China

A Handbook of Rights-Based Participatory Approach for EFL Teaching

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1. Introduction

We are the EFL (English as a Foreign Language) teachers and teacher trainers in China. We are also the change agents of "Child Rights, Classroom and School Management" Advanced International Training Program sponsored by Sida (Swedish International Development Co-operation Agency) and operated by Lund University. This program is aiming to protect child rights and improve awareness and ability of participation in classroom and school activities in developing countries. There are 2 batches per year according to the training program, and in each batch there are 3 participants, all of whom are selected from 10 developing countries. The duration for each batch is around one and a half year, consisting of five phases. Phase One is a two-month preparation at home country. Phase Two takes place in Sweden for about three and a half weeks, learning child rights, teaching and learning and leadership combined with study-visits to different schools and Sida. A project for change, which should have a high degree of practical relevance for the participants and their home organizations, will be identified, planned and decided during the stay in Sweden. Phase Three lasts for about five months at home country implementing the project. There will be a two-week seminar for the same batches in Phase Four, discussing implementation of the project and visiting local education institutions and schools. In Phase Five, implementation of the project will be continued until final report is done. Mentors will visit the batch's home country, supervising the implementation of the project and advising on the final project. Since 2003, 20 batches have been selected and more than 600 participants have got trained in the program.

CRC change agents in Inner Mongolia, China, have been the pioneers to raise the awareness of participation and implement participation as a classroom principle in

EFL teaching and learning, including promoting the students' participation in and out of class, implementing CRC-based training program in Inner Mongolia Normal University (IMNU) and Tongliao Vocational College (TVC), providing university-wide teacher training and teaching materials on CRC at four universities in Inner Mongolia, and enhancing students' participation in EFL classes by using Participatory Approach (PA) in a pilot research in two middle schools in Inner Mongolia. However, there is still a lack of systematic instruction to guide the actual implementation of CRC-based PA in the EFL teaching and learning. Therefore, as Batch 20 of Child Rights, Classroom and School Management Program, we are university EFL teacher trainers, we have worked out this handbook as a practical tool for the pre-service teacher trainers and pre-service teacher trainees to understand and implement PA in their future K-12 teaching. It can also be used as a teaching assistant for K-12 EFL teachers. We are designing this handbook hoping that all the teachers of English can implement the Participatory Approach aiming to protect child rights and improve awareness and ability of participation in English classrooms.

To test the feasibility of the handbook, we have done some experiments among EFL pre-service teacher trainers and pre-service teacher trainees in English Departments in Inner Mongolia Normal University and Tongliao Vocational College in China, who have been supportive to this handbook. We also invited in-service middle school teachers and other change agents who have been involved for advice. As a product of the Sida program project, we also had a lot of discussion with our mentor, Professor Per Wickenberg, as well as the mentors and coordinators from Lund University.

2. Frame of Reference

The Convention on the Rights of the Child (CRC) was approved by the United Nations in 1989 and it was ratified in China in 1992, followed by the related laws and regulations in order to protect the interests of children. According to CRC, children are entitled to the right to participation (article 12), freedom of expression (article 13), freedom of thought (article 14), right to education (article 28, 29), and right to leisure, play and culture (article 31). As one of the core CRC principles -- provision, protection and participation, participation encourages the child to be a subject of rights and an active participant at all levels. While in EFL (English as a foreign language) teaching and learning, the most popular teaching methodologies—collaborative teaching approach, communicative approach and tasked-based teaching approach—to some extent, involve children in the classroom activities in different ways.

However, there is not a systematic teaching approach to fully ensure the child's right to participation in class. As the trainees of the Child Rights, Classroom and School Management Program, the CRC change agents in Inner Mongolia, China, have been the pioneers to raise the awareness of participation and implement participation as a classroom principle in EFL teaching and learning. Batch 11 started to work on promoting the students' participation in and out of class in Inner Mongolia from 2009. Batch 14 has implemented CRC-based training program in IMNU and TVC since 2011.

