TLS 4029 (01E) Honours Project II

Honours Project Cover Sheet

Name of student:	Chan Ngo Wun, Joy
SID:	
Name of tutor:	Dr. CHANG Benjamin Johnson
Topic:	**Effectiveness of using E-resources in teaching English among primary students**
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1. Introduction

With the progress of the times, technology changed rapidly not only in science aspect, but also in education. Nowadays, more and more schools are trying to integrate technology in classroom. Many studies indicated that using technology in classroom have an additional positive influence on student learning when the learning goals are clearly articulated prior to the technology's use (Ringstaff & Kelley, 2002).

In Hong Kong, integrating technology in classroom teaching is still an increasing trend. According to the Education Bureau website, Information Technology (IT) for Interactive Learning is one of the highlights in Curriculum Development. The mission and vision on implementing and promoting IT in Hong Kong Education are clearer after releasing the document "Information Technology for Learning in a New Era Five-Year Strategy 1998/99-2002/03. One of the main concerns is to set learning targets for students at different learning stages to improve their learning abilities with support of IT. Regarding the summary of IT Learning Targets, students are encouraged to use more IT to develop different skills and attitudes. They use IT not only in the computer lesson, but also in all other subjects. Yet, IT is a broad subject concerning with all aspects of managing and processing information. In general, electronic resources (E-resources) are the tools that teachers would apply on their teaching, and thus it will be the main focus in my research.

Talking about my personal experience, I do not have much experiences in using E-resources when I was a primary and secondary student. The only chance for me to use E-resources is doing "A Passage a Day" which provides alterative reading comprehension exercises apart from textbook and workbook exercises. Scores were calculated so teachers and students themselves could check their learning process and improvements. Fortunately, I have more opportunities to use E-resources when I entered University. I found that E-resources can help improve my English effectively. For instance, every courses put the online resources such as notes and PowerPoint in Moodle and I can download them anytime. Besides, I can discuss and share my assignment with group mates in Google Drive. All these online platforms and we can call them E-resources, they help improved my learning and make everything became more convenience. Therefore, as a perspective teacher, I would like to explore more about the effectiveness of using E-resources in teaching English.

2. Research Objectives

This research project aims to find out the general situation of Hong Kong primary schools which are using E-resources to teach English and investigate the extent that using E-resources can help improve students' learning interest in English. Besides, to estimate the levels of effectiveness in using E-resources to teach English between higher and lower form students. Lastly, to establish some solutions in dealing with the difficulties of promoting E-resources in teaching English among primary students. Three research questions are formed below:

1. To what extent using E-resources can help improve students' learning interest in English?

2. What are the differences in the levels of effectiveness in using E-resources to teach English between higher and lower form students?

3. How can we deal with the difficulties of promoting E-resources in teaching English?

3. Literature Review

With access to online content and new modes of engagement and interaction, traditional forms of teaching and learning are being challenged. In this case, integrating technology in education is no doubt our future development tendency, and thus there are lots of literatures and researches discuss about it. Educators would like to investigate about the effectiveness of using IT in classroom context and find out the best way to promote IT in education.

For the teaching part, teachers are more eager to embrace the new technologies in the 21st century (Kuhn, Hubbell & Pitler, 2012). Besides, the state of using E-resources in education changes rapidly as these electronic tools can make classes more efficient and students are more excited in learning. It is because E-resources can provide supplementary reading and primary sources (Brinkley, 2011). The Web or CD-ROM can open up the range of materials accessible to students significantly. There are a large variety of E-resources which can be used in classroom, yet teachers should ensure all resources they use can contribute to the objectives of the subject. Also, the successful stories shared by the community of educators are increasing. All of these are supporting students' motivation and excitement on learning were significantly increased when teachers integrated technology in teaching.

