbrella in a convenience store.
 - ☐ D. If it had rained, you could buy an umbrella in a convenience store.
8. Last Friday Sally did not park her car in the right space in the parking lot and she was fined. Which of the following sentences is both true and grammatically correct?
- ☐ A. If Sally parked her car in the right space, she won’t be fined.
 - ☐ B. If Sally had parked her car in the right space, she wouldn’t have been fined.
 - ☐ C. If Sally had parked her car in the right space, she wouldn’t been fined.
 - ☐ D. If Sally had parked her car in the right space, she won’t be fined.

9. James is watching the Wheel of Fortune. His twin brother is on TV now. Which of the following sentences is both true and grammatically correct?
- ☐ A. Joe might win a prize if he stayed calm.
 - ☐ B. If Joe will stay calm, he might win a prize.
 - ☐ C. If Joe stayed calm, he might win a prize.
 - ☐ D. Joe might win a prize if he stays calm.
10. Diana is suggesting what Ann can do at the airport. Which of the following sentences is both true and grammatically correct?
- ☐ A. You should have tried the sushi bar at the airport if you arrive early.
 - ☐ B. You will try the sushi bar at the airport if you arrive early.
 - ☐ C. You could try the sushi bar at the airport if you arrive early.
 - ☐ D. You can try the sushi bar at the airport if you arrived early.
11. Tim is a poor student who does not have a lot of money. He goes to school by bus. He dreams of owning a car. Which of the following sentences is both true and grammatically correct?
- ☐ A. If Tim has enough money, he would not have bought a car.
 - ☐ B. If Tim had enough money, he would buy a car.
 - ☐ C. If Tim had had enough money, he would not have bought a car.
 - ☐ D. If Tim has enough money, he will buy a car.
12. Lisa is pregnant and she is singing to her baby. She wants to know if the baby likes it, so she says to her baby, "...". Which of the following sentences is both true and grammatically correct?
- ☐ A. Kick once if you had liked it.
 - ☐ B. Kick once if you will like it.
 - ☐ C. If you like it, kick once.
 - ☐ D. If you liked it, you'd kick once.
13. Bruce is negotiating with his roommate about the chores. Which of the following sentences is grammatically correct?
- ☐ A. If you do the dishes, I'll wash the floor.
 - ☐ B. If you do the dishes, I'd wash the floor.
 - ☐ C. If you do the dishes, I would have washed the floor.
 - ☐ D. If you do the dishes, I wash the floor.

Task 2 The text below is a recount of what happened when Professor Walker was in his office at the University of London late at night last year. Fill in the missing words and groups of words. The gaps in the text are all the same size so they won't tell you whether one word or more than one word is missing.

Professor Walker sat quietly in his office. It was very dark outside. Someone came into the office. Professor Walker looked over his shoulder. Who was in the building at this time of night? He was afraid. He turned. A man wearing a black cloak with a hood stood at the door. The man raised his hand. In his hand was a long knife. Professor Walker looked at the knife. He wondered whether he was going to die. Professor Walker didn't know what to do. If he _____ (have) more strength, he _____ (fight) but he knew there was no point in fighting because he would lose. Did the man intend to rob him? He could give the man his wallet and hoped that he would leave. The man might be crazy. If he _____ (be) crazy, he _____ (kill) him. If he _____ (not/be) crazy, he _____ (kill) him anyway. If he _____ (shout), someone _____ (hear). The man put the knife on Professor Walker's desk and removed his cloak. It was the night watchman. "I found this knife in the corridor," he said. "I wondered whether you had dropped it." Professor Walker fainted.

Task 3 You are studying in New Zealand. You don't have a car, so you always go to school by bus. You usually take the 2:50 bus. Yesterday afternoon you had a frightening experience while you were waiting for the bus. Complete the paragraph by using the verbs in brackets. You may need to change the verb forms and add other words to make up the verb group.

The gardener _____ (take) care of the gardens in the neighborhood for 2 years. He _____ (retire) and fly to the States. We _____ (see off) at the airport at the weekend.

The gardener has taken (take) care of the gardens in the neighborhood for 2 years. He is going to retire (retire) and fly to the States. We are going to see him off at the airport at the weekend.

A frightening experience at the bus stop

It was about 2:40 in the afternoon. I was at a bus stop in front of a convenience store waiting for the 2:50 bus. Suddenly, a drunk man came up to me waving a heavy stick. He shouted at me but I couldn't understand what he said. I was frightened. There was nobody around. If I _____ (run) into the convenience store, I _____ (be) safe, but I _____ (miss) the bus and I _____ (be) late for class. The man kept on shouting. This time he said *Ni-hao* in Chinese. I pretended that I did not understand what he was saying. If I _____ (reply), he _____ (attack) me. He continued to shout at me. This time, his words were in English. I paid no attention and he eventually crossed the road and walked away but I was still very frightened.

I wish I had left home earlier. If I _____ (leave) home at 2:15, I _____ (take) the 2:20 bus, and I _____ (not/meet) him.

New Zealand trial study: Post-test

WRITING TEST

**Choose one of the tasks below
to write a 250-word text, using the
provided text template.**

1. Using the text template below, write a text that provides **instructions** about one of the following:

(a) How to make your favorite dish.

OR

(b) How to make a gift for a friend or a friend's child.

Note that the gift could be anything you like. Here are some examples - a bookmark; a jar of cookies/ biscuits; a sachet of dried flowers; a tissue holder made from an old shoe box; a paper towel holder; a cot cover with a child's name on it, etc. The pictures below might help you to think of something you could write about.



a jar of cookies



a kitchen towel holder



a kite



some alphabet cards



some alphabet bricks



a house handbag



a baby's rattle



a cot blanket

Task	<i>INSTRUCTION</i> text template
Topic (Goal)	
Equipment and/ or materials (e.g., ingredients)	
Detail INSTRUCTIONS (WHAT TO DO)	
Conclusion COMMENT	

WRITING TEST

**Choose one of the tasks below
to write a 250-word text, using the
provided text template.**

2. Using the text template below, write a **recount** about one of the following:

(a) A traffic accident that you saw;

OR

(b) An event (e.g., a wedding) that you attended;

OR

(c) An important historical event.

Task	<i>RECOUNT text template</i>
Topic WHAT THE RECOUNT IS ABOUT	
Focus GENERAL BACKGROUND INFORMATION	
Detail SERIES OF EVENTS	
Conclusion SUMMARY and COMMENT (optional)	

WRITING TEST

**Choose one of the tasks below
to write a 250-word text, using the
provided text template.**

3. Using the text template below, write a **one-sided argument text** about one of the following:

(a) Should children watch less television?

OR

(b) Should children learn at least one foreign language in addition to English?

Task	<i>one-sided ARGUMENT text template</i>
Topic (general outline of topic)	
Focus (more detail about the topic)	
Argument (argues <u>for</u> the writer's point of view)	
Conclusion (summarizes the argument and may make a recommendation)	

WRITING TEST

**Choose one of the tasks below
to write a 250-word text, using the
provided text template.**

4. Using the text template below, write a **two-sided argument text** about one of the following:

(a) Should parents punish their children physically?

OR

(b) Should students take all their courses online?

Task	<i>Two-sided ARGUMENT text template</i>	
Topic (general outline of topic)		
Focus (more detail about the topic)		
Argument (argues <u>for</u> and <u>against</u> a point of view)		Argument/s <u>for</u>
		Argument/s <u>against</u>
Conclusion (summarizes the arguments and/or states the writer's point of view)		

Registration No.: _____ Class: _____

WRITING TEST

Writing sheet

Appendix C.3

**New Zealand trial study: Genre-centered writing course (online
version and face-to-face version with PowerPoints)**

(see CD-Rom 1.2)

Appendix C.4

New Zealand trial study course questionnaire: Online group



New Zealand trial study course questionnaire: Online group

This questionnaire will take approximately 10 minutes to complete. It is part of a research project conducted for the degree of Doctor of Philosophy at the University of Waikato in New Zealand by Antonia Hsiu-chen Lin.

The overall aim of this part of the research project is to investigate your response to the writing course you have just completed.

You are NOT asked to provide your name or the name of any institution. Completed questionnaires will be given a number and referred to by that number in the reporting of the research. If you complete (or partially complete) this questionnaire, the information you provide will be combined with information supplied by other students and reported in a thesis and related publications and conference papers.

Thank you very much for your cooperation. Should you have any questions about the questionnaire, please contact Hsiu-chen Lin (Antonia).

Email: hal2@waikato.ac.nz

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The University of Waikato,
Private Bag 3105,
Hamilton, New Zealand

Telephone: +64-7-8383-225

New Zealand trial study course questionnaire: Online group

Part I Background information

Please tick ☒ the answer that best fits your situation and include written responses where necessary.

- 1 Gender: male ☐ female ☐
- 2 What is your major subject? _____
- 3 What year are you in? _____
- 4 How old are you? _____
- 5 How many hours a week on average do you use a computer for something other than your academic work?
 Never ☐
 1 ~ 5 hours ☐
 6 ~ 10 hours ☐
 11 ~ 20 hours ☐
 more than 21 hours ☐
- 6 How many hours a week on average do you use a computer for your academic work?
 Never ☐
 1 ~ 5 hours ☐
 6 ~ 10 hours ☐
 11 ~ 20 hours ☐
 more than 21 hours ☐
- 7 What is your nationality? _____
- 8 What is your mother tongue (your first language)? _____
- 9 How long have you been in New Zealand? _____
- 10 Have you ever taken any fully online courses? Yes ☐ No ☐
- 11 Have you ever taken any blended courses (partly online and partly face-to-face)? Yes ☐ No ☐
- 12 Tick ☒ the name of the online courseware you have used.
 Moodle ☐ WebCT ☐ Blackboard ☐ ClassForum ☐
 Other ☐ Please specify. _____

Part II. Your views about the writing course

I. Read the following questions and tick ☒ the answer that best fits your situation. Include written responses where necessary.

1. How much did you enjoy the course?

I liked it a lot. ☐ I liked it. ☐ So-so. ☐ I did not like it at all. ☐

2. Did you have any difficulty in accessing a computer during the course?

Yes ☐ No ☐

If YES, please specify. _____

3. What did you think about the totally online course?

Excellent ☐ Good ☐ Fair ☐ No good at all ☐

4. Which part of this course did you like best?

Orientation ☐

Writing course ☐

I liked both equally. ☐

I didn't like either of them. ☐

Other ☐ Please specify. _____

5. How useful was the online course in helping you to write ... texts?

	<i>Very useful</i>	<i>Useful</i>	<i>Not very useful</i>	<i>Not useful at all</i>
a1) Instruction texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Explanation texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Argument texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Description & classification texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Recount texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Blended texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Summarising, reviewing, quoting, referring and referencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. How useful were the **model texts** that were included in the computer materials?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

7. How useful was the information about language that was included in the computer materials?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

8. How useful was the whole course in helping you to write texts?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

9. How useful was the whole course in helping you to understand more about language?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

10a. How useful was the orientation session in this course?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

10b. After the orientation session, how did you feel about using the computer materials?

Very confident ☐ OK ☐ Not confident at all ☐

11. Your course was wholly online. Would you have preferred ...?

Wholly face-to-face teaching Yes ☐ No ☐

A combination of face-to-face teaching and online teaching Yes ☐ No ☐

12. Did you feel there were sufficient materials online for your learning?

Yes ☐ No ☐

If NO, please specify. _____

13. Were the online materials different from those you've encountered in the past?

Yes ☐ No ☐

If YES, please specify. _____

14. How did you feel about the layout (appearance) of the website in this course?

Excellent ☐ Good ☐ Fair ☐ No good at all ☐

15. Do you believe that this course has provided a good way of learning to write?

Yes ☐ No ☐

If NO, please specify. _____

16. How much did you like each of the following aspects of the online materials?

	<i>Excellent</i>	<i>good</i>	<i>Fair</i>	<i>Poor</i>
a) I could work on my own pace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I could find out the meaning of words I did not know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I could look at a model text while writing my text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The instructions were clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The navigation of the web pages was clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I could communicate with other users.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. How useful was this course in teaching you to use language accurately?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

18. How would you rate this course in relation to other language courses online?

Better ☐ About the same ☐ Worse ☐ I don't know ☐

19. How would you rate this course as a whole in relation to other face-to-face language courses that you have attended?

Better ☐ About the same ☐ Worse ☐ I don't know ☐

20. How would you rate this course in relation to combination (partly online and partly teacher taught) courses?

Better ☐ About the same ☐ Worse ☐ I don't know ☐

21. The online course provided images (pictures, graphics, etc.) How useful were they?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

22. The online course provided access to online dictionaries. How useful were they?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

23a. How often did you communicate online with other students while you were doing this course?

Every time you were online ☐
 Most times when you were on line ☐
 Occasionally when you were online ☐
 None ☐

23b. How useful did you find communicating online with other students?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

24a. How often did you communicate online with your teacher while you were doing this course?

Every time you were online ☐
 Most times when you were on line ☐
 Occasionally when you were online ☐
 None ☐

24b. How useful did you find communicating online with your teacher?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

25a. Did you experience any frustration in using this course at any time?

Yes ☐ No ☐

25b. If you answered **Yes** to the question above, what caused your frustration? (You may tick ☒ more than one answer.)

a) The online resources were hard to use. ☐

b) The online resource instructions were not clear. ☐

c) The speed was slow. ☐

d) I don't like using computers when learning. ☐

e) It took too much time to work online. ☐

f) My eyes got tired when using the online materials. ☐

g) I was unable to get help online. ☐

h) Other ☐

If Other, please specify. _____

26. How would you like to view the unit materials online?

Separate the unit text into chunks. ☐

Display the unit text as a whole (as shown in this course). ☐

Other ☐

If Other, please specify. _____

27. Would you like to do another writing course of a similar type?

Yes, I would very much like such a course. ☐

Yes, that would be okay. ☐

No. ☐ Please comment. _____

III. Evaluation of the website

How would you **evaluate** the following functions of the course website?
Please tick ☒ the answer that best describes your opinions.

<i>No.</i>	<i>Section</i>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
1	Web site layout (appearance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Illustrations (graphics, tables, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Speed of loading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Text font (word size/type)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Text color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Web page title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Form objects (buttons, drag, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Available links for viewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Technical support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	User-friendly operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Overall evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have any comments, please make use of the space below. Thank you.

Thank you very much for your participation.



Appendix C.5

New Zealand trial study course questionnaire: Blended group



New Zealand trial study course questionnaire: Blended group

This questionnaire will take approximately 10 minutes to complete. It is part of a research project conducted for the degree of Doctor of Philosophy at the University of Waikato in New Zealand by Antonia Hsiu-chen Lin.

The overall aim of this part of the research project is to investigate your response to the writing course you have just completed.

You are NOT asked to provide your name or the name of any institution. Completed questionnaires will be given a number and referred to by that number in the reporting of the research.

If you complete (or partially complete) this questionnaire, the information you provide will be combined with information supplied by other students and reported in a thesis and related publications and conference papers.

Thank you very much for your cooperation. Should you have any questions about the questionnaire, please contact Hsiu-chen Lin (Antonia).

Email: hal2@waikato.ac.nz

Address: The School of Maori and Pacific Development,
The University of Waikato,
Private Bag 3105,
Hamilton, New Zealand

Telephone: +64-7-8383-225

Questionnaire for Writing Course Students (Blended Group)

Part I Background information

Please tick ☒ the answer that best fits your situation and include written responses where necessary.

- 1 Gender: male ☐ female ☐
- 2 What is your major subject? _____
- 3 What year are you in? _____
- 4 How old are you? _____
- 5 How many hours a week on average do you use a computer for something other than your academic work?
 Never ☐
 1 ~ 5 hours ☐
 6 ~ 10 hours ☐
 11 ~ 20 hours ☐
 more than 21 hours ☐
- 6 How many hours a week on average do you use a computer for your academic work?
 Never ☐
 1 ~ 5 hours ☐
 6 ~ 10 hours ☐
 11 ~ 20 hours ☐
 more than 21 hours ☐
- 7 What is your nationality? _____
- 8 What is your mother tongue (your first language)? _____
- 9 How long have you been in New Zealand? _____
- 10 Have you ever taken any fully online courses? Yes ☐ No ☐
- 11 Have you ever taken any blended courses (partly online and partly face-to-face)? Yes ☐ No ☐
- 12 Tick ☒ the name of the online courseware you have used.
 Moodle ☐ WebCT ☐ Blackboard ☐ ClassForum ☐
 Other ☐ Please specify. _____

Part II. Your views about the writing course

Read the following questions and tick ☒ the answer that best fits your situation. Include written responses where necessary.

