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A Project entitled

*The effectiveness of vocabulary booklet in enhancing self-regulated learning and learning
motivation in learning English among primary school students*

Submitted by

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Declaration

I, *Lau Ngar Wing Irene*, declare that this research report represents my own work under the supervision of the *Associate Professor of the Department of Curriculum and Instruction – Dr. Ko Po Yuk*, and that it has not been submitted previously for examination to any tertiary institution.

Signed *Irene Lau*

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24/4/2019

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The effectiveness of vocabulary booklet in enhancing self-regulated learning and learning motivation in learning English among primary school students

Abstract

The present study investigated how a group of primary four students at a local primary school developed the habit of self-regulated learning (SRL) and enhanced their learning motivation in English through an out-of-class intervention program in vocabulary acquisition. A mixed method was chosen to collect both quantitative and qualitative data of the participants before, during and after the program for examining the effectiveness of weekly vocabulary collection in favoring participants' development of SRL habit and higher level of learning motivation. Through five weeks of independent vocabulary learning, participants in general reported higher score in the questionnaire in both mastering of SRL skills and learning motivation, while their improvement was justified by their consistent submission of vocabulary booklet with progressive effort. Apart from the overall enhancement in SRL experience and learning motivation, data collected also confirmed the feasibility of promoting SRL to both low-achieving and high-achieving students, together with findings on the different extent of changes SRL brought to both groups. The result thus provides supplementary insights into the exploration of effective strategies for promoting SRL to students with different characteristics. Further discussion would be illustrated in the following.

1. Introduction

Since the implementation of small class teaching in Hong Kong public sector primary schools in 2009, concerns on developing a more learner-centered and learner-independent learning environment were broadly held among the education sector (Galton, Lai & Chan 2015), while progressive effort has also been found in modifying teaching and learning styles in classrooms such as an increased proportion of collaborative learning in lessons (Galton, 2015).

However, the idea of SRL, which is closely related to learner-centeredness and learner independence, still has not been implemented widely inside and outside primary classrooms, as suggested by McBain (2011) and Galton (2015). One of the crucial reasons behind is the generic skills and cognitive abilities one requires to be a self-regulated learner, which include “being actively participated in their learning process with metacognition, motivation and proactive behaviors” (Zimmerman, 1986). To achieve self-regulated learning, learners have to equip with the knowledge and strategies to initiate learning opportunities for themselves. These involve goal setting, monitoring of learning progress, modification of learning strategies, managing resources and self-evaluation on their own performances (Pintrich, 1999). This suggests that a high level of self-discipline is necessary for learners to put their plans into action successfully, which could be far-reaching and challenging to primary school students. Therefore, taking into consideration with the growing diversity of students nowadays and the insufficient knowledge to promote SRL to students, the decisions of teachers in promoting SRL in classrooms might be hampered (Xu & Ko, 2019).

Despite limited promotion were done on the use of self-regulated learning approach in primary classrooms, there are increasing numbers of educational researches focusing on this field in recent years, which include the study on SRL and second language vocabulary acquisition, the relationship between SRL and academic performance and the need of professional development programs for teachers, etc. This provides a solid rationale and support to study more on the positive influence of SRL to primary school students, especially when the Education Bureau has long been promoting the nurturing of students to be independent and lifelong learners (The Curriculum Development Council, 2004). When referring back to the English Language Curriculum Guide (Primary 1-6) issued in 2004, the concept of SRL is indeed embedded in the “roles of the learner”, including “active learner and negotiator of language learning activities”, “motivated and independent worker of goal setting, discussions and evaluation with one self,

peers and teachers”, “confident and creative learner with risk-taking capability in language learning” and “reviewer of learning progress through active participation in peer and self-assessment” (The Curriculum Development Council, 2004). These four roles echo with the above philosophy of SRL, and it acknowledges the feasibility of promoting SRL in primary language classrooms.

Accordingly, to examine more thoroughly on the feasibility and influence of SRL on the learning of primary school students, this study is thus designed in a micro phenomenon to investigate the relationship between SRL habit and motivation of ESL students – “English as a second language” in vocabulary acquisition. With the contribution of the present study, it is hoped that more constructive insights could be given to local primary schools as reference for promoting SRL within the subject level.

2. Literature Review

2.1 The three-phrase model of self-regulated learning

With the growing numbers of educational researches focusing on effective strategies for students to achieve SRL, different definitions have emerged to conceptualize its key processes and components. Among different models, the present study adopts the three-phrase model of Zimmermann and Moylan (2009) in figure 1 to identify the stages active learners experience in SRL.

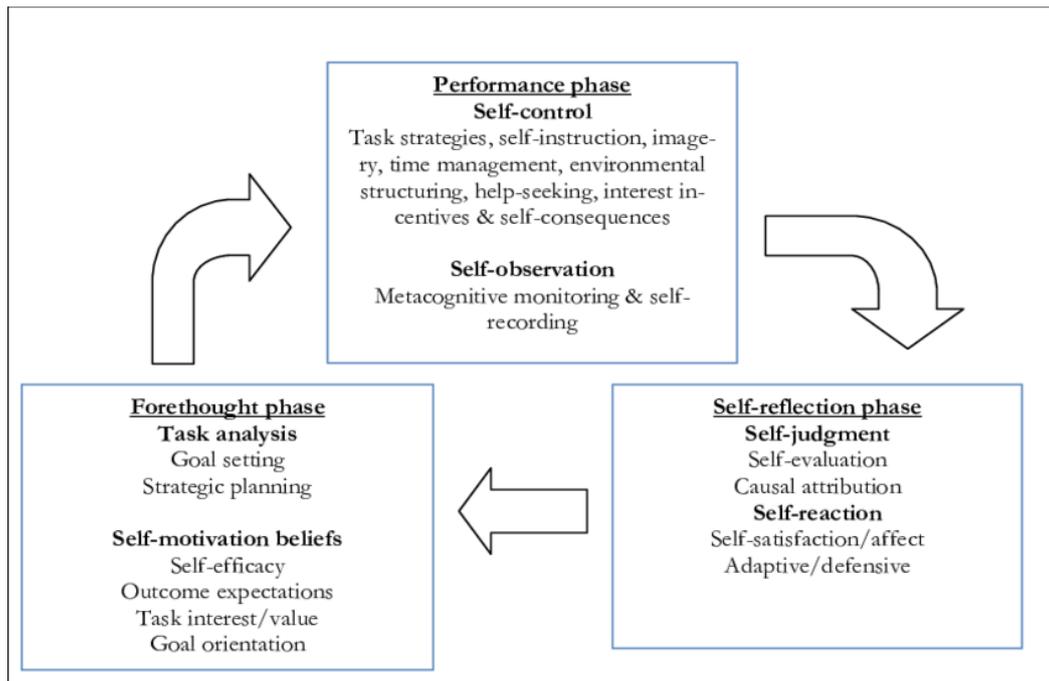


Figure 1. The three-phase model of self-regulated learning (Zimmermann & Moylan, 2009)

To be an active and self-directed learner, Zimmermann and his colleagues suggested that one will go through the cyclic process of the forethought phase, performance phase and self-reflection phase (Zimmermann & Moylan, 2009). With task analysis and self-motivation beliefs, the planning and intrinsic motivation of active learners allow them to implement different metacognitive skills in a beneficial learning environment during the performance phase - “the ability to prepare oneself for a learning task with the steps of self-planning, self-regulation and self-evaluation” (Wolters, Pintrich & Karabenick, 2005). With good practice in metacognitive skills, learners will then evaluate their learning process, adjust and figure out appropriate strategies for themselves and develop a higher level of confidence in the mastery of SRL skills.

2.2 The conceptual theories of motivation

Apart from concerning the process and components one requires to be an active self-regulated learner; scholars also addressed the importance of studying SRL with theories of motivation as both concepts are interdependent (Zimmermann, 1990). As suggested by Ryan and Deci (2000),

motivation can be divided into extrinsic motivation and intrinsic motivation. The former one refers to “the willingness of investment to things that provide separable outcomes” while the later one stands for “the participation of activities with inherent satisfaction” (Ryan & Deci, 2000). Some theoretical frameworks focus on the relationship between extrinsic motivation, SRL and academic performance, yet this study would only focus on the positive relationship between intrinsic motivation, self-efficacy - “the perceptions one holds toward his or her capabilities in achieving a task” (Pintrich, 1999) and SRL, which have been confirmed by a lot of researches (Zimmermann, 1990, Pintrich and De Groot, 1999, & Chen and Yang, 2018). Based on the justifications of previous researches, this study thus aims to investigate whether SRL could influence learners to be self-motivated in English learning without prerequisite rewards.

2.3 The importance of self-regulated learning skills in second language vocabulary acquisition

Under the framework of the three-phase model of SRL and the consideration of motivational theories, it is essential to understand how the development of SRL capacity contributes to more effective outcomes in second language vocabulary acquisition. Robert McBain identified two main problems ESL learners faced in vocabulary learning and emphasized the need to alleviate the obstacles with the mastery SRL skills. The first problem concerns with the exposure to new lexical items in unfamiliar context (McBain, 2011). At the beginning stage of acquisition, dealing with comprehension of words’ definition, decoding, part of speech, spelling and pronunciation often challenges learners. For instance, they may feel lost when they are not instructed to locate the necessary vocabulary they need within a text. Without sensitive phonetic awareness, the responsibility of noticing the targeted lexical items often falls into the hands of teachers (Nation, 2002). Thus, Fisher (1994) and Nation (2002) have emphasized the importance of integrating ESL learners’ daily contexts into vocabulary acquisition so as to reduce their learning difficulties. One way the SRL approach stands out from other pedagogies is the

autonomy in task strategies and environmental structuring in learning. When learners are given the opportunities to locate vocabulary in a preferable learning environment and interpret the meanings with their own means such as looking up the dictionary or seeking elaboration from peers or parents, it allows them to be more aware of their responsibilities and level of control in deciding the sources of vocabulary they are going to learn. More importantly, it helps develop the metacognitive skills needed for self-regulated vocabulary learning.

