



IMPACT EVALUATION

Classroom Teaching Program
SH School, Shanghai, 2014-2015

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Background

During the school year 2014-2015, Stepping Stones has run a weekly classroom teaching program at SH migrant school (Shanghai, China) for Grade 3 students. The program consisted of 6 volunteers providing free English lessons to 155 migrant children weekly.

In total, Stepping Stones' volunteers taught 4 lessons each week, amounting to a total of 88 lessons throughout the school year 2014-2015.



Methods

Comparative Analyses of Pre/Post Questionnaire Responses

To be able to assess the impact of the program on the interest and confidence of students in English, students were given ‘pre-program’ (or baseline) and ‘post-program’ (or follow-up) survey questionnaires.

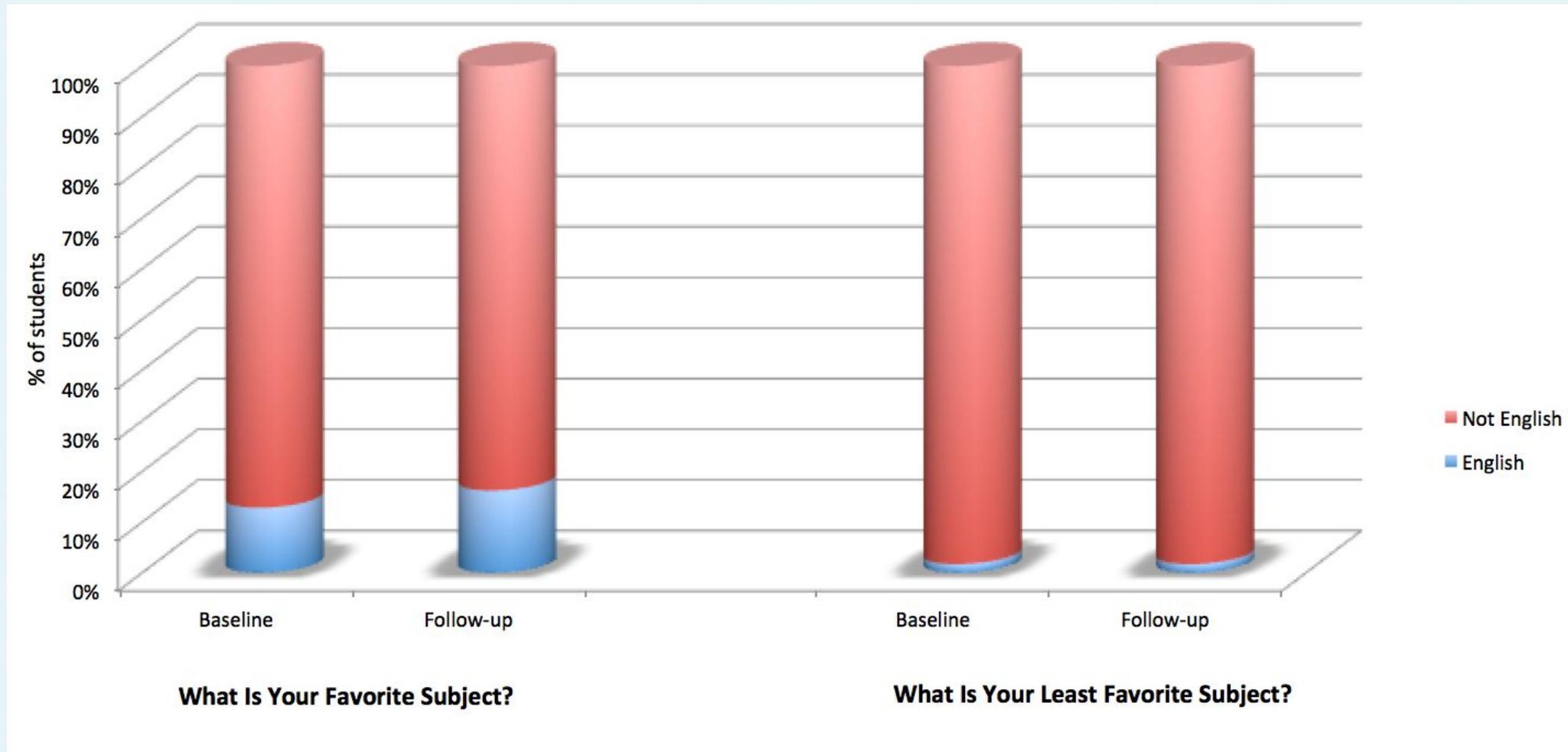
The responses of the students to the same questions, before and after participation in the weekly program, were compared to generate the findings. Only the responses from students present at both surveys were considered valid. As such, the total number of valid respondents was **131** students.