1. How much did you enjoy the course?

I liked it a lot. ☐ I liked it. ☐ So-so. ☐ I did not like it at all. ☐

2. Did you have any difficulty in accessing a computer during the course?

Yes ☐ No ☐

If YES, please specify. _____

3. What did you think about the face-to-face teaching (i.e., the component that was taught by a teacher) in this course?

Excellent ☐ Good ☐ Fair ☐ No good at all ☐

4. What did you think about the computer component of this course?

Excellent ☐ Good ☐ Fair ☐ No good at all ☐

5. Which part of this course did you like best?

Face-to-Face ☐

Computer component ☐

I liked both equally. ☐

I didn't like either of them. ☐

Other ☐ Please specify. _____

6. How do you rate the face-to-face teaching?

Excellent ☐ Good ☐ Fair ☐ No good at all ☐

7. How do you rate the computer components teaching?

Excellent ☐ Good ☐ Fair ☐ No good at all ☐

8. How useful was the **face-to-face** teaching in helping you to write ... texts?

	<i>Very useful</i>	<i>Useful</i>	<i>Not useful</i>	<i>very Not useful at all</i>
a) Instruction texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Explanation texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Argument texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Description & classification texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Recount texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Blended texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Summarising, reviewing, quoting, referring and referencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. How useful was the **computer components** material in helping you to write ... texts?

	<i>Very useful</i>	<i>Useful</i>	<i>Not very useful</i>	<i>Not useful at all</i>
a) Instruction texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Explanation texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Argument texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Description & classification texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Recount texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Blended texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Summarising, reviewing, quoting, referring and referencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. How useful were the **model texts** that were included in the computer materials?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

11. How useful was the information about language that was included in the computer materials?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

12. How useful was the whole course in helping you to write texts?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

13. How useful was the whole course in helping you to understand more about language?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

14a. How useful was the orientation session in this course?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

14b. After the orientation session, how did you feel about using the computer materials?

Very confident ☐ OK ☐ Not confident at all ☐

15. Your course was in blended-mode (combined face-to-face teaching and computer course). Would you have preferred ...?

Wholly online Yes ☐ No ☐

Wholly face-to-face teaching Yes ☐ No ☐

16. Did you feel there were sufficient materials online for your learning?

Yes ☐ No ☐

If NO, please specify. _____

17. Were the online materials different from those you've encountered in the past?

Yes ☐ No ☐

If YES, please specify. _____

18. How did you feel about the layout (appearance) of the website in this course?

Excellent ☐ Good ☐ Fair ☐ No good at all ☐

19. How much did you like each of the following aspects of the online materials?

	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
a) I could work on my own pace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I could find out the meaning of words I did not know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I could look at a model text while writing my text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) The instructions were clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) The navigation of the web pages was clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) I could communicate with other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. Do you believe that this course has provided a good way of learning to write?

Yes ☐ No ☐

If NO, please specify. _____

21. How useful was this course in teaching you to use language accurately?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

22. How would you rate the computer component of this course in relation to other language courses online?

Better ☐ About the same ☐ Worse ☐ I don't know ☐

23. How would you rate this course as a whole in relation to other face-to-face language courses that you have attended?

Better ☐ About the same ☐ Worse ☐ I don't know ☐

24. How would you rate this course in relation to other combination (partly online and partly teacher taught) courses?

Better ☐ About the same ☐ Worse ☐ I don't know ☐

25. The online course provided images (pictures, graphics, etc.). How useful were they?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

26. The online course provided access to online dictionaries. How useful were they?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

27a. How often did you communicate online with other students while you were doing this course?

Every time you were online ☐ Most times when you were on line ☐

Occasionally when you were online ☐ None ☐

27b. How useful did you find communicating online with other students?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

28a. How often did you communicate online with your teacher while you were doing this course?

Every time you were online ☐ Most times when you were on line ☐
Occasionally when you were online ☐ None ☐

28b. How useful did you find communicating online with your teacher?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

29a. Did you experience any frustration in using the computer component of this course at any time?

Yes ☐ No ☐

29b. If you answer Yes to the question above, what caused your frustration? (You may tick ☒ more than one answer.)

- | | |
|---|--------------------------|
| a) The online resources were hard to use. | <input type="checkbox"/> |
| b) The online resource instructions were not clear. | <input type="checkbox"/> |
| c) The speed was slow. | <input type="checkbox"/> |
| d) I don't like using computers when learning. | <input type="checkbox"/> |
| e) It took too much time to work online. | <input type="checkbox"/> |
| f) My eyes got tired when using the online materials. | <input type="checkbox"/> |
| g) I was unable to get help online. | <input type="checkbox"/> |
| h) Other | <input type="checkbox"/> |

If Other, please specify. _____

30. How would you like to view the unit materials online?

Separate the unit text into chunks. ☐

Display the unit text as a whole (as shown in this course). ☐

Other ☐

If Other, please specify. _____

31. Would you like to do another writing course of a similar type?

Yes, I would very much like such a course. ☐

Yes, that would be okay. ☐

No. ☐ Please comment. _____

Part III. Evaluation of the website

How would you **evaluate** the following functions of the course website?
Please tick ☒ the answer that best describes your opinions.

<i>No</i>	<i>Section</i>	<i>Excellent</i>	<i>Good</i>	<i>Fair</i>	<i>Poor</i>
1	Web site layout (appearance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Illustrations (graphics, tables, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Speed of loading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Text font (word size/type)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Text color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Web page title	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Form objects (buttons, drag, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Available links for viewing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Technical support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	User-friendly operation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	Overall evaluation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have any comments, please make use of the space below. Thank you.

Thank you very much for your participation. 😊

Appendix C. 6

New Zealand trial study course questionnaire: Face-to-face group



New Zealand trial study course questionnaire: Face-to-face group

This questionnaire will take approximately 10 minutes to complete. It is part of a research project conducted for the degree of Doctor of Philosophy at the University of Waikato in New Zealand by Antonia Hsiu-chen Lin.

The overall aim of this part of the research project is to investigate your response to the writing course you have just completed.

You are NOT asked to provide your name or the name of any institution. Completed questionnaires will be given a number and referred to by that number in the reporting of the research.

If you complete (or partially complete) this questionnaire, the information you provide will be combined with information supplied by other students and reported in a thesis and related publications and conference papers.

Thank you very much for your cooperation. Should you have any questions about the questionnaire, please contact Hsiu-chen Lin (Antonia).

Email: hal2@waikato.ac.nz

Address: The School of Maori and Pacific Development,
The University of Waikato,
Private Bag 3105,
Hamilton, New Zealand

Telephone: +64-7-8383-225

New Zealand trial study course questionnaire: Face-to-face group

Part I Background information

Please tick ☒ the answer that best fits your situation and include written responses where necessary.

- 1 Gender: male ☐ female ☐
- 2 What is your major subject? _____
- 3 What year are you in? _____
- 4 How old are you? _____
- 5 How many hours a week on average do you use a computer for something other than your academic work?
 Never ☐
 1 ~ 5 hours ☐
 6 ~ 10 hours ☐
 11 ~ 20 hours ☐
 more than 21 hours ☐
- 6 How many hours a week on average do you use a computer for your academic work?
 Never ☐
 1 ~ 5 hours ☐
 6 ~ 10 hours ☐
 11 ~ 20 hours ☐
 more than 21 hours ☐
- 7 What is your nationality? _____
- 8 What is your mother tongue (your first language)? _____
- 9 How long have you been in New Zealand? _____
- 10 Have you ever taken any fully online courses? Yes ☐ No ☐
- 11 Have you ever taken any blended courses (partly online and partly face-to-face)? Yes ☐ No ☐
- 12 Tick ☒ the name of the online courseware you have used.
 Moodle ☐ WebCT ☐ Blackboard ☐ ClassForum ☐
 Other ☐ Please specify. _____

Part II. Your views about the writing course

I. Read the following questions and tick ☒ the answer that best fits your situation. Include written responses where necessary.

1. How much did you enjoy the course?

I liked it a lot. ☐ I liked it. ☐ So-so. ☐ I did not like it at all. ☐

2. Did you have any difficulty in taking the face-to-face mode during the course?

Yes ☐ No ☐

If YES, please specify. _____

3. Which part of this course did you like best?

Classroom interaction with the instructor ☐ Classroom activities ☐

Classroom interaction with classmates ☐ Handouts ☐

Other ☐ Please specify. _____

4. How useful was the teaching in helping you to write ... texts?

	<i>Very useful</i>	<i>Useful</i>	<i>Not very useful</i>	<i>Not useful at all</i>
a) Instruction texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Explanation texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Argument texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Description & classification texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Recount texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Blended texts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Summarising, reviewing, quoting, referring and referencing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. How useful were the **model texts** that were included in the teaching materials?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

6. How useful was the information about language that was included in the teaching materials?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

7. How useful was the whole course in helping you to write texts?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

8. How useful was the whole course in helping you to understand more about language?

Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐

9. Did you feel there were sufficient materials for your learning?

Yes ☐ No ☐

If NO, please specify. _____

10. Your course was wholly teacher taught. Would you have preferred ...?
A wholly online course Yes ☐ No ☐
A combination of face-to-face teaching and online teaching Yes ☐ No ☐
11. Were the teaching materials different from those you've encountered in other writing course?
Yes ☐ No ☐
If YES, please specify. _____

12. How did you feel about the layout (appearance) of the handouts (worksheets) in this course?
Excellent ☐ Good ☐ Fair ☐ No good at all ☐
13. How much did you like each of the following aspects of the teaching materials?
- | | <i>Excellent</i> | <i>good</i> | <i>Fair</i> | <i>Poor</i> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| a) I could catch up with the instructor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| b) I could get help with the meaning of words I did not know. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| c) I could look at a model text while writing my text. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| d) The instructions were clear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| e) The explanation in the handouts was clear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| f) I could communicate with other students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
14. How useful was this course in teaching you to use language accurately?
Very useful ☐ Useful ☐ Not very useful ☐ Not useful at all ☐
15. How would you rate this **course** as a whole in relation to other face-to-face language courses?
Better ☐ About the same ☐ Worse ☐ I don't know ☐
Please add comments if you wish.

16. How would you rate this course in relation to other combination (partly online and partly teacher taught) courses?
Better ☐ About the same ☐ Worse ☐ I haven't taken any ☐
- 17a. Did you experience any frustration in this course at any time?
Yes ☐ No ☐

17b.If you answered YES to the question above, what caused your frustration? (You may tick ☒ more than one answer.)

a) The materials were difficult for me to understand. ☐

b) The instructions were not clear. ☐

c) The pace was too fast/slow. (Please circle fast or slow first.) ☐

d) I don't like attending classes. ☐

e) It involved too much work. ☐

f) I got tired when sitting in the classroom. ☐

g) I was unable to get help after class. ☐

h) Other ☐

If Other, please specify. _____

18. Would you like to do another writing course of a similar type?

Yes, I would very much like such a course. ☐

Yes, that would be okay. ☐

No. ☐ Please comment. _____

If you have any comments, please make use of the space below. Thank you.

Thank you very much for your participation. 😊

Appendix C.7

Relationship between text templates associated with cognitive genres and Hoey's macropatterns

Relationship between text templates associated with cognitive genres and Hoey's macropatterns¹

<i>Genre</i>	<i>Text template</i>	<i>Content</i>	<i>General – Particular (Preview – Details)</i>	<i>General – Particular (Generalization – Examples)</i>	<i>General – Particular (Topic – Restriction – Illustration)</i>	<i>Problem – Solution</i>	<i>Matching (comparison/contrast)</i>
<i>Instruction</i>	<i>Topic</i>	+ <i>goal</i>	+ <i>Preview</i>			+/- <i>Problem</i>	
	<i>Focus</i>	+ <i>materials and/ or equipment</i>	+ <i>Details</i>			+/- <i>Problem</i>	
	<i>Detail</i>	+/- <i>warning/s</i> + <i>steps</i>				+/- <i>Solution</i>	
<i>Explanation</i>	<i>Topic</i>	+ <i>what is to be explained</i>	+ <i>Preview</i>		+ <i>Topic</i>	+/- <i>Problem</i>	
	<i>Focus</i>	+ <i>more specific information about the topic</i>	+ <i>Details</i>		+ <i>Restriction</i>	+/- <i>Problem</i>	
	<i>Detail</i>	+ <i>what</i> + <i>how</i> +/- <i>why</i>			+ <i>Illustration</i>	+/- <i>Solution</i>	
<i>Argument (one-sided)</i>	<i>Topic</i>	+ <i>what is to be discussed</i>	+ <i>Preview</i>	+ <i>Generalization</i>	+ <i>Topic</i>		+/- <i>Matching (comparison)</i>
	<i>Focus</i>	+ <i>more specific information about the topic</i> +/- <i>writer's point of view</i>	+ <i>Details</i>		+ <i>Restriction</i>	+/- <i>Problem</i>	
	<i>Detail</i>	+ <i>argument for a point of view</i>		+ <i>Examples</i>	+ <i>Illustration</i>	+/- <i>Solution</i>	
<i>Argument (two-sided)</i>	<i>Topic</i>	+ <i>what is to be discussed</i>	+ <i>Preview</i>	+ <i>Generalization</i>	+ <i>Topic</i>	+/- <i>Problem</i>	+ <i>Matching (contrast)</i>
	<i>Focus</i>	+ <i>more about the topic</i>	+ <i>Details</i>		+ <i>Restriction</i>		
	<i>Detail</i>	+ <i>argument for and against a point of view</i>		+ <i>Examples</i>	+ <i>Illustration</i>	+/- <i>Solution</i>	
<i>Recount</i>	<i>Topic</i>	+ <i>what is to be recounted</i>	+ <i>Preview</i>			+/- <i>Problem</i>	
	<i>Focus</i>	+ <i>what</i> + <i>who</i> + <i>when</i> + <i>where</i> +/- <i>why</i>	+ <i>Details</i>				
	<i>Detail</i>	+ <i>series of events</i>				+/- <i>Solution</i>	

¹ Note that Hoey's overall structures do not allow for a he Conclusion section, something that has been added to the text templates.

Appendix C.8

**Consent letter for participation in the genre-centered writing course
in New Zealand**

Consent Letter for Participants

23 November, 2007

Dear Participants:

I am currently a lecturer in English at Wenzao Ursuline College of Languages in Taiwan and am also doing a PhD at the University of Waikato in New Zealand

In collaboration with Dr. W. Crombie and Dr. D. Johnson of the University of Waikato, I am offering a free course in academic writing for students who are about to enter university or polytechnic or have completed one or two semesters at university or polytechnic. The course includes lots of advice about writing and lots of writing activities.

The course is part of a PhD research project and is offered in four different modes: fully online (two different versions); blended (partly online and partly face-to-face); face-to-face. As part of the research project, participants will be asked to complete a short questionnaire and to do a writing task at the beginning of the course, and to complete a further questionnaire and do a further writing task at the end of the course. These will be analyzed and presented in a written form as part of the final thesis. However, you will not be named or identified in the writing up of the research.

If you agree to join, please sign the attached consent form and return it to me. You are entitled to withhold your consent to participate in the project at any time.

If you have any questions or comments regarding this project, please contact me.

Yours sincerely,

Antonia Hsiu-chen Lin

Email: hal2@waikato.ac.nz (07-8383225)

The School of Maori and Pacific Development

The University of Waikato

Private Bag 3105

Hamilton, New Zealand

Participant Consent Form

I have read the consent letter by Antonia (Hsiu-chen) Lin about the free writing course and I agree to participate in it and to complete the associated questionnaires and writing tasks.