Keppell & Suddaby (2015) suggested that student engagement is of paramount importance in good teaching and learning. Students' engagement refers to the energy, resources and times students devote to designed activities. Besides, it is defined as an active and collaborative learning, involvement in enriching educational experiences and participation in challenging academic activities. Over these years, an extensive amount of research has been conducted to determine enhancing students' engagement is one of the main benefits of using E-resources in teaching. In addition, using technology in classroom is important and effective for improving student performance and achievement. Head (2007) noted that E-resources has been attributed to positive gains such as enhancing student motivation and engagement, improving students' high-order thinking skills and problem-solving abilities and increasing student achievement. Gilbert Valdez, et al. (1999) also found some similar signs of benefits on using E-resources, for instance, make learning more interactive and enhance the enjoyment of learning.

For the learning part, E-resources can be a form of assessment. According to Keppell & Suddaby (2015), they explained that assessment plays a key role in teaching and learning. An effective assessment is that it can provide feedback and encourage students to improve future learning. Using online platforms like Edmodo and Kidblog provide opportunities for diverse, interactive and flexible approaches to student assessment. Students can upload their homework to the online platform and do peer assessment. They can learn from peers, also improve future learning by accepting peers' opinions. Hence, Students can learn more effectively and increase their interest towards the subject.

Furthermore, E-resources can be especially effective in learning with special needs and at-risks students (Kuhn, Hubbell & Pitler, 2012). A research suggests that E-resources contribute to the learning of special needs students for a number of reasons: It is motivational and non-judgemental; facilitates immediate and frequent feedback; allows teachers to individualize learning through designs in order to meet students' needs; and provides a learning environment including images, symbols and sounds.

Although using E-resources in teaching and learning provide tons of advantages, it still has some shortcomings.

In regard to Brinkley (2011), he mentions that access to the technology is important. Sometimes teachers may not have the purchase of the new technology, so they should make sure

themselves and their students both have access to the necessary technology. More importantly, teachers need to learn how to use the electronic tools and the knowledge of using E-resources is not easy acquire. In addition, many teachers have limited computer skills so that they are easily intimidated by unfamiliar and new tasks. Technology associated with internet, computer, E-resources and software changes with a breath-taking speed. Although certain skills will remain useful to teacher over a long period of times, there will be many things that have to relearn time and time again. Hence, this would be a life-long learning and schools have to prepare time and resources for teachers to learn about the new technology.

Besides teachers, students also take time to learn the new technology features and E-resources. Thus, we understand that promoting IT in schools is never an easy job. Before introducing a new technology feature to students, it is wise to make an inventory of school's electronic resources. It is believed that many schools will not want to discover halfway through a project that there are major obstacles like inadequate support, negative professional incentives or insufficient equipment (Brinkley, 2011). Lacina (2004) suggests that teachers can ask themselves a few questions and it can help them to determine how promising and practical their planned innovations with E-resources are likely to be. For example, "Does your school have a web page to put all the learning materials online?", "Do most students own their computer or tablet?" or "Are there special funds or professional recognition for innovative uses if technology in teaching?" etc. These can let the schools double thinking before they implement the plan.

According to Khine & Fisher (2003), in the future, it is believed that many teachers in Hong Kong were pre-service teachers and students in the 20th century. All teachers will keep up with the rapid changes through proactive self-development, collaboration with innovative colleagues and professional development programs. It is hoped that technology can be integrated in education in the future and students will learn with different kinds of E-resources. Nevertheless, we can see there are still number of problems in promoting E-resources in school nowadays. Therefore, this research is carried out to investigate the levels of effectiveness in using E-resources to teach English and to establish some solutions in dealing with the difficulties of promoting E-resources in teaching English among primary students.

4. Methodology

In order to answer the research questions, I chose to conduct the research at my FE semester school. In this research project, both quantitative and qualitative methods were chosen to examine the effectiveness of E-resources and how teachers view towards this teaching method.

4.1 Setting

The research is conducted in a private primary school in Hong Kong. It is a mixed-sex primary school located near the private housing estates with high socio-economic status in Hong Kong Island District. The students in this school is high achievers and their language proficiency is good. They can have an English lesson without any Cantonese support. The General English programme of this school provides students with a language-rich environment and the General English courses strive to prepare every student to master new technologies in the future. It is noticed that developing E-learning and I-pad learning are the major concerns for the School Development Plan. Therefore, teachers in this school are trying to employ different e-learning strategies and promote different E-resources in their lessons.

