



## e-Learning Courseware for French : a Pilot Study in Thailand

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### ABSTRACT :

The purposes of this research is to design and develop two lessons of courseware for French V course : *Décrire des Mouvements* and *Les Subjonctifs et l'Expression de la Concession* ; to study the learning achievement of the learners who learned by using the developed courseware ; and finally to survey their opinions on the courseware. The samples in this research were selected by using purposive sampling technique. The study evaluated eleven students majoring in French at Rangsit University. The research instruments consisted of two intergrual parts. The first was two lessons of courseware for French V that were developed through Power Point, Adobe Presenter 7 and Macromedia Flash Professional 8. The second half of the research was in the form of surveys. Two questionnaires were given to sample groups to evaluate their opinions on the constructed courseware. The data gained were analyzed by using Percentage, Mean and Standard Deviation. Through this study : the overall feeling of the sample groups was positive ( $\bar{x}=4.8$ ).

The results of the research were as the followings : The post-test points average, (31.24% in the lesson 9.3) of the sample group were much higher than the pre-test points average. And the post-test points average, (64% in the lesson 10.3) of the sample group were drastically higher than the pre-test points average. The sample group's learning achievement was able to increase through the courseware of both lessons. Consequently, the post-test points average was significantly higher than the pre-test points average.

According to the survey that the subjects completed after the courseware, the overall feeling was positive at the highest level ( $\bar{x}=4.8$ ). The sample groups were satisfied with the two aspects of the presentation (Clearness and suitability of forms, sizes and colors of the fonts chosen and pleasure sides and suitability of graphics and moving pictures) and the other two aspects of the content (Correlation between content and objectives, and clearness, conciseness and completeness of the content), at a high level ( $\bar{x}=4.6$ ).

The least appealing point was the music accompaniment through out the pre-test and the post-test of the courseware. ( $\bar{x}=4$ ).

Keywords : E-Learning Courseware, Design and Development, Learning Achievement, Opinions' Survey

### 1. INTRODUCTION

The aim of the following study was to develop two lessons of courseware for French V : *Décrire des Mouvements* and *Les subjonctifs et l'Expression de la*

*Concession* ; then to investigate the learning achievement of the students who learned by using the developed courseware ; and finally to survey their opinions on the developed courseware. The research initiated during 2008 and 2009, funded by

Teaching&Learning Support and Development Center of Rangsit University, Thailand.

## 2. BACKGROUND

French V is a compulsory subject for third-year students majoring in French language at Rangsit University. The course emphasizes on speaking, reading and writing skills based on new and learned grammar points and vocabulary. Explanation on some difficult grammar topics by using handout and using worksheets for drills are not an attractive way to learn for the students, for there is a limit of time and of personal learning ability. Electronic media and especially multimedia are largely accepted to be an effective way of language teaching and learning in our era of information and high technology. In such a media, not only we can teach the content and propose some tests but also the media interest the learners and they can revise the content at any time and any place until they get the meaning of it. Moreover, sound and correlated motion pictures help them to better understand and easily remember vocabulary and expressions of the lesson. And once they assimilate the vocabulary and expressions, this input will lead to the desired output : capability to apply it in speaking and writing. And the application of what they have learned is the real objective of foreign language learning.

And these are the reasons why I decided to develop two lessons of courseware for French V on the topics of *Décrire des Mouvements* and *Les Subjonctifs et l'Expression de la Concession*.

The design and the development of my courseware are based on **Robert Gagné**' Nine Steps of Instruction as below :

1. Gain attention. : “The ideal is to grasp the learners’ attention so that they will watch and listen, while you present the learning point.”

2. Inform learner of objective. : “This allows the learner’s to organize their thoughts and around what they are about to see, hear, and/or do.”

3. Stimulate recall of prior knowledge. : “This allows the learners to build on their previous knowledge or skills.”

4. Present the material. : “Chunk the information to avoid memory overload. Blend the information to aid in information recall. This is directly related to Skinner’s *sequenced learning events*.”

5. Provide guidance for learning. : “This is not the presentation of content, but are instructions on how to learn. This is normally simpler and easier than the subject matter or content.”