My personal information is listed below:

FULL NAME:

STREET ADDRESS:

EMAIL ADDRESS:

TELEPHONE NUMBER/S:

**INSTITUTION
(IF ENROLLED STUDENT):**

SIGNATURE:

DATE:

Researcher's contact details

Antonia Hsiu-chen Lin

Email: hal2@waikato.ac.nz;

antonia@mail.wtuc.edu.tw

The School of Maori and Pacific Development

The University of Waikato

Private Bag 3105

Hamilton, New Zealand

Telephone: +64-7-8383-225

Appendix C.9

New Zealand trial study: Genre-centered writing course outline

**ACADEMIC ENGLISH COURSE
PROVISIONAL FIRST PART OF THE COURSE
(Students Version)**

Unit 1: Preparing to write

Friday 23 November	9.30 – 12.00 (J 110)	Get to know students; introduce the course; complete formalities, assign students to groups; etc.
	12.00 – 1.15	BREAK
	1.15 – 3.00 (JB03/JB08)	Groups 1, 2 & 3: Familiarisation with the eLearning course/ approach
	1.15 – 3.00 (J 110)	Group 4: Introduction to UNIT 1: Preparing to write

Unit 1: Preparing to write

Saturday 24 November	Group 1 (JB 03)	Group 2 (JB 03) (I 108)	Group 3 (JB 08) (I 108)	Group 4 (J 110)
9.30 – 10.30	Working in the lab on computer- based materials (UNIT 1)	Working in the lab on computer- based materials (UNIT 1)	Working in the lab on the computer- based materials (UNIT 1)	Working on the face-to-face materials (UNIT 1)
10.30 – 11.00	BREAK			
11.00 – 12.30	Working in the lab on the computer- based materials (UNIT 1)	Working in the lab on computer- based materials (UNIT 1)	Working in the lab on computer- based materials (UNIT 1)	Working <u>in class</u> on the face-to-face materials (UNIT 1)
12.30 – 1.45	BREAK			
1.45 – 2.45	Working in the lab on the computer- based materials (UNIT 1)	Working in the lab on computer- based materials (UNIT 1)	Working in the lab on computer- based materials (UNIT 1)	Working <u>in class</u> on the face-to-face materials (UNIT 1)
2.45 – 3.45	Working in the lab on the computer- based materials (UNIT 1)	Working in the lab on computer- based materials (UNIT 1)	Working in the lab on computer- based materials (UNIT 1)	Working <u>in class</u> on the face-to-face materials (UNIT 1)
3.45 – 4.00	BREAK			
4.00 – 4.30	Working in the lab on the computer- based materials (UNIT 1)	Working in the lab on the computer- based materials (UNIT 1)	Working in the lab on the computer- based materials (UNIT 1)	Working <u>in class</u> on the face-to-face materials (UNIT 1)

Unit 2: Writing instructions (Part 1)

Monday 26 November	Group 1 (JB 03)	Group 2 (JB 03) (I 108)	Group 3 (JB 08) (I 108)	Group 4 (J 110)
9.30 – 10.30	Working in the lab on computer-based materials (UNIT 2 – Part 1)	Working in the lab on computer-based materials (UNIT 2 – Part 1)	Working in the lab on the computer-based materials (UNIT 2 – Part 1)	Working <u>in class</u> on the face-to-face materials (UNIT 2 – Part 1)
10.30 – 11.00	BREAK			
11.00 – 12.30	Working in the lab on the computer-based materials (UNIT 2 – Part 1)	Working <u>in class</u> (I 108) on the materials (UNIT 2 – Part 1)	Working in the lab on the materials (UNIT 2 – Part 1)	Working <u>in class</u> on the face-to-face materials (UNIT 2 – Part 1)
12.30 – 1.45	BREAK			
1.45 – 2.45	Working in the lab on the computer-based materials (UNIT 2 – Part 1)	Working in the lab on the materials (UNIT 2 – Part 1)	Working <u>in class</u> (I 108) on the materials (UNIT 2 – Part 1)	Working <u>in class</u> on the face-to-face materials (UNIT 2 – Part 1)
2.45 – 3.45	Working in the lab on the computer-based materials (UNIT 2 – Part 1)	Working <u>in class</u> (I 108) on the materials (UNIT 2 – Part 1)	Working in the lab on the materials (UNIT 2 – Part 1)	Working <u>in class</u> on the face-to-face materials (UNIT 2 – Part 1)
3.45 – 4.00	BREAK			
4.00 – 4.30	Working in the lab on the computer-based materials (UNIT 2 – Part 1)	Working in the lab on the computer-based materials (UNIT 2 – Part 1)	Working in the lab on the computer-based materials (UNIT 2 – Part 1)	Working <u>in class</u> on the face-to-face materials (UNIT 2 – Part 1)

Unit 2: Writing instructions (Part 2)

Tuesday 27 November	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials (UNIT 2 – Part 2)	Working in the lab on computer-based materials (UNIT 2 – Part 2)	Working in the lab on the computer-based materials (UNIT 2 – Part 2)	Working <u>in class</u> on the face-to-face materials (UNIT 2 – Part 2)
10.30 – 11.00	BREAK			
11.00 – 12.30	Working in the lab on the computer-based materials (UNIT 2 – Part 2)	Working <u>in class</u> (IG 02) on the materials (UNIT 2 – Part 2)	Working in the lab on the materials (UNIT 2 – Part 2)	Working <u>in class</u> on the face-to-face materials (UNIT 2 – Part 2)
12.30 – 1.45	BREAK			
1.45 – 2.45	Working in the lab on the computer-based materials (UNIT 2 – Part 2)	Working in the lab on the materials (UNIT 2 – Part 2)	Working <u>in class</u> (IG 02) on the materials (UNIT 2 – Part 2)	Working <u>in class</u> on the face-to-face materials (UNIT 2 – Part 2)
2.45 – 3.45	Working in the lab on the computer-based materials (UNIT 2 – Part 2)	Working <u>in class</u> (IG 02) on the materials (UNIT 2 – Part 2)	Working in the lab on the materials (UNIT 2 – Part 2)	Working <u>in class</u> on the face-to-face materials (UNIT 2 – Part 2)
3.45 – 4.00	BREAK			
4.00 – 4.30	Working in the lab on the computer-based materials (UNIT 2 – Part 2)	Working in the lab on the computer-based materials (UNIT 2 – Part 2)	Working in the lab on the computer-based materials (UNIT 2 – Part 2)	Working <u>in class</u> on the face-to-face materials (UNIT 2 – Part 2)

Unit 3: Writing explanations

Wednesday 28 November	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials (UNIT 3)	Working in the lab on computer-based materials (UNIT3)	Working in the lab on the computer-based materials (UNIT3)	Working <u>in class</u> on the face-to-face materials (UNIT 3)
10.30 – 11.00	BREAK			
11.00 – 12.30	Working in the lab on the computer-based materials (UNIT 3)	Working <u>in class</u> (IG 02) on the materials (UNIT 3)	Working in the lab on the materials (UNIT 3)	Working <u>in class</u> on the face-to-face materials (UNIT 3)
12.30 – 1.45	BREAK			
1.45 – 2.45	Working in the lab on the computer-based materials (UNIT 3)	Working in the lab on the materials (UNIT 3)	Working <u>in class</u> on the materials (UNIT 3)	Working <u>in class</u> on the face-to-face materials (UNIT 3)
2.45 – 3.45	Working in the lab on the computer-based materials (UNIT 3)	Working <u>in class</u> (IG 02) on the materials (UNIT 3)	Working in the lab on the materials (UNIT 3)	Working <u>in class</u> on the face-to-face materials (UNIT 3)
3.45 – 4.00	BREAK			
4.00 – 4.30	Working in the lab on the computer-based materials (UNIT 3)	Working in the lab on the computer-based materials (UNIT 3)	Working in the lab on the computer-based materials (UNIT 3)	Working <u>in class</u> on the face-to-face materials (UNIT 3)

Unit 4: Writing one-sided arguments

Thursday 29 November	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials (UNIT 4 (one-sided argument))	Working in the lab on computer-based materials (UNIT 4)	Working in the lab on the computer-based materials (UNIT 4)	Working <u>in class</u> on the face-to-face materials (UNIT 4)
10.30 – 11.00	BREAK			
11.00 – 12.30	Working in the lab on the computer-based materials (UNIT 4)	Working <u>in class</u> (IG 02) on the materials (UNIT 4)	Working in the lab on the materials (UNIT 4)	Working <u>in class</u> on the face-to-face materials (UNIT 4)
12.30 – 1.45	BREAK			
1.45 – 2.45	Working in the lab on the computer-based materials (UNIT 4)	Working in the lab on the materials (UNIT 4)	Working <u>in class</u> (IG 02) on the materials (UNIT 4)	Working <u>in class</u> on the face-to-face materials (UNIT 4)
2.45 – 3.45	Working in the lab on the computer-based materials (UNIT 4)	Working <u>in class</u> (IG 02) on the materials (UNIT 4)	Working in the lab on the materials (UNIT 4)	Working <u>in class</u> on the face-to-face materials (UNIT 4)
3.45 – 4.00	BREAK			

4.00 – 4.30	Working in the lab on the computer-based materials (UNIT 4)	Working in the lab on the computer-based materials (UNIT 4)	Working in the lab on the computer-based materials (UNIT 4)	Working <u>in class</u> on the face-to-face materials (UNIT 4)
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Unit 4 Part 2: Writing two-sided arguments

Friday 30 November	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials (UNIT 4 (two-sided argument))	Working in the lab on computer-based materials (UNIT 4)	Working in the lab on the computer-based materials (UNIT 4)	Working <u>in class</u> on the face-to-face materials (UNIT 4)
10.30 – 11.00	BREAK			
11.00 – 12.30	Working in the lab on the computer-based materials (UNIT 4)	Working <u>in class</u> (IG 02) on the materials, (UNIT 4)	Working in the lab on the materials (UNIT 4)	Working <u>in class</u> on the face-to-face materials (UNIT 4)
12.30 – 1.45	BREAK			
1.45 – 2.45	Working in the lab on the computer-based materials (UNIT 4)	Working in the lab on the materials (UNIT 4)	Working <u>in class</u> (IG 02) on the materials (UNIT 4)	Working <u>in class</u> on the face-to-face materials (UNIT 4)
2.45 – 3.45	Working in the lab on the computer-based materials (UNIT 4)	Working <u>in class</u> (IG 02) on the materials (UNIT 4)	Working in the lab on the materials (UNIT 4)	Working <u>in class</u> on the face-to-face materials (UNIT 4)
3.45 – 4.00	BREAK			
4.00 – 4.30	Working in the lab on the computer-based materials (UNIT 4)	Working in the lab on the computer-based materials (UNIT 4)	Working in the lab on the computer-based materials (UNIT 4)	Working <u>in class</u> on the face-to-face materials (UNIT 4)

Unit 5: Writing descriptions and classifications

Monday 3 December	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials (UNIT 5)	Working in the lab on computer-based materials (UNIT 5)	Working in the lab on the computer-based materials (UNIT 5)	Working <u>in class</u> on the face-to-face materials (UNIT 5)
10.30 – 11.00	BREAK			
11.00 – 12.30	Working in the lab on the computer-based materials (UNIT 5)	Working <u>in class</u> (IG 02) on the materials (UNIT 5)	Working in the lab on the materials (UNIT 5)	Working <u>in class</u> on the face-to-face materials (UNIT 5)
12.30 – 1.45	BREAK			
1.45 – 2.45	Working in the lab on the computer-based materials (UNIT 5)	Working in the lab on the materials (UNIT 5)	Working <u>in class</u> (IG 02) on the materials (UNIT 5)	Working <u>in class</u> on the face-to-face materials (UNIT 5)
2.45 – 3.45	Working in the lab on the computer-based materials (UNIT 5)	Working <u>in class</u> (IG 02) on the materials (UNIT 5)	Working in the lab on the materials (UNIT 5)	Working <u>in class</u> on the face-to-face materials (UNIT 5)
3.45 – 4.00	BREAK			
4.00 – 4.30	Working in the lab	Working in the lab	Working in the lab	Working <u>in class</u>

	on the computer-based materials (UNIT 5)	on the computer-based materials (UNIT 5)	on the computer-based materials (UNIT 5)	on the face-to-face materials (UNIT 5)
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Unit 6: Writing recounts

Tuesday 4 December	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials (UNIT 6)	Working in the lab on computer-based materials (UNIT 6)	Working in the lab on the computer-based materials (UNIT 6)	Working <u>in class</u> on the face-to-face materials (UNIT 6)
10.30 – 11.00	BREAK			
11.00 – 12.30	Working in the lab on the computer-based materials (UNIT 6)	Working <u>in class</u> (IG 02) on the materials (UNIT 6)	Working in the lab on the materials (UNIT 6)	Working <u>in class</u> on the face-to-face materials (UNIT 6)
12.30 – 1.45	BREAK			
1.45 – 2.45	Working in the lab on the computer-based materials (UNIT 6)	Working in the lab on the materials (UNIT 6)	Working <u>in class</u> (IG 02) on the materials (UNIT 6)	Working <u>in class</u> on the face-to-face materials (UNIT 6)
2.45 – 3.45	Working in the lab on the computer-based materials (UNIT 6)	Working <u>in class</u> (IG 02) on the materials (UNIT 6)	Working in the lab on the materials (UNIT 6)	Working <u>in class</u> on the face-to-face materials (UNIT 6)
3.45 – 4.00	BREAK			
4.00 – 4.30	Working in the lab on the computer-based materials (UNIT 6)	Working in the lab on the computer-based materials (UNIT 6)	Working in the lab on the computer-based materials (UNIT 6)	Working <u>in class</u> on the face-to-face materials (UNIT 6)

Unit 7: Writing blended texts

Wednesday 5 December	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials (UNIT 7)	Working in the lab on computer-based materials (UNIT 7)	Working in the lab on the computer-based materials (UNIT 7)	Working <u>in class</u> on the face-to-face materials (UNIT 7)
10.30 – 11.00	BREAK			
11.00 – 12.30	Working in the lab on the computer-based materials (UNIT 7)	Working <u>in class</u> (IG 02) on the materials (UNIT 7)	Working in the lab on the materials (UNIT 7)	Working <u>in class</u> on the face-to-face materials (UNIT 7)
12.30 – 1.45	BREAK			
1.45 – 2.45	Working in the lab on the computer-based materials (UNIT 7)	Working in the lab on the materials (UNIT 7)	Working <u>in class</u> (IG 02) on the materials (UNIT 7)	Working <u>in class</u> on the face-to-face materials (UNIT 7)
2.45 – 3.45	Working in the lab on the computer-based materials (UNIT 7)	Working <u>in class</u> (IG 02) on the materials (UNIT 7)	Working in the lab on the materials (UNIT 7)	Working <u>in class</u> on the face-to-face materials (UNIT 7)
3.45 – 4.00	BREAK			

4.00 – 4.30	Working in the lab on the computer-based materials (UNIT 7)	Working in the lab on the computer-based materials (UNIT 7)	Working in the lab on the computer-based materials (UNIT 7)	Working <u>in class</u> on the face-to-face materials (UNIT 7)
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Unit 8: summarising, reviewing, quoting, referring & referencing

Thursday 6 December	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 10.30	Working in the lab on computer-based materials (UNIT 8)	Working in the lab on computer-based materials (UNIT 8)	Working in the lab on the computer-based materials (UNIT 8)	Working <u>in class</u> on the face-to-face materials (UNIT 8)
10.30 – 11.00	BREAK			
11.00 – 12.30	Working in the lab on the computer-based materials (UNIT 8)	Working <u>in class</u> (IG 02) on the materials (UNIT 8)	Working in the lab on the materials (UNIT 8)	Working <u>in class</u> on the face-to-face materials (UNIT 8)
12.30 – 1.45	BREAK			
1.45 – 2.45	Working in the lab on the computer-based materials (UNIT 8)	Working in the lab on the materials (UNIT 8)	Working <u>in class</u> (IG 02) on the materials (UNIT 8)	Working <u>in class</u> on the face-to-face materials (UNIT 8)
2.45 – 3.45	Working in the lab on the computer-based materials (UNIT 8)	Working <u>in class</u> (IG 02) on the materials (UNIT 8)	Working in the lab on the materials (UNIT 8)	Working <u>in class</u> on the face-to-face materials (UNIT 8)
3.45 – 4.00	BREAK			
4.00 – 4.30	Working in the lab on the computer-based materials (UNIT 8)	Working in the lab on the computer-based materials (UNIT 8)	Working in the lab on the computer-based materials (UNIT 8)	Working <u>in class</u> on the face-to-face materials (UNIT 8)

Before we close

Friday 7 December	Group 1 (JB 03)	Group 2 (JB 03) (IG 02)	Group 3 (JB 08) (IG 02)	Group 4 (IG 09)
9.30 – 4.30	Overview etc.			

Appendix C.10

Samples of pre-test and post-test writing in the New Zealand-based study

Student A Pre-test (argument)

Should children watch less television?

Children should spend less time in front of television, for their healthier and colorful life.

In the last 20 years, watching TV has become the most common activity the children involved in when they are at home. For example, nowadays the teenager in China averagely spends at least 2 or 3 hours in watching TV, much longer than ever before.

It do harm to health, especially for the children to watch TV for too long time. Some researches show that focusing the eyes on the screen would stress the eyes, and raise the risk of _____. Moreover, the endless TV programes attrack the children stayed still at home, and thus join in less physical or outdoor activities, which might be one principle reason why the youth gets overweight in some cities.

Also, the longer the children stayed with TV, at home the less time they can share with each other. This problem is much impressive for China, because there is often one child in one family. Children seem to be much inward, and show poorer capabilities for team work in there years, for they get little response from the cold screen box.

In addition, some programs on TV are not suitable for the young one. The youth might have difficulties when they identify the badness and goodness.

Student A Post-test (argument)

Should children watch less television?

Children spend much longer time on watching TV in the last few years than ever before, because the TV programs for kids are getting more attractive and interesting. Some educationists suggest that parents should be cautious about that situation and prevent their children from sitting in front of TV too long. I completely agree with them.

First, watching TV for a long time can do harm to kids' health. Researches demonstrated that keeping eyes on flashing screens too long would impact the function of eyes, and so watching TV for a long period is likely to increase the risk of diseases of eyes. Moreover, children who like watching TV often are occupied by programs, sitting in front of TVs all the day, and thus have no time to do any physical exercises and get overweight.

Second, there are little chances for children to find fun in playing with other children, because they would like to stay at home and enjoy TV programs themselves. Some kids became very isolated and could not communicate with others as usual.

Although TV programs may help children's learning, and entertain them, at the current time, kids should watch less television in order to keep their physically and psychologically healthy.

Student B Pre-test (argument)

Should parents punish their children physically?

Everybody always have mistakes even though children or adults. There are many ways for parents to punish their children, but should they punish children by physical aspect?

