

Final Report

Child Rights, Classroom and School Management

Sida International Training Programme

Lund University

By

China

Batch 11

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Part I Introduction of the Project

1. The Overall Aims of the Project

According to Child Rights Convention (CRC), children are entitled to the full participation at school (Article 31), which is developed on the basis of three key arguments. First, that participation is a human right, a point which was further emphasised in the Convention. Second, that it is an important task for the school to make students understand and respect democratic values. It is all the more important that these values are prominent in school. The third argument is about pedagogic effectiveness, that participation is a condition for an interactive learning process.

The education reform in the primary and secondary schools started in China in 2001. *The National New Curriculum Standard* for each school subject was issued, followed by the implementation of the new reform in schools nationwide. One of the basic concepts of *the National New Curriculum Standard* is students' participation in teaching and learning as well as learner-centered classroom teaching, which is in line with the conception of CRC.

However, students at schools have not enjoyed full participation in their learning as a result of the exam-oriented system and various school contexts.

Therefore, the aim of this project is to raise the awareness of the school teachers in their understanding of the CRC, in particular, child participation in relation to teaching and learning and promote students' participation in and outside class.

2. Target Groups of the Project

a) Target areas: Hohhot, Tongliao, in Inner Mongolia

b) Target schools: Two schools in Inner Mongolia were chosen as the target schools, one in Hohhot City (No 3 Junior Secondary School), and the other in Tongliao City (Tongliao Vocational College). Two teachers (Xu, Chen and Lu, Lan) were involved in the training and implementing of the CRC in their teaching, with the purpose of engaging more students' participation at school.

c) Stakeholders:

--Provincial Education Commission

--Local Education Bureau

--Inner Mongolia Normal University

--Headmasters in the target schools

--Parents

--Teachers (Teachers from junior secondary school and vocational college)

--students in the relevant classes

3. Expected Results of the Project

It is expected:

- The awareness of the stakeholders of all sectors in terms of CRC, in particular, child' participation is to be increased and enhanced.

- The teachers will have a better understanding of CRC, and will be able to implement and apply the conception of CRC, in particular, child' participation in their schools.
- The awareness of the students in terms of CRC, in particular, child' participation is to be raised and promoted.
- Students' participation in class and outclass will be increased.

4. The indicators

The indicators to check out these expectations are:

- Teachers are willing to implement the conception of CRC into their classroom activities, which will be manifested by interviews.
- Teachers have learnt the knowledge and skills of the participatory teaching approach, which will be observed.
- Teachers apply the participatory approach to their teaching, which will be observed.
- Teachers contribute to a democratic atmosphere and to welcome students' participation, which will be observed.
- Students are more willing to participate in classroom and extra-curricular activities, will be recognized by questionnaire.
- Students have learnt some particular ways to be involved in teaching and learning, which will be observed, for example:
 - Students take an active part in the classroom activities, such as initiating questions, answering questions, working in groups, etc.
 - Students are involved in the material preparation for classroom teaching and learning.
 - Students have the privilege in expressing their views freely.
 - Students take their personal responsibilities for their own study and working environment.
- Students are involved in the assessment of learning of their own and of their peers, which can be seen in documents.

Part II The Implementation of the Project

1. Design of the Project

1.1 Aim of the Project

Currently, China's education is still test-oriented, thus neglecting children's all round development including the rights of the child. Students in various schools have not enjoyed full participation whether in class or in extracurricular activities. Therefore, It's of great urgency that the awareness of the students and teachers in target schools be raised in their understanding of the CRC, in particular, of the child participation in relation to teaching and learning , students' participation in and outside class included.

1.2 Subjects

Subjects were 90 students from two schools, one in Tongliao Vocational College and

another from No. 3 Secondary School in Hohhot.

The experimental class selected in Tongliao Vocational College is one majoring in English, containing 30 girl students, most of whom, through the teacher's observation, are very passive in or outside class. Therefore, this class is selected to be the experimental pilot class where the participatory approach will be applied.

The experimental class select in No. 3 Secondary school are 60 students of two classes from the 7th grade, among them half are girls and half are boys. According to the teacher's observation, most of the students have studied English for a few years but only a few students show their interests in learning English at school.

Two teachers (Lu, Lan and Xu, Chen) who are teaching these classes are not only the designers but also the conductors of the project. In addition, some leaders and the headmasters of the two schools, and some teachers in the schools are also informed of the project.

1.3 The Design of Activities

The most essential part of the project is the experiment that will be conducted in two schools, i.e. to apply the participatory approach with focus on the conception of CRC. The whole course of the project can be divided into three phases: the pre-experiment stage; the experiment stage and the post-experiment stage.

1.3.1 Activities during the Pre-experiment stage:

- 1) Familiarise the leaders in the local education bureau and the headmasters of the schools by reporting to them the project we have participated in Sweden last October, bringing out the intention of conducting an experiment in the schools and obtaining permission.
- 2) Find chances to show some of the pictures and video clips of school life in Sweden in order to let the teachers in the schools get to know some issues related to CRC.
- 3) Conduct questionnaire investigation to get some information about teachers' and students' present situation in English teaching and learning with regard to participation.
- 4) Try to formulate a training material for the two teachers involved so that they can have an in-depth, theoretical understanding of the participatory approach and some practical classroom procedures to apply the approach.

1.3.2 Activities during the experiment

In two schools involved:

- 1) Apply the participatory approach in the experimental class according to the designed activities.
- 2) Observing the whole process and keep reflective diaries.

1.3.3 Activities after the experiment

- 1) Conduct an interview with students in the experimental class, obtaining information of their opinions, views, feelings and expectations of the participatory approach.
- 2) Get students in the experimental class to write feedback on their experiences during the project.
- 3) Reflect the whole process of the experiment and conduct self-evaluation on the

effectiveness and achievement of the experiment.

4) Evaluate the whole project based on the data collected.

1.4 Instruments to Collect Data

1.4.1 Questionnaire

Two questionnaires were designed, aiming at investigating the views of teachers and learners in the target schools regarding learner participation and participatory approaches of teaching in and outside class.

1.4.2 Classroom observation

During the whole course of the implementation of the project, the teacher (investigator) has been observing various aspects of what is happening in and outside class. Some observational notes and photos were taken in order to record the students' performance.

1.4.3 Interview

After the implementation was completed, an interview was conducted between the teacher and some of the students in the target class. The purpose of interview was to obtain some information on the learners' opinions and feelings of the implementation of the project, including their views on CRC, the use of the participatory approach and their suggestions for the future.

1.4.4 Teacher's diary

The teachers wrote diaries from time to time to record what was happening in the teaching and learning process during the implementation of the project.

2. The Implementation of the Project

2.1 The Experiment in Tongliao

Activities in Tongliao Vocational College

The students in the pilot class in Tongliao Vocational College are English majors whose English are of intermediate level. According to their level of English, some activities were organised in their Oral English Course which students had once a week. The following table is a summary of the activities conducted in the class during the experiment, which last for a month from 1 December to 31 December 2009.

Timing	Activities to be organised in and outside class
First week	<p>In class activity</p> <p>Give a brief introduction about CRC to all participants, including the teacher's understanding regarding the participatory approach in English teaching as well as what the teacher has heard and seen in Sweden.</p>
Second week	<p>In class activity</p> <p>Organise a discussion entitled "Are child rights important?" in class, of whom 8 students are selected to join a debate with four on Side A and four on Side B.</p> <p>Extracurricular activity</p> <p>Select volunteer participants to make hand-written newspapers to be</p>

	demonstrated on the walls of the classroom, the contents of which are to be at their own disposal.(See attached photos)
Third week	In class activity Organise an opinion-pool activity based on the questions with multiple choices to be answered by students in groups.(See attached paper)
Fourth week	In class activity Organise students to give performance according to the plots in a play of our textbook. Lines as well as costumes are designed by students themselves (See attached photos). Extracurricular activity Require participants to offer topics for discussion which interest them and help the lecturer to prepare for the teaching process.

Besides, participatory approach has also been tried out in some classes in a local private school. Role plays, group discussions as well as performances were organized to raise pupils' interest. (See attached photos).

2.2 The Experiment in Hohhot

The students in the two pilot classes in Hohhot No. 3 Secondary School are both in their 7th grade — the first year study in the secondary school. Some of them have learnt English in the primary school before, however, some have not learnt much and have little interests in learning English. The teacher has English classes with the two classes everyday from Monday to Friday, 40 minutes once. Restricted to the textbook and school syllabus, the teacher has very little flexibility in selection of other materials, therefore, some practical interesting activities were organised in English classes which would not only suit students' level but also be integrated into the present textbook. The following is a summary of the activities conducted in the classes during the experiment, which last for a month from 1 December to 31 December 2009.

● Activities in class

- 1) Present brief information to the students about CRC, teacher's experiences in Sweden and also the teacher's understanding of the participatory teaching approach.
- 2) Use the material collected by students before class for different learning purposes. For instance, the pictures of animals collected by students can be used for presentation of the names of animals, practice of the vocabularies of animals, or discussion on the different animals' inhabiting places, living habits and food in order to enrich their knowledge about animals as well as fostering their learning interests.
- 3) Organise some interesting activities to encourage the students to take part in, for instance, having students to play a short drama on their birthday party when teaching the lesson "*Module Eight: Birthday Party*" from Book 1, 7th grade. (See photos)
- 4) Create equal opportunities for all students to speak in class by organising a Micro-class time of 3-4 minutes at the beginning of each class, when two or more students perform a

situational conversation in English. Students themselves form groups, select topics and situations before class, and they take turns to perform in class. (See the video clip)

● **Activities after class.**

1) Create English study environment for students, for instance, display English Alfa Beta and phonetic table in their classrooms, put English proverbs above their blackboard, playing English songs before and after classes. (See the photos)

2) Get students involved in the learning process, for example, after learning the terms of body parts, having each students to draw a simple body picture and write all the names on the cards, and these pictures will be used in class for consolidation of their vocabulary. (See some sample drawings)

3) Organise students to make two hand-written newspapers. For example, the students draw or paste their pictures based on the topics of animal and Christmas that they are learning in this semester. Put these hand-written newspaper on the wall of the classroom for display and enjoyment. (See some sample hand-written newspapers attached)

4) Organise students to make posters on the topic of EXPO. Encourage students to check out its significance, benefits, and the potential influence around the world. (See some sample posters)

5) Engage students in more participatory activities on the “Teachers day” and the “New Year celebration”, including singing English songs, playing textbook drama, dancing, and playing music instruments. (See the photos)

● **Classroom procedures of the participatory approach**

The above activities were organised from time to time in class during the experiment. In addition, the routine teaching of English, in particular, presentation of new grammatical structures were also conducted by means of participatory teaching approach. The procedure of doing this is based on the ESA model proposed by Harmer (2003). In the ESA model , the three components will usually be present in any teaching sequence, in which E stands for Engage, S for Study and A for Activate.