6. Elicit performance. : “Practice by letting the learner do something with the newly acquired behavior, skills, or knowledge.”

7. Provide feedback. : “Show correctness of the learner’s response, analyze learner’s behavior. This can be a test, quiz, or verbal comments.

8. Assess performance. : “Test to determine if the lesson has been learned. Can also give general progress guidance.”

9. Enhance retention and transfer. : “Inform the learner about similar problem situations, provide additional practice, put the learner in a transfer situation, review the lesson.”

## 3. METHOD

### 3.1 Sampling and subjects

This study was undertaken by using purposive sampling technique. Subjects are eleven junior and senior students majoring in French at Rangsit University.

Five of the subjects were registered for French V while completing the courseware, and the other six subjects attained the courseware without official registration.

### 3.2 The design of instrument and measurement

The research instruments consisted of two intergrual parts. The first part was two lessons of courseware for French V that were developed through Power Point, Adobe Presenter 7 and Macromedia Flash Professional 8. The second half of the research was in the form of survey. Two questionnaires were given to sample

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groups to evaluate opinions on the constructed courseware.

A 5-point Likert Scale was used to measure the strength of agreement or satisfaction towards statements ranging from “strongly agree” or “be strongly satisfied” to “strongly disagree” or “be strongly unsatisfied”, as follows :

- 5 means agree or be satisfied at the highest level

- 4 means agree or be satisfied at a high level

- 3 means agree or be satisfied at a medium level

- 2 means agree or be satisfied at a low level

- 1 means agree or be satisfied at the lowest level

In the first questionnaire, there are five types of questions as the following :

◦ Questions on the **presentation** of the courseware.

Question 1 : The font’s sizes and colors are well-chosen and suitable to the content and to the learner.

Question 2 : The graphics and motion pictures are beautiful and suitable to the content.

Question 3 : The presentation technique makes the courseware interesting and attractive.

Question 4 : Thai and French accompanied lecture voices are correct and appropriate to the content.

Question 5 : Accompanied music is suitably chosen and increases learning atmosphere.

◦ Questions on the **content** of the courseware.

Question 1 : The content is correlated with the objectives of the lesson.

Question 2 : The content is clear, concise and cover the topic of : *Décrire des Mouvements*.

Question 3 : The content’s order is continual and can be linked together.

Question 4 : The content facilitates your comprehension when taking the post-test.

◦ Questions on the **pre-test and post-test** of the courseware.

Question 1 : The pre-test and post-test are clear and relevant to the topic of : *Décrire des Mouvements*.

Question 2 : The forms and the numbers of the pre-test and post-test are suitable to the content.

Question 3 : The pre-test let you know your background on the topic and the post-test your learning result as soon as you finish your participation in the online courseware.

◦ Questions on the **usage** of the courseware.

Question 1 : The design of the frames is beautiful, suitable to the content and easy to use.

Question 2 : The access time to the content is short.

Question 3 : You can choose the learning sub-topics at your own convenience.

Question 4 : This courseware goes beyond the limitation of time and spaces. You can learn what you want to learn flexibly based on your interest and need.

Question 5 : This courseware is convenient for you to revise the learning content.

◦ Question on the **overall feeling** for the whole courseware.

Question 1 : In your opinion, you are satisfied by the whole lesson 9.3 courseware.

◦ Others opinions or suggestions.

In the second questionnaire, there are also five types of questions as the following :

◦ Questions on the **presentation** of the courseware.

Question 1 : The font’s sizes and colors are well-chosen and suitable to the content and to the learner.

Question 2 : The graphics and motion pictures are beautiful and suitable to the content.

Question 3 : The presentation technique makes the courseware interesting and attractive.

Question 4 : Thai and French accompanied lecture voices are correct and appropriate to the content.

Question 5 : Accompanied music is suitably chosen and increases learning atmosphere.

◦ Questions on the **content** of the courseware.

Question 1 : The content is correlated

with the objectives of the lesson.

Question 2 : The content is clear, concise and cover the topic of : *Les Subjonctifs et l'Expression de la Concession*.