There are a lot of good behaviours that parent can use when they want to punish their children such as reject them not to watch TV, play gam or eat ice crem. These methods are safe and effective for children to change. However parents should not punish children to change. However parents should not punish children by physical touch in any reason.

First of all physical punishment can result in physical injury to children. Some time the result of physical punishment bring children into disability of body and brain. For instance, if parent hit children with dangerous materials such as sticks, cups ... etc.

In conclusion, physical punishment over children is a very bad behaviour. It brings a bad impacts to children.

Student B Post-test (argument)

Should parents punish their children physically?

Children are much different from adults or old age people. They can do things very stupit or crediculous, and mostly they like to do what we do not want them to do, therefore some people think parents should punish their children physically. However, punishing children in such way has negative results in many aspects.

Although it is true that children are not easy to teach doing in the ways that parents want them to do, they are still human that in some ways they understand and do the right thing, if parents know how to deal with them in the right manner. For instance, instead of hitting their hand because they want to touch fire, parents should gently tell children the reason why they cannot touch the fire.

Another factor is physical punishment over children leads to serious negative results. One of the main serious problems is physical punishment could result in children disability. The disability could be both mental and physical. In some situations, parents do not want to do it but when they get angry, they cannot control over result.

In spite of that fact that children are under control of parents, in whatever reasons, parents have no rights to hit children even though they just intend to punish. Hitting children is defined as domestic violence.

On balance, although children make mistakes or disobey, parents must not punish them physically because of many dangerous problems associated with this behaviour. In brief, punishing children physically is really dangerous and abuse their rights. In terms of giving advice or looking after children, parents should avoid using physical punishment.

Appendix C. 11

Score lists of New Zealand-based Study Pre-/Post-Writing Tests

Score lists of New Zealand-based study Pre-/Post-writing tests:
Online group

	Pre-test (%)	Post-test (%)	Gain/loss (%)
Part A (3 areas)	73.5	84.5	+11
Generic structure	68	80	+12.5
Semantic relations	80	91	+11
Other aspects of lang. assocd. with the genre	72.5	80	+7.5
Part B	57.5	63.5	+6

Part B	No.	Pre-test	Post-test	Diff- erence	Part A	Pre-test	Post-test	Diff- erence
General	1/4 (Recount)	58%	58%	0%	Specific	72%	90%	+18%
	1/5 (Argument)	67%	73%	+6%		82%	88%	+6%
	1/6 (Argument)	40%	50%	+10%		70%	80%	+10%
	1/7 (Argument)	65%	73%	+8%		70%	80%	+10%
		57.5%	63.5%	+6%		73.5%	84.5%	+11%

PART A	No.		Generic structure (out of 20)	Semantic rels (out of 20)	Lang characteristic of the genre (out of 10)	Total	Total Difference
	1/4	Pre-test	14/70%	15/75%	7/70%	36/72%	+18%
		Post-test	20/100%	17/85%	8/80%	45/90%	
	1/5	Pre-test	14/70%	19/95%	8/80%	41/82%	+6%
		Post-test	16/80%	20/100%	8/80%	44/88%	
	1/6	Pre-test	10/50%	18/90%	7/70%	35/70%	+10%
		Post-test	12/60%	20/100%	8/80%	40/80%	
	1/7	Pre-test	16/80%	12/60%	7/70%	35/70%	+10%
		Post-test	16/80%	16/80%	8/80%	40/80%	
	DIFF		+12.5%	+11%	+7.5%		+11%

**Score lists of New Zealand-based study Pre-/Post-writing tests:
Blended (B1) group**

	Pre-test (%)	Post-test (%)	Gain/loss (%)
Part A (3 areas)	44.5	69.5	+25
Generic structure	36	67.5	+31
Semantic relations	47.5	75	+27.5
Other aspects of lang. assocd. with the genre	55	60	+5
Part B	46	55	+9

Part B	No.	Pre-test	Post-test	Diff- erence	Part A	Pre-test	Post-test	Diff- erence
General	2/1 (Recount)	57%	63%	+6%		66%	78%	+12%
	2/5 (Recount)	45%	50%	+5%		46%	76%	+30%
	2/6 (Instruction)	30%	48%	+18%		22%	54%	+32%
	2/7 (Argument)	53%	59%	+6%		44%	70%	+26%
		46%	55%	+9%		44.5%	69.5%	+25%

PART A	No.		Generic structure (out of 20)	Semantic rels (out of 20)	Lang characteristic of the genre (out of 10)	Total	Total Difference
	2/1	Pre-test	14/70%	12/60%	7/70%	33/66%	+12%
		Post-test	14/70%	18/90%	7/70%	39/78%	
	2/5	Pre-test	8/40%	10/50%	5/50%	23/46%	+30%
		Post-test	14/70%	18/90%	5/60%	38/76%	
	2/6	Pre-test	1/5%	6/30%	4/40%	11/22%	+32%
		Post-test	14/70%	8/40%	5/50%	27/54%	
	2/7	Pre-test	6/30%	10/50%	6/60%	22/44%	+26%
		Post-test	12/60%	16/80%	7/70%	35/70%	
	DIFF		+31%	+27.5%	+7.5%		+25%

**Score lists of New Zealand-based study Pre-/Post-writing tests:
Blended (B2) group**

	Pre-test (%)	Post-test (%)	Gain/loss (%)
Part A (3 areas)	75	84	+9
Generic structure	61.3	73.8	+12.5
Semantic relations	91	97.5	+6.5
Other aspects of lang. assocd. with the genre	70	77.5	+7.5
Part B	61	60.6	-0.4

Part B	No.	Pre-test	Post-test	Diff- erence	Part A	Pre-test	Post-test	Diff- erence
General	3/2 (Argument)	50%	60%	+10%		74%	76%	+2%
	3/3 (Argument)	60%	50%	-10%		70%	74%	+4%
	3/5 (Argument)	52%	55%	+3%		76%	88%	+12%
	3/7 (Instruction)	82%	77.5%	-4.5		80%	98%	+18%
	Average	61%	60.6%	-0.4%		75%	84%	+9%

PART A	No.		Generic structure (out of 20)	Semantic rels (out of 20)	Lang characteristic of the genre (out of 10)	Total	Total Difference
	3/2	Pre-test	11/55%	20/100%	6/60%	37/74%	+2%
		Post-test	13/65%	18/90%	7/70%	38/76%	
	3/3	Pre-test	8/40%	20/100%	7/70%	35/70%	+4%
		Post-test	10/50%	20/100%	7/70%	37/74%	
	3/5	Pre-test	14/70%	17/85%	7/70%	38/76%	+12%
		Post-test	16/80%	20/100%	8/80%	44/88%	
	3/7	Pre-test	16/80%	16/80%	8/80%	40/80%	+18%
		Post-test	20/100%	20/100%	9/90%	49/98%	
	DIFF		+12.5%	+6.5%	+7.5%		+9%

Score lists of New Zealand-based study Pre-/Post-writing tests: Face-to-face (F) group

	Pre-test (%)	Post-test (%)	Gain/loss (%)
Part A (3 areas)	76	90	+14
Generic structure	73	88	+15
Semantic relations	82.5	98	+15.5
Other aspects of lang. assocd. with the genre	73	78	+8
Part B	54.6	67.1	+12.5

Part B	No.	Pre-test	Post-test	Diff-erence	Part A	Pre-test	Post-test	Diff-erence
General	4/1 (Argument)	57%	53%	-4%		82%	86%	+4%
	4/2 (Argument)	89%	97%	+8%		64%	96%	+32%
	4/3 (Argument)	45%	65%	+20%		74%	82%	+8%
	4/4 (Recount)	62%	70%	+8%		76%	90%	+14%
	4/5 (Argument)	45%	58%	+13%		90%	96%	+6%
	4/7 (Argument)	30%	60%	+30%		72%	92%	+20%
		54.6%	67.1%	+12.5%		76%	90%	+14%

PART A	No.		Generic structure (out of 20)	Semantic rels (out of 20)	Lang characteristic of the genre (out of 10)	Total	Total Difference
	4/1	Pre-test	14/70%	20/100%	7/70%	41/82%	+4%
		Post-test	16/80%	20/100%	7/70%	43/86%	
	4/2	Pre-test	14/70%	10/50%	8/80%	32/64%	+32%
		Post-test	20/100%	20/100%	8/80%	48/96%	
	4/3	Pre-test	14/70%	18/90%	5/50%	37/74%	+8%
		Post-test	14/70%	20/100%	7/70%	41/82%	
	4/4	Pre-test	12/60%	18/90%	8/80%	38/76%	+14%
		Post-test	16/80%	20/100%	9/90%	45/90%	
	4/5	Pre-test	18/90%	19/95%	8/80%	45/90%	+6%
		Post-test	20/100%	20/100%	8/80%	48/96%	
	4/7	Pre-test	16/80%	14/70%	6/60%	36/72%	+20%
		Post-test	20/100%	18/90%	8/80%	46/92%	
	DIFF		+15%	+15.5%	+8%		+14%

Appendix D.1

**New Zealand trial study: Genre-centered writing course (online
version) and face-to-face version with PowerPoints
(see CD-Rom 1.3)**

Appendix D.2

Consent letter for participation in the genre-centered writing course in Taiwan

Consent Letter for Participants

08 January, 2009

Dear Participants:

I am currently a lecturer in English at Wenzao Ursuline College of Languages in Taiwan and am also doing a PhD at the University of Waikato in New Zealand

In collaboration with Dr. W. Crombie and Dr. D. Johnson of the University of Waikato, I am offering a free course in academic writing for students at tertiary level in Taiwan. The course includes lots of advice about writing and lots of writing activities.

The course is part of a PhD research project and is offered in three different modes: fully online; blended (partly online and partly face-to-face); face-to-face. As part of the research project, participants will be asked to be present on campus every day, to complete a short questionnaire and to do a writing task at the beginning of the course, and to complete a further questionnaire and do a further writing task at the end of the course. These will be analyzed and presented in a written form as part of the final thesis. However, you will not be named or identified in the writing up of the research.

If you agree to join, please sign the attached consent form and return it to me. You are entitled to withhold your consent to participate in the project at any time.

If you have any questions or comments regarding this project, please contact me.

Yours sincerely,

Antonia Hsiu-chen Lin

Email: hal2@waikato.ac.nz (07-8383225)

The School of Maori and Pacific Development

The University of Waikato

Private Bag 3105

Hamilton, New Zealand

Participant Consent Form

I have read the consent letter by Antonia (Hsiu-chen) Lin about the free writing course and I agree to participate in it and to complete the associated questionnaires and writing tasks.

My personal information is listed below:

FULL NAME (CHINESE/ENGLISH): _____
CLASS/YEAR: _____
STUDENT ID: _____
STREET ADDRESS: _____
EMAIL ADDRESS: _____
TELEPHONE NUMBER: _____
CELLULAR PHONE NUMBER: _____
CSEPT SCORES: _____(2007) // _____(2008)
SIGNATURE: _____
DATE: _____

Researcher's contact details

Antonia Hsiu-chen Lin

Email: hal2waikato@gmail.com

hal2@waikato.ac.nz

antonia@mail.wtuc.edu.tw

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Appendix D.3

Taiwan-based study: Paragon Learning Style Inventory (Chinese version)

Paragon Learning Style Inventory 【52-item Version】

八方學習型態清單【52-題目 成人學生版】

Dear Participants,

I am one of the teachers from the Department of English in Wenzao Ursuline College of Languages and I am studying for my PhD thesis at the University of Waikato, New Zealand. In order to identify your learning style preferences, the *Paragon Student Learning Style Inventory* has been chosen. Permission for its and its translation into Chinese use has been granted.

Please complete this questionnaire by circling the answer (a or b) that best fits your situation on the answer sheet provided. There are no right answers.

I appreciate your assistance in this matter and thank you for your cooperation.

Yours,
Antonia Lin

親愛的學員:

我是任教於文藻外語學院英文系的英文教師，現於紐西蘭懷卡多大學攻讀博士學位。此學習型態之問卷調查為本人博士論文之一部分：旨在提供教師及學生瞭解學習者的個人學習喜好形態。本問卷調查已經取得原設計教授之授權使用並得以翻譯為中文，做為本人論文之內容。

請就以下問題依個人狀況謹慎誠實回答。問題沒有固定的答案，只有對你最適當的答案。請在答案卷上由左至右依題目順序作答(圈選 a 或 b)。

謝謝你的協助及合作。

研究員
林秀珍

八方學習型態清單【52-題目 成人學生版】

指示: 請依個人實際狀況回答下列問題，問題沒有固定的答案，只有對你最適當的答案。請在答案卷上由左至右按題作答圈選 a 或 b。

1. 遇到新狀況，你通常 a) 立刻放手一搏，邊做邊學 b) 先觀察一下，然後再“出手”	11. 何者是比較佳的讚美 a) 她/他真是個好人 b) 她/他真是聰明
2. 你認為做人就應該更 a) 理性而踏實 b) 創意而感性	12. 在時間方面，你 a) 通常很準時 b) 必較有彈性
3. 遇到不確定的狀況，你通常 a) 比較相信自己的感覺 b) 比較相信自己的想法	13. 在小組中你通常 a) 不斷發言 b) 當個聽眾，很少發言
4. 你比較喜歡每樣事情是 a) 有計畫、有組織 b) 自然而隨興、勿需計畫	14. 你對那種事情較感興趣？ a) 事實的狀況 b) 可能的狀況
5. 你的交友狀況多半是 a) 和一群朋友在一塊兒，很少獨處 b) 和少數幾個朋友在一起或獨來獨往	15. 面對兩件事時，你往往會注意 a) 其相似處 b) 其相異處
6. 你認為比較好的是 a) 能接受事實 b) 嘗試去改變事實	16. 做事時，你想知道 a) 只關於你該做的事，就可以開始進行 b) 所有和該事相關的大小細節
7. 你認為比較不好的是 a) 做苛刻的事 b) 做不公平的事	17. 大部分的人認為你是怎麼樣的人 a) 蠻外向 b) 蠻害羞內向
8. 要做決定時，對你而言通常是 a) 輕而易舉 b) 很難下定決心	18. 如果某樣工作是非常精細繁瑣，你 a) 很容易上手 b) 很容易就失去興趣
9. 和一群人相處一整天之後，你 a) 覺得活力充沛，靈感泉湧 b) 覺得很累，只想一個人靜靜	19. 朋友與你意見相左時，你覺得何者較重要？ a) 設法讓他們同意你的看法 b) 設法一起找到正確的答案
10. 若要完成某件重要工作，你比較希望能 a) 按照前人的做法去做它 b) 依照自己想出的新方法去做	20. 早上起床後，你 a) 很清楚這一天要做什麼 b) 覺得每一天都不太一樣

21. 使用電話時， a) 你常常主動打電話 b) 你往往是接到別人的電話	31. 你比較喜歡的領導人是 a) 體諒關心並給予支持的人 b) 博學多聞，要求嚴格的人
22. 小組合作時，你比較喜歡 a) 執行 b) 策劃	32. 你常常是 a) 先完成一個工作，再著手新的工作 b) 同時進行許多任務
23. 別人會用何種形容詞描述你 a) 熱心 b) 冷靜	33. 真正的你是 a) 常常未經思考就開口 b) 常常思前想後，行動力不夠
24. 何者是你的行動模式？ a) 認為對的事就去做 b) 做了再說	34. 凡事若要更公平，大家就要 a) 遵守規則 b) 誠實正直
25. 跟剛認識的陌生人你 a) 能侃侃而談 b) 很快就沒話可說了	35. 你比較容易洞悉 a) 他人的情緒 b) 他人的想法
26. 工作上，你 a) 喜歡持久而有規律的努力 b) 比較是‘爆發’型的	36. 下面何者為較有用的能力？ a) 組織及設計的能力 b) 調適及執行的能力
27. 你認為比較不好的是 a) 太挑剔 b) 太感性	37. 在宴會或聚會時，多半是 a) 你幫忙介紹他人 b) 別人將你引介給他人
28. 面對事情，你比較希望 a) 凡事都能完成，討論事項要有結果 b) 凡事都有改變的空間	38. 別人曾經說你對事情 a) 看得太簡化 b) 看得太複雜
29. 學校發生的事，你多半 a) 很快就知道了 b) 後知後覺	39. 何者敘述比較像你？ a) 經常表現你的感受 b) 經常隱藏你的感受
30. 你比較相信 a) 自己的經驗 b) 自己的直覺	40. 你是 … 的人？ a) 凡事都要照自己的方式進行 b) 遵循傳統行事

