



IMPACT EVALUATION

Classroom Teaching Program

Shanghai, 2015-2016

Students' Confidence & Interest in English

Comparative Analyses of Pre/Post Questionnaire Responses

In the Autumn 2015 to Spring 2016 Year, Stepping Stones' Classroom Teaching Program (CTP) had around 350 volunteers regularly teaching to more than 5,000 migrant students in 17 schools and 8 community centers in Shanghai and Jiashan (Zhejiang province), reaching a total of 5,121 English lessons taught. To assess the value and impact of this program on students' interest and confidence in English, impact evaluations were conducted at five program sites (four migrant schools in Shanghai and one in Jiashan)¹.

1. Methods

At each evaluated site, students were given 'pre-program' (or baseline) and 'post-program (or follow-up) survey questionnaires. The responses of the students to the same questions, before and after participation in the weekly program, were compared to generate the findings. Only the responses from students present at both surveys were considered valid. As such, the total number of valid respondents was 772 students.

A variety of questions were asked, assessing both the student's overall satisfaction of the Classroom Teaching Program and the program's effects on the Student's attitudes and confidence about using English. Questions and responses were evaluated between two age groups separately: Grades 1-2 and Grades 3-8.

1. HLH1, Shanghai, Tangshan, Wenhe and Nanshu schools.

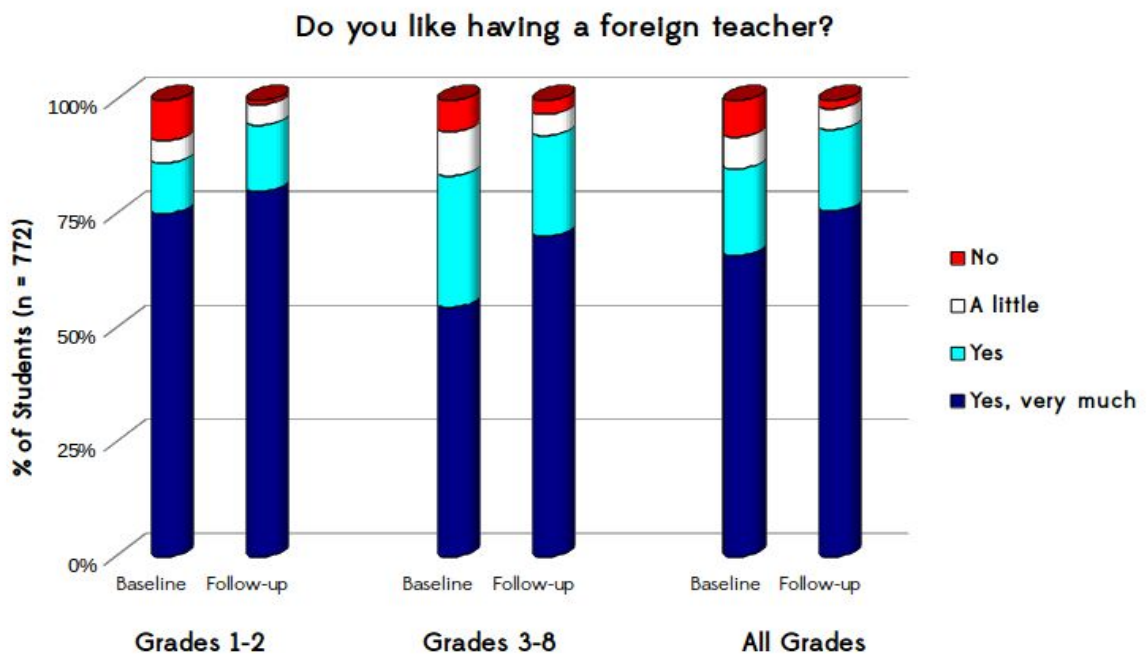
2. Results

2.1 Attitude towards English and Stepping Stones' program

Figure 1 shows that the percentage of children who enjoyed having a foreign (volunteer) teacher rose considerably in the follow-up (post) survey. When asked if they liked to have a foreign teacher for their English classes, the number of students who enjoyed it in grades 1-2 and grades 3-8 rose by 11% and 12 % respectively, and increased by 11% across all surveyed grades. This significant increase demonstrates not only an improvement in comfortability dealing with foreigners in an English-spoken setting, but also shows the student's increased satisfaction with Stepping Stones' Classroom Teaching Program.



Figure 1: Students' desire (baseline - Autumn 2015) and reaction (follow-up - Spring 2016) to a foreigner teaching English (grades 1-2 & grades 3-8)



One of the specific questions asked among the older students is the level of importance they attribute to English. The number of these students who thought English was either ‘important’ or ‘very important’ increased by 2% at the end of the program, from 85% to 87%. The increase is demonstrated in Figure 2. This result shows the importance students place on their English studies both before and after the completion of the program.