Batch 16 and 18 focused more on participation by providing university-wide teacher training and teaching materials on CRC at four universities in Inner Mongolia in 2011 and 2012. In 2013, in order to enhance students' participation in EFL classes, Batch 19 initiated Participatory Approach (PA) in a pilot research in two middle schools in Inner Mongolia. From what have been done so far, it is undeniable that participation and PA have been gradually put into practice in EFL classes. But there is still a lack of systematic instruction to guide the actual implementation of CRC-based PA in the EFL teaching and learning. Therefore, Batch 20, as university EFL teacher trainers, will work out a handbook as a practical tool for the pre-service teacher trainers and pre-service teacher trainees to understand and implement PA in their future K-12 teaching.

3. Purpose

The overall objectives of the handbook are, but not limited to, the following aspects:

3.1 Awareness

This handbook is to raise pre-service teacher trainers' and pre-service teacher trainees' awareness of participation in the classroom based on Child Right Convention (CRC), by developing a framework and guideline of rights-based Participatory Approach (PA) for EFL (English as a Foreign Language) teaching and learning.

3.2 Facilitation

The handbook will facilitate the pre-service teacher trainers and pre-service teacher trainees to get a general understanding of CRC and CRC-based participatory approach in EFL teaching and learning.

3.3 Scaffolding

It will also guide the handbook users to implement PA in their teaching as teachers. To ensure the child's right in EFL learning, this project will also advocate the broader implementation of PA in other subjects and in other cities of China.

3.4 Demonstration

We will make a video in order to demonstrate the PA lessons in a more detailed and visual way.

Target groups and stakeholders

Target groups: EFL pre-service teacher trainers and pre-service teacher trainees in English Departments in Inner Mongolia Normal University (IMNU) and Tongliao Vocational College (TVC) in China.

Stakeholders: pre-service teacher trainees, pre-service teacher trainers in both IMNU and TVC, relative sections of IMNU and TVC, CRC change agents in Inner Mongolia, in-service middle school teachers who are involved, educators in teacher training programs and in local department of education, CRC change agents in other countries.

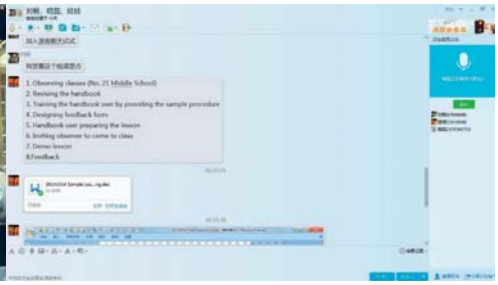
4. Activities

4.1 After the training in Sweden

Since May 2014, Team China from both IMNU and TVC has been working together on the handbook. A draft handbook of rights-based Participatory Approach (PA) is developed for EFL pre-service teacher trainers and pre-service teacher trainees to implement PA in the EFL teaching and learning in IMNU and TVC. The following activities are operated before we go to India for the progress report.

1. We reported and presented CRC Batch 20 project to the supervisors of English teacher training programs and relevant pre-service teacher trainers in IMNU and TVC. Then we got the approval from the supervisors of IMNU and TVC in June 2014.
2. We observed some CRC-related classes taught by other change agents, collected some materials for the handbook and compiled the draft, including table of contents, sections, reference, appendix, acknowledgement, cover, etc.
3. When we reported and presented CRC Batch 20 project to the supervisors of English teacher training programs and relevant pre-service teacher trainers in IMNU and TVC, change agents in both schools showed great interest in what we had been working on. They wanted to see more of the handbook and provided more suggestions when we worked out the draft and conducted the experiential teaching. The stable support from both change agents and other colleagues in both schools provided us tremendous strength to further the work.
4. In terms of the observations, we took some casual interviews with some change agents and observed their CRC- and PA-related classes. Through the interview, we knew how these teachers planed their lessons, what the focuses were, and how the change agents in the same Batch worked together. The experiences and stories that they shared enlightened us in many ways so that we could avoid obstacles in designing the Participatory Approach handbook. In order to make the handbook as thoughtful as possible, we asked for some teaching materials from the CRC-involved teachers from both IMNU and TVC, too. During a reflection meeting at school, we shared what we had been doing with the rest of our colleagues and received helpful feedback from them, including the encouragement and suggestions as for the format, content, organization, errors, etc. of the first draft of the handbook.
5. Then we decided to work on the experiential lesson plan.

Video image:



Audio/Online Chat Snap:

4.2 After the progress report in India

After the progress report in India, we had the following further progress on the project.