41. 你完成一項任務後, a) 你很想和某人分享 b) 你只想放在心裡	51. 你心理會覺得比較舒服去回應他人的 a) 感受和價值觀 b) 想法和意見
42. 如果人們能 ..., 事情會變得更好 a) 更實際一點 b) 更富想像力	52. 當你做日常工作時, 你會 a) 依慣例有系統的方式去做 b) 視情況用不同的方式去做
43. 你會是個對...更在意的人 a) 被他人感激 b) 完成某些重要事情	
44. 人們如果...會比較好 a) 知道他們要什麼 b) 擁有開明的想法/開放的心胸	
45. 經過一週冗長工作後,週五晚上你 a) 想去狂歡, 外出放鬆自己 b) 想租影片回家觀看, 放鬆一下	
46. 你做事時, 經常使用的方法是... a) 從頭開始, 按部就班 b) 無固定起始, 想到那、就做那	
47. 當你講故事時, 大部分談到的是... a) 故事人物的心情感受 b) 一般性的鋪陳描述	
48. 如果事情 ...你會覺得比較舒服 a) 有較佳的安排, 也知道該期待什麼 b) 有彈性而非事先安排妥當的	
49. 大多數人形容你是 a) 精力充沛且善於發表意見 b) 既冷靜又善於聆聽	
50. 你比較在意那種說法 a) 經證實有效的 “實務” b) 具說服力的 “理論”	

八方學習型態清單【52-題目 成人學生版】答案卷

1. 請依個人狀況在答案卷上由左至右按題作答圈選 (○) a 或 b。

1. a b	2. a b	3. a b	4. a b
5. a b	6. a b	7. a b	8. a b
9. a b	10. a b	11. a b	12. a b
13. a b	14. a b	15. a b	16. a b
17. a b	18. a b	19. a b	20. a b
21. a b	22. a b	23. a b	24. a b
25. a b	26. a b	27. a b	28. a b
29. a b	30. a b	31. a b	32. a b
33. a b	34. a b	35. a b	36. a b
37. a b	38. a b	39. a b	40. a b
41. a b	42. a b	43. a b	44. a b
45. a b	46. a b	47. a b	48. a b
49. a b	50. a b	51. a b	52. a b
a's _____ extrovert or E score	a's _____ sensitive or S score	a's _____ feeler or F score	a's _____ judger or J score
b's _____ introvert or I score	b's _____ intuitive or N score	b's _____ thinker or T score	b's _____ perceiver or P score

2. 請將每一欄圈選的 a 加起來寫在 a 合計總數空格上。再將每一欄圈選的 b 加起來寫在 b 合計總數空格上。

3. 比較每一欄的 a,b 大小 取其大者填入下空格即可得知你的學習形態,再參考說明。

_____ **INTROVERT/EXTROVERT**

_____ **SENSATE/INTUITIVE**

_____ **THINKER/FEELER**

_____ **JUDGER/PERCEIVER**

_____ 為你的學習形態

Appendix D.4

**Taiwan-based study course questionnaire: Online group (Chinese
version)**



臺灣大專校院學生參與英語寫作教學之問卷調查

全然線上教學

各位同學好:

我是任教於高雄文藻外語學院英文系林秀珍，目前在紐西蘭懷卡多大學攻讀博士學位。為瞭解同學參與英語寫作教學活動之意見，特別設計一份臺灣大專校院學生參與英語寫作教學問卷調查。此問卷調查為本人博士論文內容之一，目的為探討網站內容的設計是否符合使用者的需求及使用者的喜好和學習過程與成效之自評。

本問卷調查採無記名方式，所須時間大約 10 分鐘。填寫者不需留下姓名或就讀學校。但是，每份問卷會給予編號以利進行研究分析。你的回答及寶貴意見將對本研究有極大的貢獻。在你完成問卷繳回時，即表示首肯本人運用該作答進行研究分析，並且同意本人以書面發表或口頭報告呈現研究結果。你的個人資料將受到嚴密保護，絕不對外公開。

在此先感謝你的協助。如果你對本問卷調查有任何意見，敬請不吝賜教。我的聯絡方式如下。

敬祝 學安

研究者
林秀珍

Email: hal2@waikato.ac.nz

Address: The School of Maori and Pacific Development
The University of Waikato
Private Bag 3105
Hamilton, New Zealand
Telephone: +64-7-8383-225

臺灣大專校院學生參與英語寫作教學之問卷調查 全然線上教學

第一部分:個人背景

請勾選☑最適合你個人狀況的答案或回答問題(以英文或中文回答均可)。

1. 性別： 男 ☐ 女 ☐
2. 你的主修： 英文 ☐ 應用外文 ☐
其他 ☐ 請說明 _____
3. 你目前就讀的年級是 _____
4. 你的年齡是 _____
5. 除了做功課外，你每周平均上網的時間是...。
無 ☐ 1 ~ 5 小時 ☐ 6 ~ 10 小時 ☐
11 ~ 20 小時 ☐ 21 小時以上 ☐
6. 你每周上網做功課的平均時間是...。
無 ☐ 1 ~ 5 小時 ☐ 6 ~ 10 小時 ☐
11 ~ 20 小時 ☐ 21 小時以上 ☐
7. 你高中(職)就讀的學校位於 _____(縣、市)。
8. 你中學就讀於...。 高職 ☐ _____科 高中 ☐ _____科
9. 你曾經在英語系國家就讀一年(含)以上的時間嗎？ 是 ☐ 否 ☐
10. 你曾經上過全然網路課程嗎？ 是 ☐ 否 ☐
11. 你曾經上過混合式網路課程(面授課程及網路課程之結合)嗎？
是 ☐ 否 ☐
12. 請勾選☑你曾經用過的網路學習平台。
Moodle ☐ WebCT ☐ Blackboard ☐ E-course ☐
其他 ☐ 請說明 _____

第二部分 你對本寫作教學課程的看法

請勾選☐最適合你個人狀況的答案或回答問題(以英文或中文回答均可)。

1. 你喜歡本寫作教學課程嗎?

非常喜歡 ☐ 喜歡 ☐ 還好 ☐ 不喜歡 ☐

2. 進行本課程時你是否有使用電腦的困難?

是 ☐ 否 ☐

若勾選“是”，請說明。_____

3. 你對於本課程以全然線上教學上課的看法是...

極佳 ☐ 很好 ☐ 不錯 ☐ 不好 ☐

4. 本課程中你最喜歡的部份是...

導覽(orientation session) ☐ 寫作教學網站 ☐

兩者都喜歡 ☐ 兩者都不喜歡 ☐

其他 ☐ 請說明 _____

5a. 全然線上教學課程對你在[用法說明文體]的寫作(instruction texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

5b. 全然線上教學課程對你在[說明文體]的寫作(explanation texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

5c. 全然線上教學課程對你在[辯論文體]的寫作(argument texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

5d. 全然線上教學課程對你在[描述/分類文體]的寫作(description/classification texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

5e. 全然線上教學課程對你在[記敘文體]的寫作(recount texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

6. 全然線上教學內容中所提供的範文(model texts)對你有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

7. 全然線上教學內容中所提供的語文用法對你有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

8. 整個課程對你在文體寫作上(**genre-centered writing**)有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

9. 整個課程對你在語文用法上的了解有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

10a. 全然線上教學內容中所提供的導覽(**orientation session**)有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

10b. 看過網路上所提供的導覽(**orientation session**)之後，你在使用網路時覺得...

很有信心，知道怎麼做 ☐ 還好 ☐ 沒有信心，不懂 ☐

11. 雖然你的課程屬於全然線上教學，你是否會比較喜歡...

全然面授教學 是 ☐ 否 ☐

混合式網路教學(面授課程及網路課程之結合) 是 ☐ 否 ☐

12. 你覺得本課程所提供的網路教材足夠嗎? 是 ☐ 否 ☐

13. 你覺得本課程的網路教材是否有別於你之前所學習的內容?

是 ☐ 否 ☐

若勾選“是”，請說明。 _____

14. 你認為本課程的網路內容版面設計如何?

極佳 ☐ 很好 ☐ 不錯 ☐ 不好 ☐

15. 你認為本課程是否提供良好的寫作學習方式?

是 ☐ 否 ☐

若勾選“否”，請說明。 _____

16. 針對下列敘述，請勾選你對本課程的線上教材喜好程度。

	極佳	很好	不錯	不好
a) 我可以自行調整速(進)度。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) 我可以查到單字的意思。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) 寫作時，我可以參考文體範本。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) 內容說明清楚。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) 每一網頁多都有清晰的導覽指示。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) 我可以和他人在網上互動。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. 本課程提供如何使用正確的語文用法，對你而言是否有用？

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

18. 相較於其他線上語文課程，本課程的線上教材 …

比較好 ☐ 差不多 ☐ 比較差 ☐ 我不知道 ☐

19. 相較於其他面授的語文課程，整體而言，本課程…

比較好 ☐ 差不多 ☐ 比較差 ☐ 我不知道 ☐

20. 相較於其他混合式網路教學(結合面授及網路課程)的語文課程，本課程…

比較好 ☐ 差不多 ☐ 比較差 ☐ 我不知道 ☐

21. 本課程中線上教材提供的影像圖片，對你而言是否有用？

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

22. 本課程中線上教材提供的中英文字典功能，對你而言是否有用？

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

23a.在進行本課程線上學習時，你和其他學員的線上溝通頻率為何？

每次都有 ☐ 大部份 ☐ 偶爾 ☐ 一次也沒有 ☐

23b.你和其他學員的線上溝通，對你的學習是否有用？

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

24a.在進行本課程線上學習時，你和教師的線上溝通頻率為何？

每次都有 ☐ 大部份 ☐ 偶爾 ☐ 一次也沒有 ☐

24b.你和教師的線上溝通，對你的學習是否有用？

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

25a.在進行本課程線上學習時，你是否遇到困難？

是 ☐ 否 ☐

25b.若你在上題勾選“是”，請問是那些問題？(可重複勾選☒。)

- a) 線上教材資源很難使用。 ☐
- b) 線上教材資源說明不清楚。 ☐
- c) 電腦連線速度很慢。 ☐
- d) 我不喜歡用電腦學習。 ☐
- e) 線上學習太費時。 ☐
- f) 閱覽線上教材時，我的眼睛容易疲勞。 ☐
- g) 在線上我無法得到幫助。 ☐
- h) 其他。 ☐

若你勾選“其他”，請說明。 _____

26.對本課程的教材呈現方式，你喜歡 ...

每一課分割成小單元 ☐

每一課整體呈現 ☐

27. 若有機會，你願意再上類似的文體寫作課程嗎？

是。我非常想要繼續。 ☐

是。很好，我願意。 ☐

否 ☐ 請說明。 _____

第三部份 網站評量

請針對下列項目，評估本教學網站之功能。請依個人狀況勾選☐最適合的答案。

項目	功能	極佳	很好	不錯	不好
1	網頁版面設計	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	圖表、影像、照片	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	下載速度	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	文字樣式、字體大小	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	文字色彩	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	網頁主題之標示	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	表格頁框之物件(如按鍵)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	有效的網頁連結	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	技術支援	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	簡易操作	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	整體性評估	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

若你對本問卷有任何批評指教，請利用下面空間(以中文或英文)書寫。謝謝。

誠心感謝你的參與、協助與合作



Appendix D.5

**Taiwan-based study course questionnaire: Blended group (Chinese
version)**



臺灣大專校院學生參與英語寫作教學之問卷調查

混合式網路教學

各位同學好:

我是任教於高雄文藻外語學院英文系林秀珍，目前在紐西蘭懷卡多大學攻讀博士學位。為瞭解同學參與英語寫作教學活動之意見，特別設計一份臺灣大專校院學生參與英語寫作教學問卷調查。此問卷調查為本人博士論文內容之一，目的為探討網站內容的設計是否符合使用者的需求及使用者的喜好和學習過程與成效之自評。

本問卷調查採無記名方式，所須時間大約 10 分鐘。填寫者不需留下姓名或就讀學校。但是，每份問卷會給予編號以利進行研究分析。你的回答及寶貴意見將對本研究有極大的貢獻。在你完成問卷繳回時，即表示首肯本人運用該作答進行研究分析，並且同意本人以書面發表或口頭報告呈現研究結果。你的個人資料將受到嚴密保護，絕不對外公開。

在此先感謝你的協助。如果你對本問卷調查有任何意見，敬請不吝賜教。我的聯絡方式如下。

研究者
林秀珍

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The University of Waikato

Private Bag 3105

Hamilton, New Zealand

Telephone: +64-7-8383-225

臺灣大專校院學生參與英語寫作教學之問卷調查

混合式網路教學

第一部分:個人背景

請勾選☑最適合你個人狀況的答案或回答問題(以英文或中文回答均可)。

1. 性別： 男 ☐ 女 ☐
2. 你的主修： 英文 ☐ 應用外文 ☐
其他 ☐ 請說明 _____
3. 你目前就讀的年級是 _____
4. 你的年齡是 _____
5. 除了做功課外，你每周平均上網的時間是...。
無 ☐ 1 ~ 5 小時 ☐ 6 ~ 10 小時 ☐
11 ~ 20 小時 ☐ 21 小時以上 ☐
6. 你每周上網做功課的平均時間是...。
無 ☐ 1 ~ 5 小時 ☐ 6 ~ 10 小時 ☐
11 ~ 20 小時 ☐ 21 小時以上 ☐
7. 你高中(職)就讀的學校位於 _____(縣、市)。
8. 你中學就讀於...。 高職 ☐ _____科 高中 ☐ _____科
9. 你曾經在英語系國家就讀一年(含)以上的時間嗎？ 是 ☐ 否 ☐
10. 你曾經上過全然網路課程嗎？ 是 ☐ 否 ☐
11. 你曾經上過混合式網路課程(面授課程及網路課程之結合)嗎？
是 ☐ 否 ☐
12. 請勾選☑你曾經用過的網路學習平台。
Moodle ☐ WebCT ☐ Blackboard ☐ E-course ☐
其他 ☐ 請說明 _____

第二部分 你對本寫作教學課程的看法

請勾選☒最適合你個人狀況的答案或回答問題(以英文或中文回答均可)。

1. 你喜歡本寫作教學課程嗎?

非常喜歡 ☐ 喜歡 ☐ 還好 ☐ 不喜歡 ☐

2. 進行本課程時，你是否有用電腦的困難?

是 ☐ 否 ☐

若勾選“是”，請說明。_____

3. 你對於本課程在教室面對面的上課方式(即教師授課的部份)看法如何?

極佳 ☐ 很好 ☐ 不錯 ☐ 不好 ☐

4. 你對於本課程中網路部份的看法是...

極佳 ☐ 很好 ☐ 不錯 ☐ 不好 ☐

5. 本課程中你最喜歡的部份是...

教室面授部份 ☐ 網路部份 ☐ 兩者都喜歡 ☐ 兩者都不喜歡 ☐

其他 ☐ 請說明。_____

6. 你對於本課程在教室面對面上課的評價是...

極佳 ☐ 很好 ☐ 不錯 ☐ 不好 ☐

7. 你對本課程在網路上課的評價是...

極佳 ☐ 很好 ☐ 不錯 ☐ 不好 ☐

8a. 本課程面授教學對你在[用法說明文體]的寫作(instruction texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

8b. 本課程面授教學對你在[說明文體]的寫作(explanation texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

8c. 本課程面授教學對你在[辯論文體]的寫作(argument texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

8d. 本課程面授教學對你在[描述/分類文體]的寫作(description/classification texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

8e. 本課程面授教學對你在[記敘文體]的寫作(recount texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

9a. 課程中的網路內容對你在[用法說明文體]的寫作(instruction texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

9b. 課程中的網路內容對你在[說明文體]的寫作(explanation texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

9c. 課程中的網路內容對你在[辯論文體]的寫作(argument texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

9d. 課程中的網路內容對你在[描述/分類文體]的寫作(description/classification texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

9e. 課程中的網路內容對你在[記敘文體]的寫作(recount texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

10. 網路課程中所提供的範文(model texts)對你有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

11. 網路課程中所提供的語文用法對你有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

12. 整個課程對你在文體寫作(genre-centered writing)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

13. 整個課程對你在語文用法上的了解有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

14a. 網路課程所提供的導覽(orientation session)對你有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

14b. 看過網路上所提供的導覽(orientation session)之後，你在使用網路時覺得...

很有信心，知道怎麼做 ☐ 還好 ☐ 沒有信心，不懂 ☐

15. 雖然你的課程屬於混合式網路教學(面授課程及網路課程之結合)，你是否會比較喜歡...

全然線上教學 是 ☐ 否 ☐

全然面授教學 是 ☐ 否 ☐

16. 你覺得本課程所提供的網路教材足夠嗎? 是 ☐ 否 ☐

17. 你覺得本課程所提供的網路教材有別於你之前所學習的內容嗎?

是 ☐ 否 ☐

若勾選“是”，請說明。_____

18a.你認為本課程的網路內容版面設計如何?

極佳 ☐ 很好 ☐ 不錯 ☐ 不好 ☐

18b.你認為本課程的面授講義版面設計如何?

極佳 ☐ 很好 ☐ 不錯 ☐ 不好 ☐

19. 針對下列敘述，請勾選你對本課程的線上教材喜好程度。

	極佳	很好	不錯	不好
a) 我可以自行調整速(進)度。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) 我可以查到單字的意思。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) 寫作時，我可以參考文體範本。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) 內容說明清楚。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) 每一網頁都有清晰的導覽指示。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) 我可以和他人在網上互動。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

20. 你認為本課程是否提供良好的寫作學習方式? 是 ☐ 否 ☐

若勾選“否”，請說明。_____

21. 本課程教你如何使用正確的語文用法，對你有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

22. 相較於其他線上語文課程，本課程的線上教材...