The figure 2 also shows a significant increase in the number of students who thought English was ‘very important’ after having been taught by a Stepping Stones volunteer during the school year 2015-2016. By the end of the school year, 60% of students felt that English was ‘very important’ as compared to 47% before the program (i.e., an increase of 28%).

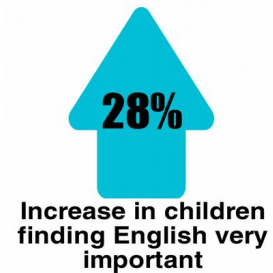
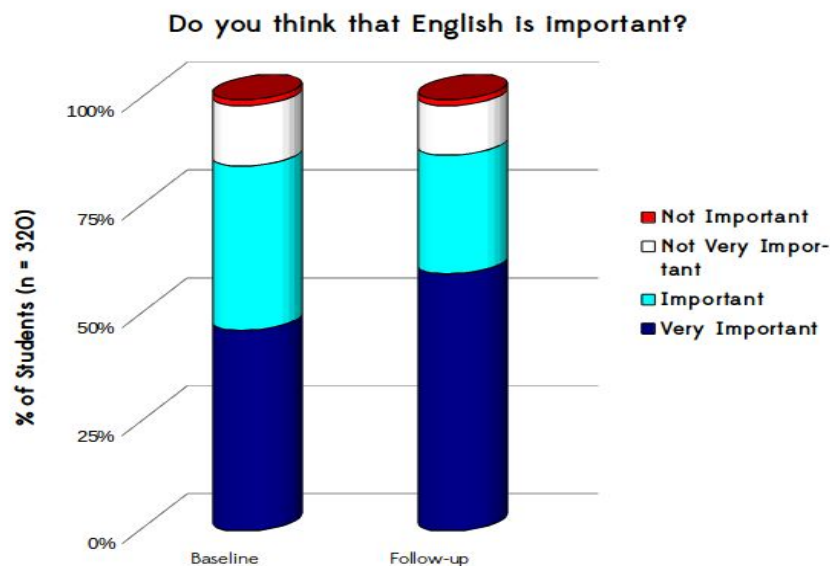


Figure 2: Students’ responses to the importance of English (grades 3-8) - Autumn 2015 (baseline) vs. Spring 2016 (follow-up)



Students of all age groups were also asked if they liked studying English. The baseline and follow-up responses were recorded and are displayed in Figure 3. The data shows a significant increase in the amount of students who reported that they liked learning English. Across all grades, the percentage of children interested in learning English rose by 5%, from 81% to 85%.

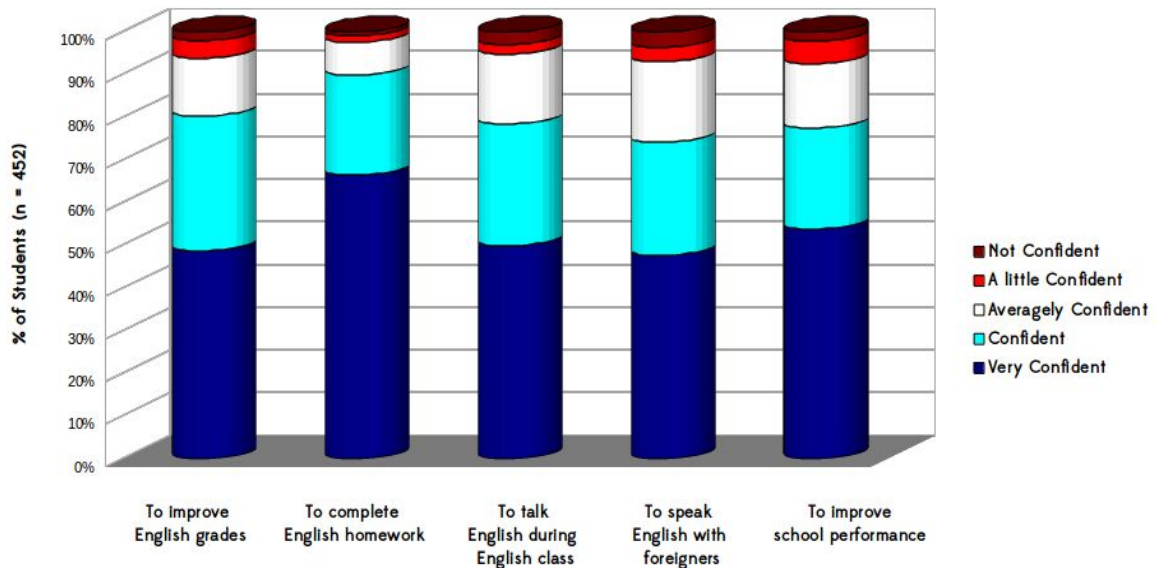
Figure 3: Percentage of students interested in learning English (grades 1-8) - Autumn 2015 (baseline) vs. Spring 2016 (follow-up)



2.2 Confidence in English

The study also included questions concerning the confidence levels of the students in both age groups. However, for students in the grades 1-2 age group, only follow-up responses and data were collected, and are shown in Figure 4.