4.2.1 Tele-Conferencing and WeChating

Batch 20 continued the small network over WeChat (a communication app), phone calls, e-mails and Tele-conference online to talk about the detailed schedule for the following months.

4.2.2 Observing PA classes

We went to No. 21 Middle School in Hohhot to see the participatory approach that they have been practicing at their school for several years. This was organized by Mr. Sun Baijun (Batch 1) and his colleagues. We talked with some teachers and they were very open to the questions. We observed the English classes that are very similar to some university English classes with flexible groupings and classroom arrangement. We talked with some teachers who held different ideas on this approach, but when we mentioned the handbook, they showed their interest. Teachers are aware that they should have students involved more, but they don't know how to do that. The techniques in class are needed in their eyes. They need guidance; this shows the need of our handbook.

4.2.3 Revising the handbook

We revised the teacher instructional language part in the handbook Integrating CRC into instructional language by changing the common language in class as shown in Appendix 2. We designed some feedback forms (for handbook user, change agents as observers, and students) for the test of the handbook in the teaching.

4.2.4 Testing the handbook draft

We designed some feedback forms for the handbook users, change agents as observers, and students for the test of the handbook draft as shown in the following table:

Testing the handbook draft	a. Handbook users: Sencond-year post-graduate stuents at School of Foreign Languages of IMNU, who took the course of English Teaching Methodology and Strategies (Number of students: 20). This group of students are the students while other handbook users are teaching their class. b. Trainers: IMNU—Gaowa, He Zhiying, Xiaorui c. Training Materials for trainers: handbook draft d. Teaching material for handbook users—elementary school, middle school and high school English textbooks e. Observers: Gaowa, Xiaorui, He Zhiying, (change agents from different batches) f. Time: An hour for each teaching team with four members. Each member got 15 minutes. g. People in a lesson session: • Teachers (handbook users) • Students (handbook users' classmates) • Observers (change agents) • Instructor of the post-graduate class: Gaowa h. Activities: Teachers (handbook users) teaching the level that they chosed by using the handbook draft; filling out the Handbook User Form after the entire teaching process; self reflecting before their classmates commenting. Students (handbook users' classmates) pretending to be the students at the level that their classmates are teaching; filling out the Student Feedback Form after the handbook users' teaching; giving feedback after the handbook users' self-reflection. Observers (change agents) observing the class; filling out the Observer's Form; giving feedback at the end of the class and provide suggestions for improvement of the the students' teaching. Instructor of the post-graduate class: Gaowa commenting on the entire process and summarizing. i. Location: Training—Wenshi Building 225 at IMNU; Experiential teaching—Wenshi Building 225 at IMNU.
Collecting Feedback	Batch 20 collecting feedback forms, analyzing the data and making the survey report.
Revising the handbook draft	Revising the handbook draft for another test

Participation

Self-evaluation

Observers

Feedback from change agents

4.2.5 Demonstrating the PA class at the Network meeting

On 24 June 2015, the International Seminar on Inner Mongolia Child Rights Protection and Basic Education Reform was held at Inner Mongolia Normal University. Change Agents from different cities in Inner Mongolia gathered at IMNU to celebrate the wisdom and deep thoughts on Child Rights in the area. Batch 20 received a lot of good suggestions from the change agents, teachers from Sweden and the mentor. Liu Chang and Wuyungaowa were invited to give demo lessons of Participatory Approach at the conference, receiving even more practical feedback from the conference participants.

5. Results

The feedback from the handbook users, their students, and the observers provided a lot of information for the improvement of the handbook. It reviewed some problems of the handbook. At the same time, we are encouraged by the compliments. Here are some feedbacks and the reviewed problems:

5.1 General feedback on the handbook

At first sight, I cannot understand what is "rights-based".

"Rights-Based Participatory Approach" is ideal in real classroom. The level of it may be different.

The book has a very clear organization of the content.

The structure is very clear.