比較好 ☐ 差不多 ☐ 比較差 ☐ 我不知道 ☐

23. 相較於其他面授的語文課程，整體而言，本課程...

比較好 ☐ 差不多 ☐ 比較差 ☐ 我不知道 ☐

24. 相較於其他混合式網路教學(結合面授及網路課程)的語文課程，本課程...

比較好 ☐ 差不多 ☐ 比較差 ☐ 我不知道 ☐

25. 本課程中線上教材提供的影像圖片，對你有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

26. 本課程中線上教材提供的中英文字典功能，對你有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

27a.在進行本課程線上學習時，你和其他學員的線上溝通頻率為何?

每次都有 ☐ 大部份 ☐ 偶爾 ☐ 一次也沒有 ☐

27b.你和其他學員的線上溝通，對你的學習是否有用？

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

28a.在進行本課程線上學習時，你和教師的線上溝通頻率為何？

每次都有 ☐ 大部份 ☐ 偶爾 ☐ 一次也沒有 ☐

28b.你和教師的線上溝通，對你的學習是否有用？

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

29a.在進行本課程線上學習時，你是否遇到困難？ 是 ☐ 否 ☐

29b.若你在上題勾選“是”，請問是那些問題？(可重複勾選☒。)

- a) 線上教材資源很難使用。 ☐
- b) 線上教材資源說明不清楚。 ☐
- c) 電腦連線速度很慢。 ☐
- d) 我不喜歡用電腦學習。 ☐
- e) 線上學習太費時。 ☐
- f) 閱覽線上教材時，我的眼睛容易疲勞。 ☐
- g) 在線上我無法得到幫助。 ☐
- h) 其他。 ☐

若你勾選“其他”，請說明。 _____

30. 對本課程的教材呈現方式，你喜歡 ...

每一課分割成小單元 ☐

每一課整體呈現 ☐

31.若有機會，你願意再上類似的文體寫作課程(如解釋事情之原理的說明文及描述或分類的記敘文)嗎？

是。我非常想要繼續。 ☐

是。很好，我願意。 ☐

否 ☐ 請說明。 _____

第三部份 網站評量

請針對下列項目，評估本教學網站之功能。請依個人狀況勾選☐最適合的答案。

項目	功能	極佳	很好	不錯	不好
1	網頁版面設計	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	圖表、影像、照片	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	下載速度	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	文字樣式、字體大小	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	文字色彩	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	網頁主題之標示	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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8	有效的網頁連結	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	技術支援	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	簡易操作	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	整體性評估	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

若你對本問卷有任何批評指教，請利用下面空間(以中文或英文)書寫。謝謝。

誠心感謝你的協助與合作



Appendix D.6

**Taiwan-based study course questionnaire: Face-to-face group
(Chinese version)**



臺灣大專校院學生參與英語寫作教學之問卷調查 面授課程教學

各位同學好:

我是任教於高雄文藻外語學院英文系林秀珍，目前在紐西蘭懷卡多大學攻讀博士學位。為瞭解同學參與英語寫作教學活動之意見，特別設計一份臺灣大專校院學生參與英語寫作教學問卷調查。此問卷調查為本人博士論文內容之一，目的為探討網站內容的設計是否符合使用者的需求及使用者的喜好和學習過程與成效之自評。

本問卷調查採無記名方式，所須時間大約 10 分鐘。填寫者不需留下姓名或就讀學校。但是，每份問卷會給予編號以利進行研究分析。你的回答及寶貴意見將對本研究有極大的貢獻。在你完成問卷繳回時，即表示首肯本人運用該作答進行研究分析，並且同意本人以書面發表或口頭報告呈現研究結果。你的個人資料將受到嚴密保護，絕不對外公開。

在此先感謝你的協助。如果你對本問卷調查有任何意見，敬請不吝賜教。我的聯絡方式如下。

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林秀珍

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Private Bag 3105

Hamilton, New Zealand

Telephone: +64-7-8383-225

臺灣大專校院學生參與英語寫作教學之問卷調查

面授課程教學

第一部分:個人背景

請勾選☑最適合你個人狀況的答案或回答問題(以英文或中文回答均可)。

1. 性別： 男 ☐ 女 ☐
2. 你的主修： 英文 ☐ 應用外文 ☐
其他 ☐ 請說明 _____
3. 你目前就讀的年級是 _____
4. 你的年齡是 _____
5. 除了做功課外，你每周平均上網的時間是...。
無 ☐ 1 ~ 5 小時 ☐ 6 ~ 10 小時 ☐
11 ~ 20 小時 ☐ 21 小時以上 ☐
6. 你每周上網做功課的平均時間是...。
無 ☐ 1 ~ 5 小時 ☐ 6 ~ 10 小時 ☐
11 ~ 20 小時 ☐ 21 小時以上 ☐
7. 你高中(職)就讀的學校位於 _____(縣、市)。
8. 你中學就讀於...。 高職 ☐ _____科 高中 ☐ _____科
9. 你曾經在英語系國家就讀一年(含)以上的時間嗎？ 是 ☐ 否 ☐
10. 你曾經上過全然網路課程嗎？ 是 ☐ 否 ☐
11. 你曾經上過混合式網路課程(面授課程及網路課程之結合)嗎？
是 ☐ 否 ☐
12. 請勾選☑你曾經用過的網路學習平台。
Moodle ☐ WebCT ☐ Blackboard ☐ E-course ☐
其他 ☐ 請說明 _____

第二部分 你對本寫作教學課程的看法

請勾選☐最適合你個人狀況的答案或回答問題(以英文或中文回答均可)。

1. 你喜歡本寫作教學課程嗎?

非常喜歡 ☐ 喜歡 ☐ 還好 ☐ 不喜歡 ☐

2. 上課時，你是否遇到困難?

是 ☐ 否 ☐

若勾選“是”，請說明。 _____

3. 本課程中你最喜歡的部份是...

課堂中師生間的互動 ☐ 課堂中同學間的互動 ☐

課堂中的教學活動 ☐ 講義 ☐

其他 ☐ 請說明 _____

4a. 全然線上教學課程對你在[用法說明文體]的寫作(instruction texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

4b. 全然線上教學課程對你在[說明文體]的寫作(explanation texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

4c. 全然線上教學課程對你在[辯論文體]的寫作(argument texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

4d. 全然線上教學課程對你在[描述/分類文體]的寫作(description/classification texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

4e. 全然線上教學課程對你在[記敘文體]的寫作(recount texts)上有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

5. 你認為課程中所提供的範文(model texts)有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

6. 你認為課程中所提供的語文用法有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

7. 整個課程對你在文體寫作上(genre-centered writing)有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

8. 整個課程對你在語文用法上的了解有用嗎?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

9. 你覺得本課程所提供的教材足夠嗎?

是 ☐ 否 ☐

10. 你的課程屬於面授課程，你是否會比較喜歡 ...

全然線上教學 是 ☐ 否 ☐

混合式網路教學(面授課程及網路課程之結合) 是 ☐ 否 ☐

11. 你覺得本課程的教材是否有別於你之前所學習的寫作內容?

是 ☐ 否 ☐

若勾選“是”，請說明。_____

12. 你認為本課程的講義版面設計如何?

極佳 ☐ 很好 ☐ 不錯 ☐ 不好 ☐

13. 針對下列敘述，請勾選你對本課程的教材喜好程度。

	極佳	很好	不錯	不好
a) 我可以跟得上老師的進度。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) 遇到不懂的單字有人可以幫忙我。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) 寫作時，我可以參考文體範本。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) 內容說明清楚。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) 講義上的解說清楚。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) 我可以和他人有互動。	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

14. 你認為本課程是否提供良好的寫作學習方式? 是 ☐ 否 ☐

若勾選“否”，請說明。_____

15. 本課程教你如何使用正確的語文用法，對你而言是否有用?

非常有用 ☐ 有用 ☐ 不是很有用 ☐ 沒有用 ☐

16. 相較於其他面授的語文課程，本課程...

比較好 ☐ 差不多 ☐ 比較差 ☐ 我不知道 ☐

若有意見，請說明。_____

17. 相較於其他混合式網路教學(面授及網路課程之結合)的語文課程，本課程...

比較好 ☐ 差不多 ☐ 比較差 ☐ 我不知道 ☐

18a.在進行本寫作教學課程學習時，你是否遇到困難？

是 ☐ 否 ☐

18b.若你在上題勾選“是”，請問是那些問題？（可重複勾選☒。）

- a) 對我而言，教材很難理解。 ☐
- b) 說明不清楚。 ☐
- c) 速度太快/太慢（請先圈選太快或太慢，再勾選☒。） ☐
- d) 我不喜歡上課。 ☐
- e) 功課太多。 ☐
- f) 只要坐在教室，我就覺得很累。 ☐
- g) 下課後我無法得到幫助。 ☐
- h) 其他。 ☐

若你勾選“其他”，請說明。_____

19. 若有機會，你願意再上類似的文體寫作課程嗎？

是。我非常想要繼續。 ☐

是。很好，我願意。 ☐

否 ☐ 請說明。_____

若你對本問卷有任何批評指教，請利用下面空間(以中文或英文)書寫。
謝謝。

誠心感謝你的協助與合作 😊

Appendix D.7

**Taiwan-based study: Criterion-referenced analysis sheets for in-class
writing assignments**

INSTRUCTIONS CRITERION-REFERENCED ANALYSIS SHEET

- 1) **Template** (things in correct sequence): up to 5 points
- 2) **Semantic relations & semantic relational signals** (Reason-Result, Means-Purpose, Condition-Consequence, Temporal Sequence): up to 10 points
- 3) **Correct use of imperatives** (e.g., Put the butter into the mixing bowl and cut it into small pieces), **-ing form of verbs** (e.g., Stir the sugar into the butter **using** the wooden spoon) and **2nd person pronouns to refer to readers** (you; your): up to 5 points
- 4) **Other aspects of the text** – up to 5 points

POSSIBLE TOTAL = 25 points

Instruction	Comments	Mark
Template		
Semantic relations (Reason-Result, Condition-Consequence, Means-Purpose, Temporal Sequence)		
Imperatives (e.g., Put the butter into the mixing bowl and cut it into small pieces)		
-ing form of verbs (e.g., Stir the sugar into the butter using the wooden spoon)		
Other aspects of language, ideas and organization		

ARGUING CRITERION-REFERENCED ANALYSIS SHEET

- 1) **Template** (things in correct sequence): up to 5 points
- 2) **Semantic relations & semantic relational signals** (Reason-Result, Means-Purpose, Simple Contrast, Condition-Consequence): up to 10 points
- 3) **Correct use of recommendation, opinions, simple past tense, present continuous tense, comparative, and sequence markers**: up to 5 points
- 4) **Other aspects of the text** – up to 5 points

POSSIBLE TOTAL = 25 points

Arguing	Comments	Mark
Template		
Semantic relations (Reason-Result, Means-Purpose, Simple Contrast, Condition-Consequence)		
Language features: (recommendation, opinions, simple past tense, present continuous tense, comparative, and sequence markers)		
Other aspects of language, ideas and organization		

DESCRIBING AND CLASSIFYING CRITERION-REFERENCED ANALYSIS SHEET

- 1) **Template** (things in correct sequence): up to 5 points
- 2) **Semantic relations & semantic relational signals** (Reason-Result, Means-Purpose, Simple Contrast, Simple comparison): up to 10 points
- 3) **Correct use of simple present tense, passive voice and comparative construction**: up to 5 points
- 4) **Other aspects of the text** – up to 5 points

POSSIBLE TOTAL = 25 points

Describing and Classifying	Comments	Mark
Template		
Semantic relations (Reason-Result, Means-Purpose, Simple Contrast, Simple comparison)		
Language features: (present tense, passive voice, and comparative construction)		
Other aspects of language, ideas and organization		

RECOUNT CRITERION-REFERENCED ANALYSIS SHEET

- 1) **Template** (things in correct sequence): up to 5 points
- 2) **Semantic relations & semantic relational signals** (Condition-Consequence, Time Sequence): up to 10 points
- 3) **Correct use of simple past tense, passive voice and comparative construction**: up to 5 points
- 4) **Other aspects of the text** – up to 5 points

POSSIBLE TOTAL = 25 points

Recount	Comments	Mark
Template		
Semantic relations (Condition-Consequence, Time Sequence)		
Language features: (present tense, passive voice, and comparative construction)		
Other aspects of language, ideas and organization		

Appendix D. 8

Taiwan-based study: Pre-/post-writing tests

WRITING TEST

**Choose one of the tasks below
to write a 250-word text, using the
provided text template.**

1. Using the text template below, write a text that provides **instructions** about one of the following:

(a) How to clean a CD-ROM drive;

OR

(b) How to make your favorite dish.

<i>Task</i>	<i>INSTRUCTION</i> text template
Topic (Goal)	
Equipment and/ or materials (e.g., ingredients)	
Detail INSTRUCTIONS (WHAT TO DO)	
Conclusion COMMENT	

2. Using the text template below, write a **recount** about one of the following:

(a) A traffic accident that you saw;

OR

(b) An event (e.g., a wedding) that you attended;

OR

(c) An important historical event.

<i>Task</i>	<i>RECOUNT text template</i>
Topic WHAT THE RECOUNT IS ABOUT	
Focus GENERAL BACKGROUND INFORMATION	
Detail SERIES OF EVENTS	
Conclusion SUMMARY and COMMENT (optional)	

3. Using the text template below, write a **one-sided argument text** about one of the following:

(a) Should children watch less television?

OR

(b) Should children learn at least one foreign language in addition to English?

<i>Task</i>	<i>One-sided ARGUMENT text template</i>
Topic (general outline of topic)	
Focus (more detail about the topic)	
Argument (argues <u>for</u> the writer's point of view)	
Conclusion (summarizes the argument and may make a recommendation)	

4. Using the text template below, write a **two-sided argument text** about one of the following:

(a) Should parents punish their children physically?

OR

(b) Should students take all their courses online?

<i>Task</i>	<i>Two-sided ARGUMENT text template</i>	
Topic (general outline of topic)		
Focus (more detail about the topic)		
Argument (argues <u>for</u> and <u>against</u> a point of view)		Argument/s <u>for</u>
		Argument/s <u>against</u>
Conclusion (summarizes the arguments and/or states the writer's point of view)		

Registration No.: _____ Class: _____

WRITING TEST

Writing sheet

WRITING TEST

**Choose one of the tasks below
to write a 250-word text, using the
provided text template.**

1. Using the text template below, write a text that provides **instructions** about one of the following:

(a) How to make your favorite dish.

OR

(b) How to make a gift for a friend or a friend's child.

Note that the gift could be anything you like. Here are some examples - a bookmark;

a jar of cookies/ biscuits; a sachet of dried flowers; a tissue holder made from an

old shoe box; a paper towel holder; a cot cover with a child's name on it, etc. The

pictures below might help you to think of something you could write about.



a jar of cookies



a kitchen towel holder



a kite



some alphabet cards



some alphabet bricks



a house handbag



a baby's rattle



a cot blanket

<i>Task</i>	<i>INSTRUCTION</i> text template
Topic (Goal)	
Equipment and/ or materials (e.g., ingredients)	
Detail INSTRUCTIONS (WHAT TO DO)	
Conclusion COMMENT	

WRITING TEST

**Choose one of the tasks below
to write a 250-word text, using the
provided text template.**

2. Using the text template below, write a **recount** about one of the following:

- (a) A traffic accident that you saw; **OR**
- (b) An event (e.g., a wedding) that you attended; **OR**
- (c) An important historical event.

<i>Task</i>	<i>RECOUNT text template</i>
Topic WHAT THE RECOUNT IS ABOUT	
Focus GENERAL BACKGROUND INFORMATION	
Detail SERIES OF EVENTS	
Conclusion SUMMARY and COMMENT (optional)	

WRITING TEST

**Choose one of the tasks below
to write a 250-word text, using the
provided text template.**

3. Using the text template below, write a **one-sided argument text** about one of the following:
- (a) Should children watch less television? **OR**
 - (b) Should children learn at least one foreign language in addition to English?

<i>Task</i>	<i>one-sided ARGUMENT text template</i>
Topic (general outline of topic)	
Focus (more detail about the topic)	
Argument (argues <u>for</u> the writer's point of view)	
Conclusion (summarizes the argument and may make a recommendation)	

WRITING TEST

**Choose one of the tasks below
to write a 250-word text, using the
provided text template.**

4. Using the text template below, write a **two-sided argument text** about one of the following:

- (a) Should parents punish their children physically? **OR**
(b) Should students take all their courses online?