Engage is a teaching sequence where teachers try to arouse the students’ interest, thus involving their emotions with such activities as games, music, discussions, stimulating pictures, dramatic stories, amusing anecdotes etc.

Study activities are those where students are asked to focus on language (or information) and how it is constructed. They range from the study and practice of a single sound to the study of a transcript of informal speech to discuss spoken style. Study can be applied in various ways such as teacher’s explanation of grammar, students’ own discovery of the language rules or collaborative investigation of the features of language styles.

Activate activities are those designed to get students using language as freely and communicatively as they can. The objective for the students is not to focus on language construction and/or practise specific bits of language (grammar patterns, particular vocabulary items or function) but for them to use all and any language which may be appropriate for a given situation or topic.

It should be noted that ESA model can be conducted in a flexible manner with the three components being sequenced in whatever order according to the level of the learners

and aims of the lesson.

3. Findings of the Project

3.1 Findings from Classroom Questionnaires

Two questionnaires were designed and distributed to teachers and students in the target school (in the No. 3 Secondary School). 34 teachers answered the questionnaire for teachers, and 114 students in four classes in the 7th grade answered the questionnaire for students. Data was processed and analysed. The detailed findings can be seen from the two questionnaires analysis in the appendices (Appendix 1 & 2).

3.2 Findings from Classroom Observation

Through continuous observation of classes where the participatory approach were applied, the teacher has found that

- 1) The students were very active in the class and their enthusiasm in English study was motivated by ways of participation, whether their academic records are high or low. For instance, most of them have taken an active part in the classroom activities such as initiating questions, answering questions, working in groups, etc., expressing their views freely. (See the photos)
- 2) The class atmosphere was relaxing and democratic where students' participation was encouraged and welcomed.
- 3) The classroom environment changed with the students' creative hand-written newspaper. (See samples of newspaper)
- 4) The students have learnt some particular ways to be involved in teaching and learning. (See the attached samples of hand-written newspaper, drawings of body parts, posters of EXPO, etc.)
- 5) The students have more and better understanding of CRC with the teacher's presentation and discussion on the related topics.
- 6) The teachers have learnt the knowledge and skills of the participatory teaching approach related to English teaching. (this can be observed through photos and video clips of classroom teaching, and the demonstration of activities to be given in Ethiopia)

3.3 Findings from Interview

On the basis of the interview conducted at the end of the project, the teacher found that:

- 1) Most students have commented that they liked to participate in classroom and extra-curricular activities.
- 2) Students expressed their approval of the participatory approach. For example, some said that they liked the method so much that they hoped all the classes would be conducted in the same way. Others said that it was the first time that they had been so active in and outside class since they began to study English.
- 3) Students' awareness of participation was enhanced. Some participants involved began to take their personal responsibilities for their own study and working environment by previewing their lessons and helping teachers search required materials.

4) Students have realized that it was the participatory approach that had made them have this tremendous change.

On the whole, students have expressed both of their approval of the approach adopted and their eagerness and willingness to participation of classes where this approach will be applied in the future. The participatory approach has brought about tremendous changes to students' creativity, initiative and conscientiousness.

3.4 Findings from Teachers' Diaries

Both teachers expressed their willingness of presenting some important issues related to CRC to their students. They both found their presentation of CRC project in Sweden with illustration of pictures and class video clips appeared very interesting to the students.

Both of them found the training materials about the participatory approach, including its theoretical bases, the models and procedures of teaching provided them with good understanding of theory and practical suggestion for practice. Equipped with such knowledge, they were very willing and ready to implement the participatory teaching approach in their own teaching. They were happy to find that the participatory teaching approach could be integrated into the teaching and learning process, and to see the students were actively involved in the activities in class, in particular, the lower level learners who became more engaged in class with more interests in learning.

Part III. The Evaluation of the Project and Plan for the Next Phase

1. The Evaluation of the Project

1.1 Major Outcome of the project

After several months' implementation of the project we think that it has reached most of its expectations.

- 1) It has improved the awareness and understanding for the CRC of the teachers and the person who is in charge, and the teachers are willing to implement and apply the CRC concept.
- 2) The students have become more active in class and their participation in or out class has been improved.
- 3) The teachers have learned the related knowledge and skills of the participatory approach, and been able to apply it in their teaching practice.
- 4) The teachers are able to create democratic surroundings and welcome their students to involve in class.
- 5) The students have learned some ways to be actively involved in teaching and learning through practice such as group discussion, role play, conversation, etc. and making hand-written newspaper, poster, drawing materials for learning outside class.
- 6) The students begin to take their personal responsibilities for their own study and working environment.

1.2 Limitations of the Project

Although we have achieved most of the expectations of the project, there are still a

number of things that have not been done for one reason or another (after checking the exp. They are:

- (1) We didn't manage to involve more teachers in the pilot school in the project. The reason for this is that it would be difficult to persuade other teachers in implementing the project unless they are convinced by the actual outcome of the pilot class.
- (2) We didn't manage to get parents involved in the project because it is very hard to organise training sessions or workshop with parents.
- (3) We didn't manage to engage the students in the self-assessment or peer-assessment activities because the duration of the experiment was so short that it was not reasonable to train and organise these activities.

2. Plan for the Next Phase

We hope that the Participatory Approach to teaching English with focus on CRC should be applied in more schools in Inner Mongolia. With this purpose in mind, what we are planning to do in the future is:

a) At the pilot schools:

- with support and assistance of the headmasters (or other school leaders), organise some training sessions with other teachers in the school so that they can apply this approach and integrate conceptions of CRC in their teaching.
- find chances (e.g. at parents-teacher conferencing) to discuss with the students' parents, informing them of the participatory teaching methods that are used in the classes and some related issues of CRC.
- encourage students to search for more information related CRC, and make posters to be displayed in the school campus, and then organise discussion or debates in class.

b) At the Inner Mongolia Normal University:

- give a lecture to the senior students in the English Department on CRC and the participatory approach to teaching English. These students will graduate in this coming July and hopefully they will bring some changes to the schools where they are going to work.
- give a lecture to the teachers who will come to the university for continuous education courses to spread the ideas above.

c) The local educational bureau

- make the participatory teaching approach and the conception of CRC an compulsory part in the annual teacher training courses organized and sponsored by the government.
- select some other schools of different levels (primary, secondary, vocational schools in the city, the suburb, or the country) to be involved in the training and implementation of the participatory approach with focus on CRC.

In addition, we also hope that we can establish close contact with other batch of teams who have participated in this Child Rights programme. With the support and sponsor by the Regional Education Department, some forms of workshop or seminars can be organised so that these people can not only exchange experience and learn from each other, but also make some realistic plans for the wider implementation of the project in the

whole region of Inner Mongolia in the future.

Part IV. The Follow-up Activities and Outcomes

1. The Follow-up Activities and Outcomes in Tongliao Vocational College

Upon returning from Ethiopia, to be exact, from April to July 2010, we spread the participatory approach to three classes majoring in English by means of debates, discussions, performances, role plays, etc. Meanwhile, relevant teachers are organized to receive CRC training.

Changes are apparent: the first change is that most of the target students have become more motivated in class and they are more willing to demonstrate themselves without feeling shy or timid. Secondly, the relevant teachers' teaching methodology has been improved and their awareness of CRC has been enhanced. They are willing to apply participatory approach to their classroom teaching, which is a good beginning. Last but not least, thanks to these positive changes, our college leaders attach great importance to CRC based participatory approach. Without their support the implementation would never be carried on smoothly.

2. The Follow-up Activities and Outcomes in Inner Mongolia Normal University

The following are some of the activities that were organized in the English Department of Inner Mongolia Normal University after returning from Ethiopia:

(1) In April, the participatory approach to teaching English and the concept of CRC were introduced to a group of post-graduate students, majoring in English Pedagogy in their classes. Two sessions (about three and half hours each) were conducted to introduce the conception of child rights, CRC, the CRC programme in Sweden and the participatory teaching approach, using PPT, photos and video clips recorded in Sweden and Ethiopia. Students were actively involved in the discussion on the relevant topics such as child rights, school systems, classroom environment. They are now having their teaching practice in various secondary schools in Inner Mongolia or outside the region. They are expected to apply some of the ideas of CRC or participatory teaching approach in their English classes.

(2) In May, the participatory approach to teaching English with a focus on CRC was introduced to 40 senior undergraduate students, who were English majors and would graduate in July 2010 and hopefully they would bring some changes to the schools where they were going to work.

(3) During the mentor's visit in June 2010, a lecture entitled "Child- the future of the world" was delivered by Professor Per Wickenberg and Professor Haken Hyden when they visited Hohhot. More than 400 undergraduate students, about 350 English majors and some 50 Law majors attended the lecture.

(4) In October, the participatory approach to teaching English with a focus on CRC was introduced to 120 senior undergraduate students, who were English majors in four classes and would graduate in July 2011. They are now having their teaching practice in various primary and secondary schools in the country or grassland. They are expected to observe

the school context, try to incorporate the conception of CRC or participatory teaching approach in their English classes.

