



## **IMPACT EVALUATION REPORT**

### After School Tuition Programme – Fall Semester, 2013

#### **Background**

In Fall 2012, Stepping Stones launched the After School Tuition Programme (ASP) in order to advance its mission of improving the education of underprivileged children in Shanghai. The programme sends English tutors weekly to community centres throughout Shanghai, where migrant students, in small groups of 2-3 students, are assisted in completing their English homework and preparing for their English examinations. In Fall 2013, the programme consisted of 70 volunteers providing free English tuitions to more than 141 students weekly in 4 migrant community centres throughout Shanghai.

Stepping Stones believes that such after school support in English helps improve scores, attitudes toward a foreign language and also boosts students' confidence to use English in various situations. An Impact Evaluation Study of Fall 2012 ASP<sup>1</sup> pointed that at the end of the Programme, students showed increased confidence towards English. It also showed an improvement in student attitudes towards liking the language, finding it more important and less difficult.

The present report examines the impact of Stepping Stones' Fall 2013 After School Tuition Programme on the interest of students in English and the level of their confidence using the language. The study was conducted in 4 centres: New Citizen Life Centre 4 (NCLC4), New Citizen Life Centre 5 (NCLC5), Xupu, and Mulin Centres.

#### **Methods**

To be able to assess the impact of the Fall 2013 After School Programme on the interest and confidence of students in English, students were given 'pre-programme' (or baseline) and 'post-programme' (or follow-up) survey questionnaires. The comparative questionnaires covered the following points:

1. Learning English
2. English difficulty
3. English importance
4. Confidence in the following areas:
  - Talking in English during English class at school
  - Understanding what English teacher says in class
  - Completing English homework
  - Talking to a foreigner in English
  - Improve English grades this semester

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1 “Impact Evaluation Study Report - Stepping Stones' Pilot After School Program in Fall 2012.” Text from Stepping Stones' Website: [http://steppingstoneschina.net/wp-content/uploads/2013/04/Impact\\_Evaluation\\_Report\\_-\\_Pilot\\_ASP\\_Fall\\_2012.pdf](http://steppingstoneschina.net/wp-content/uploads/2013/04/Impact_Evaluation_Report_-_Pilot_ASP_Fall_2012.pdf)

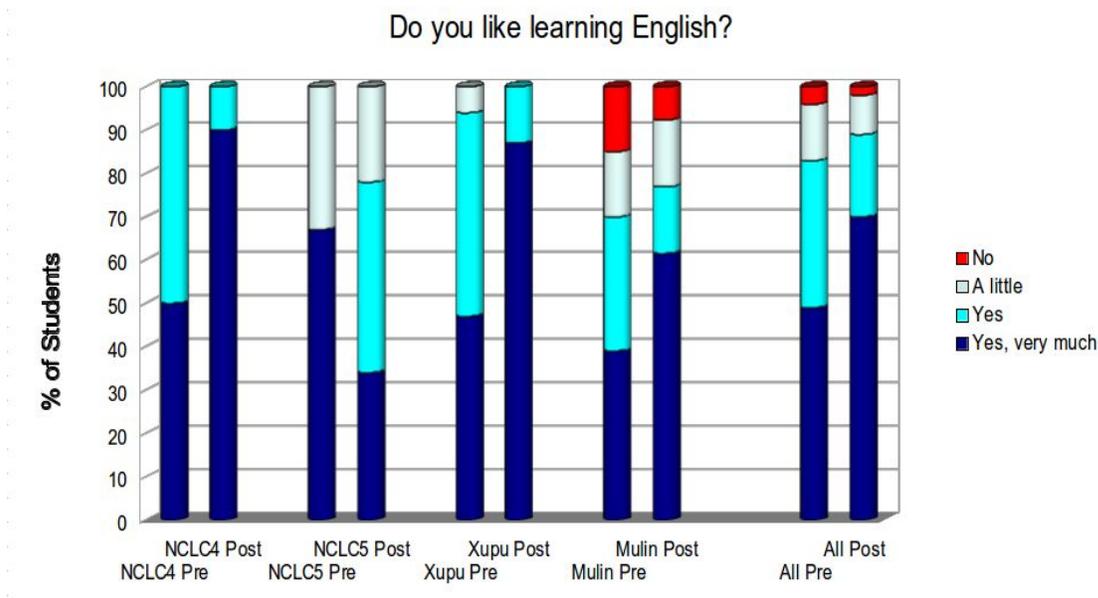
The responses of the students to the same questions, before and after the Programme, were compared to generate the findings. Only the responses from students present at both surveys were considered valid. As such, the total number of valid respondents and the breakdown per community centre is as follows:

### ASP Fall 2013 Respondent Numbers (Children)

Centre	Pre-Survey	Post-Survey	Study Cohort
NCLC4	10	14	10
NCLC5	20	25	9
Xupu	27	36	15
Mulin	21	26	13
<b>Total</b>	<b>78</b>	<b>101</b>	<b>47</b>

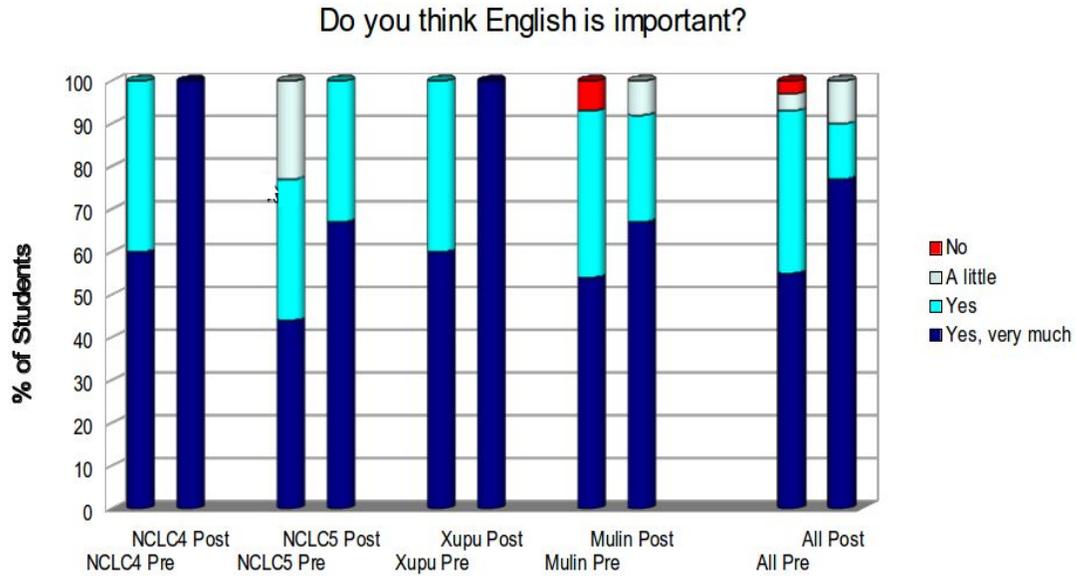
## Results

### 1. Learning English



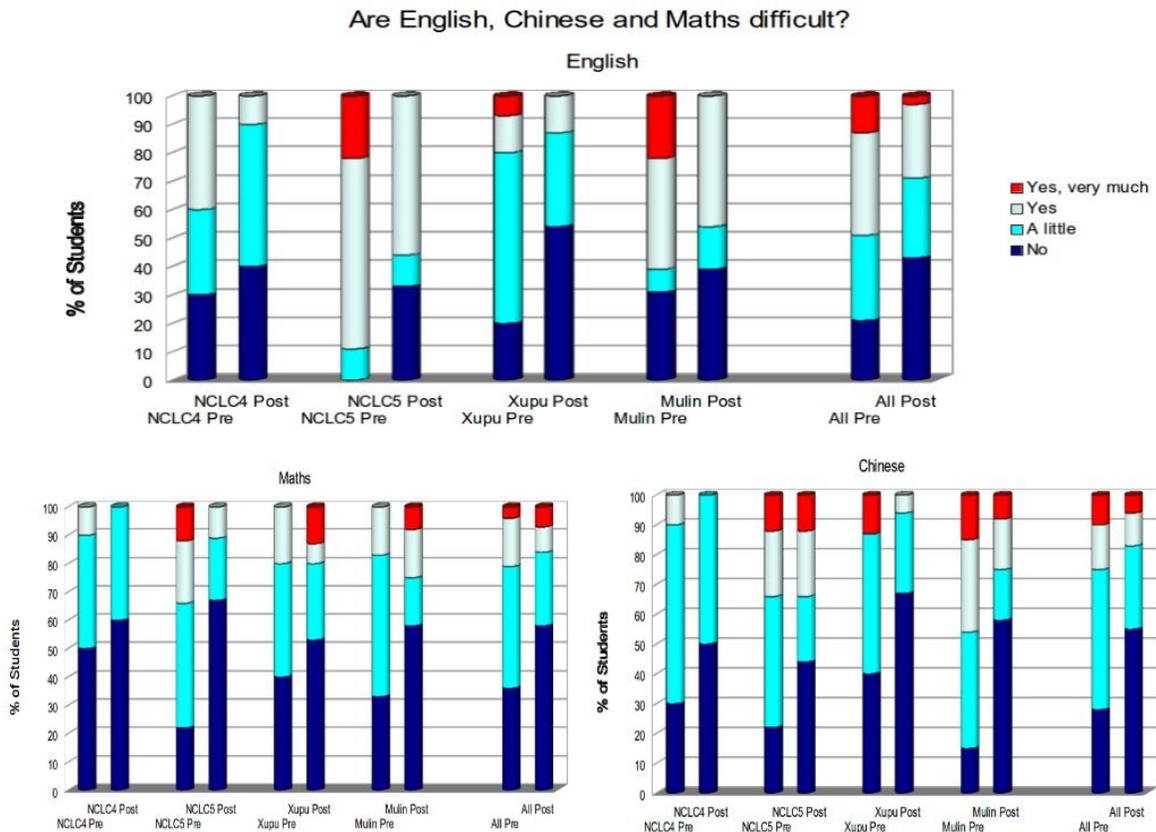
As can be seen from the above chart, except for NCLC5, all other centres showed an increase in the number of students who said they 'very much like learning English' at the end of the ASP Programme. Across centres, the percentage of children that 'very much like learning English' went from 49% in the baseline survey to 70% in the follow-up survey. It is also worth noting that in the case of Mulin, the percentage of students who