The second problem relates to the need for having a self-regulated learning habit as the foundation for higher-grade studies in English (McBain, 2011). As NICHHD (2000) stated, primary school students who have weak vocabulary knowledge and awareness often encounter problems in reading comprehension, and thus results in accumulated difficulties in learning and applying subject knowledge as they enter intermediate grades. This is due to higher expectations and requirement for intermediate students to be able to acquire subject knowledge through independent reading and analyzing, which often include different text types such as procedural texts on the regulations of science laboratory and recounts of historical event etc. Accordingly, it is essential for teachers to provide learning opportunities that allow primary school students' exposure to different contexts, while introducing SRL strategy to students is one of the solutions (Svinicki, 2010). When students practice the five aspects of SRL through setting up learning goals, modifying their learning strategies, managing resources and having self-evaluation, students could establish a foundation to select target knowledge in different contexts and adapt to the more independent nature in higher grades of English study.

2.4 The present study

Recent researches have concentrated on the promotion of SRL within classroom settings, the factors encouraging and hampering teachers in SRL execution (Vandeveldt, Vandebussche & Van Keer, 2012) and the supplementary coordination of professional development programs for

teachers. Yet, little research has examined the strategies and outcomes for students to engage in SRL outside classrooms. The study will thus fill the gap by illustrating an SRL vocabulary learning booklet that was designed according to “The Model of Motivated Vocabulary Learning” by Tseng and Schmitt (2008).

“The Model of Motivated Vocabulary Learning” incorporates the steps of practicing SRL suggested in the three-phrase model of Zimmermann & Moylan (2009), which stresses that “a motivated vocabulary learning follows a developmental process” (Tseng & Schmitt, 2008). The model is structured within an *initial appraisal of vocabulary learning experience* and a *post appraisal of the effectiveness of vocabulary learning tactics*, which suggests the forethought and self-reflection phrase in the SRL model (Tseng & Schmitt, 2008 and Zimmermann & Moylan, 2009). While for the progression from *self-regulating capacity, strategic vocabulary learning involvement, mastery of vocabulary learning tactics* to *vocabulary knowledge*, it signifies an independent vocabulary learning process that consists of exposure, experiment and mastery in the performance phrase (Tseng & Schmitt, 2008 and Zimmermann & Moylan, 2009). Under this model, Tseng and Schmitt (2008) believed that it is crucial to nurture learners’ awareness of the appropriate strategies one should use for themselves to achieve effective vocabulary learning. Witnessing their learning outcomes, it is more likely for learners to develop higher motivation and self-efficacy towards learning, and this directly reveals the intended outcomes of SRL.

Based on the evidence above, this study investigated the effectiveness of an SRL-oriented vocabulary booklet, which aimed at introducing SRL habit to primary school students and enhance their intrinsic motivation and self-efficacy in English learning. Under the practice of SRL, it is predicted that students will develop an SRL habit in learning English and report a higher level of intrinsic motivation and self-efficacy because of receiving higher autonomy in their learning. The research questions were designed as below:

- (1) To what extent can the use of vocabulary booklet enhance the self-regulated learning habit in English among primary school students?
- (2) Does the use of self-regulated learning strategy enhance primary school students' motivation in learning English?

3. Research Design

A mixed method was employed in the study and the study was divided into three stages, mainly the pre-intervention, intervention and post-intervention stage.

3.1 Participants of the study

The convenience sampling method was adopted to recruit participants from a local primary school that the researcher conducted her Field Experience Semester from September to December 2018. A total of 74 primary four students within the form participated in the study through the invitation of the school's electronic notice and submitted their consent forms (see appendix 1, p.30-31) before the study began. Primary four students were selected as the target participants since one of the classes was taught by the researcher and it facilitated the process of gathering the required sample size. Among four of the classes, class A and C represent the less able classes while class B and D represent the more able classes. 7 and 22 students came from class A and C, and 17 and 28 students came from class B and D respectively.

3.2 The components in pre-intervention, intervention and post-intervention stage

The three stages in the study consist of the collection of both quantitative and qualitative data. During the pre-intervention and post-intervention stage, a pre-test and post-test (see appendix 2a, p.32) were conducted respectively to examine the changes in the SRL habit and learning motivation in English of the participants. While in the intervention stage, participants were asked to complete an SRL-oriented vocabulary booklet (see appendix 3, p.35-47) for five weeks for recording the learning outcomes and progress of participants.

3.3 Data collection

3.3.1 The pre-test and post-test

The questionnaire for conducting the pre-test and post-test consists of 7 questions in total, with questions 1-4 focusing on the learning motivation in English and questions 5-7 representing the SRL habit in learning English. The questionnaire was adapted from the “*Motivated Strategies for Learning Questionnaire*” (*MSLQ*) in Pintrich and De Groot (1999) and designed with some modifications (see appendix 2b, p.33-34). The MSLQ was originally adopted for a study with a group of Grade 7 learners in Michigan to evaluate the relationship between motivation, SRL and academic performance in class. Therefore, the questions were simplified for easier comprehension of primary school students. The 7-point scale is remained to induce the extent of students’ responses, with 1 mark as the lowest and 7 marks as the highest. When participants worked on the questionnaire during the pre-intervention and post-intervention stage, the researcher explained the questions in Cantonese to facilitate participants’ understanding.

3.3.2 The SRL-oriented vocabulary booklet

The SRL-oriented vocabulary booklet was adopted during the intervention stage and instructional guidance was provided to participants verbally and literally before the practice started, as explicit teacher instruction on SRL facilitates students’ learning in a familiarized environment (Chan, 2001). Each participant received the vocabulary booklet with the bilingual instructions provided on page 2-3 (see appendix 3 and figure 2 below).

You need to find new words about this week's topic. / Remember to find your own words and not to copy the words Miss Lau have provided for you.	You had a good try! Be careful of some careless mistakes: spelling / unclear handwriting/ repeated words/	Well done! I could see your effort and keep it up!
Level 1	Level 2	Level 3

Figure 3. Standardized comments from the teacher (Level 1 - Level 3)

The comments were given in accordance with the participants' performance. Participants received level 3 when they completed all the required components of each practice. If one was found to have some components of the checklist unattempted, words misspelled, repeated or written unclearly, level 2 would be given. For participants who failed to find new words related to the week's theme or directly copied the words provided in the column "Vocabulary in the unit", their work would be graded with level 1.

3.3 Data analysis methods

The data collected from pre-test, post-test and the vocabulary booklet were transcribed into Excel separately, with one containing responses in both tests and another one including the weekly learning performance recorded in the vocabulary booklet.

To respond to the first research question, both data from the tests and vocabulary booklet were analyzed to examine participants' changes in the habit of adopting SRL before and after the intervention. The level of significance of the score changes in both tests was assessed with "Paired Sample Analysis" in SPSS. By comparing the changes of the score in each question and each domain – question 1-4 as the learning motivation in English and question 5-7 as the habit of using SRL in learning, it enables the investigation of participants' self-reported changes in applying SRL skills in vocabulary learning. Meanwhile, part of the weekly learning

outcomes in the vocabulary booklet were selected to examine whether there was a discrepancy between participants' self-reported changes and their actual performance in learning. These domains include the frequency of vocabulary booklet submission and score of teacher's comments.

To address the second research question, data from the tests and vocabulary booklet were again analyzed to inspect whether there is a positive relationship between participants' SRL habit and learning motivation. Based on the findings of the score changes in both tests, the responses in question 6 and 7 were analyzed to figure out the changes in the level of self-efficacy participants held towards English learning. To justify the reliability of participants' self-reported level of self-efficacy, the number of learning methods adopted in vocabulary learning, the comparison between goals and actual words acquired, and the score of self-reflection were studied, as Lau and Chan (2003) claimed that learners are more likely to achieve their goals with motivation and self-confidence.

4. Results

4.1 Development of SRL habit in vocabulary acquisition

4.1.1 A significant change in the self-reported practice of SRL habit

The participants completed the post-test at the end of the study and in general they reported higher score in all seven questions between pre-test and post-test (see appendix 4, p.48-50). Within the two domains of the questionnaire, a significant change was found in questions 5-7, which indicate the practice of SRL habit.

Paired Samples Statistics		
		Mean
Pair 13	Q5pre	4.35
	Q5po	4.55
Pair 14	Q6pre	4.32
	Q6po	4.84
Pair 15	Q7pre	4.55
	Q7po	5.05

Figure 4a. The Paired Samples Statistics of pre-test and post-test (questions 5-7)

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Q1to4 presum - Q1to4 posum	-1.0135	5.3979	.6275	-2.2641	.2371	-1.615	73	.111
Pair 2	Q5to7 presum - Q5to7 posum	-1.2162	4.7780	.5554	-2.3232	-.1092	-2.190	73	.032

Figure 4b. The Paired Samples Test of 2 main aspects in pre-test and post-test

Figure 4a shows the paired samples statistics of questions 5-7 in pre-test and post-test while figure 4b is the paired samples test of the two main aspects in both tests. The tests were adopted to compare the differences in participants' responses after completing the vocabulary booklet for ten times within five weeks. In figure 4a, higher mean scores were found in all questions. In figure 4b, the first aspect on the learning motivation in English (questions 1-4) was grouped as Pair 1, while Pair 2 represents the second aspect on the habit of using SRL in learning (questions 5-7). Taking the p-value 0.05 as the indicator of the level of significance, the p-value

of Pair 2 (0.032) in figure 2b is lower than 0.05, which suggests that a significant change was found in participants' habit of using SRL in their learning.

4.1.2 Consistency between the self-reported practice of SRL habit and weekly performance in vocabulary booklet

Apart from the significant change of score in participants' practice of SRL habit, the weekly learning outcomes in the vocabulary booklets have shown consistency with the participants' responses in both tests in two main aspects.

Frequency of vocabulary booklet submission	
5/5	58.1%
> 3/5	68.9%
< 2/5	29.7%
0/5	13.5 % (10 students)

Figure 5a. The frequency of vocabulary booklet submission in 5 weeks

Frequency of receiving teacher's feedback	
Level of score	Number of times
Level 3	316/640
Level 2	123/640
Level 1	96/640

Figure 5b. The frequency of receiving teacher's feedback in 5 weeks

The number of participants receiving teacher's feedback higher than Level 1 and Level 2	
Level of score	Number of participants
Level 3 > Level 2	43/64 (67.2%)
Level 2 > Level 1	32/64

Figure 5c. The number of participants receiving teacher's feedback higher than level 1 and level 2 in 5 weeks

In the first aspect, the regular submission of vocabulary booklet illustrates the willingness of participants to engage in SRL vocabulary learning. Figure 5a shows the frequency of vocabulary booklet submission in 5 weeks. Among 74 participants, more than half of them submitted their work every time and nearly 70% of them submitted 3 out of 5 times. Given that the vocabulary booklet was not assigned as homework and the participation was voluntary, this result revealed participants' motivation in SRL vocabulary learning.

