

國立澎湖科技大學應用外語系

英文實務專題

A Study of Increasing Technical University Students'
Learning Motivation and English Reading and Writing
Ability: A Case Study in Taiwan

提升技職學生學習動機及英文讀寫能力之研究

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中文摘要

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摘要

本研究旨在探究 ADDIE 模型結合希臘神話輔助西洋文學概論對大學生的學習動機與英文閱讀與寫作能力之影響。本研究採用前實驗研究法的「單組前後測設計」，研究對象為在離島國立澎湖科技大學的 24 位修習西洋文學概論的學生，共計 18 週，36 節課，我們在期中考後進行為期 8 週結合 ADDIE 模型的實驗教學共計 16 小時，以及最後一週的期末考。受試學生於教學實驗前(9 週)、後(9 週)實施「ADDIE 模型教學」與西洋文學成績成效測驗，並於資料蒐集後使用 SPSS 軟體進行 t 檢定做為學習成效及實驗信度效度的統計分析。本研究的發現簡述如下：

1).結合 ADDIE 模型輔助教學之方法顯示出參與實驗教學之學生的學習動機有顯著性的差異，統計顯著($P < 0.05$)。

2).結合 ADDIE 模型輔助教學無論學生的成績成效測驗結果是高或是低，對於提升學生學習動機皆有正面的反應。然而限於本研究之樣本數量甚小，本次結果無法在英文讀寫方面獲得統計學上的顯著意義。因此建議未來研究方向應朝此進行，以期獲得更多數據證明。

關鍵詞: ADDIE 模型，英文閱讀與寫作能力，西洋文學概論，前、後測驗，實驗教學

英文摘要

A Study of Increasing Technical University Students' Learning Motivation and English Reading and Writing Ability: A Case Study in Taiwan

Abstract

The purpose of this study is to explore the effects of ADDIE model combined with western literature on College Students' learning motivation and English reading and writing ability. In this study, a single-group pre-test and post-test design was adopted. The subjects were 24 students taking an elective course introduction to western literature from Department of Foreign Languages, a technical university on an offshore island in Taiwan. During the two-hour courses of 18 weeks, we conducted an eight-week experimental teaching combined with ADDIE model, as well as the final examination in the last week. Before and after the teaching experiment (8 weeks), the participants implemented the teaching design by ADDIE model and the Western Literature achievement effectiveness test, and collected data for statistical analysis. After data collection, SPSS software was used to perform T-test as a statistical analysis of learning results and experimental reliability and validity. The findings of this study are stated as follows:

1)The method of assistant teaching combined with ADDIE model shows that there are significant differences in the learning motivation of students participating in experimental teaching, and the statistics are significant (P value<0.05)

2)Combining ADDIE model to assist teaching has a positive response to improving students' learning motivation, regardless of whether the results of the test are high or low. Due to the limited number of the

participants, there is no statistically significance in relation to the improvement of students' reading and writing abilities. Therefore, future research should be conducted in this area to obtain more findings.

Key words: ADDIE Model, English Reading and Writing, Literature Course, Pre-and-post Test, Experimental teaching