said they did 'not like learning English' decreased considerably in the follow-up survey (i.e. from 15% in the pre-survey to 7.5% in the post-survey).

## 2. English importance



When students were asked how important they think English is, there was a significant increase in the students who felt it is very important. At NCLC4 and Xupu, all students in the post-survey felt English is 'very important' and at NCLC5 and Mulín, the number of students that found English 'very important' rose by 23 and 12 percentage points respectively. Also, across centres, no student in the post-survey felt that English is 'not important' compared to 3% in the pre-survey.

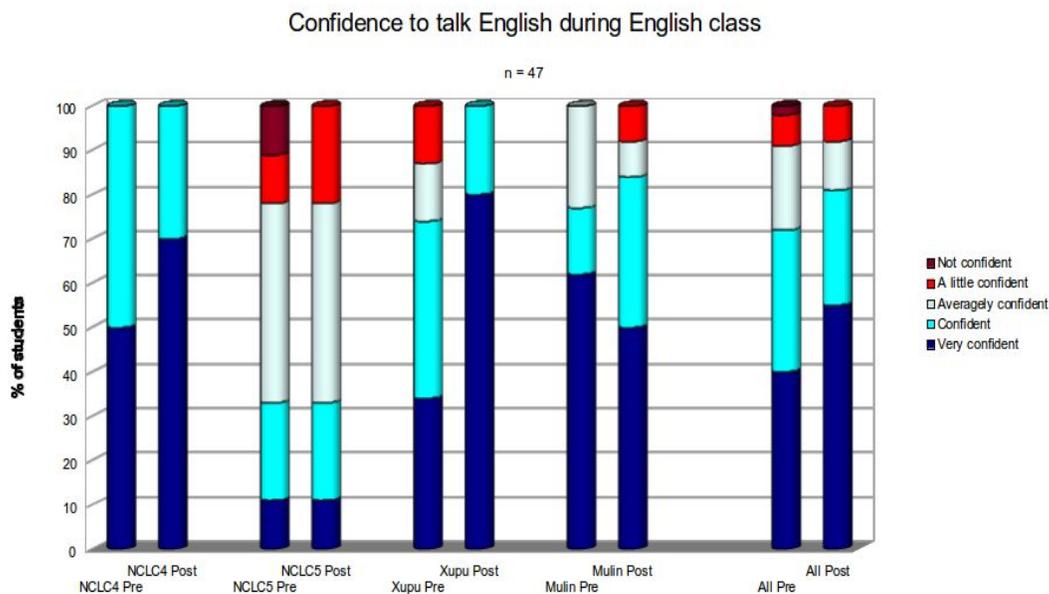
## 3. English, Chinese and Maths difficulties