5.2 Feedback on different chapters of the handbook

Preface and Acknowledgement		Very clear.
Chapter III Instructional Language		This part is very useful for our class. Very useful for teachers. Yes. Instructional language is important in teaching. If there are more examples in this handbook, it will be better. I think the language in class is useful.
Chapter IV Activities		If more activities are supplied, which will be better? This part is very useful for teachers to organize different kinds of activities. One or two can not be implemented in class.
Chapter V Teaching Assistance		Suggestions should be given about how to combine it with teaching.
Chapter VII Lesson Framework of Participatory Approach	Need Analysis Form	This part is very important before beginning the class.
	Participatory Procedures	The cycle graph is very clear.
	Greetings	It will be better if you can provide more examples. Question: should the greeting be related to the topic which is going to be taught?
	Teaching Steps	If there are some detailed contents in each steps, it will be better. More details. The teaching steps have not more specific details.
	Linguistic Knowledge	It should be more details in this part. More details.
	Culture (Pragmatic Skills)	If there are more explanation of the part, it will be better. Culture is more and more important in teaching. Students or teachers have not enough knowledge about culture.
	Student Lesson Feedback	Some rights are unclear. Explanations should be given.
Glossary	It will be better if you can list more items.	
Reference	Reference is important for us to know more knowledge about it.	
Appendix	It can know the reader's information.	
Language	I think for English teacher the English version is better than Chinese one. The level of the handbook is suitable. However, some points are not clear. Interview the users and summarize the problems and give explanations.	

5.3 Changes in the handbook:

Based on the results of the data analysis and the handbook user feedback, we made some changes in the handbook. We made some formats for us, the handbook developers, to provide a clearer picture for the handbook users to check, such as activity description sample, background knowledge survey chart, Participatory Approach lesson plan format, etc. We put some more useful appendix and reference at the end of the book.

6. Discussion and Reflection

"Child Rights, Classroom and School Management" Advanced International Training Program does not only provide plenty of information that we did not realize, but more importantly, embeds the importance of Child Rights Convention into whatever we are experiencing in our daily life now. We have become the ones influencing people around us in terms of the 3Ps—Provision, Protection and Participation of the child rights. As for the handbook that we are working on, Participatory Approach has also become a principle and foundation for our EFL teaching. We are willing to follow this track for more PA experience for the students.

On the other hand, the handbook-developing work cannot be separated from the cooperation between the teachers from IMNU and TVC. Many parts of the handbook are either abstracted from the work of the previous change agents, or the co-working products of the current Batch 20. We feel grateful that we work together with mutual understanding, excellent cooperation and expertise.

7. Way Forward

Report in India was a new beginning in November 2014, because the colleagues and friends in Batch 20 from different countries provided us feedback and advice so that we could make a well-thought handbook not only for the Chinese context, but for the EFL teachers all over the world. Then, the meeting with the mentor and other change agents from Inner Mongolia in Hohhot in June provided more chances for us to take in more suggestions. Three main steps will be taken as a way forward for the project.

First, a handbook needs to be thoughtful enough before it comes out. Therefore, we will work on each part of the draft again, fill in the missing part, asking for more suggestions from the change agents, colleagues and the mentors.

Second, to ensure the thoughtfulness of the handbook for teachers and future teachers at different levels, we will invite more teachers and students in both IMNU and TVC so as to test the validity and effectiveness of PA in these contexts.

Last, we will try to publish the finished and well-tested handbook and make necessary videos. We will spread the CRC and participatory approach by using the handbook in broader groups of pre-service and in-service teachers.

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9. Appendix List

Appendix 1 First Draft of the Handbook: Cover and Table of Content

Appendix 2 Change for Child Rights in Instructional Language

Appendix 3 Participatory Procedures (Provided in the Handbook)

Appendix 4 Student Feedback Form (Provided in the Handbook)