Interviews with two students were also conducted with the purpose of obtaining personal feedback and insight from them regarding their experience in the program. Interviews, which lasted 45 minutes to 1 hour, were conducted at the end of the Spring 2015 semester by volunteers and staff who had not been involved with the program.

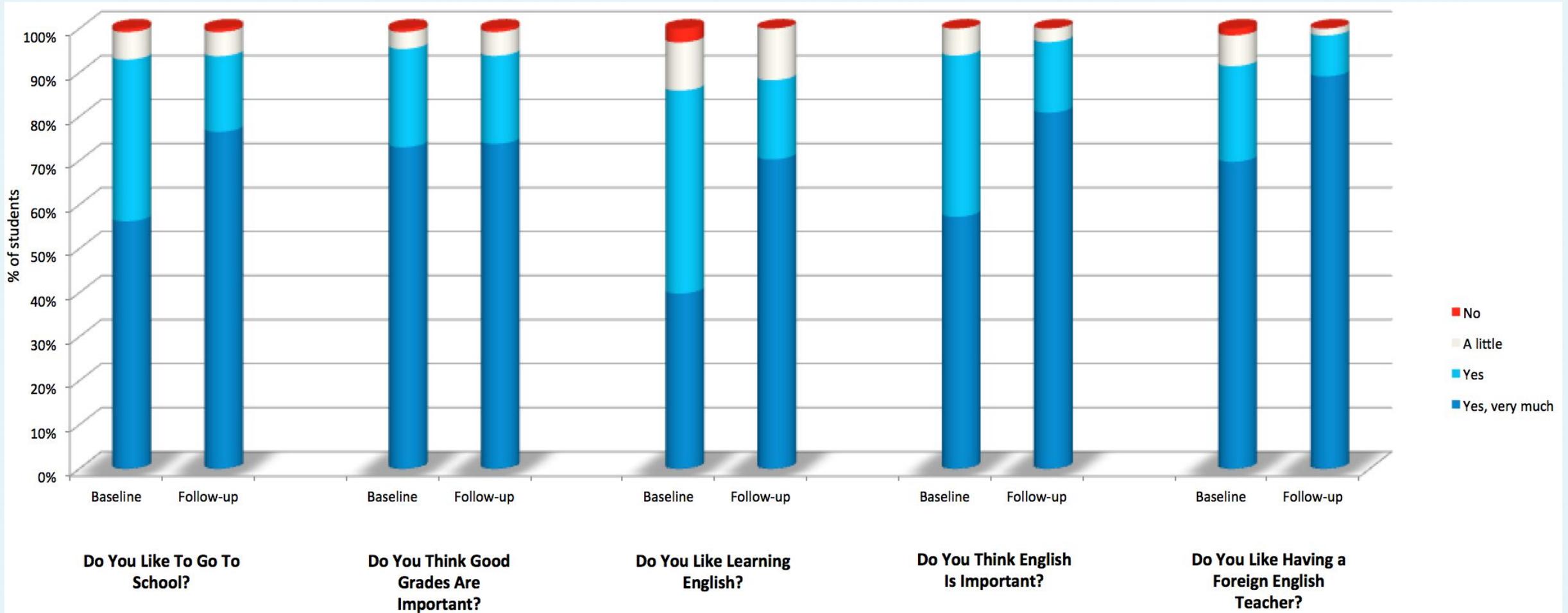
Results

Students' Interest and Confidence
in English

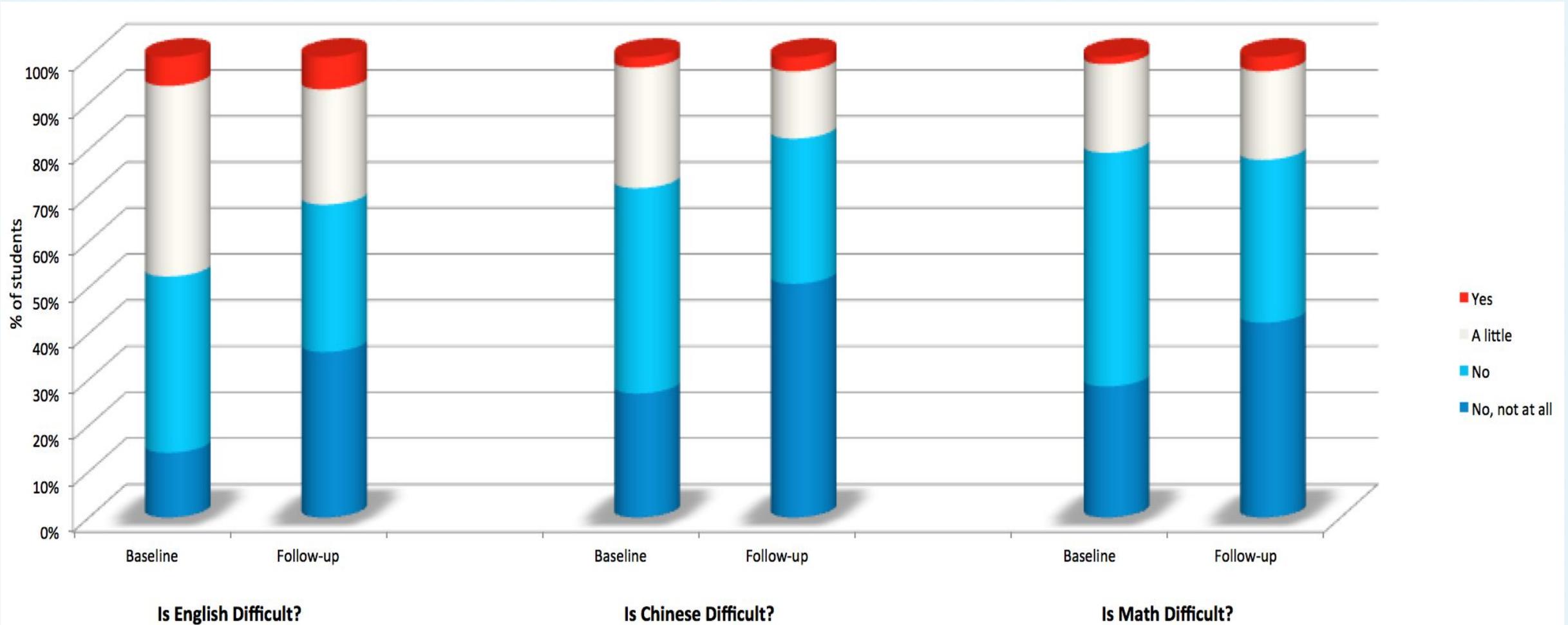
Favorite and Least Favorite Class



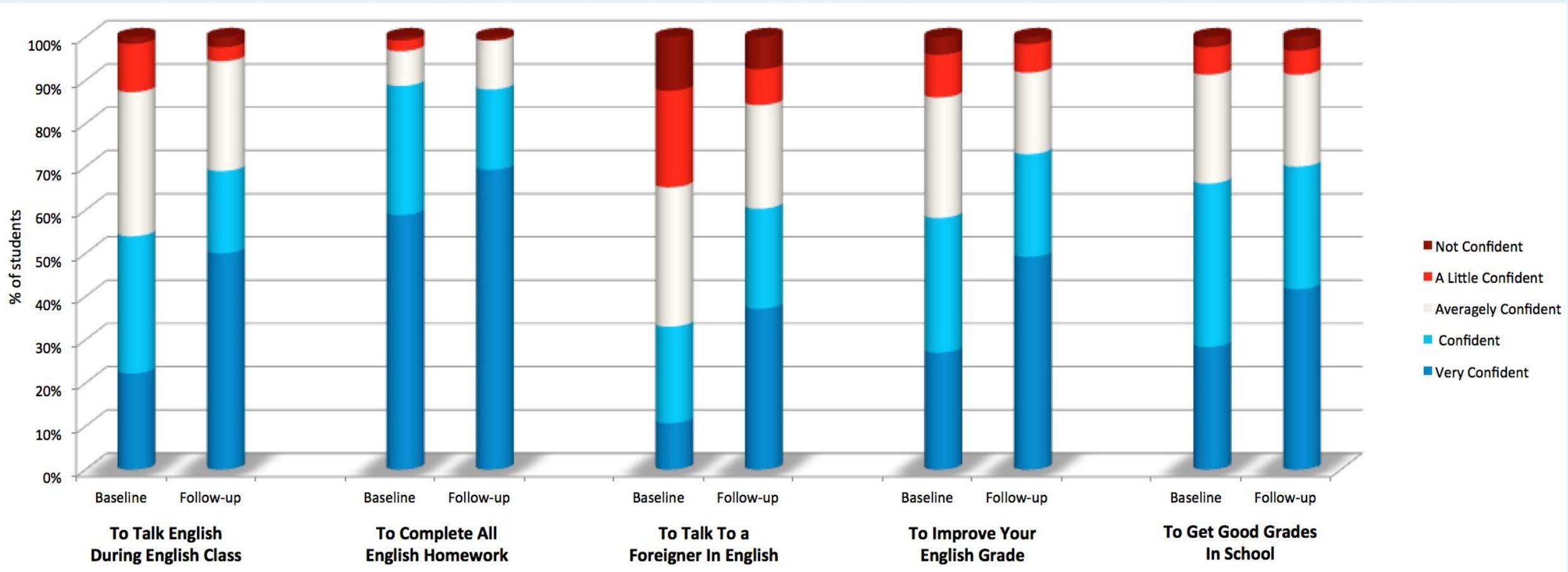
Attitude towards School, English, and Foreign Teacher



English, Chinese and Math Difficulties



Confidence in English



Results

Students' Feedback

Students' Feedback

“My hometown is Anhui. but I was born in Shanghai. I have a four-year-old sister. [...] My father works in real estate and my mom sells clothes. [...] I had after-school English class when she was in kindergarten. [...] I think English is important since I want to travel to other countries. [...] I think that doing crosswords is very helpful for me to memorize how to spell those English words. [...] I don't like my English teacher because they teach the class with a computer. Foreign teachers use flashcards and I really hope they come more often, maybe twice or three times a week” (Wenjie, Grade 3, June 2015).