4.2 Participants

Number of teacher(s)	Teaching experience
2	1 – 4 year(s)
2	5 - 8 years
1	9 – 12 years
2	13 – 15 years
5	16 years or above

Table 1: Teaching backgrounds of the 12 participants

Interviewees	Sex	Teaching experience	Class teaching
Teacher A	F	4 years	P.3 and P.5
Teacher B	F	10 years	P.1 and P.4
Teacher C	F	29 years	P.6

Table 2: Background information of the 3 interviewees

The English teaching team in my FE school is invited to participate in my research. There are twelve teachers in total and they have different teaching backgrounds as stated in Table 1. Nearly half of the teaching team is some experienced teachers who have taught for more than thirteen years.

In addition, three out of twelve participants are invited to join the small group interview. They are sorted out by the questionnaire as they have some special experiences in dealing with the problem when using E-resources. By the in-depth interview, the challenges of promoting E-resources can be discussed and the solutions in dealing with those challenges can be figured out.

4.3 Quantitative method - Questionnaire

Quantitative methods can be used to confirm hypotheses and describe results from an etic perspective. Questionnaire is carried out in this research. Comparing with the qualitative studies, the collected data can be analysed objectively and scientifically since it covered a certain amount of people. Although the participants do not represent all the people that is one of the limitation in this method, primary data can provide an insight towards teachers' view on using E-resources. Twelve teachers in the English teaching is invited to participate in this research. They finished a questionnaire and all the questionnaires are distributed through Google Forms. The questionnaire is mainly focus on their view (i.e. positive or negative) towards using E-resources in teaching English and do they have any experiences in using E-resources to teach English. As I need to find some English teachers who have used E-resources in teaching before, questionnaire can help me to sort out the potential target, and invite them to join the interview part.

4.4 Qualitative method - Interview

Interview is also carried out in this project. They are qualitative studies which can be used to formulate hypotheses. For the interview part, the interviewees were chosen from the questionnaire. Three English teachers were invited to have an individual interview. The interview was in a semi-structured format. Different questions was pre-planned to ask in order to collect about their experiences on using E-resources in teaching English. By their experiences, we can understand the problems that they have encountered when using E-resources in teaching English. Besides, the solutions they have used to deal with the problem were also discussed in the interview.

5. Findings

In this section, the findings in the context of students' learning interest, effectiveness between two forms (i.e. higher and lower) and challenges of using E-resources in teaching English will be reported.

5.1 Students' learning interest

All of the teachers have used E-resources in teaching English. As stated by the survey result, they all agreed that using E-resources can raise students' learning interest in the lesson. Also, all of them agreed using E-resources can capture students' attention in the lesson.

	1 the least effective	2	3	4	5 the most effective
To what extent can using E-resources raise students' interest in the lesson?	0%	0%	0%	50%	50%
To what extent can using E-resources capture students' attention in the lesson?	0%	0%	0%	83.3%	16.7%

Table 3: Survey result about students' interest in learning using E-resources (percentage)

Moreover, all interviewees believed that interest is a crucial factor for effective learning. They also thought that E-resources played an important role, and they have shared their experiences and feelings when using E-resources in lessons to support their view:

Extract 1 (from Teacher C)

"I have taught English for more than twenty years. Twenty years ago, computer is not that popular and I just used textbook and blackboard in every lesson. It is quite boring when compared to the lessons nowadays… E-book and PowerPoint are the major E-resources I used in the lesson… You know E-resources are more attractive and vivid than the textbooks. Students are more concentrated in my lessons."

Extract 2 (from Teacher A)

"I love using E-resources such as Kahoot It is an awesome online tool to evaluate students' understanding on the particular topic. I think it is more useful than just asking students

questions in class… My students love Kahoot very much! They even pay more attention in class when I am playing it with them."

The above two extracts explained the differences between traditional teaching materials and E-resources. Also, they illustrated that E-resources can raise students' learning interest as well as draw their attention in class.