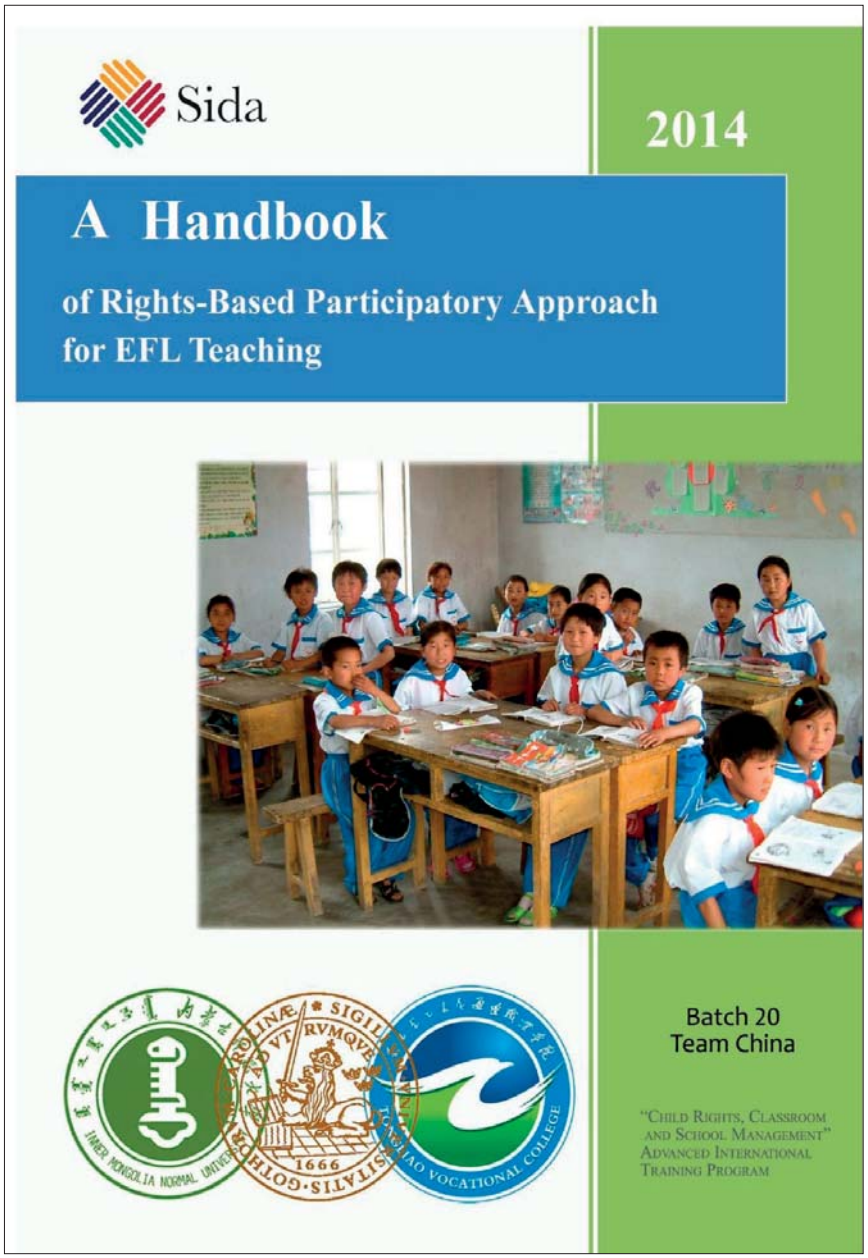
Appendix 5 Feedback Form for the Handbook of Rights-Based Participatory Approach for EFL Teaching

Appendix 6 Need Analysis Form for Beginning Level (Provided in the Handbook)

Appendix 7 Degree of Participation (Provided in the Handbook)

Appendix 1

First Draft of the Handbook: Cover and Table of Content



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Sample Lesson 1: Beginner.....

Sample Lesson 2: Beginner.....

Sample Lesson 3: Intermediate.....

Sample Lesson 4: Intermediate.....

Sample Lesson 5: Higher.....

Sample Lesson 6: Higher.....

Glossary.....

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Appendix.....