In the second aspect, the higher level of teacher's feedback received by participants shows the quality of participants' learning outcomes in 5 weeks. Figure 5b records the number of times participants received different levels of teacher's feedback while figure 5c illustrates the number of participants attaining teacher's feedback with higher levels, with 10 participants who had never submitted their work being excluded. Looking at the total number of times accumulated in each level of teacher's feedback, participants in general attained level 3 most frequently (316/640). Together with the information in figure 5c, nearly 70% of the participants achieved their learning with the highest standard of level 3. Despite participants' work attaining level 2 accounted for 123/640 times, they were still able to practice the process of SRL, only with occasional mistakes in spelling, repeated words or incomplete checklist of SRL procedures.

Therefore, both tables supplemented the findings in figure 5a and justified that many participants submitted their work regularly with high quality.

4.2 Similarity and difference between more able and less able classes

4.2.1 The similarity in the enhancement of learning motivation and self-efficacy

As mentioned in section 3.1, all four classes in primary 4 participated in the study, with class B and D representing the more able classes and class A and C representing the less able classes. The enhancement in learning motivation and self-efficacy was evident in the results of pre-test and post-test. Figure 6a below is the mean score of question 4, 6 and 7 for each class in pre-test and post-test.

Except for class B, the remaining classes had reported the same or higher mean score in question 4, which indicates that participants now spend more time learning English outside the classroom. Besides, higher mean score was shown among all classes in question 6-7, which suggests that participants encouraged themselves more when they have tried their best in learning and reminded themselves to work hard when they felt the need to. This result exhibits participants' increased level of self-efficacy in which they held a more positive attitude towards their capability in learning, and such changes are more prominent within less able classes.

	Class A		Class C		Class B		Class D	
Q4	4.14	4.14	3.76	5.12	3.82	3.77	4.82	5.21
Q6	4.14	5.14	4.29	5.12	4.36	4.45	4.36	5.21
Q7	4.29	5.57	4.35	5.35	3.90	3.95	5.25	5.61

Figure 6a. The mean score of question 4, 6 and 7 for each class in pre-test and post-test

4.2.2 *The difference in the level of mastering SRL skills*

Although all classes have enhanced their intrinsic motivation and self-efficacy in learning, more able classes applied and mastered SRL skills better than less able classes, and the finding was drawn based on the level of teacher's feedback the classes received in their weekly learning.

	Class A	Class C	Class B	Class D
Sum of score in teacher's feedback	94	218	416	560
The average score of teacher's feedback	15.7/ 30	13.6/ 30	24.5/30	22.4/30

Figure 6b. The sum and the average score of teacher's feedback of each class

Figure 6b shows the sum and the average score of teacher's feedback received by each class. The figures clearly demonstrate the contrast of learning performance between more able and less able classes, since the level of teacher's feedback represents the quality of work submitted by the participants and how well they have practiced the procedures of SRL. More able classes excelled in both the class level and individual level, in which participants attained 22.4-24.5 marks on average and was nearly ten marks higher than that of less able classes. This suggests that more able classes are more proficient learners in applying SRL skills in vocabulary learning.

4.3 The positive relationship between self-regulated learning and motivation

4.3.1 A higher mean score in both the SRL and motivation domain

Apart from developing the habit of SRL, participants also reported a higher level of learning motivation in English at the post-intervention stage.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q1to4presum	18.676	74	6.4215	.7465
	Q1to4posum	19.689	74	6.6372	.7716
Pair 2	Q5to7presum	13.230	74	4.8725	.5664
	Q5to7posum	14.446	74	5.2346	.6085

Figure 7a. The Paired Samples Statistics of the two domains in pre-test and post-test

In figure 7a, the changes of score in the two domains between pre-test and post-test were calculated with the paired samples test. The mean score of both domains was higher in the post-test, with participants maintaining a higher score (18-19 marks) in the motivation domain than that in the SRL domain (13-14 marks). More importantly, the p-value of the SRL domain (0.032) shown in figure 4b is more significant than the p-value of the motivation domain (0.111), which suggests that the two domains are positively correlated and with the increase in the practice of SRL habit, the learning motivation of participants would increase at the same time.

4.3.2 Attainable goals were set up by students

The analysis of whether participants set up attainable goals plays an important role in measuring how the SRL practice has motivated them to achieve their goals. Below are two figures

revealing the number of students attaining their goals and fulfilling the extra requirement established by themselves.

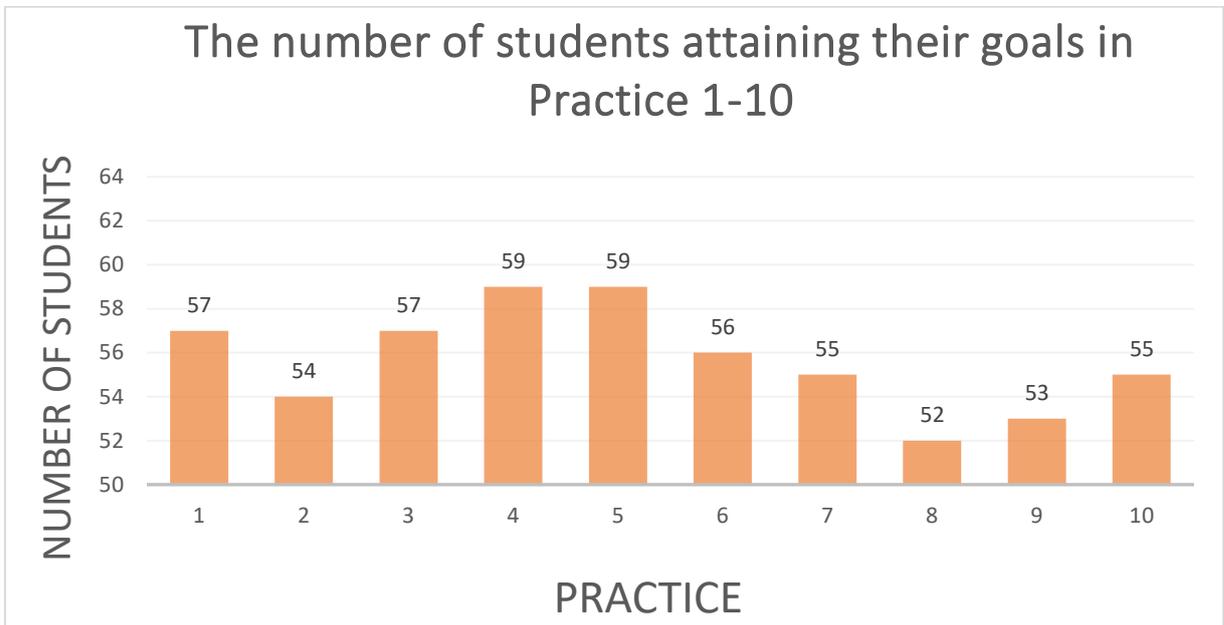


Figure 7b. The number of students attaining their goals in practice 1-10

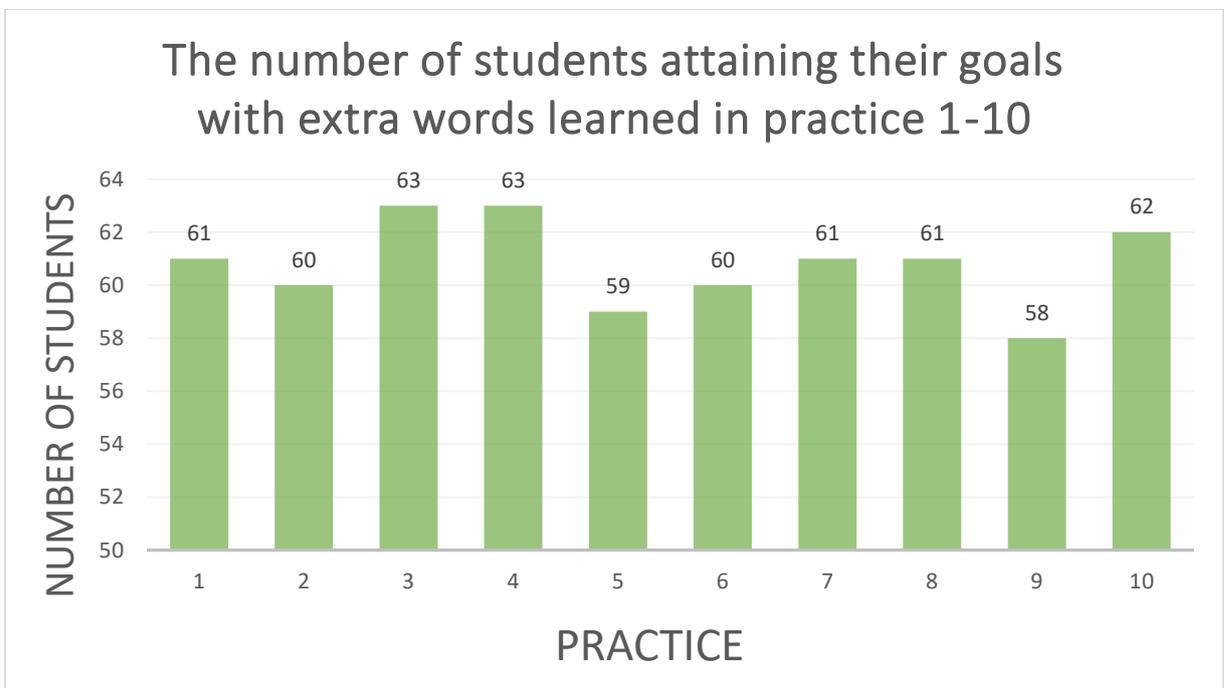


Figure 7c. The number of students attaining their goals with extra words learned in practice 1-10

Based on the revised number of participants (deducting 10 of the participants who have never submitted their work), the number of students who attained their goals ranges from 52-59 in figure 7b and it is surprising to note that higher number of students attained their goals with extra words learned - ranging from 58-63. The high percentage of figures justified that the practice of goal setting, which is the foremost step in SRL, is beneficial and effective to motivate participants not only to learn but to produce outcomes higher than their expected standards.

