

Learners' Self-Evaluation of English Performance and Attitudes Toward Remedial Activities.

Huang, C. T., & Yang, S. C. (2015). Effects of online reciprocal teaching on reading strategies, comprehension, self-efficacy, and motivation. *Journal of Educational Computing Research*, 52(3), 381-407.

18 Items

Dimensions are not defined

After remedial instruction, I believe that my English ability has significantly improved in terms of...

1. Use of reading skills/strategies
2. Reading comprehension
3. Vocabulary
4. Grammar
5. Written communication
6. Enhanced computer literacy
7. More interest in learning English
8. Broader horizons
9. Other knowledge
- 10 Reduced anxiety toward English

Learners' attitudes toward online remedial activities

1. I believe that the activities are interesting.
2. I believe that the activities are rewarding.
3. I like this online approach to learning English.
4. I look forward to continuing my participation in similar remedial or instructional activities next semester.
5. Prior to the remedial activities, I had high expectations.
6. Prior to the remedial activities, I believed that this new method would be helpful for learning English.
7. After participating in the remedial activities, I like this new type of learning.
8. I actively participate in remedial activities.

5- point Likert-type scale, (1=indicating weak agreement – 5=indicating strong agreement)

Cronbachs α : na