<i>Task</i>	<i>Two-sided ARGUMENT text template</i>	
Topic (general outline of topic)		
Focus (more detail about the topic)		
Argument (argues <u>for</u> and <u>against</u> a point of view)		Argument/s for
		Argument/s against
Conclusion (summarizes the arguments and/or states the writer's point of view)		

Registration No.: _____ Class: _____

WRITING TEST

Writing sheet

Appendix D.9

Taiwan-based study: Email invitation to reflect on the course

Dear All,

I'd like to invite you to post your reflections on the course using the title:
No._Name_Reflection.

You might wish to refer to all or some of the following:

1. What you expected the course to be like before you attended it.
2. How you feel about the course now that you have completed it.
3. Whether you encountered any problems during the course and, if so, whether you were able to solve them.
4. What kind of external websites you visited while you were working on the course and why.
5. Whether you listened to music while you were working online and, if so, why.
6. Whether you think that the group you were assigned to (e.g. face-to-face) was appropriate for you in terms of the way in which you like to learn.
7. Whether you have any advice or suggestions for us.

Once again, we appreciate your time and effort in taking part in this project. We wish you a very peaceful Chinese New Year and a fruitful 2009.

Best wishes,
Antonia

Appendix D.10

Score lists of Taiwan-based Study: Pre- and Post-Writing Tests

Score lists of Taiwan-based study Pre-/Post-writing tests: Online (O) group

	Pre-test average	Post-test average	Gain/loss
Part A (in all 3 areas)	54%	78%	24%
Generic structure	60.5%	89%	29%
Semantic relations	51%	72%	21%
Other aspects of lang. assocd. with the genre	48%	69%	21%
Part B	51%	61%	+10%

Part B	No.	Pre-test	Post-test	Difference	Part A	Pre-test	Post-test	Difference
General	1 (Recount)	42%	68%	+26%	Specific	80%	96%	+16%
	1 (Argument)	40%	45%	+5%		40%	74%	+34%
	2 (Recount)	78%	62%	-16%		66%	76%	+10%
	2 (Argument)	72%	68%	-4%		72%	80%	+8%
	3 (Instruction)	52%	62%	+10%		42%	68%	+26%
	3 (Argument)	58%	65%	+7%		58%	96%	+38%
	4 (Recount)	68%	68%	0%		64%	78%	+14%
	4 (Argument)	12%	68%	+56%		6%	70%	+64%
	5 (Instruction)	55%	77%	+22%		80%	88%	+8%
	5 (Argument)	68%	52%	-16%		72%	72%	0%
	6							
	6							
	7 (Recount)	60%	68%	+8%		60%	88%	+28%
	7 (Argument)	67%	77%	+10%		74%	76%	+2%
	8 (Recount)	10%	53%	+43%		14%	78%	+64%
	8 (Argument)	50%	52%	+2%		34%	68%	+34%
	9 (Recount)	52%	58%	+6%		60%	76%	+16%
	9 (Argument)	60%	63%	+3%		64%	94%	+30%
	10 (Recount)	42%	52%	+10%		56%	90%	+34%
	10 (Argument)	38%	40%	+2%		36%	40%	+4%
	Average	51%	61%	+10%		54%	78%	+24%

PART A	No.		Generic structure (out of 20)	Semantic rels (out of 20)	Lang characteristic of the genre (out of 10)	Total	Total Difference
	1 Rec	Pre-test	18/90%	17/85%	5/50%	40/80%	+16%
		Post-test	20/100%	20/100%	8/80%	48/96%	
	1 Arg	Pre-test	12/60%	6/30%	2/20%	20/40%	+34%
		Post-test	16/80%	16/80%	5/50%	37/74%	
	2 Rec	Pre-test	14/70%	14/70%	5/50%	33/66%	+10%
		Post-test	17/85%	14/70%	7/70%	38/76%	
	2 Arg	Pre-test	16/80%	15/75%	5/50%	36/72%	+8%
		Post-test	20/100%	12/60%	8/80%	40/80%	
	3 Instr	Pre-test	10/50%	8/40%	3/30%	21/42%	+26%
		Post-test	16/80%	12/60%	6/60%	34/68%	
	3 Arg	Pre-test	10/50%	13/65%	6/60%	29/58%	+38%
		Post-test	20/100%	20/100%	8/80%	48/96%	
	4 Rec	Pre-test	16/80%	11/55%	5/50%	32/64%	+14%
		Post-test	18/90%	14/70%	7/70%	39/78%	
	4 Arg	Pre-test	0%	2/10%	1/10%	3/6%	+64%
		Post-test	18/90%	9/45%	8/80%	35/70%	
	5 Instr	Pre-test	16/80%	16/80%	8/80%	40/80%	+8%
		Post-test	18/90%	18/90%	8/80%	44/88%	
	5 Arg	Pre-test	18/90%	13/65%	5/50%	36/72%	0%
		Post-test	18/90%	12/60%	6/60%	36/72%	
	6	Pre-test					
		Post-test					
	6	Pre-test					
		Post-test					
	7 Rec	Pre-test	18/90%	4/20%	8/80%	30/60%	+28%
		Post-test	18/90%	18/90%	8/80%	44/88%	
	7 Arg	Pre-test	16/80%	15/75%	6/60%	37/74%	+2%
		Post-test	18/90%	10/50%	10/100%	38/76%	
	8 Rec	Pre-test	4/20%	2/10%	1/10%	7/14%	+64%
		Post-test	20/100%	12/60%	7/70%	39/78%	
	8 Arg	Pre-test	8/40%	7/35%	2/20%	17/34%	+34%
		Post-test	17/85%	12/60%	5/50%	34/68%	
	9 Rec	Pre-test	10/50%	12/60%	8/80%	30/60%	+16%
		Post-test	20/100%	12/60%	6/60%	38/76%	
	9 Arg	Pre-test	16/80%	10/50%	6/60%	32/64%	+30%
		Post-test	20/100%	20/100%	7/70%	47/94%	
	10 Rec	Pre-test	8/40%	12/60%	6/60%	28/56%	+34%
		Post-test	18/90%	20/100%	7/70%	45/90%	
	10 Arg	Pre-test	8/40%	6/30%	4/40%	18/36%	+4%
		Post-test	10/50%	7/35%	3/30%	20/40%	
	DIFF		+29%	+21%	+21%		+24%

Score lists of Taiwan-based study Pre-/Post-writing tests: Blended (B) group

	Pre-test average	Post-test average	Gain/loss
Part A (in all 3 areas)	49%	68%	+19%
Generic structure	17.5%	54%	+36.5%
Semantic relations	75%	84%	+9%
Other aspects of lang. assocd. with the genre	59%	65%	+6%
Part B	52%	55%	+3%

Part B	No.	Pre-test	Post-test	Difference	Part A	Pre-test	Post-test	Difference
General	11 (Recount)	35%	42%	+7%	Specific	44%	48%	+4%
	11 (Argument)	32%	40%	+8%		16%	72%	+56%
	12 (Recount)	52%	52%	0%		60%	64%	+4%
	12 (Argument)	47%	58%	+11%		60%	84%	+24%
	13 (Recount)	43%	54%	+11%		58%	58%	0%
	13 (Argument)	50%	46%	-4%		52%	64%	+12%
	14 (Instruction)	53%	72%	+19%		62%	82%	+20%
	14 (Argument)	45%	37%	-8%		58%	68%	+10%
	15 (Recount)	38%	37%	-1%		50%	38%	-12%
	15 (Argument)	42%	33%	-9%		28%	50%	+22%
	16 (Recount)	55%	55%	0%		30%	64%	+34%
	16 (Argument)	67%	70%	+3%		66%	88%	+22%
	17 (Instruction)	70%	60%	-10%		50%	80%	+30%
	17 (Argument)	68%	77%	+9%		54%	80%	+26%
	18 (Instruction)	72%	72%	0%		54%	96%	+42%
	18 (Argument)	57%	58%	+1%		54%	72%	+18%
	19 (Recount)	47%	65%	+18%		44%	54%	+10%
	19 (Argument)	68%	62%	-6%		42%	54%	+12%
	20 (Recount)	53%	57%	+4%		44%	66%	+22%
	20 (Argument)	38%	48%	+10%		52%	80%	+28%
	DIFF	52%	55%	+3%		49%	68%	+19%

PART A	No.		Generic structure (out of 20)	Semantic rels (out of 20)	Lang characteristic of the genre (out of 10)	Total	Total Difference
	11 Rec	Pre-test	10/50%	8/40%	4/40%	22/44%	+4%
		Post-test	10/50%	10/50%	4/40%	24/48%	
	11 Arg	Pre-test	4/20%	2/10%	2/20%	8/16%	+56%
		Post-test	12/60%	20/100%	4/40%	36/72%	
	12 Rec	Pre-test	12/60%	12/60%	6/60%	30/60%	+4%
		Post-test	14/70%	12/60%	6/60%	32/64%	
	12 Arg	Pre-test	8/40%	16/80%	6/60%	30/60%	+24%
		Post-test	14/70%	20/100%	8/80%	42/84%	
	13 Rec	Pre-test	6/30%	18/90%	5/50%	29/58%	0%
		Post-test	6/30%	18/90%	5/50%	29/58%	
	13 Arg	Pre-test	8/40%	13/65%	5/50%	26/52%	+12%
		Post-test	10/50%	17/85%	5/50%	32/64%	
	14 Instr	Pre-test	4/20%	20/100%	7/70%	31/62%	+20%
		Post-test	12/60%	20/100%	9/90%	41/82%	
	14 Arg	Pre-test	2/10%	20/100%	7/70%	29/58%	+10%
		Post-test	14/70%	14/70%	6/60%	34/68%	
	15 Rec	Pre-test	0/0%	20/100%	5/50%	25/50%	-12%
		Post-test	0/0%	14/70%	5/50%	19/38%	
	15 Arg	Pre-test	4/20%	6/30%	4/40%	14/28%	+22%
		Post-test	10/50%	11/55%	4/40%	25/50%	
	16 Rec	Pre-test	0/0%	10/50%	5/50%	15/30%	+34%
		Post-test	12/60%	14/70%	6/60%	32/64%	
	16 Arg	Pre-test	12/60%	14/70%	7/70%	33/66%	+22%
		Post-test	18/90%	18/90%	8/80%	44/88%	
	17 Instr	Pre-test	0/0%	18/90%	7/70%	25/50%	+30%
		Post-test	16/80%	16/80%	8/80%	40/80%	
	17 Arg	Pre-test	0/0%	20/100%	7/70%	27/54%	+26%
		Post-test	12/60%	20/100%	8/80%	40/80%	
	18 Instr	Pre-test	0/0%	20/100%	7/70%	27/54%	+42%
		Post-test	20/100%	20/100%	8/80%	48/96%	
	18 Arg	Pre-test	0/0%	20/100%	7/70%	27/54%	+18%
		Post-test	12/60%	16/80%	8/80%	36/72%	
	19 Rec	Pre-test	0/0%	16/80%	6/60%	22/44%	+10%
		Post-test	0/0%	20/100%	7/70%	27/54%	
	19 Arg	Pre-test	0/0%	14/70%	7/70%	21/42%	+12%
		Post-test	0/0%	20/100%	7/70%	27/54%	
	20 Rec	Pre-test	0/0%	14/70%	8/80%	22/44%	+22%
		Post-test	10/50%	15/75%	8/80%	33/66%	
	20 Arg	Pre-test	0/0%	20/100%	6/60%	26/52%	+28%
		Post-test	14/70%	20/100%	6/60%	40/80%	
	DIFF		+36.5%	+9%	+6%		+19%

Score lists of Taiwan-based study Pre-/Post-writing tests: Face-to-face (F) group

	Pre-test average	Post-test average	Gain/loss
Part A (in all 3 areas)	61%	82%	+21%
Generic structure	59%	89%	+30%
Semantic relations	65%	83%	+18%
Other aspects of lang. assocd. with the genre	57%	65%	+8%
Part B	60%	63%	+3%

Part B	No.	Pre-test	Post-test	Difference	Part A	Pre-test	Post-test	Difference
General	21 (Recount)	40%	65%	+25%	Specific	72%	92%	+20%
	21 (Argument)	57%	50%	-7%		64%	82%	+18%
	22 (Recount)	NR						
	22 (Argument)	NR						
	23 (Instruction)	NR 0%	63%	+63%		NR 0%	78%	+78%
	23 (Argument)	77%	65%	-12%		76%	82%	+6%
	24 (Recount)	65%	75%	+10%		24%	94%	+70%
	24 (Argument)	63%	NR 0%	-63%		40%	NR 0%	-40%
	25 (Recount)	58%	55%	-3%		62%	94%	+32%
	25 (Argument)	62%	57%	-5%		44%	86%	+42%
	26 (Recount)	62%	73%	+11%		72%	68%	-4%
	26 (Argument)	50%	55%	+5%		78%	88%	+10%
	27 (Recount)	68%	73%	+5%		74%	94%	+20%
	27 (Argument)	58%	72%	+14%		74%	84%	+10%
	28 (Instruction)	NR 0%	72%	+72%		NR 0%	96%	+96%
	28 (Argument)	52%	58%	+6%		78%	72%	-6%
	29 (Recount)	67%	50%	-17%		76%	70%	-6%
	29 (Argument)	48%	58%	+10%		54%	70%	+16%
	30 (Recount)	70%	67%	-3%		32%	80%	+48%
	30 (Argument)	65%	67%	+2%		34%	70%	+36%
	DIFF	60%	63%	+3%		61%	82%	+21%

PART A	No.		Generic structure (out of 20)	Semantic rels (out of 20)	Lang characteristic of the genre (out of 10)	Total	Total Difference
	21 Rec	Pre-test	16/80%	16/80%	4/40%	36/72%	+20%
		Post-test	20/100%	18/90%	8/80%	46/92%	
	21 Arg	Pre-test	15/75%	10/50%	7/70%	32/64%	+18%
		Post-test	16/80%	20/100%	5/50%	41/82%	
	22 Rec	Pre-test					
		Post-test					
	22 Arg	Pre-test					
		Post-test					
	23 Instr	Pre-test	NR	NR	NR	NR	+78%
		Post-test	16/80%	16/80%	7/70%	39/78%	
	23 Arg	Pre-test	18/90%	12/60%	8/80%	38/76%	+6%
		Post-test	20/100%	13/65%	8/80%	41/82%	
	24 Rec	Pre-test	0/0%	7/35%	5/50%	12/24%	+70%
		Post-test	20/100%	20/100%	7/70%	47/94%	
	24 Arg	Pre-test	0/0%	14/70%	6/60%	20/40%	-40%
		Post-test	NR	NR	NR	NR	
	25 Rec	Pre-test	16/80%	10/50%	5/50%	31/62%	+32%
		Post-test	20/100%	20/100%	7/70%	47/94%	
	25 Arg	Pre-test	10/50%	8/40%	4/40%	22/44%	+42%
		Post-test	16/80%	20/100%	7/70%	43/86%	
	26 Rec	Pre-test	14/70%	17/85%	5/50%	36/72%	-4%
		Post-test	14/70%	14/70%	6/60%	34/68%	
	26 Arg	Pre-test	16/80%	17/85%	6/60%	39/78%	+10%
		Post-test	20/100%	18/90%	6/60%	44/88%	
	27 Rec	Pre-test	19/95%	12/60%	6/60%	37/74%	+20%
		Post-test	20/100%	20/100%	7/70%	47/94%	
	27 Arg	Pre-test	12/60%	18/90%	7/70%	37/74%	+10%
		Post-test	20/100%	14/70%	8/80%	42/84%	
	28 Instr	Pre-test	NR	NR	NR	NR	+96%
		Post-test	20/100%	20/100%	8/80%	48/96%	
	28 Arg	Pre-test	16/80%	16/80%	7/70%	39/78%	-6%
		Post-test	16/80%	14/70%	6/60%	36/72%	
	29 Rec	Pre-test	16/80%	16/80%	6/60%	38/76%	-6%
		Post-test	16/80%	13/65%	6/60%	35/70%	
	29 Arg	Pre-test	10/50%	12/60%	5/50%	27/54%	+16%
		Post-test	16/80%	14/70%	5/50%	35/70%	
	30 Rec	Pre-test	0/0%	11/55%	5/50%	16/32%	+48%
		Post-test	16/80%	18/90%	6/60%	40/80%	
	30 Arg	Pre-test	0/0%	12/60%	5/50%	17/34%	+36%
		Post-test	16/80%	14/70%	5/50%	35/70%	
	DIFF		+ 30%	+18%	+8%		+21%

Appendix D.11

Taiwan-based study: Genre-centered writing course course outline

Genre-centered Writing Course (50 hours)

Date: 12 January, 2009 – 23 January, 2009 (Monday ~ Friday)

Time: 0900 ~ 1200; 1300 ~ 1500

Total hours: 50 hours

Instructors: Winnie and Antonia

Location: Online (English Learning Center); F2F (Interpretation Lab); Blended (English Learning Center; Performing Arts Training Room S001)

Notes:

1. To maintain a clean learning environment, all participants should follow the rules of 'English Learning Center', 'Interpretation Lab', 'English Learning Center' and 'Performing Arts Training Room S001' (e.g., no drinks, no food, no cellular phones, etc.).
2. To be a well-disciplined participant, every student is expected to be present and punctual during the 10-day course.
3. To keep the environment neat, every student will take turns to be the student-on-duty who's in charge of the cleaning of the room and also be the leader of the day.
4. Submission of the writing assignments should be mailed to the following email addresses: dianej@waikato.ac.nz and hal2waikato@gmail.com