4.3.3. A higher level of self-efficacy towards their English capabilities

With the stable practice of SRL skills and the visible learning progress, participants reported a higher level of self-efficacy towards their English capabilities in the post-test in different aspects.

The average mean score of question 3 in pre-test and post-test		
Class	Pre-test score	Post-test score
Class A	4.57	4.57
Class C	5.88	6.18
Class B	4	4
Class D	5.5	5.5

Figure 8a. The average mean score of question 3 in pre-test and post-test

The first aspect relates to the self-reported adaption to learning new English words. In figure 8a, the average mean score of question 3 in pre-test and post-test is shown, in which participants were required to indicate the level of calmness they held towards learning new English words. The results reveal a stable perception among participants in more able classes and one of the less able classes - class A, with class C having a higher mean score in post-test.

The second aspect concerns the number of learning strategies participants applied within their five weeks of learning. By comparing the figures between pre-test and post-test, participants have reported using more learning strategies than they did before the intervention.

	Most popular < ----- > Least popular							
Pre-test	TV	Book	Internet	Magazine	Radio	Others	Street	News
Post-test	Book	TV	Internet	Magazine	News	Street	Radio	Others

Figure 8b. The most and least popular methods participants adopted in vocabulary learning as stated in pre-test and post-test

Figure 8b shows the most and least popular methods participants reported using in their vocabulary learning. Learning new vocabulary through watching TV and reading books were still the most preferred strategies, yet the paired samples statistics in appendix 4 (p.46-48) revealed that the changes in the reversed popularity between learning through TV and books were significant, with the significant level of 0.015 and 0.022 respectively. Concerning on the level of difficulty and enjoyment of learning new vocabulary with both methods, learning new words through watching TV is generally easier and more enjoyable. Nevertheless, the findings above could be understood as participants selecting a more advanced learning method due to their increased level of self-efficacy towards English learning.

4.4 Other findings emerged from the data analysis

4.4.1 The impact of teacher's feedback on students' learning motivation

Apart from the development of SRL habit and the increased level of self-efficacy, the present study has also identified the impact of teacher's feedback on students' learning motivation for both low-achieving and high-achieving students. Two case studies were selected to demonstrate the findings, with appendix 5a (p.51-56) representing the work of a low-achieving student from

class C and appendix 5b (p.57-61) illustrating the work of a high-achieving student from class D. From the work of the low-achieving student, it is seen that the student failed to attain the minimum requirement of the practice from Weeks 3-6 because she directly copied the words provided in the left column of “Vocabulary in the unit”. However, the student started to show improvement and even attained level 3 of the teacher’s comment after the researcher wrote an extra reminder in Cantonese. While for the high-achieving student, the researcher encouraged him to make a greater breakthrough by learning more than 5 words, using new methods and completing all the elements in the checklist. The student succeeded in fulfilling all the above advice from the researcher and maintained a new habit of learning 5-10 words each time. The cases demonstrated how low-achieving and high-achieving students could be motivated to make improvement and achieve a higher quality of learning with the positive encouragement and appropriate reminders from the teacher.

4.4.2 *The impact of examinations, assignments and holidays on the maintenance of SRL habit*

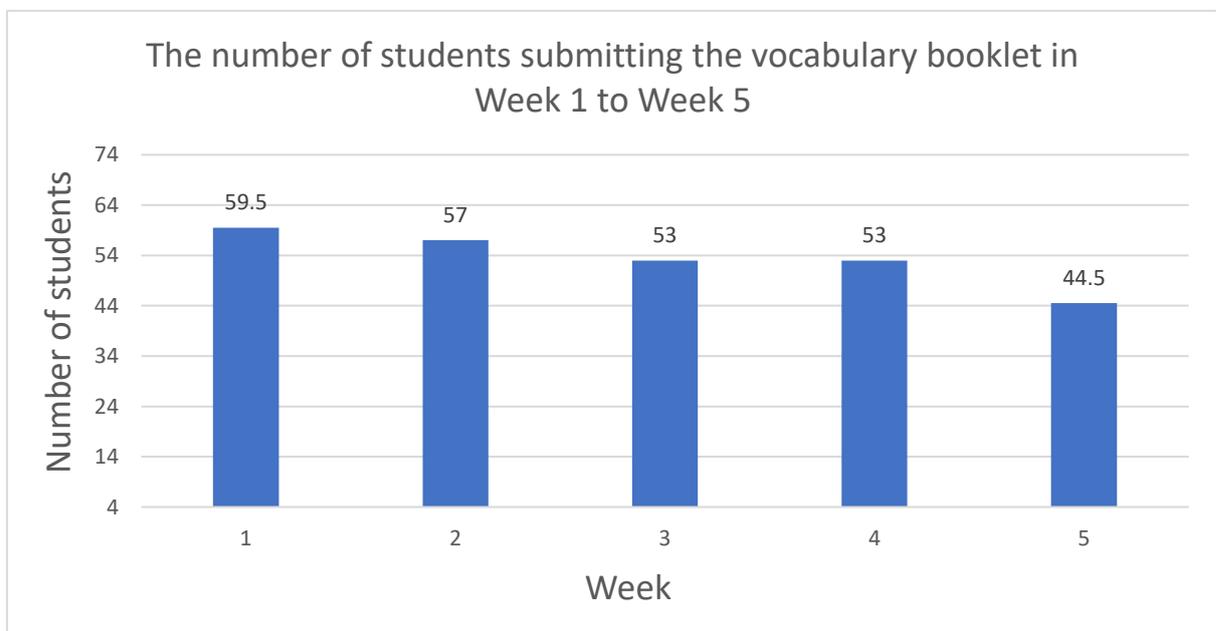


Figure 9. The number of students submitting the vocabulary booklet in Week 1 to Week 5

The five-week vocabulary learning was conducted between mid-October to mid-December, which went through the examination period and pre-Christmas holiday period (mainly refer to week 3-4 and week 5). During these weeks, the number of participants submitting their work was relatively lower than the others, as shown in figure 9 above. From the researcher's own observation and some conversations with the students, the phenomenon could be explained by the heavy workload on assignments, preparation for the examinations and the relaxed learning attitude before the holiday period.

5. Discussion

The study illustrated the experience of a group of primary four students at a local primary school in practicing the SRL strategies outside the classroom, which aimed at developing their SRL habits and enhancing their intrinsic motivation and self-efficacy in learning English through an SRL-oriented vocabulary booklet. Findings revealed that participants in general succeeded in practicing the procedures in SRL and applying their practice as a habit in learning, with more able participants having better mastery in SRL strategies. Besides, a positive relationship between SRL and learning motivation was evident among the performances and responses elicited by the participants. Both more able and less able classes have reported higher score in the domains of SRL habit and learning motivation, with less able students having a more significant change in motivation and self-efficacy after completing the vocabulary booklet. The following section reveals a detailed discussion on the findings above.

5.1 The development of SRL habit in vocabulary learning

Findings showed that the use of the vocabulary booklet was effective in a large extent in enhancing a SRL habit in vocabulary learning among the participants in various ways. Firstly, as mentioned in section 3.3.2, the vocabulary booklet provides step-by-step bilingual instruction to participants at the beginning of their practice to allow participants to work on

their tasks with concrete samples. The clear guidelines facilitated participants' understanding on the procedures of SRL, which was justified by the high number of participants receiving level 3 for the teacher's feedback in their work. Such finding echoed with the research conducted previously by Chen and Yang (2018), who introduced a SRL-based English vocabulary learning app to a group of primary five students in Taiwan and witnessed participants' improvement in SRL abilities. The similar results suggest the importance of teachers' guidance and clear instructions to the learning of students and that students can learn more effectively when they are aware of the requirement and methods to complete the task (Lee & Muncie, 2016).

Secondly, the attainable goals and the consistent use of particular types of learning strategies indicated the benefits SRL strategies brought to participants' learning. In the study, 80-92.3% of the participants attained their goals and 90.6-98.4% of them accomplished their goals with extra words learned. While among these high percentage of participants, more than 70% of them learned new English words through particular types of learning strategies that they preferred in using. This phenomenon echoed with Nation (2002), who states that the engagement in a meaningful context facilitates learners to "acquire, internalize and use vocabulary". By identifying their preferred ways of learning, learners could then construct a beneficial learning environment for themselves and achieve their learning outcomes more effectively.

Thirdly, findings revealed that the promotion of SRL applies to both more able and less able students. In the study, more able classes mastered the SRL strategies better than the less able classes by receiving a higher score in teacher's feedback. However, less able students reported a higher level of self-efficacy upon completion of the study. These results are consistent with the "Self-Determination Theory" put forward by Deci and Ryan (2000). The scholars proclaimed that autonomy is the key factor to a learner's motivation, regardless of his or her

intelligence and cognitive ability. With the exposure to SRL strategies, students with less proficiency in English could also develop the metacognitive skills required in SRL and it is due to the higher level of control and flexibility they experienced in learning. Therefore, the findings of the present study also confirmed the statement of Xu and Ko (2019) that motivation and cognition could be regulated among more able and less able students, which provides essential reminders for teachers to understand the factors that affect students' SRL competence.

5.2 The positive relationship between SRL and learning motivation

The findings in the study revealed a positive relationship between SRL and learning motivation, in which the use of SRL strategy has enhanced participants' intrinsic motivation and self-efficacy in learning English. Firstly, the attainable goals established by the participants represent their derived intrinsic motivation from SRL practice. As mentioned in section 4.1.2, the participation in the vocabulary booklet was voluntary without any extrinsic rewards, yet a large number of participants were willing to submit their work regularly with good quality. This shows the enjoyment and determination participants held towards learning and confirms Law, Chan and Sachs (2008) statement that learners are more likely to attain their goals when they are motivated.

Secondly, the increased varieties of learning strategies participants adopted demonstrates their enhanced intrinsic motivation and self-efficacy in English learning. As shown in the case studies in section 4.4.1, particular students were able to learn vocabulary with new methods after the encouragement of the teacher and a few self-trials. Given the high autonomous nature in SRL, these students were given the freedom to explore new learning strategies and make the final decisions of whether or not to apply them in their learning. This echoes with Zimmermann's theory that the decision of using particular learning strategies ties closely to SRL and indicates one's motivation (Zimmermann, 1990). With visible learning outcomes and

a higher score in teacher's comment, this self-directed learning experience acts as a recognition to their effort, fulfillment in self-confidence and enhancement in self-efficacy. While viewing themselves with a positive perspective, participants would be more intrinsically motivated to learn.