5.2 Level of effectiveness between higher and lower forms

In one of the research questions, we would like to find out the differences in the level of effectiveness in using E-resources to teach English between higher and lower form students. Therefore, we designed a few questions in the questionnaire to comprehend the level of effectiveness between two forms. The questions are categorized into three parts which are 1) easy to manage 2) learning interest and 3) motivation.

According to the table below, all participants agreed using E-resources to teach upper primary is easier to manage than lower primary. However, they did not agree that using E-resources can raise upper primary's interest than lower primary, around 83 percent of the participants disagreed with that statement. Additionally, over 30 percent of participants disagreed that using E-resources can motivate upper primary's learners than lower primary's learners, and around 40 percent of them were neutral to the statement.

	1 strongly disagree	2	3	4	5 strongly agree
Using E-resources to teach upper primary is **easier to manage** than lower primary.	0%	0%	0%	58.3%	41.7%
Using E-resources can **raise** upper primary's **interest** than lower primary.	0%	83.3%	8.3%	8.3%	0%
Using E-resources can **motivate** upper primary's learner than lower primary's learner.	0%	33.3%	41.7%	25%	0%

Table 4: Survey result about the level of effectiveness between the two forms (percentage)

Furthermore, three interviewees are invited to share their thoughts on using E-resources to

teach English in higher and lower forms. Their experiences showed that there are a few differences in using E-resources to teach higher and lower forms, which can affect the level of effectiveness:

Extract 3 (from Teacher B)
"I really think that lower primary students are hard to control and manage when I am introducing some new E-resources to them. For example, when the first time I use Classdojo, they are so so so excited! I can only close the website until they are all calm down… Although Classdojo can motivate my students and raise their learning interest, it is quite time-consuming to make them clam down."

Extract 4 (from Teacher C)
"E-resources are relatively less interesting to upper primary students than lower primary students. I think it is because they have already seen or used them for a few years. They are not fresh and students may feel bored… It can still raise their learning interest when compared to the traditional textbooks."

Extract 5 (from Teacher A)
"Classdojo is a simple application to monitor students' participation in class by adding score to their own monster figure... I think this kind of little competition can encourage both higher and lower form students to answer questions in class."

Extract three to five described different situations when using E-resources in both higher and lower forms. These situations reflected the differences in the level of effectiveness in using E-resources to teach English between the two forms.

5.3 Challenges of promoting and implementing E-resources
It is believed that catering for individual differences is one of the challenges of promoting E-resources. According to the survey result in Table 5, over 65 percent of the participants disagreed using E-resources can cater learner differences in the lesson.

	1 the least effective	2	3	4	5 the most effective
To what extent can using E-resources to cater learner differences in the lesson?	0%	66.7%	33.3%	0%	0%

Table 5: Survey result about the effectiveness of using E-resources to cater learner differences (percentage)

Besides, more than 55 percent of the participants thought that there are limitations when using E-resources in teaching. The limitations are technical problem, copyright issue, complicated instruction, familiarity with the E-resources and support from parents. After collated the survey results, the interviewees are asked to share some memorable teaching experiences based on those limitations:

Extract 6 (from Teacher C)

"I am not an I.T expert and I cannot handle any technical problems. As I remembered, I made a PPT to teach some difficult grammar structures. However, the computer was not working properly… I gave up my PPT and started teaching with the textbook and blackboard."

Extract 7 (from Teacher B)

"I usually use different online resources to enrich the content. However, some owners provide limited access to their E-resources and it hinders me to collect information online..."

Extract 8 (from Teacher A)

"I created an online forum for my students. I hoped they can share their questions on it… The whole class can see that question and help to find out the answer. I think it is good way for them to develop self-learning. Yet, it took me a long long time to explain how to use the online forum. Also… students who have parents' support can do a better job. They can handle the task easily."

In Extract six to eight, three interviewees shared some experiences of using E-resources, and their experiences expatiated the challenges of promoting and implementing E-resources in teaching English.

6. Discussion

The findings showed participants had a positive attitude towards using E-resources in teaching English. However, they thought the levels of effectiveness between higher and lower forms are different. Also, the results presented there are some challenges in promoting E-resources in lessons. Most importantly, most of the results of this research are aligned with the previous studies.