Figure 4: Students confidence in English (grades 1-2) - Spring 2016



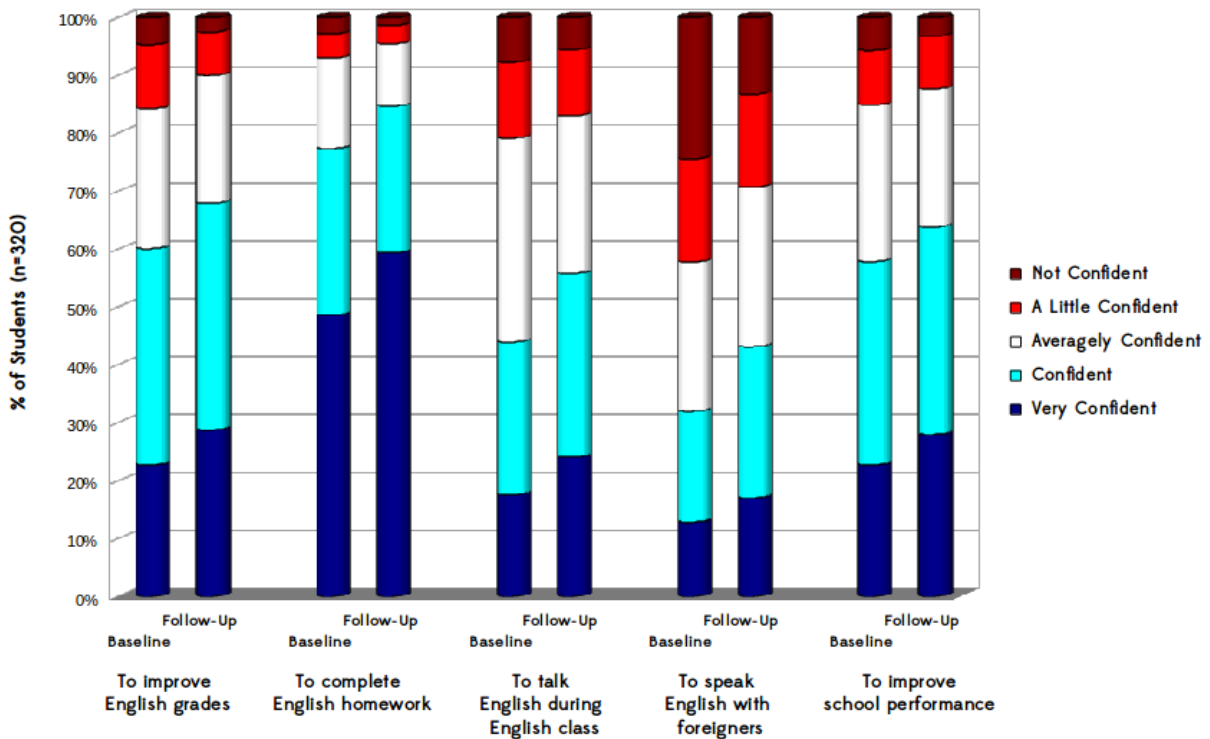


As can be seen from Figure 4, the most notable finding in student's confidence in English was in their ability to complete English homework. According to the data, 90% of students felt confident or extremely confident to complete English homework correctly at the end of the program. In terms of speaking skills, 78% of students felt confident in their ability to speak English during class, while 74% of students reported having confidence in their ability to speak English with foreigners outside of the classroom environment.

For students in the older age group (grades 3-8), confidence levels were assessed at both surveys: baseline in Autumn 2015 and follow-up in Spring 2016. As can be seen in Figure 5, students of the older age group experienced significant increase in their English confidence levels. The most notable increases were in the children's confidence to speak English within the classroom setting and to speak English with a foreigner, which rose in the follow-up survey by 27% and 35% respectively. These extremely significant increases in students' confidence in using verbal English highlights one of the many important goals of Stepping Stones' Classroom Teaching Program.



Figure 5: Students' confidence in English (grades 3-8) - Autumn 2015 (baseline) vs. Spring 2016 (follow-up)





Another highlight of the study (Figure 5) is the proportion of students reporting confidence in completing their English homework and improving their English grades, which rose by 10% and 13% respectively.



Stepping Stones is encouraged by the positive results of this study, which suggest that students under its Classroom Teaching Program become more confident in English, and are subsequently more prepared for completing their homework and examinations, as well as for engaging in English-speaking situations. Stepping Stones will continue to collect and analyze survey data to validate the impact of its Classroom Teaching Program.