It is apparent that the students were inspired and enlightened by the talks and lectures on CRC and the participatory teaching approach. They not only become more active in their own classes, but also more sensitive to the issues related to children's rights. As they are future teachers, the experience of their participation and engagement in the English classes in the university are bound to be influential to their future teaching.

In addition, some young teachers who also attended the talk or lecture showed great interest in CRC. On the one hand, they are

3. Conclusive Remarks

In the final phase of the project, some activities related to the participatory approach to teaching English with a focus on CRC were organised in the target schools. Some changes have taken place and some are expected to happen. Although we can see some positive results in this project, much more should be done in order to make it sustainable. On the basis of the context in Inner Mongolia, we will further spread these positive results of the project through various channels.

First, we will try to introduce the participatory approach to teaching with a focus on CRC to more English teachers and students.

Secondly, we will try to disseminate this teaching methodology and ideas of CRC to other faculties within vocational college and the normal university when time is ripe.

Thirdly, we will try to engage the English graduates in the participatory teaching approach and CRC conception in a more systematic way so as to help them implement these ideas when they teach in kindergartens, primary and secondary schools.

In summary, we are confident that we will surely achieve more satisfactory results in this project with our mentors' professional guidance and joint efforts. More tremendous changes will be witnessed in mentors' following visits to us.

Bibliography:

Harmer, J. 2003 *The Practice of English Language Teaching*. Beijing: World Affairs Press.
Verhellen, E. 2006. *Convention on the Rights of the Child*. Fourth Edition. Eugen Verhellen & Garant Publishers.

Appendix 1: Analysis of the Questionnaire for Teachers

Appendix 2: Analysis of the Questionnaire for Students

Appendix 1: Analysis of the Questionnaire for Teachers

Questionnaire for Teachers

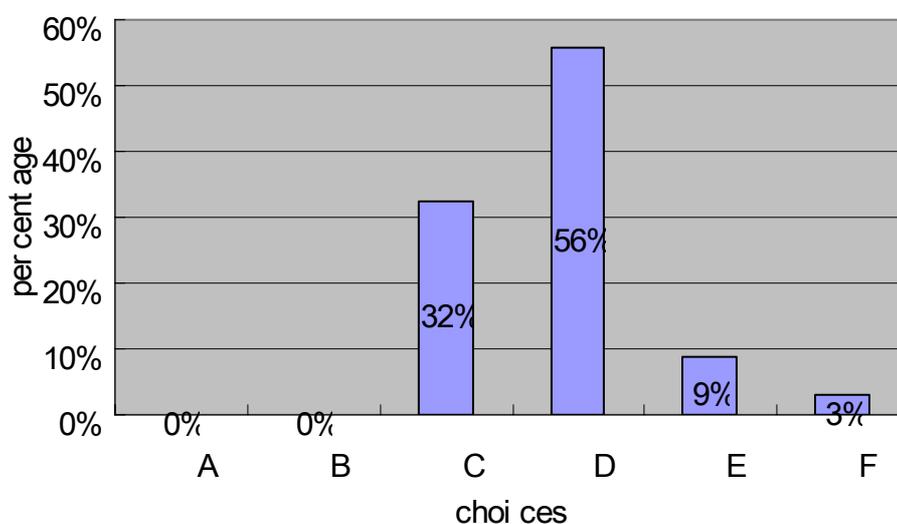
To whom it may concern,

This questionnaire is intended to know more about the teaching methods and ideas of English teachers for further study and research.

Tick the best answer(s) from the following. Except for the marked multiple-choice and subjective ones, all the others are single-choice questions.

1. How many students are there in your class on average?

A. 30-40 B. 40-50 C. 50-60 D. 60-70 E. 70-80 F. over 80



2. What kind of role(s) do you think you are playing in teaching ? (multiple choice)

A. authority B. instructor C. cooperator D. disseminator of knowledge E. director

The teachers who chose BCDE and E occupy more than one third, accounting for 21% and 18% respectively.

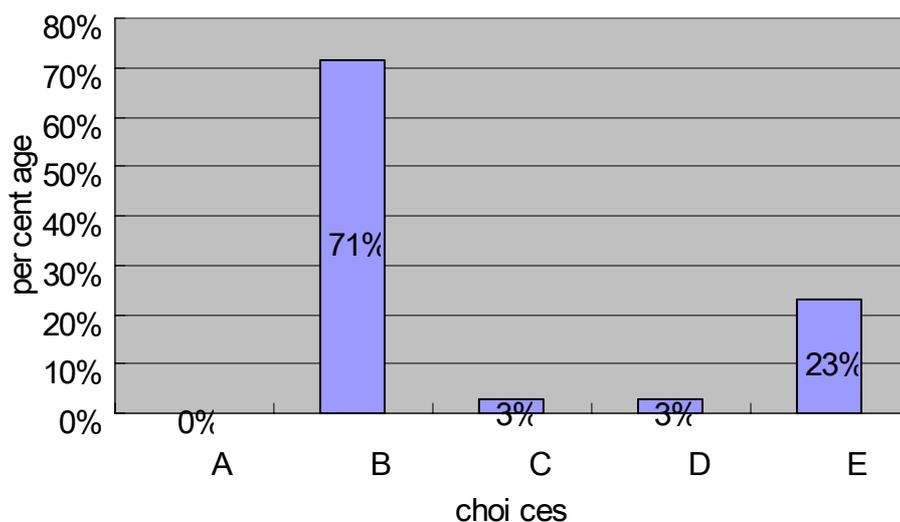
3. In what way(s) do you communicate with your students? (multiple choice)

A. asking questions in class B. discussion C. chat D. e-mails

Over one third of the teachers chose ABC, taking up 38%

4. Who do you think should be the center of English teaching?

A. teacher B. students C. major D. school E. class F. society



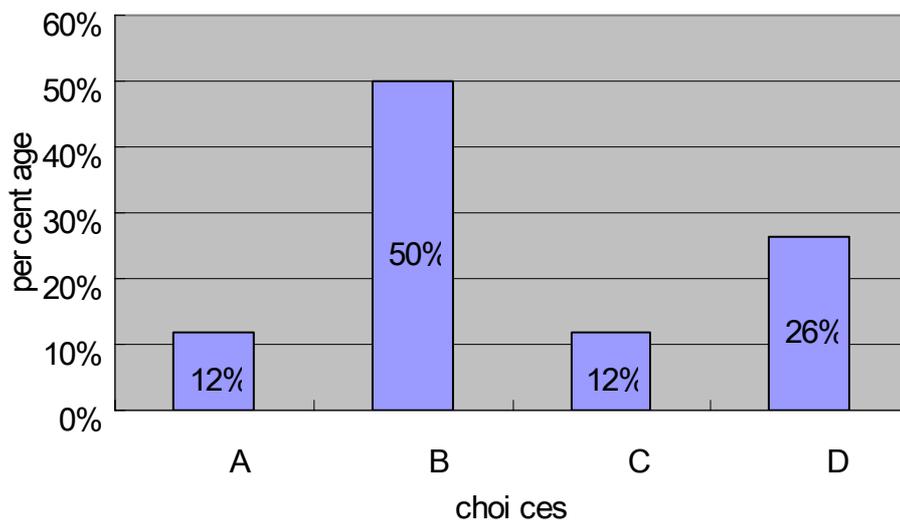
5. What do you think is the nature of teaching ? (multiple choice)

- A. to disseminate knowledge B. “communication” and “association”
 C. to develop students’ ability D. to pass down culture E. to let students know more
 F. other alternatives (please write here) _____

24% of the total number chose ABCDE and the teachers chosing C and BCD constitute 12% respectively.

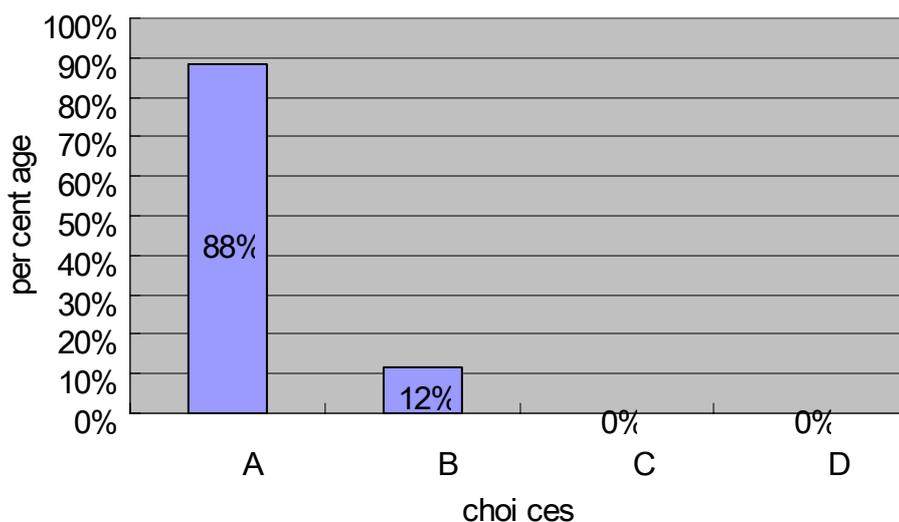
6 In what way do you often teach?