Question 3 : The content's order is continual and can be linked together.

Question 4 : The content facilitates your comprehension when taking the posttest.

◦ Questions on the **pre-test and post-test** of the courseware.

Question 1 : The pre-test and post-test are clear and relevant to the topic of : *Les Subjonctifs et l'Expression de la Concession*.

Question 2 : The forms and the numbers of the pre-test and post-test are suitable to the content.

Question 3 : The pre-test let you know your background on the topic and the post-test your learning result as soon as you finish your participation in the online courseware.

◦ Questions on the **usage** of the courseware.

Question 1 : The design of the frames is beautiful, suitable to the content and easy to use.

Question 2 : The access time to the content is short.

Question 3 : You can choose the learning sub-topics at your own convenience.

Question 4 : This courseware goes beyond the limitation of time and spaces. You can learn what you want to learn flexibly based on your interest and need.

Question 5 : This courseware is convenient for you to revise the learning content.

◦ Question on the **overall feeling** for the whole courseware.

Question 1 : In your opinion, you are satisfied by the whole lesson 10.3 courseware.

◦ Others opinions or suggestions.

### 3.3 The data collections

The data collected from the pre-tests and post-tests of the two courseware lessons for French V were analyzed by using Percentage, Mean and Standard Deviation, and the data gained from the questionnaire surveys were analyzed through Percentage and Mean.

## 4. RESULTS AND DISCUSSION

Table 1 : Percentage of the learners who passed 70 % average of the lesson 9.3 pre-test, their mean points and standard deviation.

Lesson	Learners (11)	Percentage of learners who passed 70 % average of the pre-test (above 17.5 points)	Mean Points (Total of 25)	Mean Points (Total of 10)	Standard Deviation
9.3 Décrire des Mouvements	The sample group	27.27	15.55	6.18	4.11

Table 2 : Percentage of the learners who passed 70 % average of the lesson 9.3 post-test, their mean points and standard deviation.

Lesson	Learners (11)	Percentage of learners who passed 70 % average of the post-test (above 17.5 points)	Mean Points (Total of 25)	Mean Points (Total of 10)	Standard Deviation
9.3 Décrire des Mouvements	The sample group	100	20.27	8.11	2.87

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4.1 The achievement of the learners after participating in courseware learning

4.1.1 Table 1 shows that the mean point for the lesson 9.3 pre-test of the sample group is 6.18 while table 2 shows that the mean point for the lesson 9.3 post-test of the sample group is 8.11. This indicates

that the sample group has some knowledge on the topic of *Décrire des Mouvements* before the pre-test because their mean points are above 5 from 10, then after participating in courseware learning, their mean point becomes 8.11 or there is an increase of 31.24 %.

Table 3 : Percentage of the learners who passed 70 % average of the lesson 10.3 pre-test, their mean points and standard deviation.

Lesson	Learners (11)	Percentage of the learners who passed the 70 % average of the pre-test (above 21 points)	Mean Points (Total of 30)	Mean Points (Total of 10)	Standard Deviation
10.3 Les Subjonctifs et l'Expression de la Concession	The sample group	0	13.09	4.36	2.74

Table 4 : Percentage of the learners who passed 70 % average of the lesson 10.3 post-test, their mean points and standard deviation.

Lesson	Learners (11)	Percentage of the learners who passed the 70 % average of the post-test (above 21 points)	Mean Points (Total of 30)	Mean Points (Total of 10)	Standard Deviation
10.3 Les Subjonctifs et l'Expression de la Concession	The sample group	63.64	21.45	7.15	2.504

4.1.2 Table 3 shows that the mean point for the lesson 10.3 pre-test of the sample group is 4.36 while table 4 shows that the mean point for the lesson 10.3 post-test of the sample group is 7.15. This indicates that the sample group has very little knowledge on the topic of *Les*

*Subjonctifs et l'Expression de la Concession* before the pre-test because their mean point is less than 5, then after participating in courseware learning, their mean point becomes 7.15 from 10 or there is an increase of 64 %.