“My hometown is Shandong and I was born in Shanghai. [...] I learned English when I was in kindergarten. [...] I have a sister and she is in the fourth grade. [...] My father is a truck driver and my mother don't have a job. [...] I like that foreign teachers review what we have already learned before class, but I would like that they ask more students to answer questions in class. [...] I think foreign teachers are gentle and lively. I hope They stay the same next semester since we are already familiar with their teaching methods. [...] It's helpful for me to practice sentence patterns by using words and pictures. [...] The first time I had lessons taught by foreign teachers, I was very surprised and I couldn't understand them much. In the first class, almost all students could only use “yes” or “no” to answer teachers' questions and they couldn't even understand when teachers said “Nice to meet you”. But now I can understand most of what foreign teachers said in class!” (Tianqi, Grade 3, June 2015).

Key Findings

Key Findings

Attitude towards English and Stepping Stones' program

- Results clearly show an increase in the number of students finding English 'very important' and 'very easy' at the end of the program.
 - The percentage of children finding it 'very important' and 'very easy' rose by 23.7 and 21.9 percentage points respectively.
- The percentage of children who said they 'very much like having a foreign (volunteer) teacher rose by 19.38 percentage points in the follow-up survey to over 89 % of the total.
- 35.9% of students said they 'very much like learning English' in the post-survey, increased from 14%.

Key Findings

Confidence in English

- Results clearly show that, across all surveyed areas of English proficiency, the percentage of children feeling ‘very confident’ rose considerably in the follow-up survey.
- The three largest increases were reported in improving English grades, talking to a foreigner in English and talking English in class.
 - The number of children feeling ‘very confident’ in improving their English grades rose by 27 percentage points.
 - The number of children feeling ‘very confident’ in talking English in class rose by 27.8 percentage points.
 - The number of children feeling ‘very confident’ in talking to a foreigner in English rose by 32 percentage points.