6.1 Positive attitude towards using E-resources

Interest and attention are inter-related and they are similar to two sides of a coin. In order to pay attention to something, a person should have interest in it. Therefore, it is believed that both interest and attention are essential requirements in learning and they can help students learn different subjects easily and enjoyably.

Teachers have a positive attitude toward using E-resources, they determined that E-resource have a significant role to play in process of teaching and learning. According to the survey and interview results, all teachers concurred using E-resources in lessons can raise students' interest as well as capture their attention. For example, E-resources such as PowerPoint and E-book are more attractive and vivid than printed textbooks (Extract 1), and students pay more attention in class when using Kahoot (Extract 2). These evidences reflect that E-resources are relatively attractive to students and they can catch students' interest and attention in class.

6.2 Differences in the effectiveness levels between two forms

In spite of the fact that using E-resources has positive effects on students' learning process, the levels of effectiveness between higher and lower forms are different. It is known that level of effectiveness refers to the extent to which targeted problems are solved and the degree to which goals are achieved. It means "doing the correct thing". In order to analyze the effectiveness of using E-resources in lessons, three criteria (i.e. easy to manage, learners' interest and motivation) are set up in monitoring the effectiveness levels.

As stated in Table 4, all of the teachers agreed using E-resources in teaching higher form students is easier to manage than lower form students. It is considered that E-resources are something fresh to lower form students, lower form students may feel excited when some new E-resources are introducing to them (Extract 3). The proof shows that using E-resources in

teaching higher form students is more effective than lower form students.

Nevertheless, over eighty percent of the participants disagreed that using E-resources can raise higher form students' learning interest than lower form students. Owing to lack of freshness, E-resource are less attractive to higher form students (Extract 4). In this case, the effectiveness level of using E-resources in teaching higher form students is decreased whereas the level for lower form students is increased.

In terms of motivation, both higher and lower form students can be motivated by E-resources. According to the result in Table 4, only thirty-three percent of participants disagreed that using E-resources can motivate higher form students than lower form students, while around forty percent of participants were neutral to the statement. One of the interviewees has shared her teaching experience about using E-resources like Classdojo. By holding some little competitions in class, both higher and lower form students can be encouraged to answer questions (Extract 5).

After analyzing the three criteria, it is found that the effectiveness levels between higher and lower form students are different. Although the effectiveness in motivation for both forms of students is in the same level, there are some cases the effectiveness levels are different. On the one hand, higher form students are easier to manage when using E-resources to teach English. On the other hand, using E-resources can raise lower form students' learning interest than the higher form students.

6.3 Coping with the challenges

It is noticed that there are lots of benefits in using E-resources in teaching and learning, yet there are some challenges in promoting and implementing it. They are 1) cater for learner differences 2) technicality 3) copyright issues and 4) complicated instructions and students' computer skill. In this part, all of the listed challenges will be discussed and some suggestions will be given in coping with them.

6.3.1   Cater for learner differences

It is ineffective in catering learner differences concerning the challenge of promoting E-resources (Table 5). E-resources can be a form of assessment but it cannot cater for learner differences. Online resources such as Kahoot, which is an example of formative assessment.

Kahoot is no doubt that an interesting learning tool to monitor students' knowledge and test their understanding of the topic. However, it cannot cater for learner diversity as students are asked to enter the same game room and answer the same set of questions.

For the sake of catering for learner diversity, Bhat (2009) suggested that every E-resource has its own characteristic, and thus teachers should choose the right tool for teaching and learning. This can help improve the effectiveness of using E-resources. For example, online platforms (e.g. Kidblog and Edmodo) can assess students' performance in an interactive and diverse way. Traditional E-resources such as PowerPoint and E-book can attract and motivate students in learning.

6.3.2 Technicality

The major challenge in implementing E-resources is the technicality. Electronic resources mainly depend on computers which require different kinds of software and the network. Sometimes E-resources cannot use smoothly because of the software is not up-to-date or the network is interrupted. Furthermore, it is concerned that some teachers may not familiar with the new technology and they have limited computer skills (Extract 5).