Across all 4 centres, more students felt that English was 'not difficult' in the post-survey (43%) compared to the pre-survey (21%). At the other end of the spectrum, the percentage of students that found English 'very difficult' went down from 13% in the pre-survey to 3% in the post-survey.

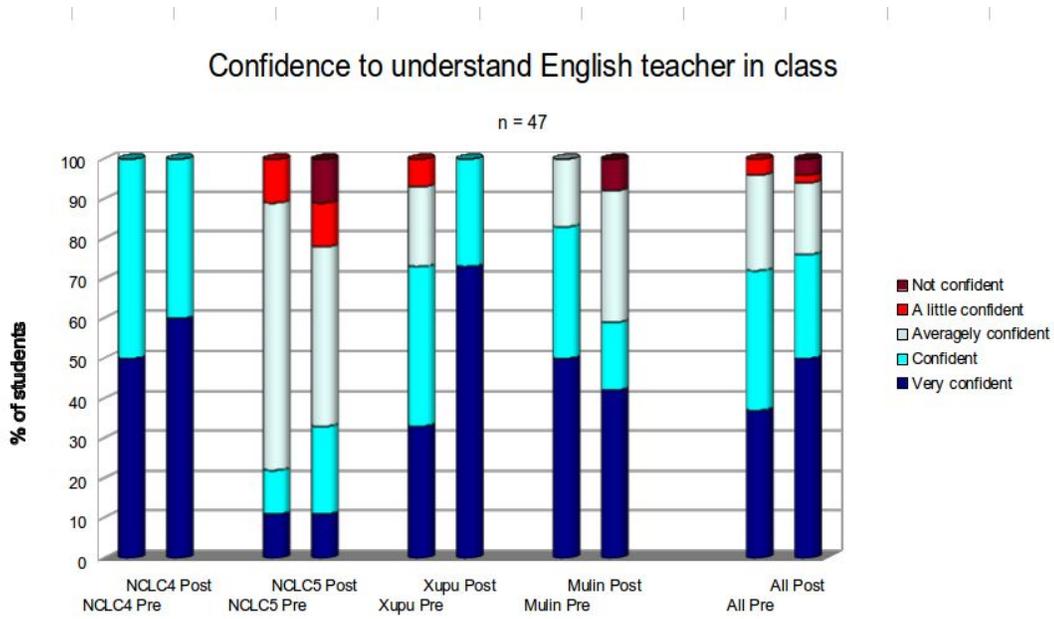
To get a comparative idea of how students felt towards other subjects, they were asked how difficult they found Chinese and Maths. The results followed similar trends to student responses regarding perceptions on English difficulty. Across all centres, more students found both Chinese and Maths 'not difficult' in the post-survey. When it came to finding Maths 'very difficult', these numbers also went down across centres except Xupu. Although the feeling toward English, Maths and Chinese followed similar trends over the study period, the above graphs also show that the most significant change was reported in the number of students finding English 'very difficult'. The percentage of students that found English 'very difficult' decreased from 13% to 3%.

