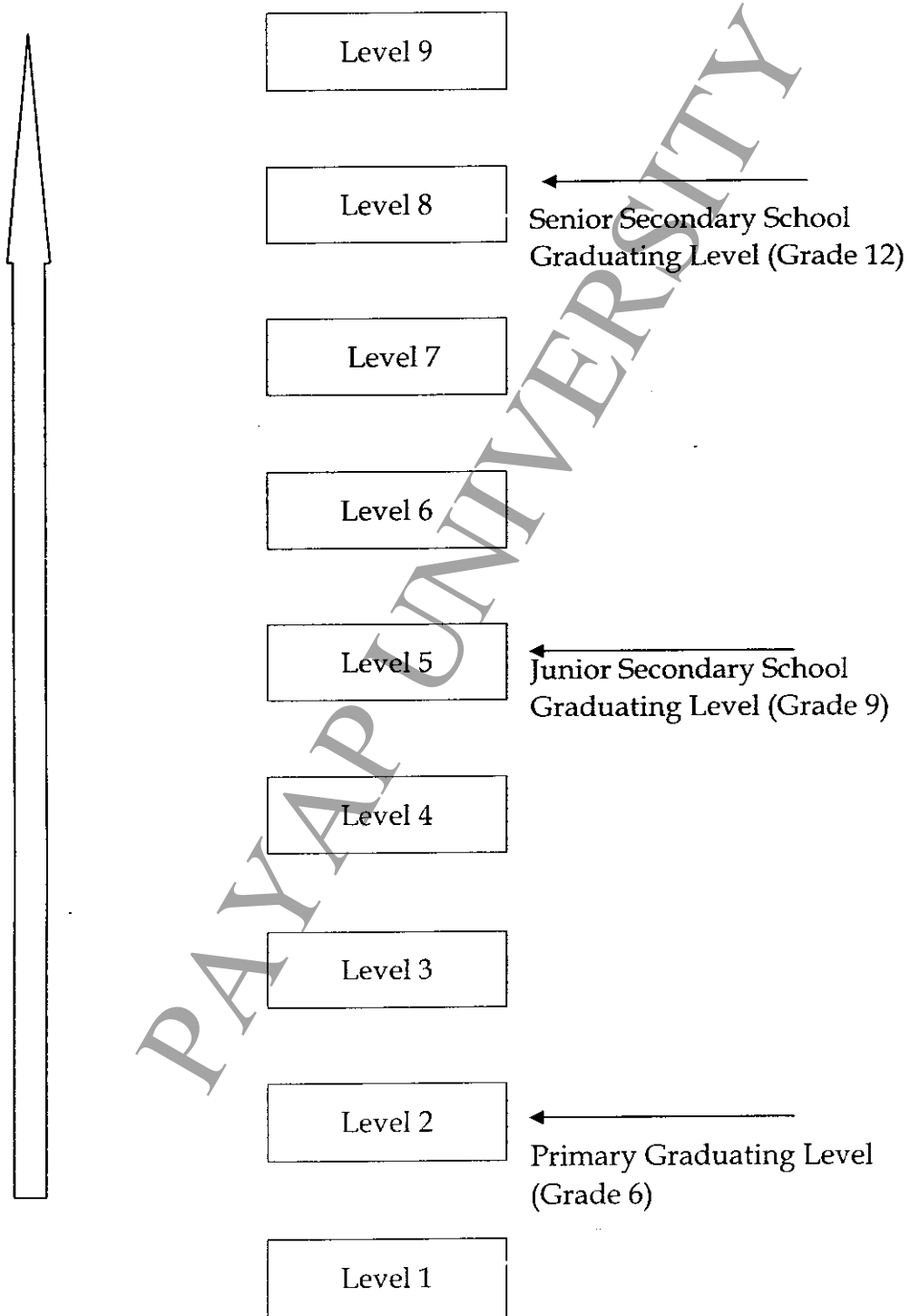


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APPENDICES

Appendix A Performance Levels

(adapted and translated from NEC [2001])



Appendix B Proficiency Descriptions of Performance Levels

(adapted and translated from NEC [2001])

- Level 1 Exhibits an interest in English. Likes to listen to other people speaking English. Able to play games, do actions, perform simple tasks (e.g. coloring pictures and drawing lines) according to teacher's simple instructions. Able to do simple role play. Can sing simple English songs and say simple rhymes. Can understand simple stories with picture clues. Can exchange basic personal information. Can express simple emotions and feelings. Can write English alphabets and spell words. Shows signs of interest in foreign cultures.
- Level 2 Shows a continuous interest in English. Can talk simply about self, family members and friends. Can perform mini-dialogues based on learning content. Can understand and retell simple stories with picture clues. Can write simple sentences with picture or word clues. Willing to participate and cooperate in learning process. Willing to learn about foreign cultures and customs.
- Level 3 Exhibits confidence and a positive attitude towards English

learning. Can understand simple utterances and stories of familiar topics. Can exchange ideas with teachers or classmates on given life-related topics (e.g. school, family life). Can read short stories and simple written materials of different genres. Can write short sentences by providing models or picture clues. Can participate in simple activities such as role play. Can employ appropriate learning strategies to overcome difficulties encountered in learning process. Aware of cultural differences in language communication.