- A. guiding students to cooperate and inquire B. asking questions while teaching
 C. mainly teaching D. students activities in pairs or in groups



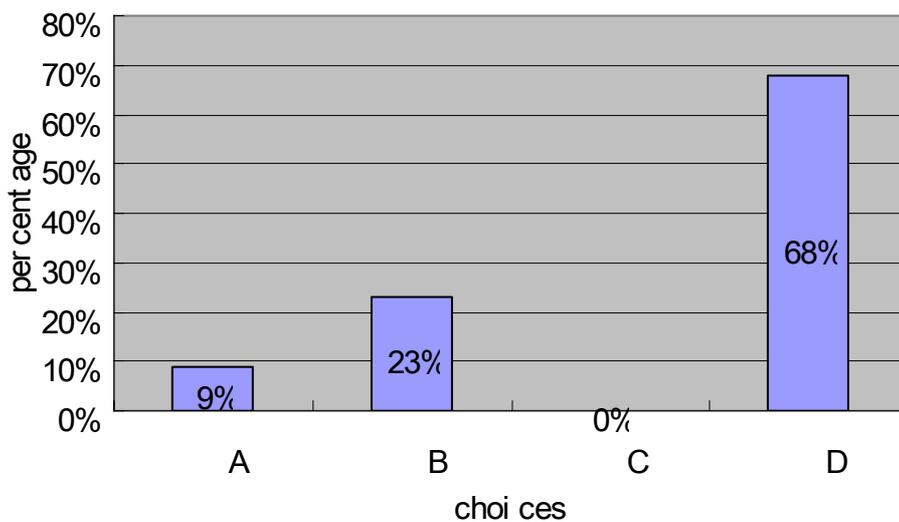
7. Do you think it very important for students to participate in English teaching?

- A. very important B. important C. not so important D. not important



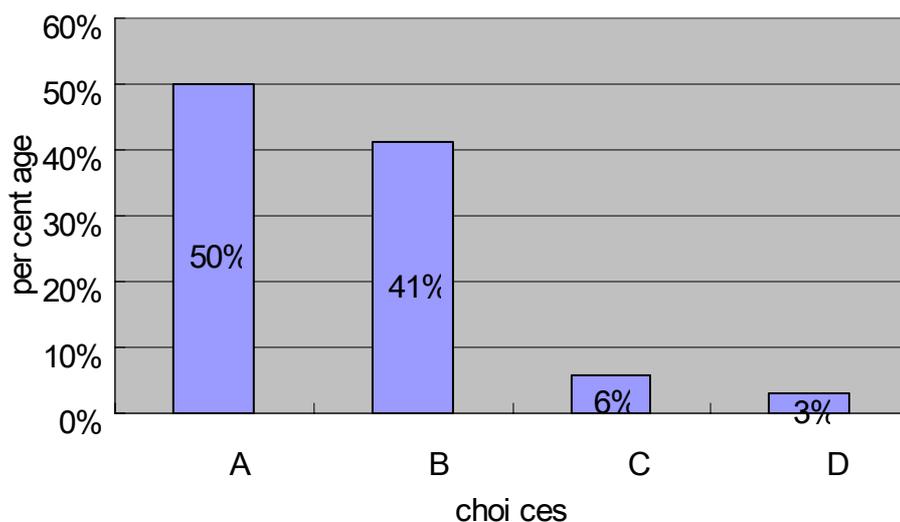
8. What are you worried about if you are conducting a class where your students participate actively and speak freely?

- A. The class might be out of control. B. poor discipline
 C. Students might learn nothing. D. nothing to worry about.



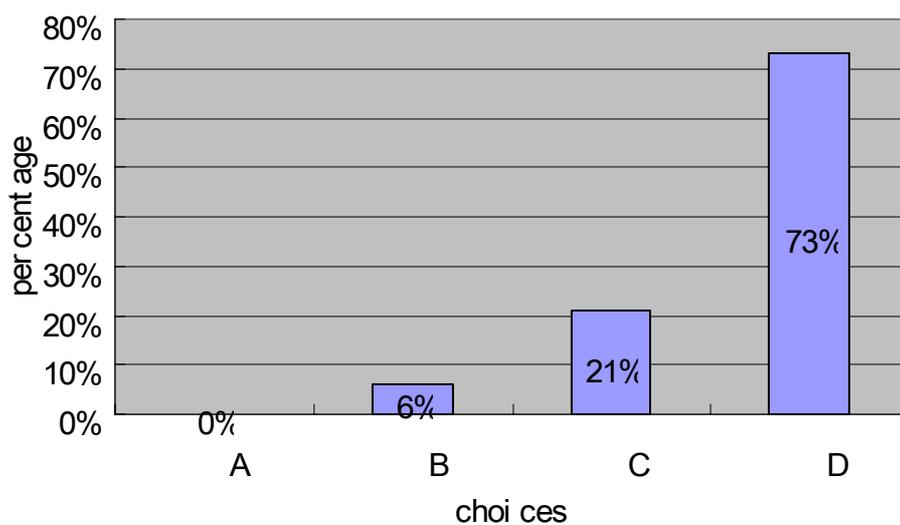
9. In what way do you often ask students questions?

- A. encourage students to raise hands B. pick up students on random
 C. pick up superior students D. never think about it.



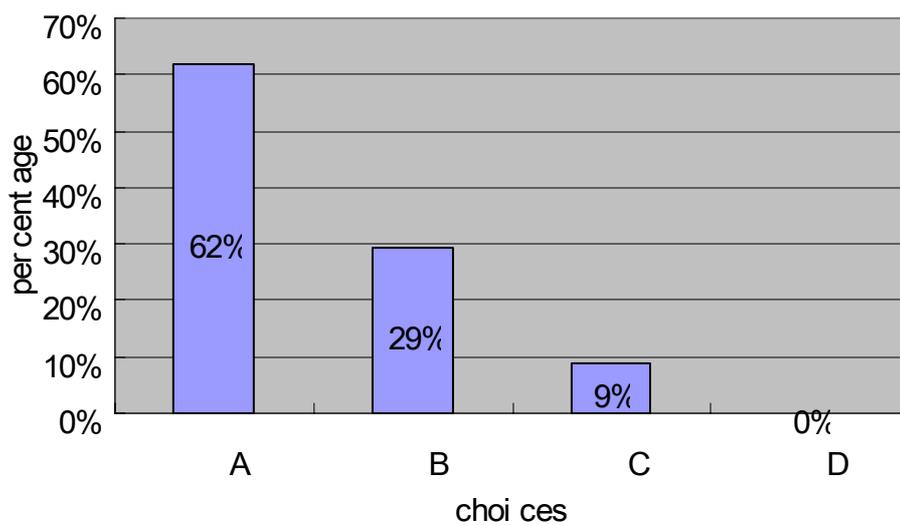
10. Are you angry or annoyed if some students interrupt you politely for question while you are teaching?

- A. often B. sometimes C. seldom D. never



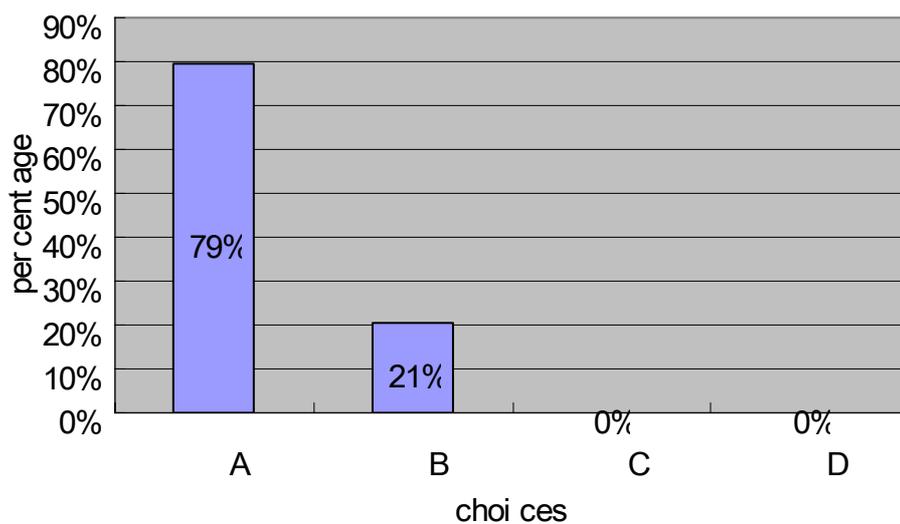
11. Do you often divide students into pairs or groups for class activities?

- A. often B. occasionally C. seldom D. never



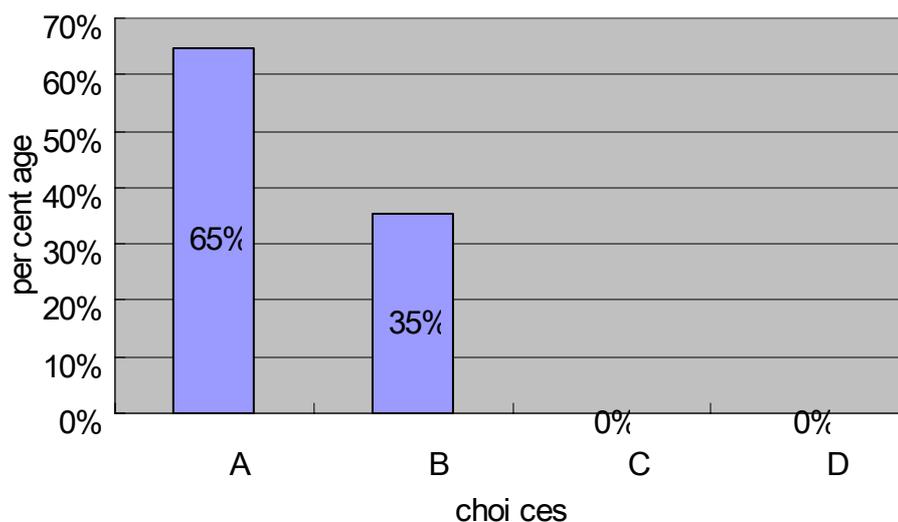
12. Do you often encourage students to express their own ideas?