#### 4. Confidence to talk in English during English class



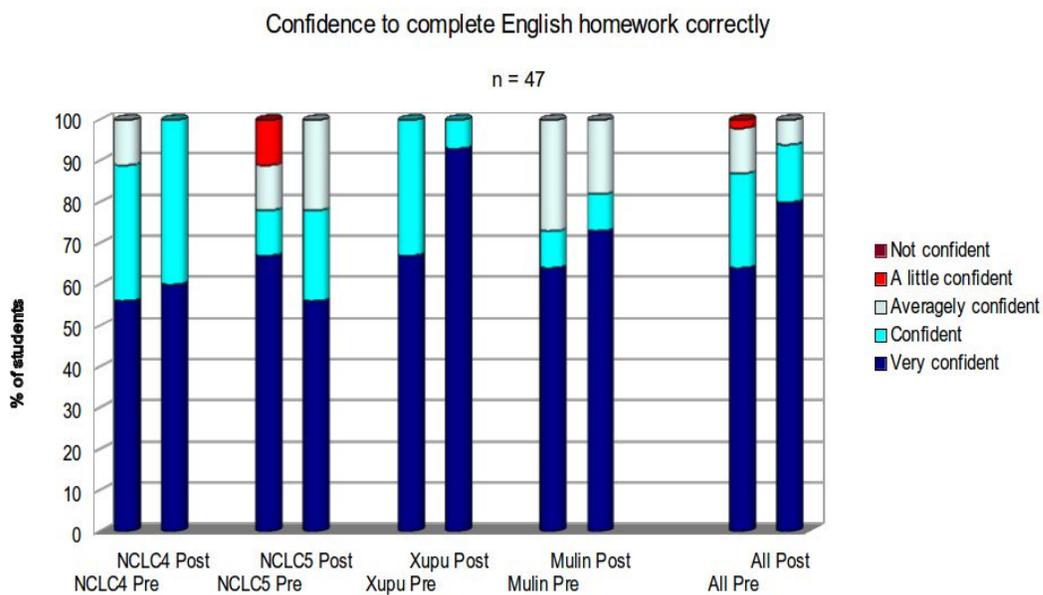
When students were asked if they felt confident to talk in English during their English class, across centres 55% of students said they were 'very confident' of this in the post-survey, increased from 40% in the pre-survey. Except Mulin where there was a drop from 62% to 50%, NCLC4 increased from 50% to 70%, NCLC5 had no change, and Xupu increased from 34% to a notable 80%. We also found that all students in the post-survey felt 'confident' to talk in English during English class (0% 'not confident') compared to 2% 'not confident' in the pre-survey.

## 5. Confidence to understand English teacher in class



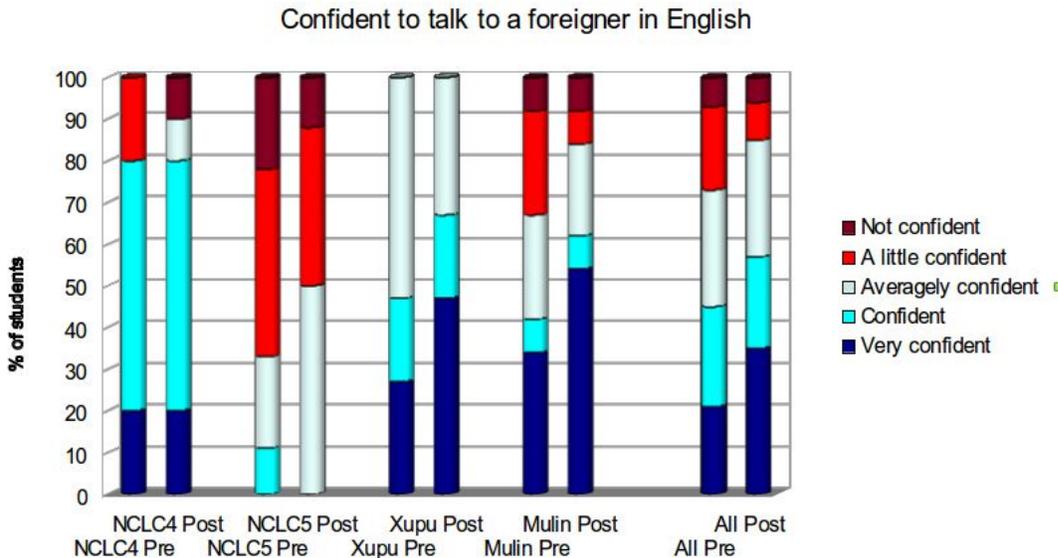
Student responses to confidence in understanding their English teacher in class were similar to the above question. Except Mulin, where there was a drop from 50% to 42%, NCLC4 saw an increase from 50% to 60%, and Xupu increased significantly from 33% to 73%. At NCLC5, while there was no change in 'very confident' in the post-survey, the 'confident' level rose from 22% to 33%. One point of concern is that 8% of students at Mulin in the post-survey felt they are 'not confident' in understanding their English teacher compared to no students in the pre-survey. It is here worth noting that, differently from the volunteer teachers at NCLC4, NCLC5 and Xupu, the ones at Mulin were all non-Chinese nationals.