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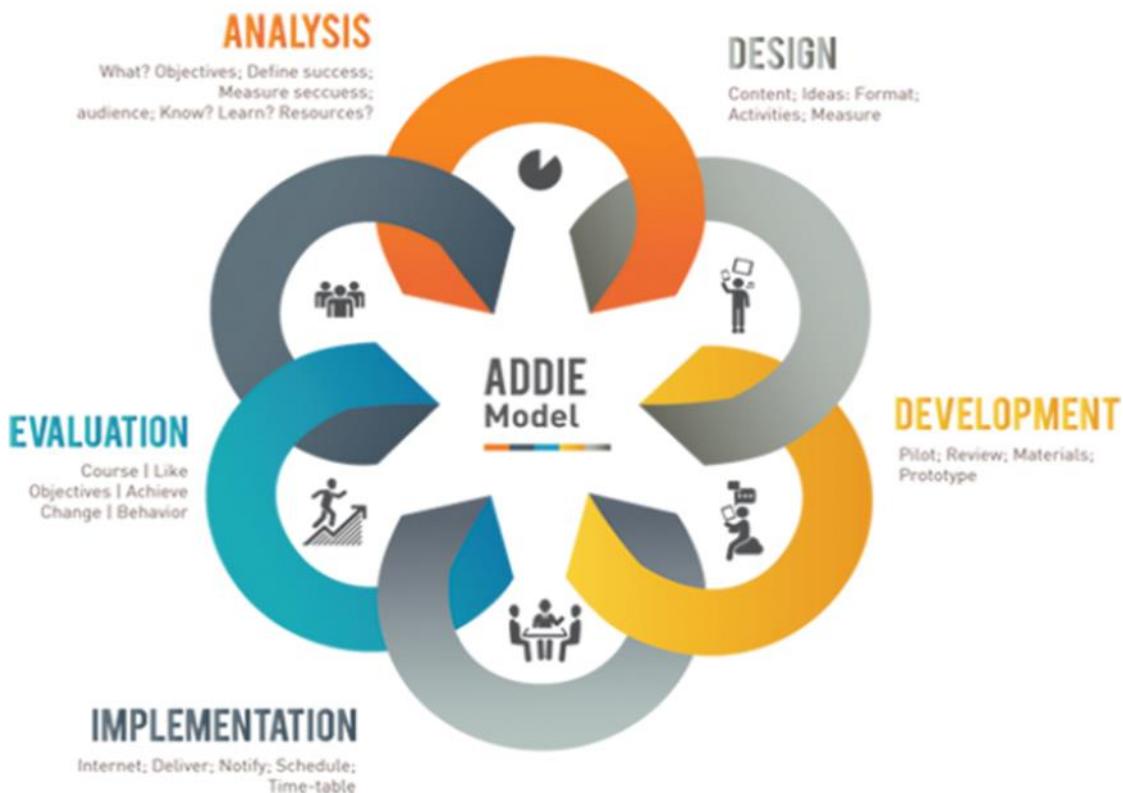
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Chapter I Introduction

The purpose of this study is to explore whether the combination of western literature curriculum and ADDIE model will improve students' learning motivation and English reading and writing ability.

What is ADDIE model?

ADDIE model is one of a set of models that can systematically develop teaching and training courses. The five English letters of ADDIE respectively implement the five steps of course Design: Analysis, Design, Development, implementation and Evaluation. It is a set of courses and teaching modes designed according to the needs and difficulties of learners. All design processes are closely linked to such a central axis. More importantly, there is a path to follow in the design process and it will not deviate from the goal setting of learning and teaching.



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This teaching method first analyzed the learners' teaching environment and their understanding of Introduction to Western Literature. Secondly, the analysis results were used to design course application teaching materials and teaching methods, and the required data are collected after implementation. Finally, the effectiveness of teaching combined with ADDIE model was evaluated.

1-1 Background

At present, the students of technical and vocational system universities attach great importance to practical training and theoretical application but their interest in course related to western literature is relatively low. In order to improve the situation, this topic discussed whether teaching an introduction to western literature combined with ADDIE model could improve learning motivation and English reading and writing abilities, as the research subject of this topic in the course of Introduction to Western Literature.

1-2 Significance of study

In order to improve the degree of students' absorption of western literature course, teachers must link students' personal life experience with Greek and Roman mythology in a livelier and life-oriented way, so as to guide students into the world of western literature so as to increase students' learning motivation. According to the current research, the research on how to combine the introduction of western literature and ADDIE model to improve students' learning willingness are very little. Therefore, it is hoped that the statistical results of this research could be used to help students in the technical and vocational system to improve their learning motivation and English reading and writing abilities on western literature.

1-3 Purpose of study

First of all, we compared the difference of students' scores before and after midterm examination by combining ADDIE model and the general traditional teaching. At the beginning of this two-hour course, we asked students who took the western literature course to fill in the questionnaire, hoping to explore whether the students' learning motivation for the course of Western Literature and their English reading and writing ability had been improved.

Chapter II Literature Review

2-1 Teaching materials design

In previous study about ADDIE model combined with course design, experts like Dick & Carey believed that systematic teaching design refers to the design of an organized teaching mode in the teaching field, aiming at how to use resources for effective teaching, so that students can achieve their learning objectives; each teaching step and factor includes teachers, students, teaching materials, teaching methods, evaluation methods, which will affect the final learning results of the study, and the whole process forms a systematic teaching design. Scholars (Liu Yu-kai and Lin Jia-Rong) stated that from students' experience, students can be motivated to answer questions and participate in the course, but how to maintain students' learning motivation and attention is an important issue

Researcher Yeh (2012) mentioned that the assessment of the quality of curriculum design should include at least two items, formative evaluation and summative evaluation, the test shall be carried out after the completion of the course development and before the formal implementation, and the test results shall be taken into consideration; formative evaluation and summative evaluation represent the pre-test and post-test in this study. Dr. Wu Cui Zhen and Chen Shi Min (2007) asserts that the teaching method of education emphasizes students' active reflection and cognition. The teaching method of education emphasizes students' active reflection and cognition, so we used the auxiliary materials and solid course content to cooperate with ADDIE model in this study.