A. often B. sometimes C. seldom D. never



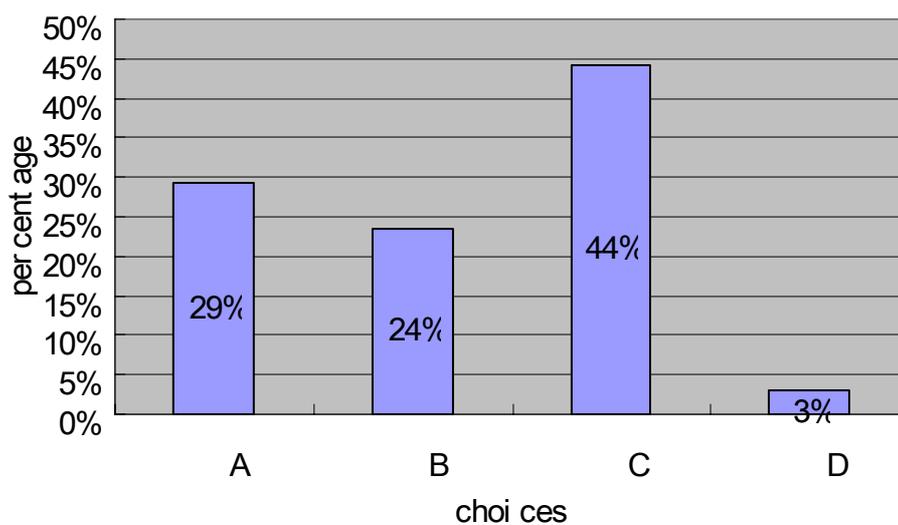
13. Do you often participate in the discussion with students?

A. often B. sometimes C. seldom D. never



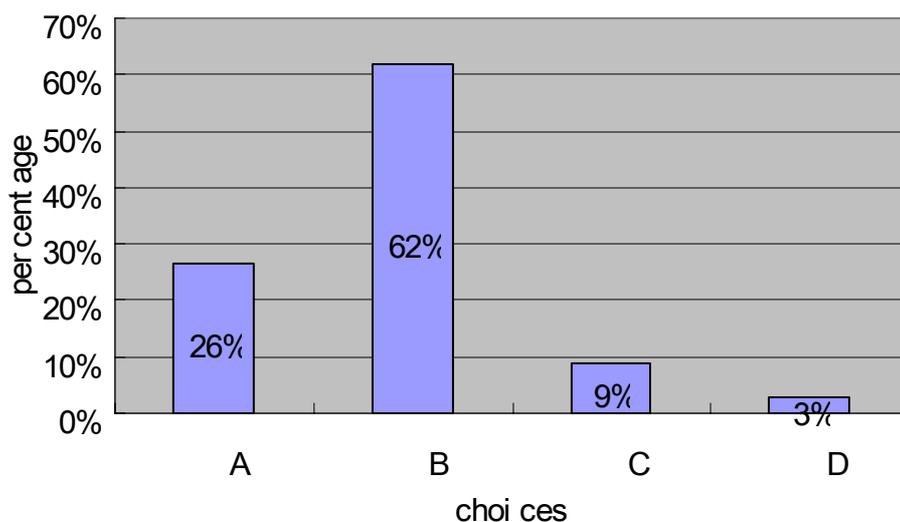
14. What do you usually do when some student behaves actively in class?

- A. offer positive evaluation and praise him or her B. let students applaud for him/her
 C. saying “well done” or “a good job” D. no particular response



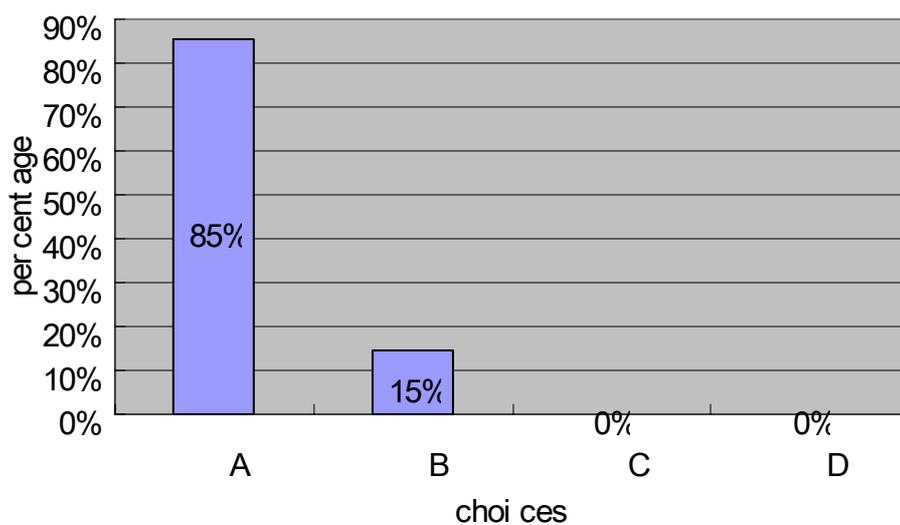
15. Do you ask students to help you with material preparation or to give you suggestion on teaching design when you are preparing the class?

- A. often B. occasionally C. seldom D. never



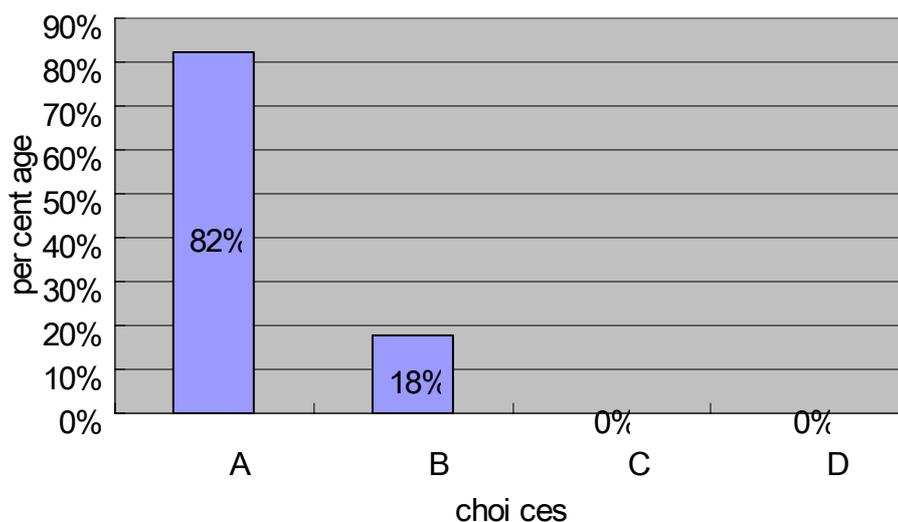
16. Do you think the teaching method and style of teachers will exert influence on the students' enthusiasm for classroom participation?

A. yes and very much so B. yes, but not very much C. no D do not know



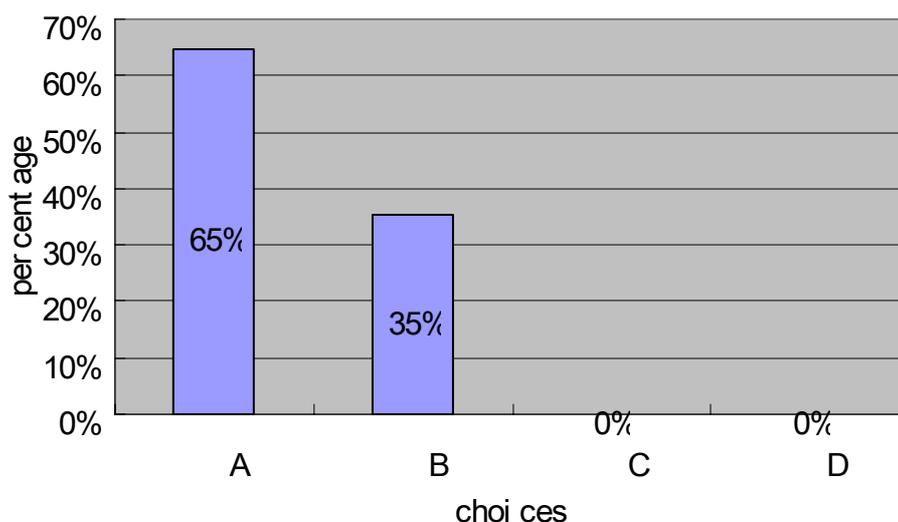
17. From your teaching experience, in which way do you think students will learn more, being involved in study or just listening to teaching ?

A. being involved in study B. listening to teaching C. almost the same D. do not know



18. Do you often use Participatory Teaching Approach in your teaching ?(group discussion, cooperative inquiry , role play, etc.)

A. often B. occasionally C. seldom D. never



19. New English Curriculum Standards proposed that more methods and ways should be taken to encourage and stimulate students to participate in learning. According to your teaching experience, what kind of class activities can play an important role in stimulating students to be involved?

27 people answered ;7 didn't.

1. presentation in miniature class beforehand
2. ingenious questions, group discussion, role play and cooperative inquiry
3. preview and do some material preparation before class
4. make the teaching draw close to the life as far as possible
5. organise students to make speeches and debate as often as possible

20. What kind of difficulties will you probably encounter when you are directing students to participate in English teaching? Please give a brief description based on your school, grade, and class.

27 people answered ;7 didn't.

1. poor proficiency.
2. over-numbered students
3. heavy task in a short time
4. students with different characters

THANKS FOR YOUR COOPERATION !!!

Appendix 2: Analysis of the Questionnaire for Students

Questionnaire for Students

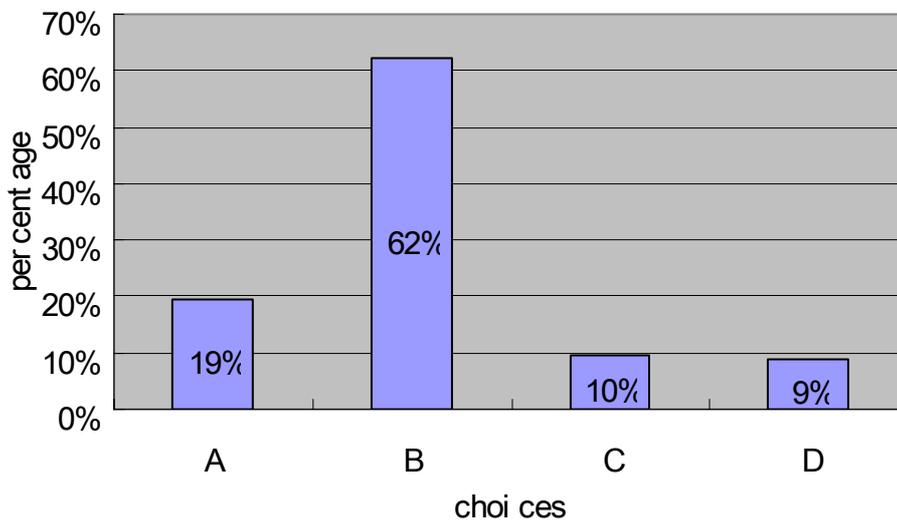
To whom it may concern,

This questionnaire is intended to know some of your ideas of English learning for further study and research.

