

(SAMPLE ONLY)

Primary NET Scheme School Self-evaluation Report:

Rousing Minds to Life Primary School

SSE Focus:

**Evaluation of Pupils' Motivation and Confidence
in Learning English**

Principal:

Mr. Man Ka Wai

English Panel Head:

Ms Chan Bo Wah

Evaluation Team:

Ms Nancie Thomson

Ms Lee Wing Yee

Ms Wong Suk Han

Mr. Chu Yat Ming

Mr. To Wai Sun

Ms Poon Mei Wah

Ms Tsui Pui Man

Mr Yiu Hin Wai

Ms Fung Ying

1 Introduction

This report is based on a self-evaluation enquiry within the Primary NET Scheme. The aims of the self-evaluation enquiry are:

- to inform the on-going development of the Scheme at our school,
- to provide our school and English Panel with evidence of the impact of the Scheme;
- to provide the schools and English Panels with recommendations for the future directions, goals and targets of Scheme; and
- to inform EMB on the future directions, goals and targets of the Scheme.

1.1 Evaluation Focus

One of the objectives of the Primary NET Scheme is to develop children's interest in learning English and establishing the foundation for life-long learning. This objective is expected to be achieved through: (a) the setting up of authentic English environment for children to learn English, (b) the adoption of innovative learning and teaching methods and (c) the development of materials, curricular and activities suited to the needs of our children in learning of English.

The focus of our evaluation was to find out the impact of the NET Scheme on our pupils' interest and confidence in learning English.

1.2 School Background

Our school is a subsidized whole day school. There are 24 classes in the school. Four Primary 1 classes and four Primary 5 classes were taught by the NET and class English teachers.

2 Methodology

2.1 Participants

A total of 143 pupils from Primary 1 and 148 pupils from Primary 5 were involved in the evaluation process.

2.2 Data Collection Methods/ Procedures

2.2.1 Pupils' questionnaire

A questionnaire was administered with all the 143 Primary 1 pupils and 148 Primary 5 pupils at two points of time – early September 2003 (1st Survey) and late April 2004 (2nd Survey) (Table 1) (See Appendix 1). The questionnaire was written in both English and Chinese but conducted in Cantonese.

To ensure a familiar and non-threatening environment was established for the questionnaire to be administered, the questionnaire was administered in the pupils' classrooms by the pupils' English teachers.

When administering the questionnaire, the purpose of the survey was explained and the same instructions were given to every Primary 1 and 5 pupil. Every question in the questionnaire was read to the Primary 1 pupils and the instructions for each section were read and explained to the Primary 5 pupils by the teachers.

Table 1: Participants of Pupil's Questionnaire

<i>Grade Levels</i>	<i>No. of Pupils</i>	<i>No. of Pupils Surveyed</i>	<i>No. of Pupils Interviewed</i>
P1	143	143	24
P5	148	148	24
Total	291	291	48

2.2.2 Pupils' interview

To provide the evaluation with another source of data to establish a fuller and clearer picture, pupils' interview was conducted in early May 2004 (Appendix 2). This was to collect more in-depth data about pupils' motivation and confidence in learning English.

Out of the total of 291 pupils who participated in the survey, approximately 20% of the sampled pupils (24 Primary 1 and 24 Primary 5 pupils) were randomly selected to participate in the interview (Table 1).

A pupils' interview protocol was written in both English and Chinese but conducted in Cantonese (Appendix 2). For Primary 1 pupils, a group-interview situation was adopted to allow the pupils to express themselves and to share their ideas in a familiar and non-threatening environment.

3 Results and Findings

3.1 Pupils' Questionnaire

3.1.1 Motivation in learning English

In the 1st survey (Table 2), slightly more than half of the sample pupils (56.7%) indicated that they *liked to learn English* and 65.8% of them indicated that *learning English was enjoyable*.

However, in the 2nd survey (Table 2), there were more sample pupils indicating that *they liked to learn English* (82.9%) and *learning English was enjoyable* (78.2%). The results seemed to indicate that pupils were more motivated to learn English.

Table 2: Motivation in Learning English

	1 st Survey (%)	2 nd Survey (%)
Learning English is enjoyable	65.8	78.2
I like to learn English	56.7	82.9

3.1.2 Confidence in learning English

In the 1st survey (Table 3), less than half of the sample pupils (46.8%) indicated that *learning English was easy* and about one-third of the sample pupils indicated that *they liked to speak English with their English teacher* (39.8%) and *with their classmates* (24.2%).

Table 3: Confidence in Learning English

	1 st Survey (%)	2 nd Survey (%)
Learning English is easy	46.8	63.9
I like to speak English with my English teachers (including Western English teacher).	39.8	55.8
I like to speak English with my classmates	24.2	51.4

In the 2nd survey (Table 3), there were more sample pupils indicating that (a) *learning English was easy* (63.9%), (b) *they liked to speak English with their English teachers (including Western English teacher)* (55.8%) and (c) *they liked to speak English with their classmates* (51.4%).

Comparing and contrasting the two rounds of survey, it was found that there were 17.1% more sample pupils who found *learning English was easy* (17.1%) and 16% more sampled students who thought that *they liked to speak English with their English teachers (including Western English teacher)* (16%). Interestingly, there were more sample pupils who thought that *they liked to speak English with their classmates* (27.2%).