Thirdly, the vocabulary booklet intervention helps to enhance the intrinsic motivation and self-efficacy of less able students in a large extent. As concluded from different studies, some scholars believed that the promotion of SRL is more appropriate for secondary, tertiary or higher intelligent students because of the need to adopt metacognitive skills in learning (Dignath, Büttner & Langfeldt, 2008). However, findings in the present study contribute to a different perspective of understanding the potentials of promoting SRL to less able students. As stated in section 4.2.1, the changes in the level of motivation and self-efficacy were more prominent among less able classes. Even though participants from these classes required a longer time to master the SRL strategies, they would still encourage themselves when they have tried their best and remind themselves when they are aware of the necessity to work hard, as shown in the responses from their questionnaire. This phenomenon proves the belief that the combination of intrinsic motivation and SRL strategies is a “strong predictor of academic achievement” (Law, Chan and Sachs, 2008 and Pintrich & De Groot, 1990), in which less able students could also excel academically with the motivation and assistance in the development of SRL strategies. More importantly, the result also justifies the views of Vandavelde, Vandebussche and Van Keer (2012) on the importance of teachers to hold developmental beliefs towards their students – believing children as “active participants and contributors to their own development”.

6. Conclusion and limitations

To conclude, the study examined how a group of primary four students at a local primary school acquired the habit of SRL and reported higher learning motivation in English after participating in an out-of-class intervention program of vocabulary acquisition. Through five weeks of self-regulated learning, participants in general have developed the habit of SRL in vocabulary learning and reported a higher level of intrinsic motivation and self-efficacy. These findings could be justified by the general increase of score in all questions in the post-test, their regular submission of vocabulary booklet with good quality and their attainable goals and extra learning outcomes, etc. More importantly, the study has shed light on the feasibility of promoting SRL to both more able and less able students, with evidence showing the abilities of less able students to master SRL strategies and their significant enhancement in intrinsic motivation and self-efficacy. Although the study was implemented outside the classroom context, the smooth transition from stages of preparation to execution is contributed by the continual support of the participated primary school, which highly supports the promotion of SRL at school. Thus, the study has also concluded the importance of implementing SRL in schools with a clear vision and embracing culture towards SRL.

While for limitations, the data analysis was mainly drawn from statistical data, case studies and the researcher's observations within 3 months, which could not be able to provide a thorough phenomenon with the participants' own perceptions towards the intervention. More research could be done in future studies through interviewing students and prolonging the duration of the study to collect more significant outcomes on students' SRL habits and learning motivation.

Word count: 6642 (including in-text citations and figures)

Link for supplementary data:

<https://drive.google.com/drive/folders/1xa1jQuU8VtKIy2R6kSgE7wnfhqN1chcw?usp=sharing>

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Appendix 1. The consent form for participants

香港教育大學
課程與教學學系

參與研究同意書

「評估詞彙記錄冊對提升小學生自主學習及英語學習動機的成效」

茲同意敝子弟_____參加由高寶玉博士負責監督，學生研究員劉雅詠負責執行的研究計劃。她們是香港教育大學的教員和學生。

本人理解此研究所獲得的資料可用於未來的研究和學術發表。然而本人有權保護敝子弟的隱私，其個人資料將不能洩漏。

研究員已將所附資料的有關步驟向本人作了充分的解釋，亦理解可能會出現的風險。本人是自願讓敝子弟參與這項研究。

本人理解本人及敝子弟皆有權在研究過程中提出問題，並可在任何時候提出退出研究，並不需因此而對研究工作產生的影響負有任何責任。

參加者姓名:

參加者簽名:

父母姓名或監護人姓名:

父母或監護人簽名:

日期:

有關資料

「評估詞彙記錄冊對提升小學生自主學習及英語學習動機的成效」

誠邀閣下及 貴子弟參加由香港教育大學教授高寶玉博士負責監督，並由本人（學生研究員）負責執行的研究計劃。

本研究計劃旨在探究詞彙記錄冊如何提升小學生自主學習的能力，以及自主學習對他們學習英語的動機之影響。 貴子弟獲邀參與是次研究計劃，皆因本人於 2018 年 9 月至 2018 年 12 月期間於 貴子弟所就讀的學校擔任實習英語老師。

研究計劃為期三個月，並分為三個主要階段。首階段將安排參與者填寫一份有關學習動機及課外學習英語習慣的問卷，時間約為 10 分鐘。而參與者只需透過 1 至 7 的分數量表來標示他們的選擇。於第二階段，參與者將開始為期約三個月的詞彙記錄習慣。每名參與者會獲發一本詞彙記錄冊，並按照每星期於課堂所學習之課題，於每星期記錄最少五個於課外時間學習的新詞彙。根據記錄冊內的指引，參與者將透過訂立學習目標、學習途徑、個人檢視及老師評語培養自主學習的習慣及能力。於第三階段，參與者將再次填寫與第一階段相同的問卷，藉此了解詞彙記錄冊對參與者的學習動機及課外學習英語習慣之影響。

是次研究能有助 貴子弟掌握自主學習的基本知識及技巧，而所搜集之數據將對本次及未來研究自主學習及學習動機的問題提供寶貴的參考資料。本研究不存在對貴子弟的潛在風險，惟閣下及 貴子弟的參與純屬自願性質。閣下及 貴子弟享有充分的權利在任何時候決定退出這項研究，更不會因此引致任何不良後果。凡有關貴子弟的資料將會保密，亦只有研究人員才會得悉資料的編碼。

研究計劃結束後，所搜集之數據將由本人的導師高寶玉博士查閱，並以學術研究的方式發佈。

如閣下想獲得更多有關這項研究的資料，請以電郵與本人聯絡（本人電郵地址 _____）或與本人的導師高寶玉博士聯絡（導師電郵地址 _____）。

如閣下或 貴子弟對這項研究的操守有任何意見，可隨時與香港教育大學人類實驗對象操守委員會聯絡（電郵：_____；地址：香港教育大學研究與發展事務處）。

謝謝閣下參與這項研究。

劉雅詠

Appendix 2a. Questionnaire for pre-test and post-test

Class & class number: _____ Date: _____

My Learning Record



Circle the most suitable answer.

1 = not at all true for me, 7 = very true of me.

1. I learn English in my spare time.

1 2 3 4 5 6 7

2. I love to learn English from:

(you may choose more than one)

Book	Newspaper	Magazine	Street
TV	Radio	Internet	Others: _____

3. I am not afraid of new English words.

1 2 3 4 5 6 7

4. I want to learn English outside English lesson.

1 2 3 4 5 6 7

5. I set goals when I learn English.

1 2 3 4 5 6 7

6. I praise myself when I try my best to learn English.

1 2 3 4 5 6 7

7. I remind myself to work hard in learning English.

1 2 3 4 5 6 7

Appendix 2b. ‘Motivated Strategies for Learning Questionnaire’ (MSLQ)

(Pintrich & DeGroot, 1999)

Motivated Strategies for Learning Questionnaire*

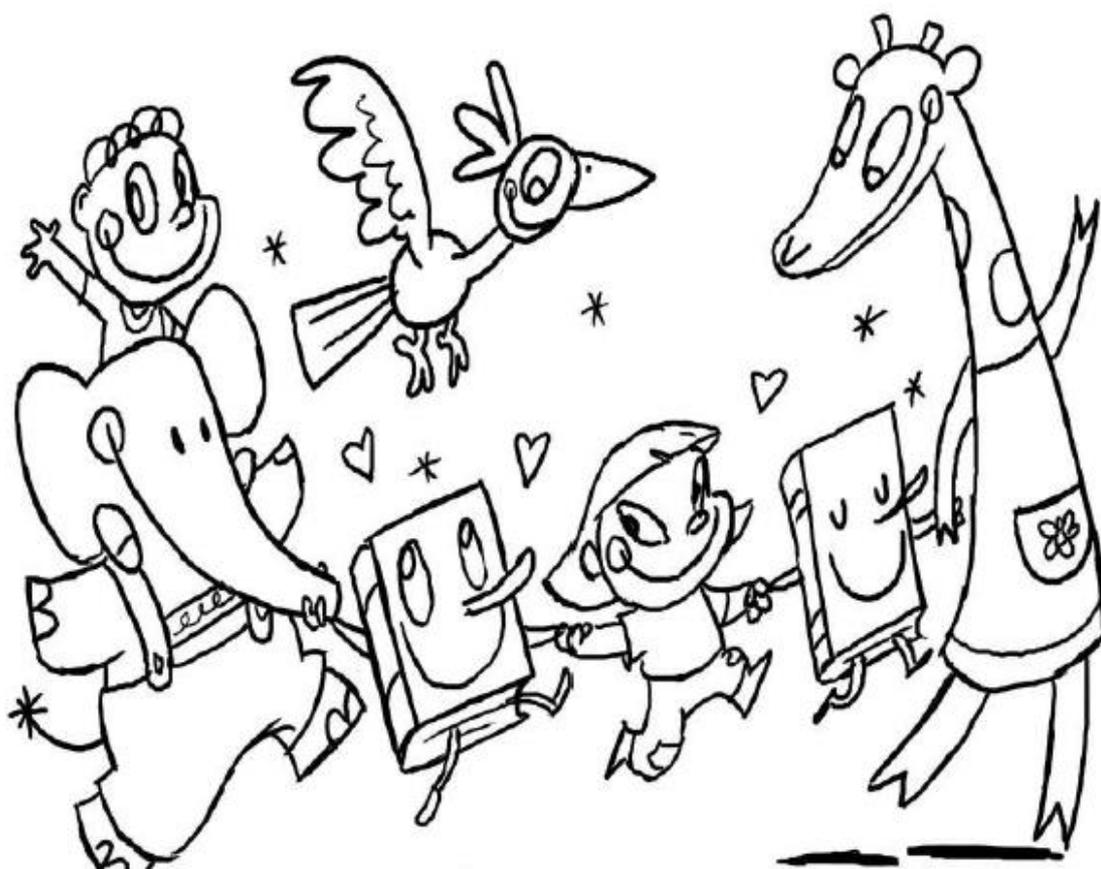
Please rate the following items based on your behavior in this class. Your rating should be on a 7-point scale where 1= not at all true of me to 7=very true of me.

