

Appendix A

The Participants' Academic Performances

Table 1.

Academic Performance of the Participants in the Subject of English

Pair Number	Name	Scores
Pair No. 1	Wei	88
Pair No. 1	Pon	94
Class Average		69
Pair No. 2	Lin	83
Pair No. 2	Huan	99
Class Average		70
Pair No. 3	Ho	94
Pair No. 3	Yi	91
Class Average		65
Pair No. 4	Shen	83
Pair No. 4	Lee	92
Class Average		71
Pair No. 5	Du	89
Pair No. 5	Gou	91
Class Average		63
Pair No. 6	Anne	75
Pair No. 6	Jin	93
Class Average		62
Pair No. 7	Jane	81
Pair No. 7	Huan	92
Class Average		48
Pair No. 8	Gan	95
Pair No. 8	Dan	90
Class Average		65
Pair No. 9	Du	79
Pair No. 9	Chen	92
Class Average		62

Notes. The scores indicate the average scores in the second semester of 7th grade.

Appendix B

An Information Consent Form

(Chinese Version)

親愛的家長您好：

貴子弟_____ 被邀請參與一項電腦英語教學研究計劃，期盼貴家長能同意貴子弟能於__ 月 __ 日__ 點至南樓媒體教室參與學習，研究過程的個人錄音，錄影資料將予以保密，並只作為本次研究之用途，研究結果將有利於未來英語教學之發展

若您答應讓貴子弟參加，請簽名於下，感謝您的協助

我同意孩子參加研究

不方便參加

(English Version)

Dear Parents:

Your child, _____, is invited to participate in a study on computer-assisted English learning. I would sincerely expect to have your agreement on her /his involvement at ___ o'clock on ____ (month) ____ (date) in the South Media Classroom. Data (audio and video) would only be used for academic purpose and would not be released. This study is expected to contribute the field of English learning and teaching.

Please sign below to inform me your choice:

I agree to let my child attend this study

I have other considerations.

Appendix C

A Sample of Fieldnote

Fieldnote Session 4

2006.07.21 AM11:30~12:50

Place: S2 Media Room

Participants: Lee & Shen; both female

program Page	Title	Observation	Note	Code
3	Scene1: Read the story and choose actions	<p>1. Lee translated the instruction word by word.</p> <p>2. Lee summarized the instruction and the selections again.</p> <p>3. Lee translated the one of the selections</p> <p>4. They listened to the sound clips three times. Lee got the main meaning and translated it for Shen, but Lee herself was not quite sure about her answer. She thought that the sound file was with heavy accent.</p> <p>5. The new instruction of “after listening he clip, go to the next page” for this cycle successfully directed participants and help them avoid wondering around this page.</p>	<p>5. They were not familiar with <u>authentic</u> sound clip. But they still could get the meaning by trying many times.</p>	<p>-expert> instruction> translate.</p> <p>-expert> instruction> summarize</p> <p>Sound clip> not familiar.</p> <p>Sound file> instruction succeed</p>