In order to cope with this challenge, it is known that support from school is important. The school can provide I.T support and hold some courses to improve teachers' computer skills. Also, infrastructures of the school (e.g. Wi-Fi network and computers) has an important role in accessing the E resources, and therefore it should be improved and ensure there is periodic maintenance.

6.3.3 Copyright issues

Using E-resources may lead to some copyright issues. It is common that publishers provide limited access to the online resources, and thus teachers need to request permission from the publishers. Unfortunately, this problem cannot be solved. However, Khine & Fisher (2003) believes that technology can be integrated in education in the future and students will learn different kinds of E-resources. It is hoped that when E-resources become more common, more publishers would like to provide access to their online resources.

6.3.4 Complicated instructions and students' computer skill

Teaching students to use some E-resources like online forum required complicated instructions.

From the interview results, we knew that online forum is a good way for self-learning. However, it involves difficult steps and takes plenty of time to instruct students. Considering the challenge of complicated instructions, it is suggested that teachers can list out all the steps on the PowerPoint or worksheet rather than just using oral instruction.

What is more, the success of using E-resources in self-learning is mainly related to the support from parents (Extract 8). Students usually have low computer skill, so parents' support can help them to get familiar with the E-resources. It is suggested that the Parent-Teacher Association of school can organize some workshops for parents. This is an opportunity for teachers and parents to exchange their thought about using E-resources in teaching. Also, parents can understand the learning progress of their children.

7. Limitations of the research

The nature of the sample and time limit are two limitations of this research. Firstly, the study was limited to a local school's setting which is a small research size. Only twelve English teachers was participated and the teachers chose the E-resources based on their students' level and characteristics. Not only every student, but also every class is unique. Therefore the relevance of the generalizations to other Hong Kong primary schools is limited. Furthermore, both quantitative and qualitative methods were used in this research. Although all the primary data could provide an insight towards teachers' view on using E-resources, the findings represented only a small group of English teachers and their preconceptions was not representative. In order to generalize and gather a representative result, future research is suggested to take place in more schools and involve more participants. Hence, we can find out the general situation of Hong Kong primary schools which are using E-resources in teaching English.

Secondly, one of the research method had been eliminated due to time limit. Primitively, observation was designed to carry out in this research, however the observation schedule did not match the teaching schedule of school. It is believed that the research would be more comprehensive if observation was carried out. As observing how students act towards using E-resources in teaching English would be better than just interviewing English teacher's experiences. Therefore, it is suggested that the future research should prepare earlier and ensure the observation schedule match with school's teaching schedule.

8. Conclusion

In this research project, we have investigated the extent of using E-resources to improve students' learning interest in English, estimated the levels of effectiveness in using E-resources to teach English between higher and lower form students, and established some solutions to cope with the challenges of promoting and implementing E-resources in teaching English among primary students. It is noticed that most of the findings are aligned with the previous studies. The result of questionnaire showed that all participants agreed E-resources play an important role in improving students' learning interest. Despite the fact that the effectiveness level of using E-resources in teaching between higher and lower form students is different, it can still help students in learning English in a certain extent. Furthermore, participants raised some challenges in promoting and implementing E-resources yet solutions are suggested in the discussion part.

In the future, technology has commonly been assumed that can be integrated in education. It is hoped that this research can provide some insights for the school which is going to promote E-resources in her English curriculum by evaluating the effectiveness and challenges. More importantly, the challenges can be some foreseeable events while the suggestions in coping with the challenges can be useful references for other schools.

(4954 words)

9. References:

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10. Appendixes

https://docs.google.com/forms/d/e/1FAIpQLSccknQ6jWwxjtUtXscIDbToLby6xhGy
nwdpJ1oDFAw1towOjA/viewform

1. Have you used E-resources to teach upper primary or lower primary students?

    ☐ Upper primary   ☐ Lower primary   ☐ both

2. To what extent do you agree using E-resources to teach upper primary is easier to manage than lower primary.

    1   2   3   4   5

    (strongly disagree)   (strongly agree)

3. To what extent do you agree using E-resources can raise upper primary's interest than lower primary?

    1   2   3   4   5

    (strongly disagree)   (strongly agree)

4. To what extent do you agree using E-resources can motivate upper primary's learner than lower primary's learner?

    1   2   3   4   5

    (strongly disagree)   (strongly agree)

5. What E-resources have you used in teaching before? (E.g. Kahoot, Electronic book, Webquest and PowerPoint, etc.)

    _____

    _____

Please answer the following questions (Q.6-8) according to your own experience.