Chapter III Methodology

3-1 Participants and their understanding of Western Literature

The researchers recruited 22 students from the Department of Applied Foreign Languages at Penghu University of Science and Technology and volunteered to participate in an 18-week course of Western Literature and follow-up research. Then, the participants were asked to fill in questionnaires to investigate whether the end of the course had any impact on learning motivation and English reading and writing abilities.

According to the statistical results of the pre-test, the total average score of the learners' performance in the Western Literature Period is 72.9, which shows that learners have enough knowledge for Western Literature.

3-2 Instrument

In order to collect research data, a consent form was provided to participants before the beginning of the course, indicating that participants voluntarily participated in the study and provided research materials; participants completed a questionnaire after the course to assess learning motivation and changes in English reading and writing abilities and the teaching materials chosen for the course is mainly mythology, which is convenient for the design of the course content and the development of the textbook, and YOUTUBE is used as the auxiliary teaching material for the course.

3-3 Study Procedure

The researchers first contacted the teachers of the Department of Applied Foreign Languages who taught Western literature and obtained the consent to conduct research in the classroom. In addition to obtaining the teacher's permission, the researchers also confirmed the course duration and teaching methods.

Every student receives a consent form before the course begins. Then, the researchers explained the purpose of the study and ensured that all information they provided would be kept confidential. If the students agreed to participate in the study, they were asked to sign the consent form.

At the end of the course, students fill in a questionnaire to provide research materials. In addition, their answers to the questionnaire will not affect their score in the class.

- (1) Analysis: Before the curriculum planning at the beginning of the semester, the teacher uses the preliminary assessment to understand the students' readiness and characteristics as a reference for future teaching.
- (2) Design: Based on the results of the preliminary assessment, the teacher understands the students' knowledge of western literature and other preparatory abilities, and then designs the teaching of western literature. The final completion of the teaching plan includes an expert review, and revision of the teaching plan after implementation.
- (3) Development: In the process of teaching activities, teachers can form a formative assessment to understand the causes of learning difficulties, check whether students understand the curriculum content, and provide continuous feedback for teachers and students, for teachers to adjust teaching methods, and students to understand their own deficiencies.
- (4) In the application stage, the teaching content designed by the researcher according to the students' experience can stimulate the students' learning motivation, actively answer questions and participate in the course learning; in the understanding of Western literature, the researcher can distinguish hidden ideas and values. In the Greek stories of the textbook, students interpret the content of the textbook and mark it under the guidance and analysis of the teacher, so that students can understand its content and focus more quickly. Stereotypes or stories in Greek; for courses that have never been taught, students need more opportunities to practice and adapt, and time to think and discuss to find problems. Researchers believe that attention should be paid to the time control of teaching activities in order to enable students to play a more complete learning effect, to predict students' possible doubts, and to make full explanations.
- (5) In the evaluation stage, according to the students' ability changes in the application stage and the research observation and reflection of the researchers,

the teaching content of the Western literature class can be further deepened and refined, and the time allocation can be studied. Teaching activities also need to be adjusted.

3-4 Setting Unit Target

Teachers choose suitable teaching materials for students in the course of Western Literature and translate them into teaching targets. Please refer to the following table for this course design.

Week	Course Content
Week1	Overview & requirements The Greek Mythology: The Greek gods: The twelve Olympian gods and other minor gods
Week2	Demeter's Lost Daughter & The Titans
Week3	The Underworld of Tartarus & Orpheus & Deucalion's Flood
Week4	Dionysus or Bacchus
Week5	Cupid and Psyche & Venus
Week6	Baucis and Philemon
Week7	Theseus & Sisyphus & The Labours of Hercules
Week8	Video watching: Hercules
Week9	The Trojan War and the Fall of Troy
Week10	Video Watching: The Trojan horse
Week11	Midterm Exam. Literary Allusions from the Greek
Week12	The Adventure of Odysseus
Week13	Oedipus the King
Week14	King Midas's Ears
Week15	Group Reports
Week16	Group Reports
Week17	Group reports
Week18	Final Exam

3-5 Data Analysis

The first research question in this study is whether students' motivation for learning Western literature has been improved. To answer this research question, a questionnaire was used to investigate the differences of students' motivation before and after taking part in the course.