1. I prefer class work that is challenging so I can learn new things.
2. Compared with other students in this class I expect to do well
3. I am so nervous during a test that I cannot remember facts I have learned
4. It is important for me to learn what is being taught in this class
5. I like what I am learning in this class
6. I'm certain I can understand the ideas taught in this course
7. I think I will be able to use what I learn in this class in other classes
8. I expect to do very well in this class
9. Compared with others in this class, I think I'm a good student
10. I often choose paper topics I will learn something from even if they require more work
11. I am sure I can do an excellent job on the problems and tasks assigned for this class
12. I have an uneasy, upset feeling when I take a test
13. I think I will receive a good grade in this class
14. Even when I do poorly on a test I try to learn from my mistakes
15. I think that what I am learning in this class is useful for me to know
16. My study skills are excellent compared with others in this class
17. I think that what we are learning in this class is interesting
18. Compared with other students in this class I think I know a great deal about the subject
19. I know that I will be able to learn the material for this class
20. I worry a great deal about tests
21. Understanding this subject is important to me
22. When I take a test I think about how poorly I am doing
23. When I study for a test, I try to put together the information from class and from the book
24. When I do homework, I try to remember what the teacher said in class so I can answer the questions correctly
25. I ask myself questions to make sure I know the material I have been studying
26. It is hard for me to decide what the main ideas are in what I read
27. When work is hard I either give up or study only the easy parts
28. When I study I put important ideas into my own words
29. I always try to understand what the teacher is saying even if it doesn't make sense.
30. When I study for a test I try to remember as many facts as I can
31. When studying, I copy my notes over to help me remember material
32. I work on practice exercises and answer end of chapter questions even when I don't have to
33. Even when study materials are dull and uninteresting, I keep working until I finish
34. When I study for a test I practice saying the important facts over and over to myself

35. Before I begin studying I think about the things I will need to do to learn
36. I use what I have learned from old homework assignments and the textbook to do new assignments
37. I often find that I have been reading for class but don't know what it is all about.
38. I find that when the teacher is talking I think of other things and don't really listen to what is being said
39. When I am studying a topic, I try to make everything fit together
40. When I'm reading I stop once in a while and go over what I have read
41. When I read materials for this class, I say the words over and over to myself to help me remember
42. I outline the chapters in my book to help me study
43. I work hard to get a good grade even when I don't like a class
44. When reading I try to connect the things I am reading about with what I already know.

*Pintrich, R. R., & DeGroot, E. V. (1990). Motivational and self-regulated learning components of classroom academic performance, *Journal of Educational Psychology*, 82, 33-40.

My Vocabulary Booklet



Name: _____

Class: P.4 ()

Class number:()

如何運用這本詞彙記錄冊

感謝同學願意協助劉老師完成學術研究，請妥善保存這本記錄冊，並於每週準時繳交。

為讓你更有效透過這本詞彙記錄冊學習，請根據以下步驟及頁三的範本完成每週的學習：

1. 按照每週的主題，於每次記錄最少五個新詞語。
2. 在記錄新詞語前，請先在 Checklist (清單) 填寫你的學習目標 -
E.g. I want to learn 10 words.
3. 訂立學習目標後，請繼續在 Checklist (清單) 標示：
 - a) 你有否使用新的方法學習詞語 及
 - b) 你從那些途徑學習本週的新詞語
4. 在 My new words (我的新詞語) 填寫你所學習的新詞語。
5. 當你完成記錄後，請在 Checklist (清單) 的 Evaluation (反思部分) 以 1-5 分為自己的學習表現評分。
6. 當你繳交詞彙記錄冊後，劉老師將給予你評語及鼓勵。

劉老師希望你能享受整個學習過程，並經歷到自主學習英語的樂趣。

若你在學習過程中遇到任何困難，歡迎你來找劉老師。

Find at least 5 new words about "occupations" (職業).

Reward for your effort: Teacher's comments:	Checklist									
	Goal (目標): I want to learn <u>10</u> words. I used new method (方法) this week. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> I learned the words from: (You may choose more than one)									
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="border: none;">(Book)</td> <td>Newspaper</td> <td>Magazine</td> <td>Street</td> </tr> <tr> <td style="border: none;">TV</td> <td>Radio</td> <td>Internet</td> <td style="border: none;">(Others: friends)</td> </tr> </table>		(Book)	Newspaper	Magazine	Street	TV	Radio	Internet	(Others: friends)
(Book)	Newspaper	Magazine	Street							
TV	Radio	Internet	(Others: friends)							
	Evaluation (反思): I did a good job! [5 for the highest, 1 for the lowest]									
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td style="border: none;">(5)</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>		(5)	4	3	2	1			
(5)	4	3	2	1						
Vocabulary in the unit:	My new words									
1. teacher 2. doctor 3. nurse 4. vet 5. bus driver	E.g. police 1. artist 2. singer 3. dancer 4. musician 5. pilot 6. flight attendant 7. engineer	8. dentist 9. fire fighter 10. life guard								

Week 7: Old Hong Kong (Ch.5) Date: _____

Find at least 5 new words about names of places in Hong Kong
(香港地方的名稱).

Reward for your effort: Teacher's comments:	Checklist									
	Goal (目標): I want to learn _____ words. I used new method (方法) this week. Yes <input type="checkbox"/> No <input type="checkbox"/> I learned the words from: (You may choose more than one)									
	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>Book</td> <td>Newspaper</td> <td>Magazine</td> <td>Street</td> </tr> <tr> <td>TV</td> <td>Radio</td> <td>Internet</td> <td>Others: _____</td> </tr> </table>	Book	Newspaper	Magazine	Street	TV	Radio	Internet	Others: _____	
Book	Newspaper	Magazine	Street							
TV	Radio	Internet	Others: _____							
	Evaluation (反思): I did a good job! [5 for the highest, 1 for the lowest]									
	5	4	3	2	1					
Vocabulary in the unit:	My new vocabulary									
1. a supermarket 2. a shopping centre 3. an airport 4. a theme park 5. a wetland park 6. an amusement park 7. cinemas 8. supermarkets	E.g. Hong Kong Museum of History 1. 2. 3. 4. 5.									

Appendix 4.

The Paired Samples Statistics of pre-test and post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q1pre	4.08	74	1.914	.223
	Q1po	4.32	74	1.814	.211
Pair 2	Q2pre_book	.69	74	.466	.054
	Q2po_book	.84	74	.371	.043
Pair 3	Q2pre_news	.12	74	.329	.038
	Q2po_news	.20	74	.405	.047
Pair 4	Q2pre_magazine	.20	74	.405	.047
	Q2po_magazine	.26	74	.440	.051
Pair 5	Q2pre_street	.14	74	.344	.040
	Q2po_street	.19	74	.394	.046
Pair 6	Q2pre_TV	.77	74	.424	.049
	Q2po_TV	.61	74	.492	.057
Pair 7	Q2pre_radio	.19	74	.394	.046
	Q2po_radio	.18	74	.383	.045
Pair 8	Q2pre_internet	.39	74	.492	.057
	Q2po_internet	.34	74	.476	.055
Pair 9	Q2pre_others	.16	74	.371	.043
	Q2po_others	.18	74	.383	.045
Pair 10	Q2markpre	2.66	74	1.242	.144
	Q2markpo	2.78	74	1.674	.195
Pair 11	Q3pre	5.05	74	1.797	.209
	Q3po	5.14	74	1.778	.207
Pair 12	Q4pre	4.22	74	2.319	.270
	Q4po	4.66	74	2.036	.237
Pair 13	Q5pre	4.35	74	2.003	.233
	Q5po	4.55	74	2.055	.239
Pair 14	Q6pre	4.32	74	2.270	.264
	Q6po	4.84	74	2.061	.240
Pair 15	Q7pre	4.55	74	2.028	.236
	Q7po	5.05	74	1.797	.209

The Paired Samples Test of each question in pre-test and post-test

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Q1pre - Q1po	-.243	1.735	.202	-.645	.159	-1.206	73	.232
Pair 2	Q2pre_book - Q2po_book	-.149	.515	.060	-.268	-.029	-2.483	73	.015
Pair 3	Q2pre_news - Q2po_news	-.081	.490	.057	-.195	.032	-1.424	73	.159
Pair 4	Q2pre_magazi ne - Q2po_magazi ne	-.054	.521	.061	-.175	.067	-.893	73	.375
Pair 5	Q2pre_street - Q2po_street	-.054	.546	.064	-.181	.073	-.851	73	.397
Pair 6	Q2pre_TV - Q2po_TV	.162	.597	.069	.024	.301	2.335	73	.022
Pair 7	Q2pre_radio - Q2po_radio	.014	.561	.065	-.116	.144	.207	73	.836
Pair 8	Q2pre_internet - Q2po_internet	.054	.521	.061	-.067	.175	.893	73	.375
Pair 9	Q2pre_others - Q2po_others	-.014	.536	.062	-.138	.111	-.217	73	.829
Pair 10	Q2markpre - Q2markpo	-.122	1.688	.196	-.513	.269	-.620	73	.537
Pair 11	Q3pre - Q3po	-.081	1.322	.154	-.387	.225	-.528	73	.599
Pair 12	Q4pre - Q4po	-.446	2.324	.270	-.984	.092	-1.651	73	.103
Pair 13	Q5pre - Q5po	-.203	2.113	.246	-.692	.287	-.825	73	.412
Pair 14	Q6pre - Q6po	-.514	2.389	.278	-1.067	.040	-1.849	73	.068
Pair 15	Q7pre - Q7po	-.500	1.939	.225	-.949	-.051	-2.218	73	.030

The Paired Samples Statistics of 2 main aspects in pre-test and post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q1to4presum	18.676	74	6.4215	.7465
	Q1to4posum	19.689	74	6.6372	.7716
Pair 2	Q5to7presum	13.230	74	4.8725	.5664
	Q5to7posum	14.446	74	5.2346	.6085

The Paired Samples Test of 2 main aspects in pre-test and post-test

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Q1to4presum - Q1to4posum	-1.0135	5.3979	.6275	-2.2641	.2371	-1.615	73	.111
	Q5to7presum - Q5to7posum	-1.2162	4.7780	.5554	-2.3232	-.1092	-2.190	73	.032

Appendix 5a. Case study - the vocabulary booklet of the less able student

Week 3: Making comparisons (Ch.2) Date: 15th November, 2018
 Find at least 5 new adjectives that describe people
 (形容人的形容詞).