Appendix 2

Change for Child Rights in Instructional Language

Original common language	Changed (in Blue)
1. Beginning a class	
(1) Let's start now. / Let's begin our class / lesson. (2) Stand up, please.	*(1) Shall we start no? / Shall we begin our class / lesson?* *(2) Could you stand up, please?*
2. Greeting	*...*
3. Checking attendance	
(14) Try to be on time. / Don't be late next time.	*(14) What's happened? / Can you tell me after class why you are late, please?*
4. Announcing	
(20) Let's start working. / Let's begin / start a new lesson. / Let's begin / start our lesson. (21) First, let's review / do some review. (22) What did we learn in the last lesson? (23) Who can tell / remember what we did in the last lesson / yesterday? (24) Now we're going to do something new / different. / Now let's learn something new. (25) We have some new words / sentences.	*(20) Shall we start working? / Do you like to begin / start a new lesson? / Can we begin / start our lesson?* *(21) Do you want to talk about what we have learned in the last class?* *(22) Shall we talk about what we learned in the last lesson?* *(23) Who can tell / remember what we did in the last lesson / yesterday?* *(24) Now do you want to do something new / different? / Now shall we learn something new?* *(25) Do you want to try some new words / sentences?*
5. Directing attention	
(26) Ready? / Are you ready? (31) Be quiet, please. / Quiet, please.	*(26) Ready? / Are you ready? Do you need more time? Or do you have any questions before…?* *(31) Would you be quiet, please? Let's try to be a good listener.*
6. Classroom activities	
(56) It's your turn. (58) Stand in line. / Line up. (59) One by one. / One at a time, please. (61) Don't speak out. (62) Turn around.	*(56) It's your turn, please.* *(58) Stand in line, please. / Line up, please.* *(59) One by one, please. / One at a time, please.* *(61) Don't speak out, please.* *(62) Turn around, please.*
7. Request	*...*
8. Encouraging	
(66) Can you try?	*(66) Can you try, please?*

9. Issuing a command	
(73) Do what I do.	*(73) Do what I do, please.*
(91) Put your things away. / Clean off your desk. / Pick up the scraps.	*(91) Put your things away, please. / Clean off your desk, please. / Pick up the scraps, please.*
(92) Clean the blackboard.	*(92) Clean the blackboard, please.*
(94) Put the tape-recorder away.	*(94) Put the tape-recorder away, please.*
(95) Put the tape in its box / cassette.	*(95) Put the tape in its box / cassette, please.*
(96) Listen and repeat.	*(96) Listen and repeat, please.*
(97) Look and listen.	*(97) Look and listen, please.*
(98) Repeat after me.	*(98) Repeat after me, please.*
(99) Follow the words.	*(99) Follow the words, please.*
(103) Slowly.	*(103) Slowly, please.*
10. Prohibition and warning	
(105) Stop talking. / Stop talking now, please.	*(105) May I have your attention, please?*
(106) Don't talk. / Everybody quiet, please.	*(106) Shall we get ready for next step now?*
(107) Don't be silly.	*(107) Can we stop doing that please?*
(108) Settle down.	*(108) Let's who can take the seat first?*
11. Evaluating	
(116) I don't think so.	*(116) (117) (118) Maybe you are right, but are there any other possibilities?*
(117) That's not quite right, any other answers? / That's close. / That's almost right.	
(118) Not quite, can anyone help him / her? / Try again.	
12. Setting homework	
(121) Practise after class. / Practise at home.	*(121) Please review what we've learnt after class. / Please practise the words at home…*
(122) Say it out loud, before you write it down.	*(122) Say it out loud, before you write it down, please.*
(124) Remember (Memorize) these words / sentences.	*(124) Remember (Memorize) these good words / sentences, please.*
(125) Learn these words / these sentences / this text by heart.	*(125) Learn these words / these sentences / this text by heart, please.*
(126) Do your homework. / Do the next lesson. / Do the new work,	*(126) Do your homework, please. / Do the next lesson, please. / Do the new work, please.*
13. Dismissing the class	
(127) Hand in your workbooks, please.	*(127) Would everybody hand in your workbook please?*
(128) Time is up.	*(128) Let's stop here today/Let's call it a day.*
(134) Class is over.	*(134) So much for today. You have a nice day!*

Appendix 3

Participatory Procedures (Provided in the Handbook)

Appendix 4

Student Feedback Form (Provided in the Handbook)

Student Feedback Form

(Check the numbers to show your feedback, please.)