## 6. Confidence to complete English homework correctly



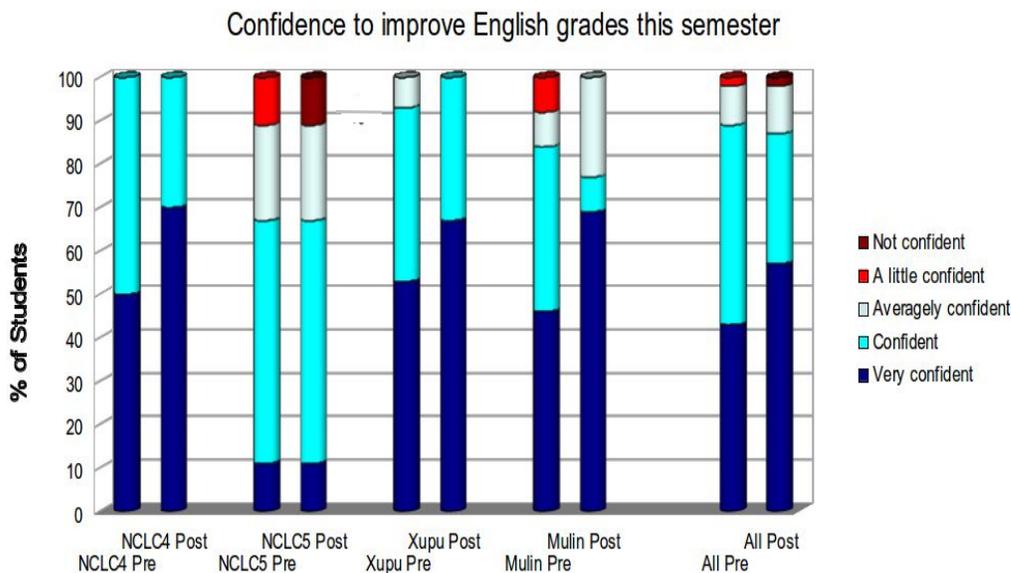
It was encouraging to find that, across all centres, 80% of students were 'very confident' in completing their English homework correctly, up from 64%. Similarly, 94% of students reported feeling 'confident', an increase from 87%. At NCLC5, this number had doubled in the post-survey. At the other end of the spectrum, we found that all children were 'confident' in completing their English homework correctly at the end of the ASP Fall semester.

### 7. Confidence to talk to a foreigner in English



Responses to whether students felt confident talking to a foreigner in English were quite positive. In Xupu, 47% of students said they felt 'very confident' talking to a foreigner, compared to 27% in the pre-survey. In Mulin, this category saw a similar increase from 34% to 54%. NCLC4 had no change in 'confident', while 'average confident' at NCLC5 increased from 33% to 50%. While NCLC5 saw a decrease in 'confident', on the positive side, 'non-confident' decreased from 22% to 12%.

### 8. Confidence to improve English grades this semester



Students were asked at the beginning and end of the ASP programme if they felt they were confident in improving their English grade. While NCLC5 students did not report a change in confidence, NCLC4 went from 50% to 70% in the 'very confident' category. In the same category, Xupu increased from 53% to 67%, and Mulin significantly rose from 46% to 67%. At NCLC5, a small percentage (11%) of students said they were 'not confident' that they could improve their English grades at the end of the Programme, an increase from none in the pre-survey.

## **Conclusions**

Considering the overall picture, the After School Tuition Programme seems to have had a positive impact on the students. Working in small groups, tutoring and mentoring students seem to be helping students gain confidence in understanding English better, speaking English in class and with a foreigner, and completing homework correctly. In addition to feeling English is less difficult, students are more confident in getting better grades as a result of the Programme.