Beginning (Performing Arts Center)

Monday 12 Jan. 09	0900 – 1200	Performing Arts Center	Get to know students; introduce the course; complete formalities; assign students to groups; orientation; etc.	Winnie & Antonia
	LUNCH BREAK			
	1300 – 1500	Interpretation Lab	Introduction of Face-to-face Instruction Working on face-to-face materials (Unit 1)	Winnie
	1300 - 1500	English Language Center	Students of Online Group and Blended Group; Orientation	Antonia

Unit 1: Preparing to write

Tuesday 13 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer-based materials (UNIT 1)	Working in the Language Center on computer-based materials (UNIT 1)	Working in the Interpretation Lab on the face-to-face materials (UNIT 1)
1000 – 1015	BREAK		
1015 – 1100	Working in the Language Center on computer-based materials (UNIT 1)	Working in the Language Center on computer-based materials (UNIT 1)	Working in the Interpretation Lab on the face-to-face materials (UNIT 1)
1100 – 1200	Working in the Language Center on computer-based materials (UNIT 1)	Working in the Language Center on computer-based materials (UNIT 1)	Working in the Interpretation Lab on the face-to-face materials (UNIT 1)
1200 – 1300	LUNCH BREAK		
1300 – 1400	Working in the Language Center on computer-based materials (UNIT 1)	Working in the Language Center on computer-based materials (UNIT 1)	Working in the Interpretation Lab on the face-to-face materials (UNIT 1)
1400 – 1500	Working in the Language Center on computer-based materials (UNIT 1)	Working in the Performing Arts Training Room (S001) on unit (UNIT 1)	Working in the Interpretation Lab on the face-to-face materials (UNIT 1)

Unit 2: Writing instructions (Part 1)

Wednesday 14 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer-based materials (UNIT 2, Part 1)	Working in the Language Center on computer-based materials (UNIT 2, Part 1)	Working in the Interpretation Lab on the face-to-face materials (UNIT 2, Part 1)
1000 – 1015	BREAK		
1015 – 1100	Working in the Language Center on computer-based materials (UNIT 2, Part 1)	Working in the Language Center on computer-based materials 1st draft completion (UNIT 2, Part 1)	Working in the Interpretation Lab on the face-to-face materials (UNIT 2, Part 1)

1100 – 1200	Working in the Language Center on computer-based materials 1st draft completion (UNIT 2, Part 1)	Working in S001 on computer-based materials (UNIT 2, Part 1)	Working in the Interpretation Lab on the face-to-face materials (UNIT 2, Part 1)
1200 – 1300	LUNCH BREAK		
1300 – 1400	Working in the Language Center on computer-based materials (UNIT 2, Part 1)	Working in the Language Center on computer-based materials (UNIT 2, Part 1)	Working in the Interpretation Lab on the face-to-face materials (UNIT 2, Part 1)
1400 – 1500	Working in the Language Center on computer-based materials Assignment submission (UNIT 2, Part 1)	Working in the Language Center on computer-based materials Assignment submission (UNIT 2, Part 1)	Working in the Language Center on the writing text Assignment submission (UNIT 2, Part 1)

Unit 2: Writing instructions (Part 2)

Thursday 15 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer-based materials (UNIT 2, Part 2)	Working in the Language Center on computer-based materials (UNIT 2, Part 2)	Working in the Interpretation Lab on the face-to-face materials (UNIT 2, Part 2)
1000 – 1015	BREAK		
1015 – 1100	Working in the Language Center on computer-based materials (UNIT 2, Part 2)	Working in the Language Center on computer-based materials 1st draft completion (UNIT 2, Part 2)	Working in the Interpretation Lab on the face-to-face materials (UNIT 2, Part 2)
1100 – 1200	Working in the Language Center on computer-based materials 1st draft completion (UNIT 2, Part 2)	Working in S001 on computer-based materials (UNIT 2, Part 2)	Working in the Interpretation Lab on the face-to-face materials (UNIT 2, Part 2)
1200 – 1300	LUNCH BREAK		
1300 – 1400	Working in the Language Center on computer-based materials (UNIT 2, Part 2)	Working in the Language Center on computer-based materials (UNIT 2, Part 2)	Working in the Interpretation Lab on the face-to-face materials (UNIT 2, Part 2)
1400 – 1500	Working in the Language Center on computer-based materials	Working in the Language Center on computer-based materials	Working in the Language Center on the writing text

	Assignment submission (UNIT 2, Part 2)	Assignment submission (UNIT 2, Part 2)	Assignment submission (UNIT 2, Part 2)
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NOTE:

**Unit 3 *Writing Explanations* will be omitted but
the unit title of *Writing Arguments* will remain as Unit 4
to go with the website contents.**

Unit 4: Writing one-sided arguments

Friday 16 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer- materials based (UNIT 4, Part 1)	Working in the Language Center on computer- materials based (UNIT 42, Part 1)	Working in the Interpretation Lab on the face-to-face materials (UNIT 4, Part 1)
1000 – 1015	BREAK		
1015 – 1100	Working in the Language Center on computer- materials based (UNIT 4, Part 1)	Working in the Language Center on computer- materials based 1st draft completion (UNIT 4, Part 1)	Working in the Interpretation Lab on the face-to-face materials (UNIT 4, Part 1)
1100 – 1200	Working in the Language Center on computer- materials based 1st draft completion (UNIT 4, Part 1)	Working in S001 on computer- materials based (UNIT 4, Part 1)	Working in the Interpretation Lab on the face-to-face materials (UNIT 4, Part 1)
1200 – 1300	LUNCH BREAK		
1300 – 1400	Working in the Language Center on computer- materials based (UNIT 4, Part 1)	Working in the Language Center on computer- materials based (UNIT 4, Part 1)	Working in the Interpretation Lab on the face-to-face materials (UNIT 4, Part 1)
1400 – 1500	Working in the Language Center on computer- materials based Assignment submission (UNIT 4, Part 1)	Working in the Language Center on computer- materials based Assignment submission (UNIT 4, Part 1)	Working in the Language Center on the writing text Assignment submission (UNIT 4, Part 1)

Unit 4 Part 2: Writing two-sided arguments

Monday 19 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer-based materials (UNIT 4, Part 2)	Working in the Language Center on computer-based materials (UNIT 4, Part 2)	Working in the Interpretation Lab on the face-to-face materials (UNIT 4, Part 2)
1000 – 1015	BREAK		
1015 – 1100	Working in the Language Center on computer-based materials (UNIT 4, Part 2)	Working in the Language Center on computer-based materials 1st draft completion (UNIT 4, Part 2)	Working in the Interpretation Lab on the face-to-face materials (UNIT 4, Part 2)
1100 – 1200	Working in the Language Center on computer-based materials 1st draft completion (UNIT 4, Part 2)	Working in S001 on computer-based materials (UNIT 4, Part 2)	Working in the Interpretation Lab on the face-to-face materials (UNIT 4, Part 2)
1200 – 1300	LUNCH BREAK		
1300 – 1400	Working in the Language Center on computer-based materials (UNIT 4, Part 2)	Working in the Language Center on computer-based materials (UNIT 4, Part 2)	Working in the Interpretation Lab on the face-to-face materials (UNIT 4, Part 2)
1400 – 1500	Working in the Language Center on computer-based materials Assignment submission (UNIT 4, Part 2)	Working in the Language Center on computer-based materials Assignment submission (UNIT 4, Part 2)	Working in the Language Center on the writing text Assignment submission (UNIT 4, Part 2)

Unit 5: Writing descriptions and classifications (Part I)

Tuesday 20 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer-based materials (UNIT 5, Part I)	Working in the Language Center on computer-based materials (UNIT 5, Part I)	Working in the Interpretation Lab on the face-to-face materials (UNIT 5, Part I)
1000 – 1015	BREAK		
1015 – 1100	Working in the Language Center on computer-based materials (UNIT 5, Part I)	Working in the Language Center on computer-based materials 1st draft completion (UNIT 5, Part I)	Working in the Interpretation Lab on the face-to-face materials (UNIT 5, Part I)

1100 – 1200	Working in the Language Center on computer-based materials 1st draft completion (UNIT 5, Part I)	Working in S001 on computer-based materials (UNIT 5, Part I)	Working in the Interpretation Lab on the face-to-face materials (UNIT 5, Part I)
1200 – 1300	LUNCH BREAK		
1300 – 1400	Working in the Language Center on computer-based materials (UNIT 5, Part I)	Working in the Language Center on computer-based materials (UNIT 5, Part I)	Working in the Interpretation Lab on the face-to-face materials (UNIT 5, Part I)
1400 – 1500	Working in the Language Center on computer-based materials Assignment submission (UNIT 5, Part I)	Working in the Language Center on computer-based materials Assignment submission (UNIT 5, Part I)	Working in the Language Center on the writing text Assignment submission (UNIT 5, Part I)

Unit 5: Writing descriptions and classifications (Part II)

Wednesday 21 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer-based materials (UNIT 5, Part II)	Working in the Language Center on computer-based materials (UNIT 5, Part II)	Working in the Interpretation Lab on the face-to-face materials (UNIT 5, Part II)
1000 – 1015	BREAK		
1015 – 1100	Working in the Language Center on computer-based materials (UNIT 5, Part II)	Working in the Language Center on computer-based materials 1st draft completion (UNIT 5, Part II)	Working in the Interpretation Lab on the face-to-face materials (UNIT 5, Part II)
1100 – 1200	Working in the Language Center on computer-based materials 1st draft completion (UNIT 5, Part II)	Working in S001 on computer-based materials (UNIT 5, Part II)	Working in the Interpretation Lab on the face-to-face materials (UNIT 5, Part II)
1200 – 1300	LUNCH BREAK		
1300 – 1400	Working in the Language Center on computer-based materials (UNIT 5, Part II)	Working in the Language Center on computer-based materials (UNIT 5, Part II)	Working in the Interpretation Lab on the face-to-face materials (UNIT 5, Part II)
1400 – 1500	Working in the Language Center on computer-based materials	Working in the Language Center on computer-based materials	Working in the Language Center on the writing text

	Assignment submission (UNIT 5, Part II)	Assignment submission (UNIT 5, Part II)	Assignment submission (UNIT 5, Part II)
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Unit 6: Writing recounts

Thursday 22 Jan. 09	Group 1 (Online) (Language Center)	Group 2 (Blended) (Language Center)	Group 3 (F2F) (Interpretation Lab)
0900 – 1000	Working in the Language Center on computer- materials based (UNIT 6)	Working in the Language Center on computer- materials based (UNIT 6)	Working in the Interpretation Lab on the face-to-face materials (UNIT 6)
1000 – 1015	BREAK		
1015 – 1100	Working in the Language Center on computer- materials based (UNIT 6)	Working in the Language Center on computer- materials based 1 st draft completion (UNIT 6)	Working in the Interpretation Lab on the face-to-face materials (UNIT 6)
1100 – 1200	Working in the Language Center on computer- materials based 1 st draft completion (UNIT 6)	Working in S001 on computer- materials based (UNIT 6)	Working in the Interpretation Lab on the face-to-face materials (UNIT 6)
1200 – 1300	LUNCH BREAK		
1300 – 1400	Working in the Language Center on computer- materials based (UNIT 6)	Working in the Language Center on computer- materials based (UNIT 6)	Working in the Interpretation Lab on the face-to-face materials (UNIT 6)
1400 – 1500	Working in the Language Center on computer- materials based Assignment submission (UNIT 6)	Working in the Language Center on computer- materials based Assignment submission (UNIT 6)	Working in the Language Center on the writing text Assignment submission (UNIT 6)

Before we close

Friday 23 Jan. 09	Group 1 (Online)	Group 2 (Blended)	Group 3 (F2F)
	Performing Arts Center		
0900 – 1200	Complete formalities; Overview, etc.		
1200 – 1300	LUNCH BREAK		
1300 – 1500	Focused group interview		

Appendix D.12

Samples of pre-test and post-test writing in the Taiwan-based study

Student A Pre-test (recount)

A wedding that I attended

Last year, near to Christmas, I went to Taipei with my father for my aunt's wedding. Actually, I didn't know my aunt very well. All I knew about her is that she is rich and pretty. My father and I took a plane to Taipei that morning, and this is the first time I took a plane. After several hours, we arrived the place where the wedding was held, it's a really high quality hotel. Hundreds of people were invited to my aunt's wedding. I saw lots of my relatives whom I rarely met. When the wedding began, someone started to speech. One was the bride's father, and the other was a very famous person – Yuan-cher Lee. His short speech was funny and impressive to me. Then the groom and the bride kissed, they put the rings on each other's finger and swore that they'll love each other forever. After that, all of us enjoyed the delicious meals and the wonderful performances that my aunt and her husband had planned. I was pleasant that I got many candies and chocolates from my aunt. She was really nice. I talked with her for a while at the end of the wedding. She told me that she worked at a bank in America, her boss also came to the wedding! I was really admired her. She was not only talented but also hard-working. I hope I would have such a good wedding when I got married, and be a good woman just like my aunt.

Student A Post-test (recount)

A wedding that I attended

This is a story about a wedding that I attended in Taipei. It's really an unforgettable experience.

A couple of months ago, I went to Taipei with my dad to attend my aunt – Holly's wedding. She was a pretty and intelligent woman, as I remembered. She lives in Taipei but I lived in Tainan, so we couldn't see each other very often.

On the day of the wedding, we had taken the plane and arrived in Taipei early in the morning. The wedding would start at 12 o'clock, so I decided to go shopping first and said "See you later" to my dad. Then, I went to a department store. While I was shopping, a good-looking man walked to me and said something that I couldn't understand, I thought that was Japanese. I didn't talk to him, so he went away. If I had learned Japanese, maybe I would have made friend with him.

My dad had reminded me to be on time at the wedding, but when I realized, it was too late. I hurriedly stopped a taxi and went to the wedding place. When I arrived,

everybody was eating and chatting. Holly and her husband had already changed their rings. I felt very sorry and embarrassed to my dad and Holly.

After I had found my site, two big dogs suddenly rushed into the wedding place! Everybody was nervous and didn't know what to do, except Holly. She immediately called the guard and three some food to the dogs. Fortunately, no one was hurt or bitten.

After the wedding, Holly thanked me for coming, and she told me lots of stories about her and her husband. She didn't mind my absent at the beginning. Although I had missed the most important part of the wedding, I still remember that time very clearly.

Student B Pre-test (argument)

Should children watch less television

In resent years, the problems of watching television among children have increased. TV has a huge influence among them. If the TV program is not censored according to the violent and indulgent problems, it will harm the children in huge way.

Student B Post-test (argument)

Should children watch less television?

Nowaday television is popular and prevalent. There is at least one TV set in every household. The TV programme is more abandom than 20 yuears ago. A lot of programmes are fascinating, and children are attracted by them, so they spend a lot of time watching TV. However, some programmes are not qualified, and they might affect children's value in negative way. Therefore, children spend a lot of time watching TV is not appropriate, and they should watch less television.

Firstly, because children are not matual enough, they can not choose what is right TV programme. Since TV programme executive want to attract audien, they put many elements in the programme, such as violent and porn. There are negative effects in children's mind.

Secondly, because children spend a lot of time watching TV, they can have eyes problem. Many children's eyes are weakness due to the fact that they watch TV, which last for many hours in short distan. If they never take a break to have their eyes rest, they can have serious eyes problems.

Finally, because children spend a lot of time watching TV, they neglect their study. TV programme is fascinating, and children would rather spend their time watching interesting TV not boring homework.

To sum up my conclusion, because children are not mature to choose right programme, spend too much time watching TV makes them weak eyes, and they neglect the study in terms of watching too much programme, they should watch less TV.

Student C Pre-test (recount)

An event that you attended

I ever attended tourist. I went to Italy, [Switzerland] and French. That was a impressive experience. Especially I went to Paris.

Paris was a beautiful country, full of romantic [atmosphere]. When I took the boat in the river; I thought I was a French.

Student C Post-test (recount)

An unforgettable experience

I attended the graduated trip with our classmates about four years ago. We went to French, Swithland and Italy. However, Franch is impressing for me.

We took the boat enjoying the view of Paris. The view was so beautiful and exciting. We met some students of junior high school from other country. We talked and took pictures with them. That's interesting.

Next, we visited the Effile Tower. We took the elevator to third floor. I took the pictures all the time. Suddenly, I was touched by a girl who like a teenager. I didn't find something was wrong until I went to the toilet. I found my wallet was stolen. I couldn't believe that. Then, we started to find the girl. And we found her. We asked she whether she stole my wallet or not. She pulled her dress and pants, and told us she didn't. Because the language can't communicate, we gave up. Fortunately, I didn't put the passport and money together.

Through this experience, I learn how to pick up a safe and practical purse. We should more be careful or strangers. You should wisely protect yourself.