The second research question of this study is the differences of students' English reading and writing abilities before and after taking part in the course. In order to answer this research question, a questionnaire was used to investigate the differences of students' learning motivation before and after taking part in the course.

Please see Appendix I

Chapter IV Results and Discussions

4-1 Results

Our study aims to explore that before and after we implemented ADDIE teaching model in Western Literature course, did students had a significant improvement in their English reading and writing ability and learning motivation. We used students who participated in Western Literature course and we adopted pre-test and post-test.

Before we started doing our teaching experiment, we took midterm exam as demarcation point and midterm exam & final exam were pre-test and post-test. After midterm exam, we started 8 weeks (36 hours) teaching experiment. We observed from student scores, we calculated and learned that the results of pre-test and post-test were **72.87** points and **87.33** points. We found that the score of pre-test and post-test had significant progress but student's English reading and writing abilities did not significantly improved.

We designed the course according to ADDIE model. At the beginning of this course, participants were given a questionnaire with six questions in each part. The content of the questionnaire was different according to the difference of ADDIE models five parts. SPSS software was used to analyze whether participants have differences in achievement or learning motivation and whether they improve their English reading and writing ability after ADDIE model teaching.

Section A is based on ADDIE's analysis stage of students' understanding and interests in western literature before they took western literature courses, and identification rate analysis P value <0.05 , section A independent sample t test is valuable for identification. (See Table 4-1)

Table 4-1: Independent t-test for section A

		Test of Equal Average		
		t	Degree of Freedom	Sig
A1	Assuming the variance is equal	3.303	10	.008
	Not assuming the variance is equal	3.303	6.541	.014
A2	Assuming the variance is equal	2.535	10	.030
	Not assuming the variance is equal	2.535	9.561	.031
A3	Assuming the variance is equal	2.236	10	.049
	Not assuming the variance is equal	2.236	9.143	.052
A4	Assuming the variance is equal	3.308	10	.008
	Not assuming the variance is equal	3.308	9.935	.008
A5	Assuming the variance is equal	3.308	10	.008
	Not assuming the variance is equal	3.308	9.935	.008
A6	Assuming the variance is equal	2.875	10	.017
	Not assuming the variance is equal	2.875	9.674	.017

Table 4-2 shows that the alpha value of section A reliability analysis is greater than 0.5, and section A has reliability.

Table 4-2: Reliability test (Cronbach's Alpha α)

Reliability statistics

Cronbach's Alpha value
.689

Section B is based on ADDIE's design stage of teaching materials and course contents in western literature during they took western literature courses, and identification rate analysis P value <0.05, section B independent sample t test is valuable for identification. (See Table 4-3)

Table 4-3: Independent Sample test

		Test of Equal Average		
		t	Degree of Freedom	Sig
B1	Assuming the variance is equal	4.081	12	.002
	Not assuming the variance is equal	4.023	10.311	.002
B2	Assuming the variance is equal	7.013	12	.000
	Not assuming the variance is equal	7.015	10.937	.000
B3	Assuming the variance is equal	6.351	12	.000
	Not assuming the variance is equal	6.614	11.979	.000
B4	Assuming the variance is equal	6.118	12	.000
	Not assuming the variance is equal	6.120	10.937	.000
B5	Assuming the variance is equal	5.020	12	.000
	Not assuming the variance is equal	5.217	11.962	.000
B6	Assuming the variance is equal	4.081	12	.002
	Not assuming the variance is equal	4.023	10.311	.002

Table 4-4 shows that the alpha value of section B reliability analysis is greater than 0.5, and section B has reliability.