Table 5 : Number of learners, Likert Scale and percentage of the learners' satisfaction on participating in the lesson 9.3 (*Décrire des Mouvements*) courseware learning

Types of questions	Learners' Satisfaction's Likert Scale	Number of Learners (Total of 11)	Percentage
The presentation of the courseware			
1. The font's sizes and colors are well chosen and suitable to the content and to the learner.	4 5	4 7	36.36 63.63
2. The graphics and motion pictures are beautiful and suitable to the content.	4 5	4 7	36.36 63.63
3. The presentation technique makes the courseware interesting and attractive.	4 5	8 3	72.72 27.27
4. Thai and French accompanied lecture voices are correct and appropriate to the content.	4 5	4 7	36.36 63.63
5. Accompanied music is suitably chosen and increases learning atmosphere.	3 4 5	4 3 4	36.36 27.27 36.36
The content of the courseware			
1. The content is correlated with the objectives of the lesson.	4 5	4 7	36.36 63.63
2. The content is clear, concise and cover the topic of : <i>Décrire des Mouvements</i> .	4 5	4 7	36.36 63.63
3. The content's order is continual and can be linked together.	4 5	4 7	36.36 63.63
4. The content facilitates your comprehension when taking the post-test.	4 5	4 7	36.36 63.63
The pre-test and post-test of the courseware.			
1. The pre-test and post-test are clear and relevant to the topic of : <i>Décrire des Mouvements</i> .	4 5	4 7	36.36 63.63
2. The forms and the numbers of the pre-test and post-test are suitable to the content.	3 4 5	4 3 4	36.36 27.27 36.36
3. The pre-test let you know your background on the topic and the post-test your learning result as soon as you finish your participation in the online courseware.	3 4 5	3 4 4	27.27 36.36 36.36
The usage of the courseware			
1. The design of the frames is beautiful, suitable to the content and easy to use.	4 5	4 7	36.36 63.63

2. The access time to the content is short.	3	3	27.27
	4	4	36.36
	5	4	36.36
3. You can choose the learning sub-topics at your own convenience.	4	6	54.54
	5	5	45.45
4. The courseware goes beyond the limitation of time and spaces. You can learn what you want to learn flexibly based on your interest and need.	4	5	45.45
	5	6	54.54
5. This courseware is convenient for you to revise the learning content.	4	4	36.36
	5	7	63.63
The overall feeling			
1. In your opinion, you are satisfied by the whole lesson 9.3 courseware.	4	2	18.18
	5	9	81.81

A 5-point Likert Scale is used to measure the strength of agreement or satisfaction towards statements ranging as follow

- 5 means agree or be satisfied at the highest level
- 4 means agree or be satisfied at a high level
- 3 means agree or be satisfied at a medium level
- 2 means agree or be satisfied at a low level
- 1 means agree or be satisfied at the lowest level

According to the table 5 that shows the number of learners, Likert Scale and percentage of the learners' satisfaction on participating in the lesson 9.3 (*Décrire des Mouvements*) courseware learning, and as to the questions on **the presentation**, 63.63% and 36.36% of the learners find that

- the font's sizes and colors are well chosen and suitable to the content and to the learner ;
  - the graphics and motion pictures are beautiful and suitable to the content ; and
- Thai and French lecture voices are correct and appropriate to the content,

- at the highest level and at a high level, respectively.

Considering presentation technique, 72.72% and 27.27% of the learners agree that it is interesting and attractive at a high level and at the highest level, respectively.

Concerning the accompanied music, 36.36% of the learners agree that it is suitably chosen and increases their learning atmosphere at the highest level, while another group of 36.36% agree with that at a medium level.

The discussion with them led to the conclusion that those who feel free to listen to the music while they are working are those who agree with the accompanied music at the highest level, but those who are not familiar with this kind of habit are in agreement with this question at a medium level.

In respect of **content**, 63.63% and 36.36% of the learners agree that

- the content is correlated with the objectives of the lesson 9.3 ;
- the content is clear, concise and cover the topic of : *Décrire des Mouvements* ;
- the content's order is continual and can be linked together ; and

the content facilitates their comprehension when taking the post- test,

at the highest level and at a high level, respectively.