Tick the best answer(s) from the following. Except for the marked multiple-choice and subjective ones ,all the others are single-choice questions.

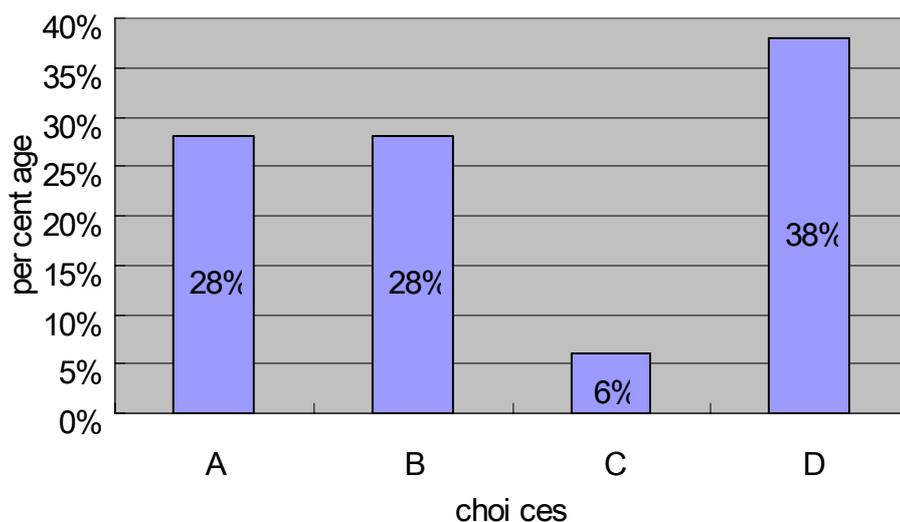
1. What teaching method does your English teacher often use?

- A. guiding students to cooperate and inquire
- B. asking questions while teaching
- C. mainly teaching
- D. students activities in pairs or in groups



2. Which one do you prefer among the following class teaching methods?

- A. students' cooperative inquiry
- B. asking questions while teaching
- C. mainly teaching
- D. students activities in pairs or in groups



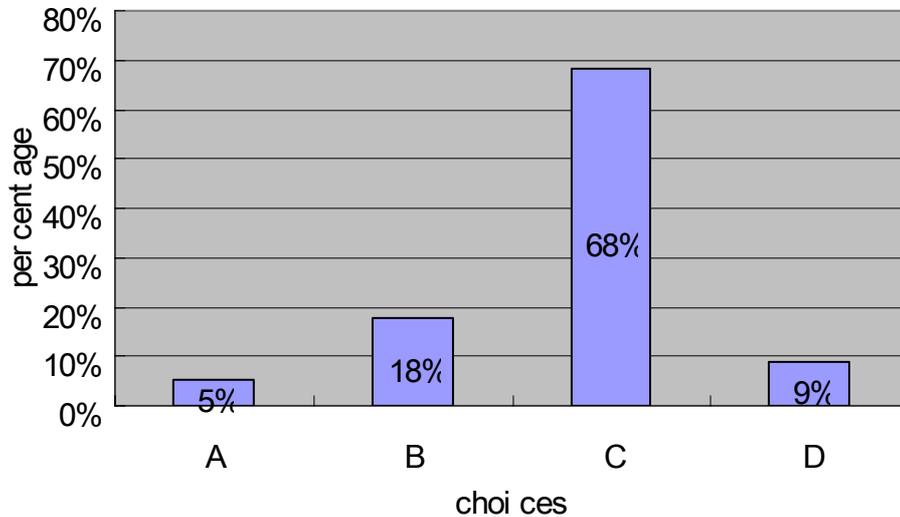
3. What kind of role(s) do you think a teacher should play in teaching? (multiple choice)

A. authority B. instructor C. cooperator D. disseminator of knowledge E. director

The students who chose BCDE accounts for 24%, who chose BDE accounts for 15% and who chose CDE accounts for 10%.

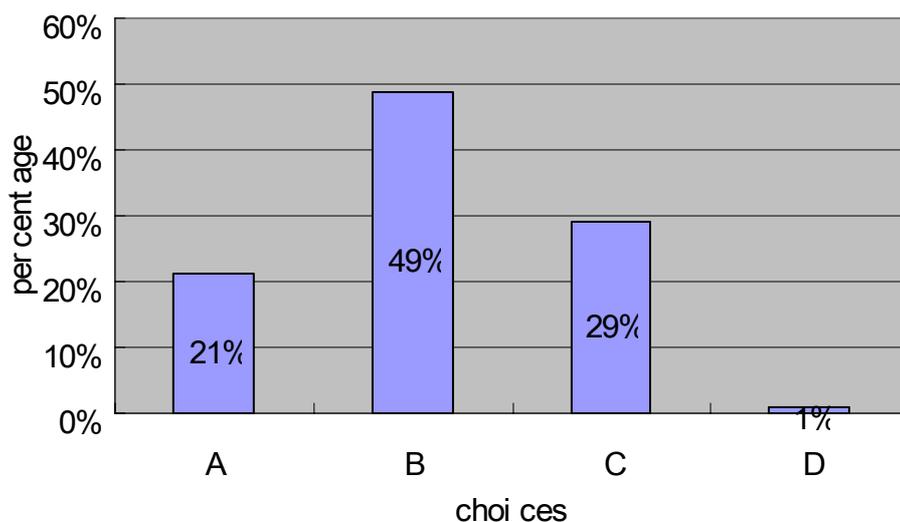
4. In what way do you behave in class?

A. speak actively B. speak relatively more C. speak occasionally D. never speak

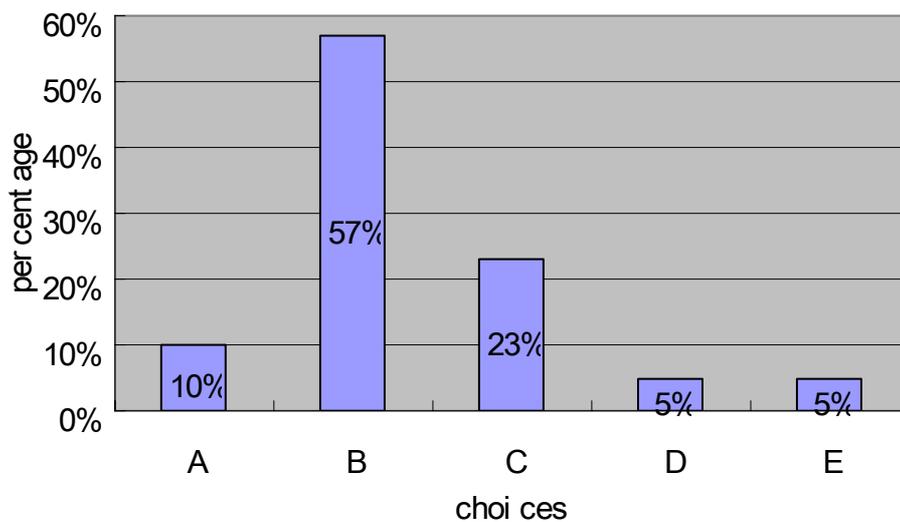


5. Would you like to raise your hands when you have known the answer to the question given by teacher?

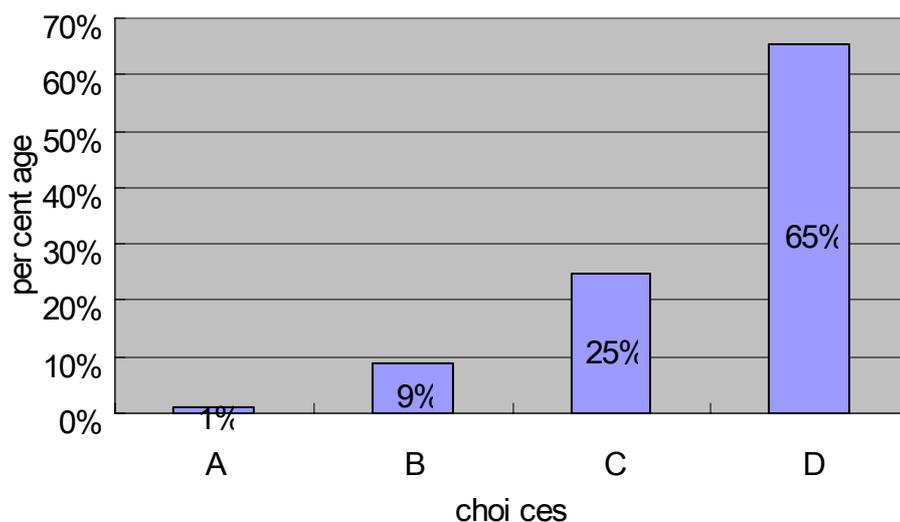
A. very much so B. yes C. no D. not in the least



6. What is the reason why you don't want to answer the question given by teacher?
- A. shy
 - B. not sure about the answer, fearing to make a mistake
 - C. do not know the answer
 - D. disgusted with answering questions
 - E. fearing to be laughed at