Table 4-4: Reliability test (Cronbach's Alpha α)

Reliability statistics

Cronbach's Alpha value
.894

Section C is based on ADDIE's development stage of improving students' English abilities in western literature during the time they were taking this literature course, and identification rate analysis P value <0.05, section C independent sample t test is valuable for identification. (See Table 4-5)

Table 4-5: Independent Sample test

		Test of Equal Average		
		t	Degree of Freedom	Sig
C1	Assuming the variance is equal	3.208	17	.005
	Not assuming the variance is equal	2.884	9.222	.018
C2	Assuming the variance is equal	4.462	17	.000
	Not assuming the variance is equal	3.802	7.992	.005
C3	Assuming the variance is equal	-1.250	17	.228
	Not assuming the variance is equal	-1.064	7.968	.319
C4	Assuming the variance is equal	2.880	17	.010
	Not assuming the variance is equal	2.742	10.920	.019
C5	Assuming the variance is equal	3.096	17	.007
	Not assuming the variance is equal	2.866	10.035	.017
C6	Assuming the variance is equal	3.208	17	.005
	Not assuming the variance is equal	2.884	9.222	.018

Table4-6: Reliability test (Cronbach's Alpha α)

Reliability statistics

Cronbach's Alpha value
.776

Table 4-6 shows that the alpha value of section C reliability analysis is greater than 0.5, and section C has reliability.

Section D is based on ADDIE's implement stage of other problems affected students in western literature during the time they were taking this course, and identification rate analysis P value <0.05, section D independent sample t test is valuable for identification. (See Table 4-7)

Table 4-7: Independent Sample test

		Test of Equal Average		
		t	Degree of Freedom	Sig
D1	Assuming the variance is equal	2.896	13	.013
	Not assuming the variance is equal	3.186	12.980	.007
D2	Assuming the variance is equal	4.742	13	.000
	Not assuming the variance is equal	4.950	12.308	.000
D3	Assuming the variance is equal	2.896	13	.013
	Not assuming the variance is equal	3.186	12.980	.007
D4	Assuming the variance is equal	6.305	13	.000
	Not assuming the variance is equal	6.653	12.578	.000
D5	Assuming the variance is equal	6.740	13	.000
	Not assuming the variance is equal	7.112	12.578	.000
D6	Assuming the variance is equal	2.896	13	.013
	Not assuming the variance is equal	3.186	12.980	.007

Table 4-8 shows that the alpha value of section D reliability analysis is greater than 0.5, and section D has reliability.

Table 4-8: Reliability test (Cronbach's Alpha α)

Reliability statistics

Cronbach's Alpha value
.834

Section E is based on ADDIE's evaluation stage of students' self-evaluation after they have taken this literature course, and identification rate analysis P value <0.05, section E independent sample t test is valuable for identification. (See Table 4-9)

Table 4-9: Independent Sample test

		Test of Equal Average		
		t	Degree of Freedom	Sig
E1	Assuming the variance is equal	4.010	14	.001
	Not assuming the variance is equal	3.628	7.812	.007
E2	Assuming the variance is equal	5.292	14	.000
	Not assuming the variance is equal	5.164	9.878	.000
E3	Assuming the variance is equal	4.525	14	.000
	Not assuming the variance is equal	3.725	6.042	.010
E4	Assuming the variance is equal	4.000	14	.001
	Not assuming the variance is equal	3.361	6.359	.014
E5	Assuming the variance is equal	4.750	14	.000
	Not assuming the variance is equal	5.171	13.349	.000
E6	Assuming the variance is equal	5.077	14	.000
	Not assuming the variance is equal	5.444	12.947	.000

Table 4-10: Reliability test (Cronbach's Alpha α)

Reliability statistics

Cronbach's Alpha value
.882

Table 4-10 shows that the alpha value of section E reliability analysis is greater than 0.5, and section E has reliability.

4-2 Discussion

This study found that the implementation of ADDIE model-assisted teaching can effectively improve students' learning motivation and willingness, although statistical results show that students' English reading and writing ability has not significantly improved. The use of ADDIE model can enable teachers to effectively analyze and understand the students' status and to make an adequate teaching design according to the students' status. However, due to the small number of samples and the short implementation time of the study, the improvement in English proficiency is less obvious. In addition, there is little research on the use of ADDIE model in combination with literature course, so we do not have comparable literature materials.

This study proves that teachers can effectively improve students' learning motivation after applying ADDIE model.

It is speculated that the statistical results show that there is no significant difference in students' English reading and writing ability due to the short implementation time of this study and the different difficulty level of the examination. Whether increasing the experimental time can effectively improve students' English reading and writing ability remains to be discussed. Even so, this study can still be applied to the development of language-related courses in the future, such as the more difficult second foreign language courses to enhance students' learning motivation, and to set short-range, medium-range and long-range teaching objectives, which can make up for the limitations of this study.