No.	Feedback	strongly disagree	disagree	less agree	agree	strongly agree
	About teaching					
1	Clear Teaching goal (e.g. I know today we will learn how to write a thank-you letter).	1	2	3	4	5
2	Teacher is a knowledgeable person in this subject.	1	2	3	4	5
3	The class is well organized.	1	2	3	4	5
4	Teacher made this lesson simple and interesting.	1	2	3	4	5
5	Teacher could take full advantage of the school time.	1	2	3	4	5
6	Teacher encouraged us to ask and express their ideas.	1	2	3	4	5
7	Teacher gave us clear instructions and check if we can fully understand.	1	2	3	4	5
8	Teacher could help us with our questions and explain to us.	1	2	3	4	5
9	Teacher corrected our mistakes and gave us feedback during or after the class.	1	2	3	4	5
10	Teacher made us feel easy and comfort during the class.	1	2	3	4	5
11	Teacher encouraged us to use thinking skills and critical thinking, not just memorize things	1	2	3	4	5
12	The class stayed busy and didn't waste time.	1	2	3	4	5
13	Teacher treat us with respect and patience	1	2	3	4	5
	About participation					
14	I am able to participate in syllabus designing	1	2	3	4	5
15	I am able to participate in lesson plans	1	2	3	4	5
16	I am able to participate in the understanding process of content concepts	1	2	3	4	5
17	I am able to participate in preparing for the relevant activities	1	2	3	4	5
18	I am able to participate in making changes for my own sake	1	2	3	4	5
19	I am able to participate the class with my own background knowledge	1	2	3	4	5
20	I am able to easily understand and participate in the activities.	1	2	3	4	5
21	I am able to feel more equal with the teacher and understand the instruction at ease and participate	1	2	3	4	5
22	I am able to make use of learning strategies autonomously	1	2	3	4	5
23	I am able to get assistance and support from the teacher	1	2	3	4	5
24	I am able to participate voluntarily and think critically	1	2	3	4	5
25	I am able to have more opportunities to participate in communication	1	2	3	4	5
26	I am able to understand the lesson instruction and content at my own level	1	2	3	4	5
27	I am able to implement my rights of sharing ideas and opinions and making suggestions for the class and the teacher	1	2	3	4	5

☺ Thank you for your help.

Appendix 5

Feedback Form for the Handbook of Rights-Based Participatory Approach for EFL Teaching

Feedback Form for the Handbook of Rights-Based Participatory Approach for EFL Teaching

(Check the numbers to show your answers, please. Please provide as many suggestions as possible for us to make a better handbook. We appreciate your help.)

	General feedback on the handbook		strongly disagree	disagree	less agree	agree	strongly agree	Do you have any suggestions for this part? What's the problem? What can be improved?
1	The handbook is user-friendly.		1	2	3	4	5	
2	The name of the book "A Handbook of Rights-Based Participatory Approach for EFL Teaching" is an appropriate name?		1	2	3	4	5	
3	The handbook is user-friendly.		1	2	3	4	5	
4	The structure is clear.		1	2	3	4	5	
	Feedback on different chapters of the handbook		**strongly disagree**	**disagree**	**less agree**	**agree**	**strongly agree**	
5	**Preface and Acknowledge -ment**	The Preface and Acknowledgement helpful for me to understand the purpose of writing the handbook.	1	2	3	4	5	
6	**Chapter I** Introduction to Participatory Approach makes me to believe that this approach is important and meaningful.		1	2	3	4	5	
7	**Chapter II** Classroom Management is clear and well-organized.		1	2	3	4	5	
8	**Chapter III** Instructional Language is helpful for me to know what language is more appropriate in teaching.		1	2	3	4	5	
9	**Chapter IV** Activities is helpful and the activities are well-organized.		1	2	3	4	5	
10	**Chapter V** Teaching Assistance is helpful for providing the teaching aids and facilities.		1	2	3	4	5	
11	**Chapter VI** Assessment is helpful for me to evaluate participation and performance of the students in class.		1	2	3	4	5	
12	**Chapter VII** Lesson Framework of Participatory Approach	The Need Analysis Form is necessary.	1	2	3	4	5	
13		The Checklist of Participatory Objectives is useful.	1	2	3	4	5	
14		The Participatory Assistance useful.	1	2	3	4	5	
15		The Participatory Procedures are clear enough.	1	2	3	4	5	
16		The Lesson Preparation part is useful and clear.	1	2	3	4	5	
17		The Greetings part is useful and clear.	1	2	3	4	5	
18		The Warm-up/Lead-in part is useful and clear.	1	2	3	4	5	
19		The Teaching Steps part is useful and clear.	1	2	3	4	5	
20		The Linguistic Knowledge part is useful and clear.	1	2	3	4	5	
21		The Language Skills part is useful and clear.	1	2	3	4	5	
22		The Culture (Pragmatic Skills) part is useful and clear.	1	2	3	4	5	
23		The Summary of the Lesson part is useful and clear.	1	2	3	4	5	
24		The Student Lesson Feedback is useful and clear.	1	2	3	4	5	
25		The Teacher Reflections are useful and clear.	1	2	3	4	5	
26		The Optional Peer Discussion of Lessons is useful and clear.	1	2	3	4	5	
27	**Glossary**	This part is helpful for me to check the terminologies in the handbook.	1	2	3	4	5	
28	**Reference**	This part is helpful for me to have more reference to check for the future use.	1	2	3	4	5	
29	**Appendix**	The appendix is very helpful to check and use the forms for different purposes.	1	2	3	4	5	
30	**Language**	I think the handbook should be in Chinese language.	1	2	3	4	5	

☺ Thank you for your help.