<p>Reward for your effort:</p>  <p>Teacher's comments: You need to find new words about this week's topic. / Remember to find your own words and not to copy the words Miss Lau have provided for you.</p>	<p style="text-align: right;">Checklist</p> <p>Goal (目標): I want to learn <u>5</u> words.</p> <p>I used new method (方法) this week. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>I learned the words from: (You may choose more than one)</p> <table border="1" style="width: 100%;"> <tr> <td><input checked="" type="checkbox"/> Book</td> <td>Newspaper</td> <td>Magazine</td> <td>Street</td> </tr> <tr> <td>TV</td> <td>Radio</td> <td>Internet</td> <td>Others: _____</td> </tr> </table> <p>Evaluation (反思): I did a good job! <i>Well done!</i> [5 for the highest, 1 for the lowest]</p> <table style="width: 100%; text-align: center;"> <tr> <td>⑤</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	<input checked="" type="checkbox"/> Book	Newspaper	Magazine	Street	TV	Radio	Internet	Others: _____	⑤	4	3	2	1
<input checked="" type="checkbox"/> Book	Newspaper	Magazine	Street											
TV	Radio	Internet	Others: _____											
⑤	4	3	2	1										
<p>Vocabulary in the unit:</p> <ol style="list-style-type: none"> 1. tall 2. short 3. fat 4. thin 5. young 6. old 7. light 8. heavy 	<p style="text-align: center;">My new words</p> <p>E.g. beautiful</p> <p>1. <u>ugly</u> ← <i>This is new word!</i></p> <p>2. thin</p> <p>3. old</p> <p>4. fat</p> <p>5. <u>heavy</u> <i>heavy</i></p>													

6 ✓ +5

Week 4: Making comparisons (Ch.2) Date: 15th November, 2018

Find at least 5 new adjectives that describe objects
(形容物件的形容詞).

<p>Reward for your effort:</p> <p>GOOD TRY 🌟</p>	<p>Checklist</p> <p>Goal (目標): I want to learn <u>5</u> words.</p> <p>I used new method (方法) this week. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>													
<p>Teacher's comments:</p> <p>You need to find new words about this week's topic.</p> <p>/</p> <p>Remember to find your own words and not to copy the words Miss Lau have provided for you.</p>	<p>I learned the words from: (You may choose more than one)</p> <table border="1"> <tr> <td>Book</td> <td>Newspaper</td> <td>Magazine</td> <td>Street</td> </tr> <tr> <td>TV</td> <td>Radio</td> <td>Internet</td> <td>Others:</td> </tr> </table> <p>Evaluation (反思): I did a good job! Well done!</p> <p>[5 for the highest, 1 for the lowest]</p> <table border="1"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	Book	Newspaper	Magazine	Street	TV	Radio	Internet	Others:	5	4	3	2	1
Book	Newspaper	Magazine	Street											
TV	Radio	Internet	Others:											
5	4	3	2	1										
<p>Vocabulary in the unit:</p> <ol style="list-style-type: none"> big small long short light heavy 	<p>My new vocabulary</p> <p>E.g. large</p> <ol style="list-style-type: none"> small light long tall big 													

7 ✓ +5

Week 5: Food and drinks (Ch.3)

Date: 23rd November 2018

Find at least 5 new words about food and drinks (食物和飲品).

<p>Reward for your effort:</p> <p style="text-align: center;">GOOD TRY ☀</p> <p>Teacher's comments: You need to find new words about this week's topic. /</p> <p>Remember to find your own words and not to copy the words Miss Lau have provided for you.</p>	<p style="text-align: center;">Checklist</p> <p>Goal (目標): I want to learn <u>5</u> words.</p> <p>I used new method (方法) this week. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>I learned the words from: (You may choose more than one)</p> <table border="1" style="width: 100%;"> <tr> <td>Book</td> <td>Newspaper</td> <td>Magazine</td> <td>Street</td> </tr> <tr> <td><u>TV</u></td> <td>Radio</td> <td>Internet</td> <td>Others: _____</td> </tr> </table> <p>Evaluation (反思): I did a good job! [5 for the highest, 1 for the lowest]</p> <table border="1" style="width: 100%;"> <tr> <td style="text-align: center;">(5)</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	Book	Newspaper	Magazine	Street	<u>TV</u>	Radio	Internet	Others: _____	(5)	4	3	2	1
Book	Newspaper	Magazine	Street											
<u>TV</u>	Radio	Internet	Others: _____											
(5)	4	3	2	1										
<p>Vocabulary in the unit:</p> <ol style="list-style-type: none"> 1. a bunch of grapes 2. a bunch of bananas 3. a packet of sour plums 4. a packet of potato chips 5. a bar of chocolate 6. a loaf of bread 	<p style="text-align: center;">My new vocabulary</p> <p>E.g. a packet of biscuits</p> <ol style="list-style-type: none"> 1. a bunch of bananas <i>bananas</i> 2. a packet of potato chips 3. a loaf of bread 4. a packet of sour plums 5. a bar of chocolate 													

/ +5

★請找老師提供給你以外的詞語。

Week 6: Food and drinks (Ch.3)

Date: 23rd November, 2018

Find at least 5 new words about food and drinks (食物和飲品).

<p>Reward for your effort:</p> <p>GOOD TRY 🌟</p> <p>Teacher's comments:</p> <p>You need to find new words about this week's topic.</p> <p>/</p> <p>Remember to find your own words and not to copy the words Miss Lau have provided for you.</p>	<p>Checklist</p> <p>Goal (目標): I want to learn <u>5</u> words.</p> <p>I used new method (方法) this week. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>I learned the words from: (You may choose more than one)</p> <table border="1"> <tr> <td>Book</td> <td>Newspaper</td> <td>Magazine</td> <td>Street</td> </tr> <tr> <td>TV</td> <td>Radio</td> <td>Internet</td> <td>Others:</td> </tr> </table> <p>Evaluation (反思): I did a good job! [5 for the highest, 1 for the lowest]</p> <table border="1"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	Book	Newspaper	Magazine	Street	TV	Radio	Internet	Others:	5	4	3	2	1
Book	Newspaper	Magazine	Street											
TV	Radio	Internet	Others:											
5	4	3	2	1										
<p>Vocabulary in the unit:</p> <ol style="list-style-type: none"> a carton of soya milk a carton of blackcurrant juice a tin of nuts a tin of sausages a jar of peanut butter a jar of ham 	<p>My new vocabulary</p> <p>E.g. a can of Cola</p> <ol style="list-style-type: none"> a carton of soya milk a carton of blackcurrant juice a tin of nuts a tin of sausages a jar of peanut butter 													

9

+5

Week 7: Old Hong Kong (Ch.5) Date: 30th November, 2018

Find at least 5 new words about names of places in Hong Kong (香港地方的名稱).

<p>Reward for your effort:</p> <p><i>Much Improved</i></p> <p><i>Great improvement!</i></p> <p>Teacher's comments:</p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>Well done! I could see your effort and keep it up!</p> <p><i>Great improvement!</i></p> </div>	<p style="text-align: center;">Checklist</p> <p>Goal (目標): I want to learn <u>5</u> words.</p> <p>I used new method (方法) this week. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>I learned the words from: (You may choose more than one)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Book</td> <td style="padding: 2px;"><u>Newspaper</u></td> <td style="padding: 2px;">Magazine</td> <td style="padding: 2px;">Street</td> </tr> <tr> <td style="padding: 2px;">TV</td> <td style="padding: 2px;">Radio</td> <td style="padding: 2px;">Internet</td> <td style="padding: 2px;">Others: _____</td> </tr> </table> <p>Evaluation (反思): I did a good job! [5 for the highest, 1 for the lowest]</p> <table style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">5</td> <td style="width: 20%;"><u>4</u></td> <td style="width: 20%;">3</td> <td style="width: 20%;">2</td> <td style="width: 20%;">1</td> </tr> </table>	Book	<u>Newspaper</u>	Magazine	Street	TV	Radio	Internet	Others: _____	5	<u>4</u>	3	2	1
Book	<u>Newspaper</u>	Magazine	Street											
TV	Radio	Internet	Others: _____											
5	<u>4</u>	3	2	1										
<p>Vocabulary in the unit:</p> <ol style="list-style-type: none"> 1. a supermarket 2. a shopping centre 3. an airport 4. a theme park 5. a wetland park 6. an amusement park 7. cinemas 8. supermarkets 	<p style="text-align: center;">My new vocabulary</p> <p>E.g. Hong Kong Museum of History</p> <ol style="list-style-type: none"> 1. Ocean Park 2. Disney Park 3. market 4. Sha Tin Wai Park 5. Hong Kong Queen's Square <p style="text-align: right; color: red; font-size: 1.5em;">+5</p>													

Week 8: Old Hong Kong (Ch.5) Date: 30th November, 2018

Find at least 5 new words about household appliances (家居電器).

<p>Reward for your effort:</p> <p style="color: red;">Much Improved</p>  <p>Teacher's comments:</p> <p style="text-align: center;">Well done! I could see your effort and keep it up!</p>	<p style="text-align: center;">Checklist</p> <p>Goal (目標): I want to learn <u>5</u> words.</p> <p>I used new method (方法) this week. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>I learned the words from: (You may choose more than one)</p> <table border="1" style="width: 100%;"> <tr> <td>Book</td> <td>Newspaper</td> <td><u>Magazine</u></td> <td>Street</td> </tr> <tr> <td>TV</td> <td>Radio</td> <td>Internet</td> <td>Others: _____</td> </tr> </table> <p>Evaluation (反思): I did a good job! [5 for the highest, 1 for the lowest] ?</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 20%;">5</td> <td style="width: 20%;">4</td> <td style="width: 20%;">3</td> <td style="width: 20%;">2</td> <td style="width: 20%;">1</td> </tr> </table>	Book	Newspaper	<u>Magazine</u>	Street	TV	Radio	Internet	Others: _____	5	4	3	2	1
Book	Newspaper	<u>Magazine</u>	Street											
TV	Radio	Internet	Others: _____											
5	4	3	2	1										
<p>Vocabulary in the unit:</p> <ol style="list-style-type: none"> 1. air-conditioners 2. fans 3. telephones 4. a fridge 5. a heater 6. a computer 7. a mobile phone 8. a digital camera 	<p style="text-align: center;">My new vocabulary</p> <p>E.g. a DVD player</p> <ol style="list-style-type: none"> 1. Broom 2. hair dryer 3. Mops 4. home phone 5. umbrella 													

✓ +5

Appendix 5b. Case study - the vocabulary booklet of the more able student

Week 1: Hobbies (Ch.1) Date: 29th October, 2013

Find at least 5 new words about "hobbies" (興趣).