Chapter V Conclusion and Suggestions

5-1 Conclusion

According to the results of statistics, after students taking ADDIE Model curriculum design, there was no significant difference in English reading and writing ability. The fact that there is no clear improvement in students' English reading and writing ability probably is probably due to limited teaching time, 18 weeks only. The likely causes of having no statistical significance in students' reading and writing abilities also include small-sized number of this class, 24 students in total. Although students' English reading and writing ability did not improve, there was significant difference in their learning motivation. Therefore, we conclude that this literature course can motivate students' English learning if it is properly designed and implemented.

5-2 Suggestions

(1) The content of Western literature course requires students to discover, think or discuss more questions. Therefore, Teacher should pay attention to the control of time. Because the students have highly autonomous students and students who are less enthusiastic about the curriculum, it is difficult to control the students' willingness to learn, so using YouTube videos in class is a plus for motivating students to learn.

(2) Give students enough time and practice to enable them to absorb the course content.

In order to enable students to fully absorb the course content, this course should give students more time, practice and in-class tests to ensure that students have completely understood what they have learned in class.

(3) Increase the course hours to achieve the best learning effect..

Because a foreign language requires time to accumulate, we suggest that the

teaching hours of this Western Literature course should be increased to make learning more effective.

(4) Encourage students to think more about the background of every unit.

Encourage students to think more about the background and meaning of each chapter story so as to build student's critical and independent thinking abilities, which will enhance students' interests and motivation for the course of Western Literature.

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Appendix I

Question	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
Part I (Analysis)					
1. Before taking this class, I had read and read western literature (such as Greek and Roman mythology, etc.).	<input type="checkbox"/>				
2. When I was in high school, I took similar courses.	<input type="checkbox"/>				
3. The content of the lecture is very clear and accurate.	<input type="checkbox"/>				
4. Taking this course can help my study results.	<input type="checkbox"/>				
5. The time allocation of teaching content is appropriate.	<input type="checkbox"/>				
6. I have great interest in western literature.	<input type="checkbox"/>				
Part II (Design)					
1. YouTube videos used during the course have improved my English reading and writing skills	<input type="checkbox"/>				
2. Complete course training can help me improve my English reading and writing ability.	<input type="checkbox"/>				

Question	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
3. The course content can enhance my motivation to learn western literature.	<input type="checkbox"/>				
4. The course materials (such as textbooks) used in class will affect my motivation to learn western literature.	<input type="checkbox"/>				
5. The historical knowledge and culture learned from the course will affect my motivation to learn western culture.	<input type="checkbox"/>				
Part III (Development)					
1. Knowing more about western literature is helpful to improve my reading and writing ability.	<input type="checkbox"/>				
2. My English reading and writing ability had changed a lot in the course.	<input type="checkbox"/>				
3. My English reading and writing ability had changed badly in the course.	<input type="checkbox"/>				
4. More supplementary textbooks can improve my motivation to learn western literature.	<input type="checkbox"/>				

Question	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
5. Teaching in Chinese in class, I can improve my learning motivation.	<input type="checkbox"/>				
Part IV (Implement)					
1. Some unpredictable factors affect my English reading and writing ability	<input type="checkbox"/>				
2. Understanding more about Western literature can change my motivation to learn English reading and writing ability.	<input type="checkbox"/>				
3. The participants in the course will affect my motivation to learn western literature.	<input type="checkbox"/>				
4. Research courses can enhance my motivation to learn western literature courses.	<input type="checkbox"/>				
5. The course materials will affect my motivation to learn western literature.	<input type="checkbox"/>				
Part V (Evaluation)					
1. My English reading and writing ability had improved.	<input type="checkbox"/>				

Question	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
2. This course improves my English reading and writing ability.	<input type="checkbox"/>				
3. Taking this course enables me to learn more English words.	<input type="checkbox"/>				
4. Taking this course makes me know more about western culture and history.	<input type="checkbox"/>				
5. Studying this course has greatly increased my motivation for English reading and writing.	<input type="checkbox"/>				
6. Taking this course has greatly increased my motivation to learn Western literature and Greek mythology. ° .	<input type="checkbox"/>				