6. To what extent can using E-resources raise students' interest in the lesson?

    1   2   3   4   5

    (the least effective)   (the most effective)

7. To what extent can using E-resources capture students' attention in the lesson?

      1   2   3   4   5

(the least effective)   (the most effective)

8. To what extent can using E-resources to cater learner differences in the lesson?

      1   2   3   4   5

(the least effective)   (the most effective)

9. Do you think there are any limitations when using E-resources in teaching?

☐ Yes (Please answer Q.10)   ☐ No (That's the end of the questionnaire☺)

10. Can you list out the limitations when using E-resources in teaching?

_____

_____

Name: _____   Years of teaching: _____

Contact: _____

Thank you for your participation☺

Interview Schedule	
1.	Set the venue
2.	Self-introduction and Greeting
3.	Introduction of the research topic and content (See consent form below)
4.	Reviewing the questions on questionnaire with the interviewee (See Appendix 1)
5.	Interview part (See interview questions below)
6.	Ending interview by expressing gratitude

Consent form:

THE EDUCATION UNIVERSITY OF HONG KONG
Department of English Language Education

CONSENT TO PARTICIPATE IN RESEARCH

Effectiveness of using E-resources in teaching English among primary students

I _____ hereby consent to participate in the captioned research supervised by Dr CHANG Benjamin Johnson and conducted by Chan Ngo Wun.

I understand that information obtained from this research may be used in future research and may be published. However, my right to privacy will be retained, i.e., my personal details will not be revealed.

The procedure as set out in the **attached** information sheet has been fully explained. I understand the benefits and risks involved. My participation in the project is voluntary.

I acknowledge that I have the right to question any part of the procedure and can withdraw at any time without negative consequences.

Name of participant

_____

Signature of participant

_____

Date

_____

INFORMATION SHEET

Effectiveness of using E-resources in teaching English among primary students

You are invited to participate in a project supervised by Dr CHANG Benjamin Johnson and conducted by Chan Ngo Wun, who are staff / students of the Department of English Language Education in The Education University of Hong Kong.

The purpose of the survey is to find out the general situation of Hong Kong primary schools which are using E-resources to teach English and investigate the extent that using E-resources can help improve students' learning interest in English. Besides, to estimate the levels of effectiveness in using E-resources to teach English between higher and lower form students. More importantly, to establish some solutions in dealing with the difficulties of promoting E-resources in teaching English among primary students. Questionnaire will be carried out in this research. 15 interviewees who are teaching English in primary school will be invited to participate in this research. They need to finish a questionnaire and all the questionnaires will be distributed during my FE semester. The questionnaire will mainly focus on their view (i.e. positive or negative) towards using E-resources in teaching English and do they have any experiences in using E-resources to teach English.

Your participation in the project is voluntary. You have every right to withdraw from the study at any time without negative consequences. All information related to you will remain confidential, and will be identifiable by codes known only to the researcher.

If you would like to obtain more information about this study, please contact Miss Chan Ngo Wun at telephone number   or their supervisor Dr CHANG Benjamin Johnson at telephone number   .

If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at   or by mail to Research and Development Office, The Education University of Hong Kong.

Thank you for your interest in participating in this study.

Chan Ngo Wun
Principal Investigator

Interview questions:

1. How many years have you been an English teacher?

2. What class(es) do you teach this year?

3. What E-resources have you used before and how do you choose those E-resources?

4. Why do you think using E-resources in teaching can raise students' interest?

5. Do you think there are any differences in using E-resources to teach upper and lower primary? Why?

6. What problems have you encountered when using E-resources in teaching?

1. I have been an English teacher for four years.

2. I teach Primary three and five this year.

3. I have used PowerPoint, E-book, Classdojo, Kahoot and Kidblog before…hahaha…It's a lot right? Coz I really want to try different kinds of E-resources in my class. I choose them because they are attractive and suitable for my students. I believe my students love them very much!