4	<p>Task1: Report to The police</p>	<p>1. Lee translated the instruction.</p> <p>2. They noticed the timer and felt the pressure.</p> <p>3. Lee checked the word “dead”.</p> <p>4. They translated the 4WH clues.</p> <p>5.They click back to the previous scene.</p> <p>6. Lee asked Shen: which role you would like to play. Shen chose to be the policeman.</p> <p>7. Lee designed the lines for Shen. ==Rehearsal==== Lee: (中文畫底線) <u>So you have to ask那你就問</u> “who is dead”. <u>And I have to say然後我就要說</u> “it is ...” Shen: Dead Lee: Dead. D-E-A-D.(She checked the pronunciation with her ED). Lee: Dead. <u>Then然後=</u> Shen: =<u>When, so what would you answer?什麼時間,那你要回答什麼</u> Lee: (check the previous scenes) It’s a raining afternoon. Raining after? <u>Could we say that?是嗎?應該要這樣講嗎?</u> Shen: afternoon, <u>might be吧</u>. <u>What are we answering to?那要回答什麼</u> Go to the first question. <u>上面第</u></p>	<p>4. It seems that L1 is the language for cognitive thinking. Even though the 4WH clues are one-word vocabulary, the participants still needed to translate them into L1.</p> <p>5. They clicked back to get details of the 4 WH, which did not happened in the first cycle</p> <p>7. In the speaking task, Lee was the expert who guided the line-thinking process. Shen acted as a concentrated</p>	<p>-expert> instruction> translation</p> <p>-timer> notice</p> <p>-equal peer>translate together.</p> <p>7.Expert>line designer</p> <p>supporter / monitor</p> <p>Monitor/supporter</p>
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	<p>一個問題=</p> <p>Lee: =Who is dead?就是誰死了</p> <p>Shen: <u>And the answer?</u>那你要回答什麼?</p> <p>Lee: It's a knock(...)knock(..)wait, let me see等一下,我再看一下 (check the previous scene.) It's a knock on the door. <u>Or it's a man rather.</u> 好啦A man. <u>Shall we say that, the short answer?</u>要這樣講嗎?簡答</p> <p>Shen: (...)Is that person a client?他是客戶嗎</p> <p>Lee: <u>I don't know, just</u>我不知道,就是 it's a man. A man (5.0) He is a man? <u>Do we use "a"?</u>要用a嗎</p> <p>Shen: <u>In this way,</u>這樣 "he" is male.是男的</p> <p>Lee: He is a man.(5.0) A man is dead. <u>and</u>然後 <u>when is what time.</u>是指什麼時間</p> <p>Shen: <u>what time?</u>是指什麼時間</p> <p>Lee: A raining afternoon. (Check the previous scene).<u>A raining afternoon</u> 一個下雨的午後</p> <p>Shen: <u>might be.</u>可以吧. <u>The place is?</u>在哪裡?</p> <p>Lee: Where. It's a raining afternoon. <u>And then</u>然後 Where <u>is</u>是Holme's home. What's happening?</p> <p>Shen: <u>A man [said]</u>一個男人說</p> <p>Lee: <u>[What happened]</u>它發生什麼事情?<u>So I have to say</u>然後我就要說A man is dead(...)A man. <u>Holmes and Watson are drinking their tea. But a man is</u></p>	<p>listener.</p> <p>Occasionally she gave some prompts and asked Lee questions in order to push the thinking process.</p> <p>Shen shifted to another question.</p> <p>Discuss grammar items</p>	<p>Expert> line designer</p>
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	<p><u>knocking on Holmes' door, saying two sentences and died.</u> 福爾摩斯和華生正在喝他們的茶,但是有一個,有人敲福爾摩斯的門,說了二句話就死掉了.</p> <p>Shen: <u>Really!</u> 真的喔</p> <p>Lee: <u>We should say in that way.</u></p> <p><u>Should use past tense.</u> 要這樣講. 要用過去式耶. It was, it was a raining afternoon. Holmes and Watson (..) was drink, was drink their tea. But(..) but a man, a man is knock on the door. He said, say said two sentence and <u>Shall we write like that? Let's practice first.</u> 要這樣寫嗎? 先練習一下好了.</p> <p>Shen: (Shen looked at Lee when she said that long paragraph above.)</p> <p>8. Then Lee started to write lines on paper. Shen reminded Lee of the researcher's expectation that it would be better not to write down. Lee argued that she was not going to write down every line but just a few.</p> <p>9. What Lee wrote down on the paper:</p> <p><i>It was a raining afternoon.</i> <i>Holmes was drank [sic] their tea.</i> <i>Suddenly. A man knocked on the door.</i></p> <p>10. Lee read out her lines which she wrote down. She also noticed that there was still 5 minutes left.</p>	<p>Lee here suddenly used L1 to summarize the scenario and then said a long paragraph.</p> <p>Previous awkward performance seemed to be more fluent here.</p> <p>It might be acceptable that Lee first tried to say the sentences before writing all of them down.</p> <p>8. It is happy to see that Shen remembered my words. However, the cognitive loading might be so heavy that Lee</p>	<p>Expert>speaking task>summarize</p> <p>Write down lines</p> <p>Remind Lee of avoiding writing</p>
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		<p>11. Formal performance: Shen: Who is dead? Lee: A man is dead. Shen: When? Lee: A raining afternoon. Shen: Where? Lee: In Holmes' home. Shen: What happened? Lee: It was a raining afternoon. Holmes and Watson was drank their tea. Suddenly, a man knocked on the door. He said two sentences and dead.</p>	<p>still needed to write some sentences down. In the final performance, Lee still read out what she wrote on the paper.</p> <p>11. In their formal performance, they said their lines fluently. Shen's lines were too simple, out of my expectation.</p>	<p>Quality of the recording>fluent</p> <p>Clues>limit the policeman's line</p>
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Appendix D

Transcription Note

(.) Pause of about 0.5 second

(..) Pause of about 1 second

(2.0) Pause of about 2 second

(3.0) Pause of about 3 second

(5.0) Pause of about 5 second

[] Over lap

= Latched utterances

(xxx) Unable to transcribe

: Sound stretching

Adapted from Richards (2003).

Appendix E

A List of Interview Questions

I. Program Design

1. Do you like the content of this program?
2. Is it easy to understand how to work on this program?
3. Do you feel that this program is too difficult or too simple for you?
4. Which tasks or scenes do you feel are the most difficult?
5. Which tasks or scenes do you feel are the most interesting?
6. Generally speaking, do you like this program? Why?

II. Interaction

1. Do you like to interact with your partner?
2. Are there any obstacles encountered during the interaction?
3. Do you think this program can be worked on all by yourself?
4. In your viewpoint, what characteristics would make a person an ideal partner?