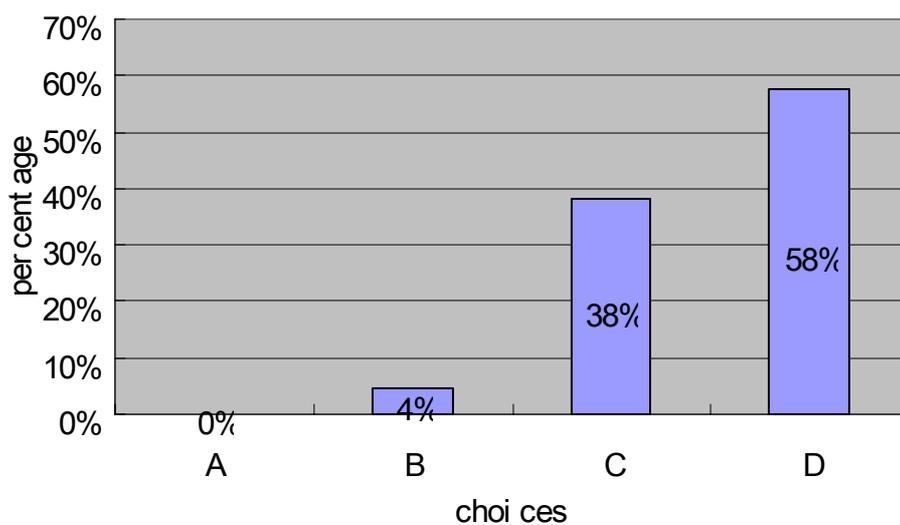


7. When questioned, will you be criticized by teacher if you cannot answer it or don't do it well enough?
- A. often
 - B. sometimes
 - C. seldom
 - D. never



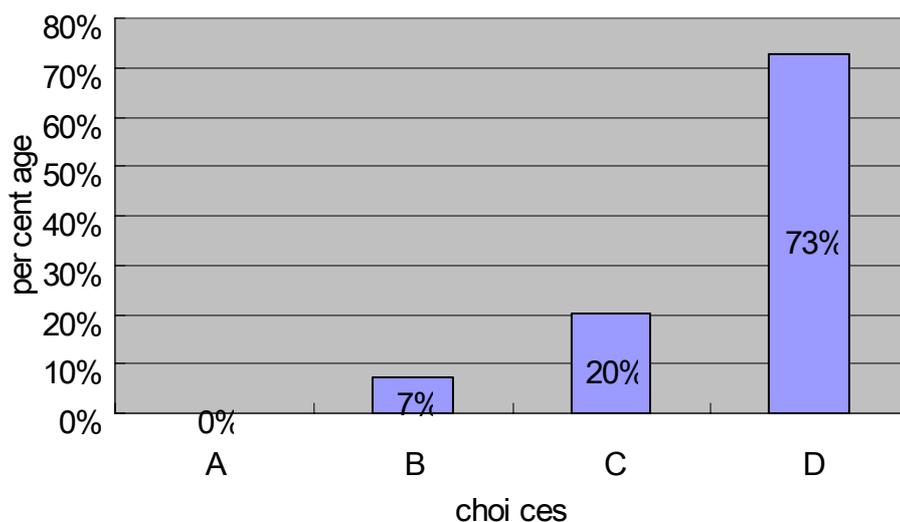
8. Does the teacher often give you the assignments that need to be cooperated by more than three students?

- A. often B. sometimes C. seldom D. never



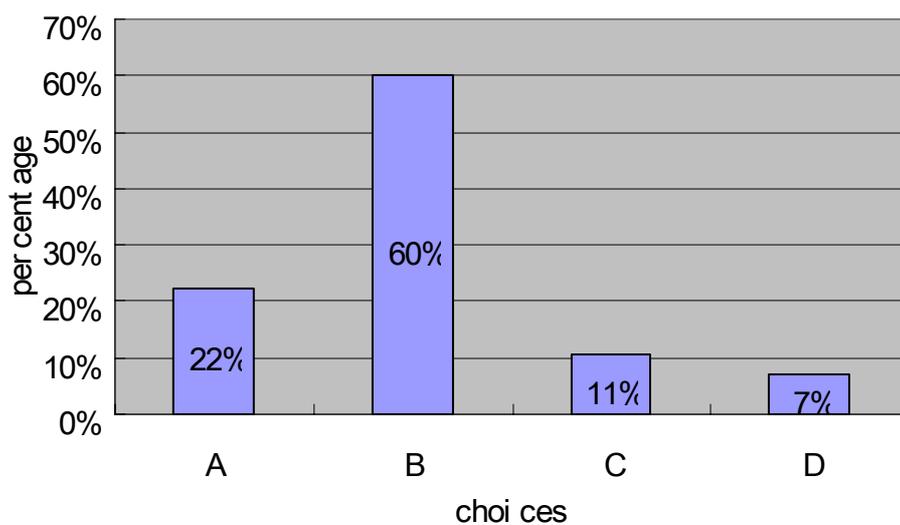
9. Will your teacher be annoyed when he or she is politely interrupted by students for questions while teaching?

- A. often B. sometimes C. seldom D. never



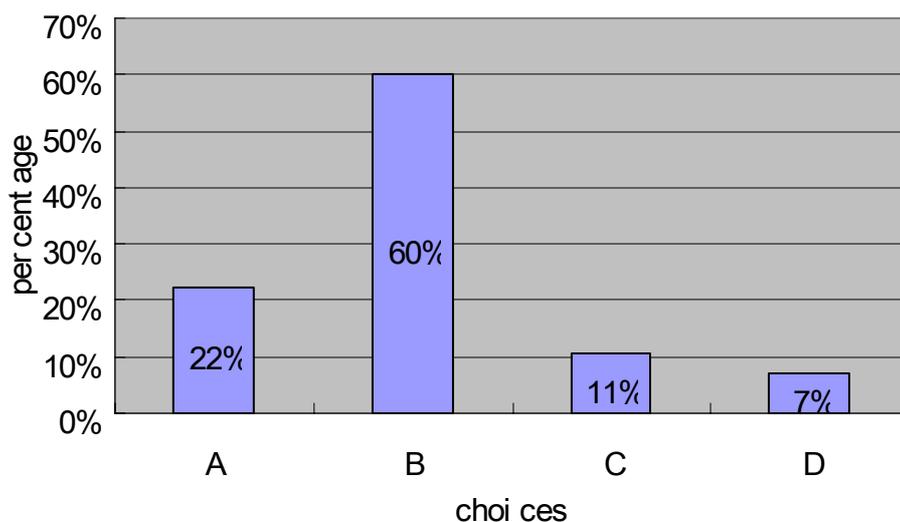
10. Does your teacher always leave some problems to be discussed freely by the students in class only with some simple hints given?

- A. often B. sometimes C. seldom D. never



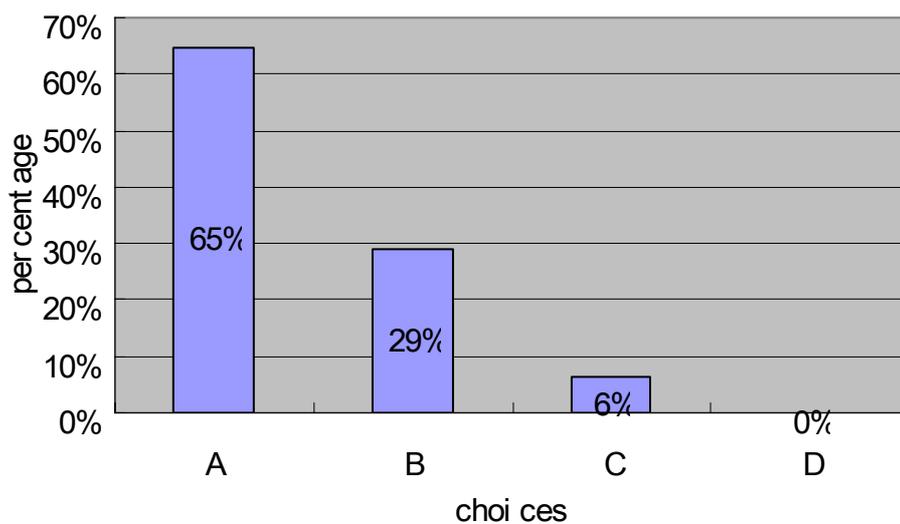
11. Do you hope to be encouraged by your teacher to explain it to others on the stage if what you are going to learn is right what you have known?

- A. very much so B. yes C. no D. makes no difference



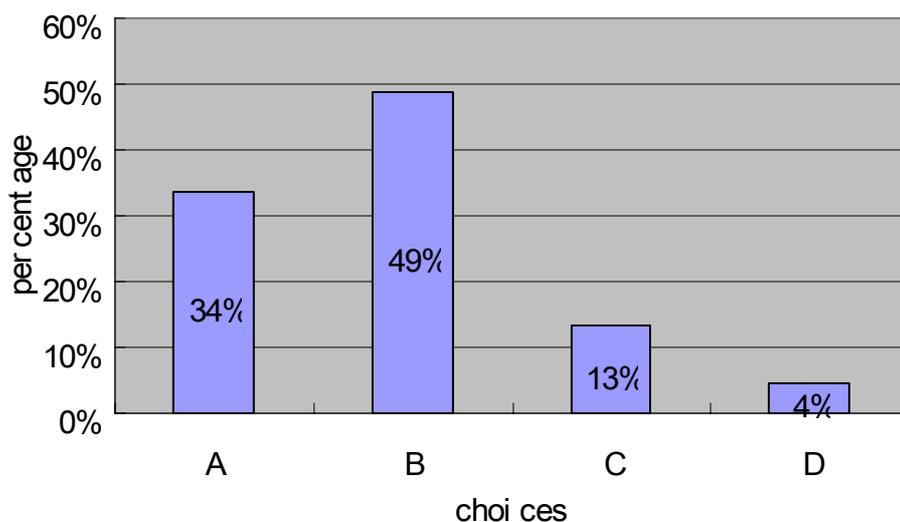
12. In your mind, does your teacher often encourage you to express your own ideas?