Appendix 6

Need Analysis Form for Beginning Level (Provided in the Handbook)

Need Analysis Form for Beginning Level

[1] **Knowing you…**

Subject: Grade: Date:

(1) Name: _____
(Mongolian/Chinese/English)
(Check or circle the one that you like me to call most)

(2) Birthday (optional): _____

(3) Where is your hometown?/ Where were you born?

(4) How long have you been learning English? _____ months/years

(5) What colors do you like?

(6) How many people are there in your family? Who are they?

(7) What is your favorite food?

(8) Which animal do you like most?

(9) What is your favorite sport?

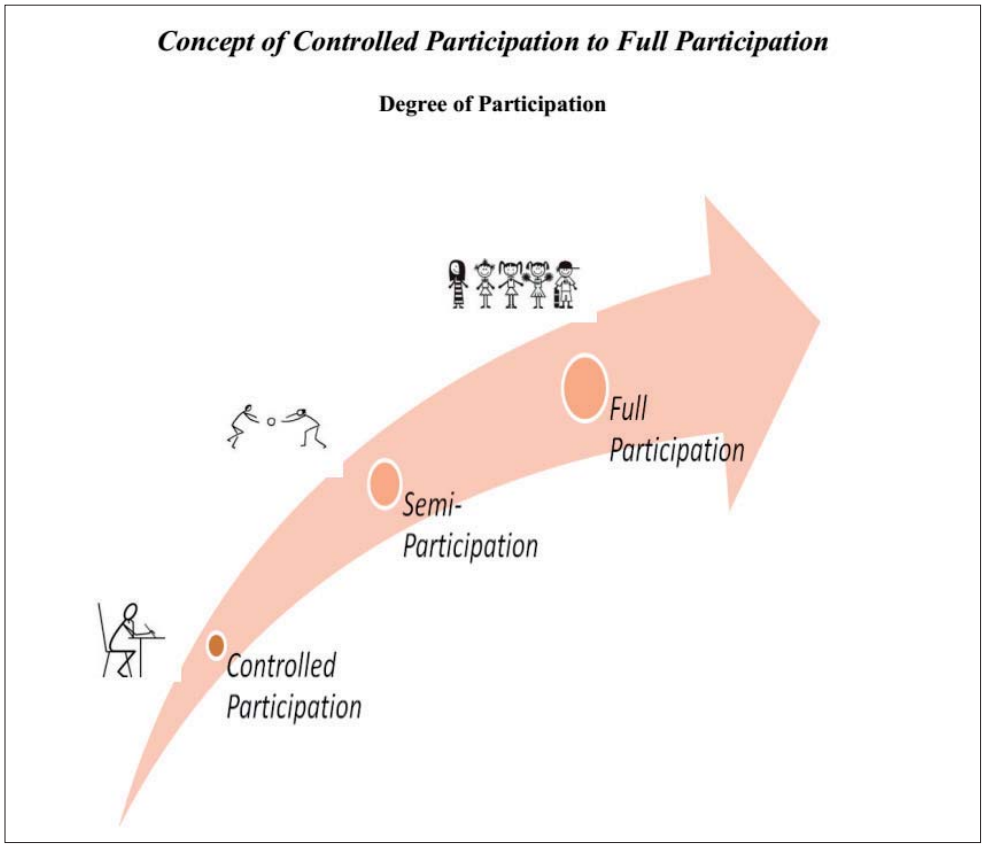
(10) What are your hobbies?

(11) Where do you usually go after school?

(12)What else do you want me to know about you? _____

_____

[1] Note for the manual user: The teacher needs to explain each number of the questions before the students answer them.

Appendix 7

Degree of Participation (Provided in the Handbook)