Taking the **tests** into consideration, 63.63% and 36.36% of the learners find that the pre-test and the post-test are clear and relevant to the topic of : *Décrire des Mouvements*, at the highest level and at a high level, respectively. and the post-test are clear and relevant to the topic of : *Décrire des Mouvements*, at the highest level and at a high level, respectively

A group of 36.36% of the learners agree at the highest level that the forms and the numbers of the pre-test and post-test are suitable to the content, while another group of 36.36% agree with that at a medium level. As their French basics are not exactly at the same level, the first group are those who had some knowledge on the topic and the second group are those who had very few or confused knowledge on the topic and would prefer to have more exercises for their practicing.

To the question that the pre-test let them know their background on the topic and the post-test their learning result as soon as they finish their participation in the online lesson, a group of 36.36% of the learners agree with that at the highest level and another group of 36.36% agree with that at a high level.

As far as the **courseware usage**

concerned, 63.63% and 36.36% of the learners see that the design of the frames is beautiful, suitable to the content and easy to use ; and

- the lesson 9.3 courseware is convenient for them to revise the learning content, at the highest level and at a high level, respectively.

In terms of the access time to the content, a group of 36.36% of the learners agree that it is short at the highest level and another group of 36.36% agree with that at a high level.

In the aspect of sub-topics choosing possibility, 54.54% and 45.45% of the learners say that they can choose the learning sub-topics at their own convenience, at a high level and at the highest level, respectively.

On the contrary, 54.54% and 45.45% of the learners realize that the lesson 9.3 courseware goes beyond the limitation of time and spaces and they can learn what they want to learn flexibly based on their interest and need, at the highest level and at a high level, respectively.

For the **overall feeling** on the lesson 9.3 courseware, 81.81% of the learners appreciate it at the highest level, and only 18.18% are satisfied with it at a high level.

Table 6 : Number of learners, Likert Scale and percentage of the learners' satisfaction on participating in the lesson 10.3 *Les Subjonctifs et l'Expression de la Concession* courseware learning

Types of questions	Learners' Satisfaction's Scale	Number of Learners (Total of 11)	Percentage
The presentation of the courseware 1. The font's sizes and colors are well chosen and suitable to the content.	4	4	36.36
	5	7	63.63
2. The graphics and motion pictures are beautiful and suitable to the content.	4	4	36.36
	5	7	63.63



3. The presentation technique makes the courseware interesting and attractive.	4 5	7 4	63.63 36.36
4. Thai and French accompanied lecture voices are correct and appropriate to the content.	4 5	7 4	63.63 36.36
5. Accompanied music is suitably chosen and increases learning atmosphere.	3 4 5	2 7 2	18.18 63.63 18.18
The content of the courseware 1. The content is correlated with the objectives of the lesson.	4 5	4 7	36.36 63.63
2. The content is clear, concise and cover the topic of : <i>Les Subjonctifs et l'Expression de la Concession</i>	4 5	4 7	36.36 63.63
3. The content's order is continual and can be linked together.	4 5	8 3	72.72 27.27
4. The content facilitates your comprehension when taking the post-test.	4 5	7 4	63.63 36.36
The pre-test and post-test of the courseware. 1. The pre-test and post-test are clear and relevant to the topic of : <i>Les Subjonctifs et l'Expression de la Concession</i>	4 5	7 4	63.63 36.36
2. The forms and the numbers of the pre-test and post-test are suitable to the content.	4 5	7 4	63.63 36.36
3. The pre-test let you know your background on the topic and the post-test your learning result as soon as you finish your participation in the online courseware.	3 4 5	2 7 2	18.18 63.63 18.18
The usage of the courseware 1. The design of the frames is beautiful, suitable to the content and easy to use.	4 5	7 4	63.63 36.36
2. The access time to the content is short.	4 5	7 4	63.63 36.36
3. You can choose the learning sub-topics at your own convenience.	4 5	9 2	81.81 18.18

