

ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to my advisor, Dr. Yuen-mei Yin, for offering her support, guidance, and valuable insights throughout the process of the research, from development of the teaching materials and curriculum, to the preparation and implementation of the remedial instruction, and finally to the completion of the final report.

My hearty thanks also go to the committee members, Prof. Po-ying Lin and Dr. Hsueh-ying Yu, for their profound and constructive comments and suggestions during the oral defense.

To all of my professors at National Chengchi University, I would like to thank Dr. Claire Hsun-huei Chang, Prof. Ming-Jy Chiang, Dr. Huei-ling Lai, Dr. Chi-ye Lin, Dr. Brian David Phillips, Dr. Pat Chih-ping Ssutu, for their devoted instruction during my study which had provided me with the theoretical knowledge necessary for the completion of this research. In particular, I would like to thank Dr. Roland Shun-fa Su, for his advice to the experimental design and instrument development. I am also appreciative of Dr. Cynthia Hsin-feng Wu, for her continued encouragements of the idea of investigating EFL remedial instruction. And to Dr. Ming-chung Yu, I am grateful to his constant help on the experimental design and statistical analysis of this research.

Besides, I am grateful to Mr. Rolf Zapparoli. Though I have never met him, his master's thesis served as a model for my thesis writing.

Thanks also go to my colleagues at Chingshi Elementary School. Together we voluntarily devoted ourselves to the remedial instruction for the EFL elementary school underachievers. They shared their wisdom

and experiences in instruction and class management of the remedial class as well. Additional thanks go to the thirty-six subjects in this study. This research would not have been completed without their participation.

Finally, I owe a special gratitude to my parents, for their unconditional love and support; to my brother and sisters, for their care and understanding; to my niece, Bess, for her keeping me company during the long-term study and thesis writing.

This research is dedicated to all the Taiwanese EFL young learners struggling with English learning. It is the researcher's hope that this study may, in one way or another, be of some help to relieve them of frustrations they encounter in learning English, to prevent them from giving up English in the earliest stage of schooling, and most important of all, to bring joy to their experiences of English learning.