4. Ummm…I think it's because they are more eye-catching and interesting. I can share with you that **I love using E-resources such as Kahoot. It is an awesome online tool to evaluate students' understanding on the particular topic. I think it is more useful than just asking students questions in class… I can feel that my students love Kahoot very much! They even pay more attention in class when I am playing it with them.**

5. I can't see any big differences between upper and lower primary. I think they both love using E-resources, for example, I use Classdojo in every lesson. **Classdojo is a simple application to monitor students' participation in class by adding score to their own monster figure.** They concentrate in class and hope to get more score for their monster figure. **I think this kind of little competition can encourage both higher and lower form students to answer questions in class.**

6. Ohhhh. Talking about the problems I have encountered… I got a lot haha. Lets' talk about the most memorable one. Last year, **I created an online forum for my students. I hoped they can share their questions on it.** Then, **the whole class can see that question and help to find out the answer. I think it is good way for them to develop self-learning. Yet, it took me a long long time to explain how to use the online forum. Also,** I found that **students who have parents' support can do a better job. They can handle the task easily.** I guess it's because parents have higher computer skill and they can teach or accompany their children to finish the task.

1. I have taught English for ten years.

2. This year I teach Primary one and four.

3. I have used PowerPoint, E-book, Classdojo and Kahoot. I think PowerPoint and E-book are quite common, many teachers use these two as their teaching materials. I choose Classdojo because the monster figures are cute and my students love them. And Kahoot… it's because our school is developing iPad learnin, so I try to use iPad to promote Kahoot in my class.

4. I think E-resources are more interesting and they are up-to-date. Also, they are more attractive as they are colourful. Besides, I found that students love looking at the screen rather than reading textbook.

5. That's a good question. I think there are some differences in using E-resources to teach upper and lower primary especially I am teaching Primary one this year**. I really think that lower primary students are hard to control and manage when I am introducing some new E-resources to them. For example, when the first time I use Classdojo, they are so so so excited! I can only close the website until they are all calm down.** They make me really angry actually. **Although Classdojo can motivate my students and raise their learning interest, it is quite time-consuming to make them clam down.**

6. Ummm… There are quite a numbers of problems haha… okok, I can share the most ridiculous one with you. I don't even think that it can be a problem until I have encountered. As I said before, E-resources are something up-to-date. **I usually use different online resources to enrich the content. However, some owners provide limited access to their E-resources and it hinders me to collect information online.** This makes me sad. I really hop hat this problem can be solved one day.

1. Wow what an embarrassed question. I have been an English teacher for twenty-nine years.

2. Tell you a little secret, I think that lower primary are naughty and noisy. Therefore, I only love teaching upper primary. I teach Primary six students this year.

3. I have used PowerPoint and E-book before. I choose them because all E-books and PowerPoints are provided by the publisher and most of the time I don't need to make anyone of them. My computer skill is low and it takes me a long time to edit a PowerPoint.

4. **I have taught English for more than twenty years. Twenty years ago, computer is not that popular and I just used textbook and blackboard in every lesson. It is quite boring when compared to the lessons nowadays.** And now, **E-book and PowerPoint are the major E-resources I used in the lesson.** I believe **you know E-resources are more attractive and vivid than the textbooks. Students are more concentrated in my lessons.**

5. Sure, there are differences between the two forms. **E-resources are relatively less interesting to upper primary students than lower primary students. I think it is because they have already seen or used them for a few years. They are not fresh and students may feel bored.** However, I trust that **it can still raise their learning interest when compared to the traditional textbooks.**

6. The major problem is about the technicality. And this is also the main reason why I am not that into the E-resources. **I am not an I.T expert and I cannot handle any technical problems. As I remembered, I made a PPT to teach some difficult grammar structures.** However, the computer was not working properly. I feel so irritated. You know, it takes me a long time to make a PowerPoint. It is a difficult job for me. But I really cannot fix the problem so **I gave up my PPT and started teaching with the textbook and blackboard.**