4. The courseware goes beyond the limitation of time and spaces. You can learn what you want to learn flexibly based on your interest and need.	3	2	18.18
	4	7	63.63
	5	2	18.18
5. This courseware is convenient for you to revise the learning content.	4	7	63.63
	5	4	36.36
The overall feeling 1. In your opinion, you are satisfied by the whole lesson 10.3 courseware.	4	2	18.18
	5	9	81.81

According to the table 6 that shows the number of learners, Likert Scale and percentage of the learners' satisfaction on participating in the lesson 10.3 (*Les Subjonctifs et l'Expression de la Concession*) courseware learning,

and as to the questions on **the presentation**, 63.63% and 36.36% of the learners find that

- the font's sizes and colors are well chosen and suitable to the content ; and
- the graphics and motion pictures are beautiful and suitable to the content, at the highest level and at a high level, respectively.

On the contrary, 63.63% and 36.36% of the learners agree that

- the presentation technique makes the courseware interesting and attractive ; and
- Thai and French accompanied lecture voices are correct and appropriate to the content,

at a high level and at the highest level, respectively.

Considering the accompanied music, 63.63% of the learners agree that it is suitably chosen and increases their learning atmosphere at a high level, while other two groups of 18.18% agree with that at the highest level and at a medium level, respectively.

In the same way as in the lesson 9.3, the discussion with them led to the conclusion that those who listen frequently to the music during their work agree with the accompanied music at a high level and at the highest level, but

those who feel the music annoy them are in agreement with this question at a medium level.

In respect of **content**, 63.63% and 36.36% of the learners agree that

- the content is correlated with the objectives of the lesson ;
- the content is clear, concise and cover the topic of : *Les Subjonctifs et l'Expression de la Concession*, at the highest level and at a high level, respectively.

As to the content's order, 72.72% and 27.27% find that it is continual and can be linked together, at a high level and at the highest level, respectively.

And 63.63% and 36.36% of the learners say that the content of the lesson 10.3 facilitates their comprehension when taking the post-test, at a high level and at the highest level, respectively.

In the aspect of the **tests**, 63.63% and 36.36% of the learners find that

- the pre-test and the post-test are clear and relevant to the topic of *Les Subjonctifs et l'Expression de la Concession*; and
- the forms and the numbers of the pre-test and post-test are suitable to the content,

at a high level and at the highest level, respectively.

To the question that the pre-test let them know their background on the topic and the post-test their learning result as soon as they finish their participation in the online lesson, a group of 63.63% of the learners agree with that at a high level and other two groups of 18.18% agree with that at the highest level and at a

medium level, respectively.

Taking the **courseware usage** into consideration, 63.63% and 36.36% of the learners find that

- the design of the frames is beautiful, suitable to the content and easy to use ;
- the access time to the content is short ; and
- the lesson 10.3 courseware is convenient for them to revise the learning content,

at a high level and at the highest level, respectively.

In the aspect of sub-topics choosing possibility, 81.81% and 18.18% of the learners say that they can choose the learning sub-topics at their own convenience, at a high level and at the

highest level, respectively. Considering the advantages as an online courseware, a group of 63.63% of the learners agree that the lesson 10.3 courseware goes beyond the limitation of time and spaces and they can learn what they want to learn flexibly based on their interest and need, at a high level and other two small groups of 18.18% agree with that, at the highest level and at a medium level, respectively.

Taking as a whole, the **overall feeling** of the learners on the lesson 10.3 scores the same percentage as in the lesson 9.3 : 81.81% of the learners appreciate the courseware at the highest level, and only 18.18% are satisfied with it at a high level.