<p>Reward for your effort:</p>  <p>Teacher's comments:</p> <p>Well done! I could see your effort and keep it up!</p> <p><i>Try to learn more than 5 words next time and remember to do the evaluation!</i></p>	<p>Checklist</p> <p>Goal (目標): I want to learn <u>many</u> words. <i>Good!</i></p> <p>I used new method (方法) this week. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>I learned the words from: (You may choose more than one)</p> <table border="1"> <tr> <td>Book</td> <td>Newspaper</td> <td>Magazine</td> <td>Street</td> </tr> <tr> <td>TV</td> <td>Radio</td> <td>Internet</td> <td>Others: <u>Book</u></td> </tr> </table> <p>Evaluation (反思): I did a good job! [5 for the highest, 1 for the lowest]</p> <table border="1"> <tr> <td>5</td> <td>4</td> <td>(3)</td> <td>2</td> <td>1</td> </tr> </table>	Book	Newspaper	Magazine	Street	TV	Radio	Internet	Others: <u>Book</u>	5	4	(3)	2	1
Book	Newspaper	Magazine	Street											
TV	Radio	Internet	Others: <u>Book</u>											
5	4	(3)	2	1										
<p>Vocabulary in the unit:</p> <ol style="list-style-type: none"> collecting cards collecting stickers collecting stamps playing computer games playing Chinese checkers playing the piano playing the violin playing football playing badminton playing basketball playing table tennis 	<p>My new words</p> <p>E.g. playing tennis</p> <ol style="list-style-type: none"> play electronic games play hopscotch play hide-and-seek read comics read the newspaper 													

4

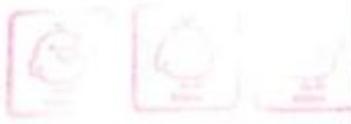
+5

You need to do this page too.

Week 2: Hobbies (Ch.1)

Date: 19th November 2018

Find at least 5 new words about "hobbies" (興趣).

<p>Reward for your effort:</p>  <p>Teacher's comments: You had a good try!</p> <p>Be careful of some careless mistakes: <u>spelling</u> / unclear handwriting/ repeated words/</p>	<p style="text-align: center;">Checklist</p> <p>Goal (目標): I want to learn <u>10</u> words. Well done!</p> <p>I used new method (方法) this week. Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>I learned the words from: (You may choose more than one)</p> <table border="1" style="width: 100%;"> <tr> <td>Book</td> <td>Newspaper</td> <td>Magazine</td> <td>Street</td> </tr> <tr> <td>TV</td> <td>Radio</td> <td>Internet</td> <td>Others: _____</td> </tr> </table> <p>Evaluation (反思): I did a good job! [5 for the highest, 1 for the lowest]</p> <table style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>(4)</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	Book	Newspaper	Magazine	Street	TV	Radio	Internet	Others: _____	5	(4)	3	2	1
Book	Newspaper	Magazine	Street											
TV	Radio	Internet	Others: _____											
5	(4)	3	2	1										
<p>Vocabulary in the unit:</p> <ol style="list-style-type: none"> 1. reading the newspaper 2. reading magazines 3. reading comics 4. going ice-skating 5. going swimming 6. going cycling 7. going jogging 8. surfing the net 9. listening to music 10. watching TV 11. chatting with friends 	<p style="text-align: center;">My new vocabulary</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>E.g. reading novels</p> <ol style="list-style-type: none"> 1. going hiking 2. play volley ball 3. play tennis volleyball 4. watch movie 5. play the guitar </td> <td style="width: 50%;"> <ol style="list-style-type: none"> 6. do revision 7. ride a horse 8. drink tea 9. drive a car 10. draw a picture </td> </tr> </table>	<p>E.g. reading novels</p> <ol style="list-style-type: none"> 1. going hiking 2. play volley ball 3. play tennis volleyball 4. watch movie 5. play the guitar 	<ol style="list-style-type: none"> 6. do revision 7. ride a horse 8. drink tea 9. drive a car 10. draw a picture 											
<p>E.g. reading novels</p> <ol style="list-style-type: none"> 1. going hiking 2. play volley ball 3. play tennis volleyball 4. watch movie 5. play the guitar 	<ol style="list-style-type: none"> 6. do revision 7. ride a horse 8. drink tea 9. drive a car 10. draw a picture 													

5

✓ +10

Week 3: Making comparisons (Ch.2)

Date: 19th November

Find at least 5 new adjectives that describe people

(形容人的形容詞).

<p>Reward for your effort:</p>  <p>Teacher's comments:</p> <p>Well done! I could see your effort and keep it up!</p> <p><i>You may try to use new methods next time!</i></p>	<p>Checklist</p> <p>Goal (目標): I want to learn <u>10</u> words. <i>nice!</i></p> <p>I used new method (方法) this week. Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>I learned the words from: (You may choose more than one)</p> <table border="1"> <tr> <td><u>Book</u></td> <td>Newspaper</td> <td>Magazine</td> <td>Street</td> </tr> <tr> <td>TV</td> <td>Radio</td> <td>Internet</td> <td>Others: _____</td> </tr> </table> <p>Evaluation (反思): I did a good job! [5 for the highest, 1 for the lowest]</p> <table border="1"> <tr> <td>5</td> <td><u>4</u></td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	<u>Book</u>	Newspaper	Magazine	Street	TV	Radio	Internet	Others: _____	5	<u>4</u>	3	2	1
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<p>Vocabulary in the unit:</p> <ol style="list-style-type: none"> tall short fat thin young old light heavy 	<p>My new words</p> <p>E.g. beautiful</p> <ol style="list-style-type: none"> polite proud <i>proud</i> preety kind ugly honest handsome friendly rude hardworking helpful cruel cheerful patient disobedient loyal 													

6 ✓ +16

18 Week 4: Making comparisons (Ch.2) Date: 23rd November, 2018

Find at least 5 new adjectives that describe objects (形容物件的形容詞).

<p>Reward for your effort:</p>  <p>Teacher's comments: Well done! I could see your effort and keep it up! <i>You may use these words in your writing!</i></p>	<p>Checklist</p> <p>Goal (目標): I want to learn <u>7</u> words.</p> <p>I used new method (方法) this week. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>I learned the words from: (You may choose more than one)</p> <table border="1"> <tr> <td>Book</td> <td>Newspaper</td> <td><u>Magazine</u></td> <td>Street</td> </tr> <tr> <td>TV</td> <td>Radio</td> <td>Internet</td> <td>Others: _____</td> </tr> </table> <p>Evaluation (反思): I did a good job! [5 for the highest, 1 for the lowest]</p> <table border="1"> <tr> <td>5</td> <td>4</td> <td><u>3</u></td> <td>2</td> <td>1</td> </tr> </table>	Book	Newspaper	<u>Magazine</u>	Street	TV	Radio	Internet	Others: _____	5	4	<u>3</u>	2	1
Book	Newspaper	<u>Magazine</u>	Street											
TV	Radio	Internet	Others: _____											
5	4	<u>3</u>	2	1										
<p>Vocabulary in the unit:</p> <ol style="list-style-type: none"> big small long short light heavy 	<p>My new vocabulary</p> <p>E.g. large</p> <ol style="list-style-type: none"> interesting Fat thin cute <u>soft</u> fast slow delicious difficult yummy <p style="text-align: right;">✓ +10</p>													

7

Week 5: Food and drinks (Ch.3)

Date: 23rd ~~14~~ November 2016

Find at least 5 new words about food and drinks (食物和飲品).

<p>Reward for your effort:</p>  <p>Teacher's comments: Well done! I could see your effort and keep it up! <i>Your new words are very related to the daily life! 😊</i></p>	<p>Checklist</p> <p>Goal (目標): I want to learn <u>10</u> words. <i>well done!</i></p> <p>I used new method (方法) this week. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>I learned the words from: (You may choose more than one)</p> <table border="1"> <tr> <td>Book</td> <td><u>Newspaper</u></td> <td>Magazine</td> <td>Street</td> </tr> <tr> <td>TV</td> <td>Radio</td> <td>Internet</td> <td>Others:</td> </tr> </table> <p>Evaluation (反思): I did a good job! [5 for the highest, 1 for the lowest]</p> <table border="1"> <tr> <td>5</td> <td><u>4</u></td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	Book	<u>Newspaper</u>	Magazine	Street	TV	Radio	Internet	Others:	5	<u>4</u>	3	2	1	
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TV	Radio	Internet	Others:												
5	<u>4</u>	3	2	1											
<p>Vocabulary in the unit:</p> <ol style="list-style-type: none"> a bunch of grapes a bunch of banana a packet of sour plums a packet of potato chips a bar of chocolate a loaf of bread 	<p>My new vocabulary</p> <p>E.g. a packet of biscuits</p> <table border="1"> <tr> <td>1. a cup of tea</td> <td>8. a cup of milk tea</td> </tr> <tr> <td>2. a glass of milk</td> <td>9. a cup of hot chocolate</td> </tr> <tr> <td>3. a piece of pizza <i>slice</i></td> <td>10. a bowl of noodles <i>noodles</i></td> </tr> <tr> <td>4. a glass of juice</td> <td></td> </tr> <tr> <td>5. a glass of pearl-tea</td> <td></td> </tr> <tr> <td>6. a cup of milk</td> <td></td> </tr> <tr> <td>7. a can of cola</td> <td></td> </tr> </table> <p style="text-align: right;"><i>+10</i></p>	1. a cup of tea	8. a cup of milk tea	2. a glass of milk	9. a cup of hot chocolate	3. a piece of pizza <i>slice</i>	10. a bowl of noodles <i>noodles</i>	4. a glass of juice		5. a glass of pearl-tea		6. a cup of milk		7. a can of cola	
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