3.2 Pupils' Interview

The pupils' views on their motivation and confidence in learning English language were also collected in the Pupils' interview, which were conducted in Cantonese. Results were analyzed and interpreted as followed. Quotations which seemed typical of what many of the students comment, were chosen for discussion.

3.2.1 Pupils' views on their motivation and confidence in learning English

Q1 Do you like learning English? Why or why not?

From the interview data, a relatively high percentage of the pupils (87.5%) interviewed indicated that *they like learning English*. This result seemed to reveal that the majority of the pupils liked learning English. Moreover, from the comments that the pupils made to the interviewer, it was found that the majority of the pupils liked learning English because they found learning English fun:

English lessons are fun. I like the games.
I am interested in English.
Teachers tell stories in class. I liked stories.
I feel happy when I can speak English.
My English teacher is fun.
I liked my teachers teaching English through games.

Interestingly, comments made by those pupils who indicated that they did not like learning English seemed to reflect that they had difficulties in learning vocabulary:

English is difficult to learn as there are many difficult words, which I easily forget.
English is more difficult to learn than Chinese. English words are too long and difficult to pronounce.
Some words are long and are difficult to remember the spelling.
There are too many vocabularies to remember.
Dictation is too difficult.

Q2 Do you like speaking English? Why or why not?

When asked about whether they liked to speak English or not, 61.4% of the sample pupils reflected that *they liked speaking English*. However, across the grade levels, less Primary 5 than Primary 1 pupils indicated that they liked to speak English. Interview data seemed to reflect upon two main reasons for the pupils not speaking English. First, the pupils had encountered difficulties in doing it as English is a difficult language to them; and second, they were worried about being criticized by other people:

English is difficult.

It's difficult to express my ideas in English.

I have difficulty in expressing what I want to say.

There are words that I don't know how to say.

My English is not good.

Classmates will laugh at me when I say incorrectly.

Q3 Do you speak English in class? Why or why not?

Q4 Do you speak more English to your teachers now? Why or why not?

Q5 Do you speak more English to your classmates now? Why or why not?

Interview data indicated that the majority of the pupils (87.4%) speak English in classes. About 90% and 92% of the pupils found themselves speaking more English to their teachers and to their classmates respectively. Comments made by the pupils seemed to indicate that: (a) pupils were provided with more opportunities to speak English in classes, and (b) an authentic English speaking environment was created for the pupils inside the classroom:

The teachers ask us questions in English.

I participate in class activities such as reading stories, games, drama, and poems.

I have to communicate with teachers and classmates.

The NET doesn't know English.

There are more English teachers in the classroom.

Teachers speak English in class.

Teacher speaks more to me.

There are more class activities requiring us to talk with each other, like games, role-plays, surveys, discussions and drama.

Because now we have more group work and practices.

We use English when playing games

We are required to speak in English.

Interview data also showed that the pupils interviewed were more confident in speaking English to their teachers and classmates:

I can apply what I have learned in the lesson.

I learned more English and so I become more confident to speak.

Speaking English is fun.

I've got used to speak English.

I know more English words to communicate.

Sometimes I talk to classmates in English with English words that I've already learned.

I learned more and became less afraid to talk in English.

I can apply what I have learned in lesson to talk with classmates.

I feel speaking English is fun so I speak to my classmates in English during recess.

4 Conclusions and Recommendations

Findings from both the pupils' questionnaire and the pupils' interview seemed to indicate that (a) most of the pupils were more motivated to learn English and (b) the majority of the pupils were more confident in their English learning. Interestingly, the younger the pupils, the more the pupils were motivated to learn English.

In addition, from the comments that the pupils made during the interview, it is crystal clear that the majority of the pupils had found learning English more fun and interesting and they were more motivated and confident in speaking English to both their teachers and their classmates in English classrooms. It was because the pupils have found purposes and opportunities as well as an authentic English speaking environment to speak English.

In the future, we believed that pupils should be provided with:

- more opportunities to speak English in/outside the classroom;
- an authentic English speaking environment; and
- more fun in learning English.




Appendix 1

PUPILS QUESTIONNAIRE

Dear children, this questionnaire is designed to find out your English language learning. Please answer all the questions. Your answers will be kept in confidence. Thank you.

Name: _____ (M/ F)
Class: _____

Please a tick (✓) in the appropriate box.

	<i>I think that:</i>	 Yes	 I'm not sure	 No
1.	I like to learn English.			
2.	Learning English is enjoyable.			
3.	Learning English is easy.			
4.	I speak English with my Western English teacher.			
5.	I speak English with my English teacher.			
6.	I speak English with my classmates.			
7.	I speak English at home.			
8.	I like to speak English with my Western English teacher.			
9.	I like to speak English with my English teacher.			
10.	I like to speak English with my classmates.			
11.	I like to speak English at home.			
12.	I like to learn English with my Western English teacher.			
13.	I like to learn English with my English teacher.			

[THE END]

THANK YOU FOR YOUR COOPERATION

Appendix 2

PUPILS INTERVIEW

Name: (M/ F)
Class:

Q1 Do you like learning English? Why or why not?

Q2 Do you like speaking English? Why or why not?

Q3 Do you speak English in class? Why or why not?

Q4 Do you speak more English to your teachers now? Why or why not?

Q5 Do you speak more English to your classmates now? Why or why not?