Table 7 : Means for the learners' satisfaction of using the courseware on the topic of *Décrire des Mouvements* (Lesson 9.3)

Types of questions	Means	5-point Likert Scale
The presentation of the courseware		
1. The font's sizes and colors are well chosen and suitable to the content.	4.6	5
2. The graphics and motion pictures are beautiful and suitable to the content.	4.6	5
3. The presentation technique makes the courseware interesting and attractive.	4.4	4
4. Thai and French accompanied lecture voices are correct and appropriate to the content.	4.4	4
5. Accompanied music is suitably chosen and increases learning atmosphere.	4	4
The content of the courseware		
1. The content is correlated with the objectives of the lesson.	4.6	5
2. The content is clear, concise and cover the topic of : <i>Décrire des Mouvements</i> .	4.6	5
3. The content's order is continual and can be linked together.	4.6	5
4. The content facilitates your comprehension when taking the post-test.	4.6	5
The pre-test and post-test of the courseware.		
1. The pre-test and post-test are clear and relevant to the topic of : <i>Décrire des Mouvements</i> .	4.6	5
2. The forms and the numbers of the pre-test and post-test are suitable to the content.	4.2	4
3. The pre-test let you know your background on the topic and the post-test your learning result as soon as you finish your participation in the online courseware.	4.4	4

The usage of the courseware		
1. The design of the frames is beautiful, suitable to the content and easy to use.	4.6	5
2. The access time to the content is short.	4.2	4
3. You can choose the learning sub-topics at your own convenience.	4.4	4
4. The courseware goes beyond the limitation of time and spaces. You can learn what you want to learn flexibly based on your interest and need.	4.6	5
5. This courseware is convenient for you to revise the learning content.	4.6	5
The overall feeling		
1. In your opinion, you are satisfied by the whole lesson 9.3 courseware.	4.8	5

The means for the learners' satisfaction of using the courseware on the topic of *Décrire des Mouvements* (Lesson 9.3) in Table 7 can be classified from the greatest to the least mean as follows :

The greatest mean ( $\bar{x} = 4.8$ ) is for **the overall feeling**, in your opinion, you are satisfied by the whole lesson 9.3 courseware.

The second highest mean ( $\bar{x} = 4.6$ ) includes the following questions :

- The font's sizes and colors are well chosen and suitable to the content ;
- The graphics and motion pictures are beautiful and suitable to the content ;
- The content is correlated with the objectives of the lesson ;
- The content is clear, concise and cover the topic of : *Décrire des Mouvements* ;
- The content's order is continual and can be linked together ;
- The content facilitates your comprehension when taking the post-test ;
- The pre-test and post-test are clear and relevant to the topic of : *Décrire des Mouvements* ;
- The design of the frames is beautiful, suitable to the content and easy to use ;
- The courseware goes beyond the limitation of time and spaces. You can

learn what you want to learn flexibly based on your interest and need ; and

This courseware is convenient for you to revise the learning content.

The third highest mean ( $\bar{x} = 4.4$ ) includes the following questions :

- The presentation technique makes the courseware interesting and attractive ;
- Thai and French accompanied lecture voices are correct and appropriate to the content ;
- The pre-test let you know your background on the topic and the post-test your learning result as soon as you finish your participation in the online courseware ; and
- You can choose the learning sub-topics at your own convenience.

The fourth highest mean ( $\bar{x} = 4.2$ ) includes the following questions :

- The forms and the numbers of the pre-test and post-test are suitable to the content ; and
- The access time to the content is short.

And the fifth highest mean or the last score ( $\bar{x} = 4.0$ ) includes the following question :

Accompanied music is suitably chosen and increases learning atmosphere.

Table 8 : Means for the learners' satisfaction of using the courseware on the topic of *Les Subjonctifs et l'Expression de la Concession* (Lesson 10.3)