- A. often B. sometimes C. seldom D. never



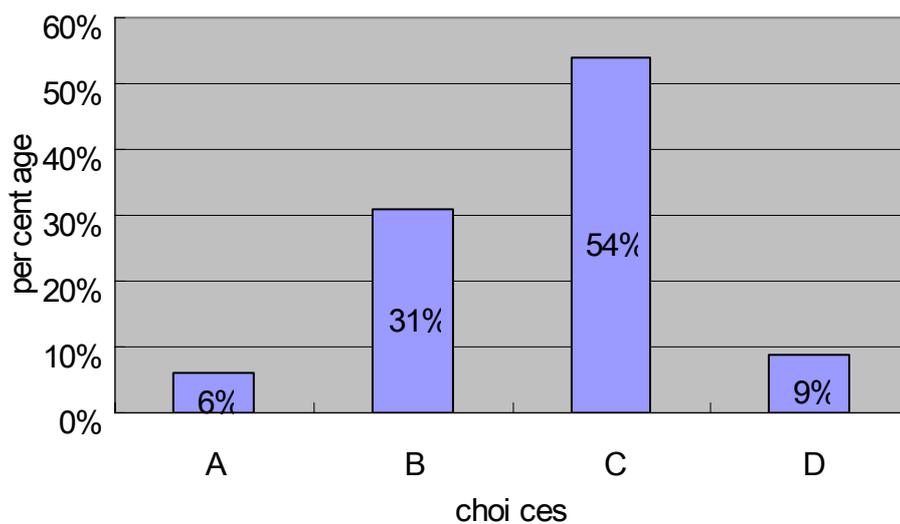
13. In your mind, does your teacher participate in the discussion with students?

- A. often B. sometimes C. seldom D. never



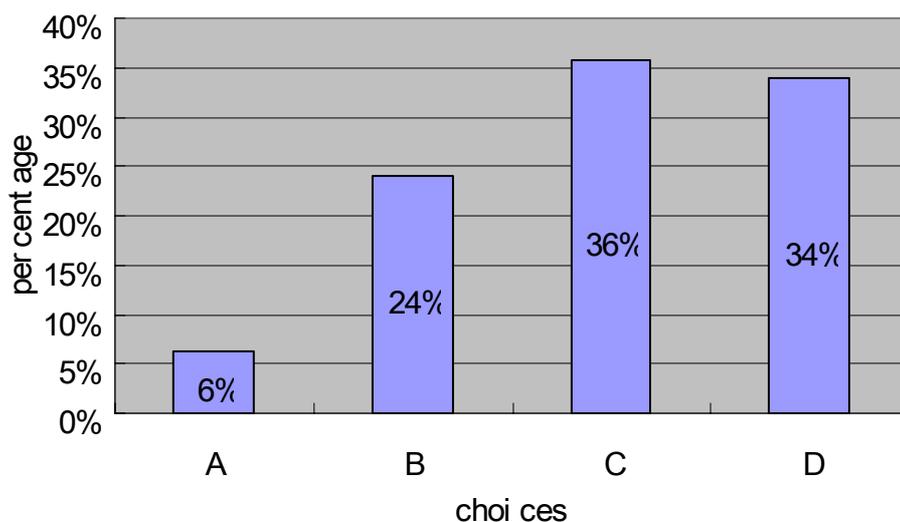
14. Do you preview before new units start?

- A. every time B. often C. occasionally D. never



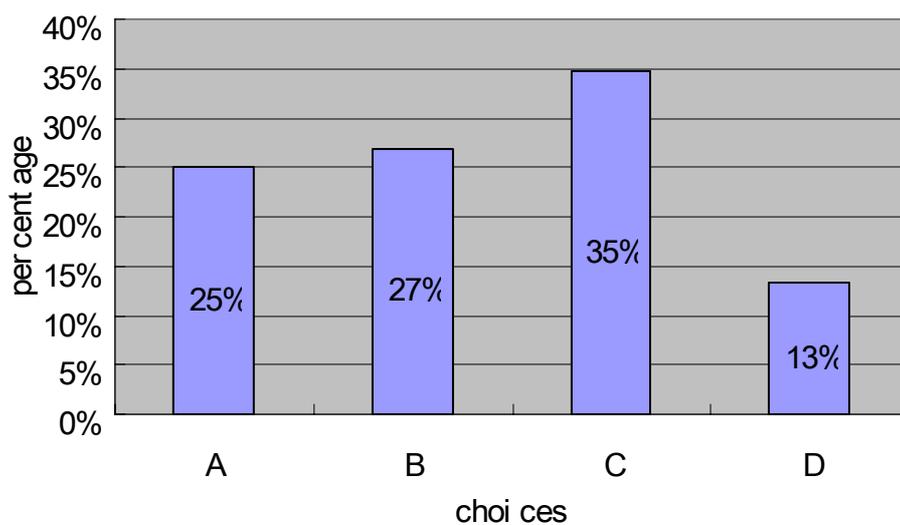
15. Does your teacher ask students to help with some materials preparation work or with some auxiliary work when he or she prepares class?

- A. often B. sometimes C. seldom D. never



16. Do you think the teaching method and style will exert influence on your enthusiasm for classroom participation?

- A. yes, and very much so B. yes, but not very much C.no D. do not know



17. Which one of the following teaching methods and styles do you think is the most intolerable?(multiple choice)

- A. monotonous in class B. lack of interaction in class
 C. echo what the books say with no interest D. other alternatives (please write here)_____

36% of the students chose ABC and 19% chose AC.

18. Which one of the following ways can stimulate your enthusiasm for classroom participation more than others?(multiple choice)

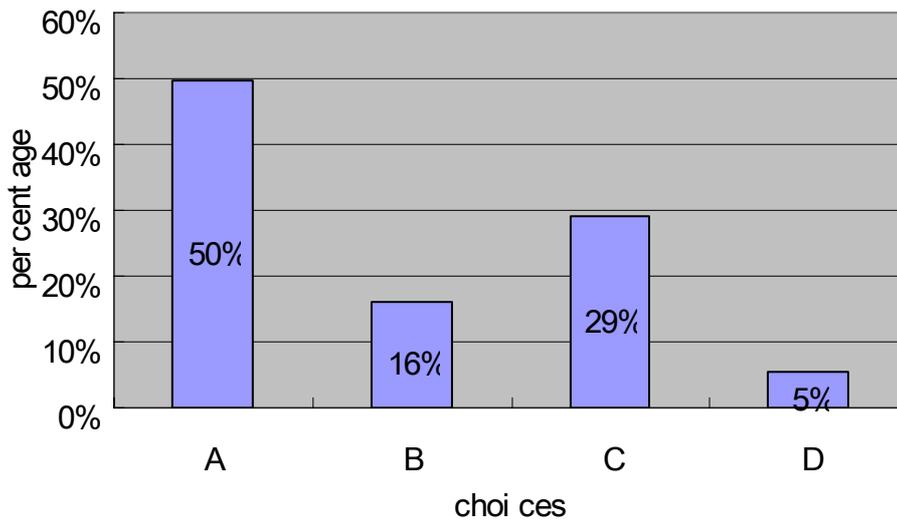
- A. a spokesman or a spokeswoman for group discussion
 B. speak on the stage individually
 C. speak off stage individually
 D. hand in his or her own thinking result in written form

E. other alternatives (please write here) _____

The answers vary greatly. The students who chose A accounts for 20%, who chose AC accounts for 17% , who chose AD accounts for 10% and who made other choices constitute 10%, 9%, 8%, 7%, 6%, 5% and 4%.

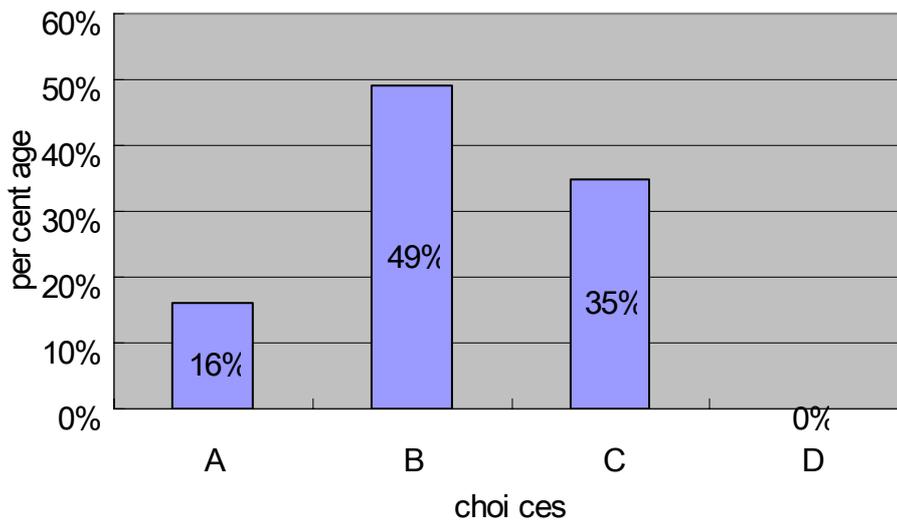
19.From your own study experience, in which way do you think you will learn more, being involved in study or just listening to teaching?

- A. being involved in study B. just listening to teaching C. almost the same D. do not know



20.How many of the teachers who have taught you have used Participatory Teaching Approach(group discussion, cooperative inquiry, role play, etc.)?

- A. all teachers B. most teachers C. a small number of teachers D. no teachers



21. Do you think it important for students to participate actively in classroom teaching of English? Why?

The answers are divided into three categories.

The first one: important (110 people)

Reasons: 1. learning more knowledge

2. having good learning results and improving learning efficiency
3. consolidating students' knowledge
4. mobilizing the enthusiasm for learning
5. stimulating the loving of subject and establishing a good relationship between teachers and students
6. fostering the ability of independent study and increasing the courage for oral practice
7. adjusting classroom atmosphere
- 8 helping memory
9. enhancing teachers' passion for teaching
10. facilitating the active participation of students

The second one: not very important (2 people)

Reasons: 1. The emphasis should not be put on participation, for the initiative to study needs culturing slowly.

2. Students don't have to be involved while encountering the problems they don't know.

The third one: do not know (1 person)

Reasons: Sometimes it is important but sometimes not

THANKS FOR YOUR COOPERATION !!!