Types of questions	Means	5-point Likert Scale
The presentation of the courseware 1. The font's sizes and colors are well chosen and suitable to the content.	4.6	5
2. The graphics and motion pictures are beautiful and suitable to the content.	4.6	5
3. The presentation technique makes the courseware interesting and attractive.	4.4	4
4. Thai and French accompanied lecture voices are correct and appropriate to the content.	4.4	4
5. Accompanied music is suitably chosen and increases learning atmosphere.	4	4
The content of the courseware 1. The content is correlated with the objectives of the lesson.	4.6	5
2. The content is clear, concise and cover the topic of : <i>Les Subjonctifs et l'Expression de la Concession</i> .	4.6	5
3. The content's order is continual and can be linked together.	4.2	4
4. The content facilitates your comprehension when taking the post-test.	4.4	4
The pre-test and post-test of the courseware. 1. The pre-test and post-test are clear and relevant to the topic of : <i>Les Subjonctifs et l'Expression de la Concession</i> .	4.4	4
2. The forms and the numbers of the pre-test and post-test are suitable to the content.	4.4	4
3. The pre-test let you know your background on the topic and the post-test your learning result as soon as you finish your participation in the online courseware.	4	4
The usage of the courseware 1. The design of the frames is beautiful, suitable to the content and easy to use.	4.4	4
2. The access time to the content is short.	4.4	4
3. You can choose the learning sub-topics at your own convenience.	4.2	4
4. The courseware goes beyond the limitation of time and spaces. You can learn what you want to learn flexibly based on your interest and need.	4	4
5. This courseware is convenient for you to revise the learning content.	4.4	4
The overall feeling 1. In your opinion, you are satisfied by the whole lesson 10.3 courseware.	4.8	5

- The means for the learners' satisfaction of using the courseware on the topic of *Les Subjonctifs et*

*l'Expression de la Concession* (Lesson 10.3) in Table 8 can be classified from the greatest to the least mean as follows :

The greatest mean ( $\bar{x} = 4.8$ ) is for **the overall feeling**, in your opinion, you are satisfied by the whole courseware lesson.

The second highest mean ( $\bar{x} = 4.6$ ) includes the following questions :

- The font's sizes and colors are well chosen and suitable to the content ;
- The graphics and motion pictures are beautiful and suitable to the content ;
- The content is correlated with the objectives of the lesson ; and
- The content is clear, concise and cover the topic of : *Les Subjonctifs et l'Expression de la Concession*

The third highest mean ( $\bar{x} = 4.4$ ) includes the following questions :

- The presentation technique makes the courseware interesting and attractive ; Thai and French accompanied lecture voices are correct and appropriate to the content ;
- The content facilitates your comprehension when taking the post-test ;
- The pre-test and post-test are clear and relevant to the topic of : *Les Subjonctifs et l'Expression de la Concession* ;
- The forms and the numbers of the pre-test and post-test are suitable to the content ;
- The design of the frames is beautiful, suitable to the content and easy to use ;
- The access time to the content is short ; and
- This courseware is convenient for you to revise the learning content.

The fourth highest mean ( $\bar{x} = 4.2$ ) includes the following questions :

- The content's order is continual and can be linked together ; and
- You can choose the learning sub-topics at your own convenience.

And the fifth highest mean or the last score ( $\bar{x} = 4.0$ ) includes the following questions :

- Accompanied music is suitably chosen and increases learning atmosphere;
- The pre-test let you know your background on the topic and the post-test your learning result as soon as you finish your participation in the online

courseware ; and

The courseware goes beyond the limitation of time and spaces. You can learn what you want to learn flexibly based on your interest and need.

## 5. CONCLUSION

The researcher of this work attempted to design two lessons of courseware for French V course, to study the learning achievement of the learners by using the constructed courseware and to survey their opinions on the courseware. There are two major findings. Firstly, after participating in the courseware learning, the difference between the pre-test and the posttest mean points of the lesson 9.3 showed that there was an increase of 31.24%, and the difference between the pre-test and the post-test mean points of the lesson 10.3 showed that there was an increase of 64%. This means that the constructed courseware was significantly able to increase the learners' achievement. And secondly, according to the classification of the means for the learners' satisfaction of using the courseware, the greatest mean ( $\bar{x} = 4.8$ ) for the two lessons was the overall feeling : in their opinion, they were satisfied by the whole courseware, at the highest level.

This indicated that the learners are happy with a new form of learning media which is more interesting and easier for the comprehension and the review than handout documents. Apart from these two findings, the researcher also found a difference of opinions over the personal habits, the likes of ones can be the dislikes of others, especially for the accompanied music.

Instructors have to be very careful while choosing the components of the courseware, The findings of this study do provide a guideline in an online instruction setting. For this reason, the design of the courseware must have to be an art, that is a mixture of content and multimedia techniques, plus our own teacher heart, our willing to give the best

media to our students.

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