Level 4 Able to identify own learning needs and goals. Shows confidence in English learning. Can understand conversations and stories in contexts of daily communication. Can exchange ideas and opinions on life-related topics. Can read short stories. Can write notes and letters. Can use different learning resources, deriving information from oral interaction or written materials, and applying it to perform simple tasks. Can synthesize and report task results. Can help peers and overcome difficulties in learning process. Can plan for study and seek suitable learning strategies. Can notice cultural differences between Chinese language and foreign languages, and can apply to daily communication.

Level 5 Shows positive attitude and motivation. Can understand teacher's statements on familiar topics and can participate in

discussions. Can communicate with others on topics beyond the most immediate needs. Can read simple reading materials and journals and magazines designed for Grade 7 to Grade 9 students, in which process able to handle new vocabulary and comprehend main ideas. Can employ appropriate reading strategies according to different reading purposes. Can follow instructions to write outline and revise compositions. Willing to cooperate with peer students to solve problems and report the results. Can self-reflect on study and assess progress. Can make use of multiple learning resources. Shows a further understanding of cultural differences.

Level 6 Shows a stronger motivation. Developing awareness of learner autonomy. Can understand viewpoints reflected in oral interaction or written materials and can express opinions. Can describe personal experiences orally or in written form. Able to plan, organize and carry out various activities with teacher's help. Can expand and use learning resources, deriving information from different sources. Can adjust learning objectives and learning strategies based on the results of self- assessment. Can understand the cultural aspect and its background in language communication.

Level 7 Demonstrates clear and continuous learning motivation. Greater learner autonomy in learning. Can exchange ideas on a wider

variety of topics. Can initiate questions and provide opinions and suggestions. Can read abridged English original works and English newspapers designed for Senior Secondary students. Has basic practical writing ability, e.g. writing notes and invitation letters. Can actively participate in planning, organizing and carrying out various language practical activities under teacher's guidance. Can make use of various learning resources to facilitate learning. Has self-monitoring ability and make use of suitable learning strategies. Can understand cultural differences in communication and has basic cross-cultural awareness.

Level 8 Demonstrates stronger confidence and autonomous learning ability. Can communicate casually with English speaking people on familiar topics. Can express constructive ideas based on the content of oral interaction or written materials. Can write a short passage with coherence. Can independently plan, organize, and carry out various language practical activities, such as discussing and setting project plans, reporting results of experiments or investigations. Can effectively use various learning resources (including Internet resources) to gather and interpret information. Can consciously self-assess learning progress and use effective learning strategies. Can understand cultural meaning and its background in communication. Shows respect and tolerance for

foreign cultures.

Level 9 Demonstrates autonomous learning ability. Can understand the main content of lectures, discussions, debates, and presentations on familiar topics. Can communicate facts and talk casually about topics of current public interest such as environment, population, peace and development. Able to be an interpreter for everyday routines. Can make use of various opportunities to communicate in real contexts. Can use a dictionary to help in reading popular science books and literary works of a wider variety of genres. Can complete writing tasks by using common practical writing patterns. Has basic skills of using reference resources. Can autonomously expand and enrich own learning resources. Develops knowledge of the world.

Appendix C Teacher Interview Questions

(Baseline Interview)

1. How old are you?
2. What degree do you hold? When and from where did you get it?
3. How many years have you been teaching English? What teaching activities have you been involved in over the past five years?
4. Have you ever received any kind of academic award?
5. Have you ever participated in any form of teacher professional development education?
6. Why did you choose to be an English teacher?
7. What have you learned from your work as an English teacher?
8. Through what channels and in what ways have you had access to NEC?
9. How do you view the current English teaching reform at fundamental education level (Primary One to Junior Secondary Three)?
10. What is your opinion on the future prospect for English language teaching in underdeveloped areas of China?

Appendix D Teacher Interview Questions

(Summative Interview)

1. What is your understanding of the notion of learner-centeredness highlighted in NEC? In the educational context that you work in, how feasible do you think it is to implement the proposal? Why?
2. NEC stresses the development of students, looking at not only the linguistic performance of the students, but also integrating some non-linguistic dimensions of language learning such as learning strategies, emotions, and cultural awareness. What do you think about this? Do you think it is possible to put it into practice in your own teaching situation?
3. What roles do you think you play in your actual teaching?
4. As far as learner autonomy is concerned, how many of your students do you think have developed the autonomous learning ability?
5. In terms of the proficiency descriptions outlined in NEC for level four students, to what extent do you think your students have achieved the goals?

Appendix E Student Interview Questions

1. Do you think learning English is useful for your future? If so, in what ways? Is it useful for your personal growth? Why or why not?
2. Why are you learning English? Is it because "I want to learn" or "people want me to learn"?
3. If the teacher asks you to do pair work, group work or class discussion, will you think the teacher is wasting her time?
4. If the teacher invites you to discuss the learning pace, learning content and learning activities with her, will you be willing to do it? Why or why not?
5. If the test is no longer the only method of assessing students' achievement, and you are supposed to be involved in the assessment of your own progress, will you be willing and be able to comply it?
6. How do you think about your English study? Do you see yourself an active learner or a passive learner?
7. Do you think English is difficult to learn? Do you agree that if sound learning strategies are used, English learning can be fun and interesting? What strategies do you use in your English study?
8. Do you think English learning is interesting or boring? Why?

9. Is the classroom the only place for you to learn English? Do you make use of any opportunities outside of the classroom to learn English? If you have more free time, will you be willing to do this more often?
10. Do you think the content of your English textbooks is interesting? Why or why not?
11. Have you ever had the experience of asking the teacher a question that she was unable to answer? How did you and your teacher react to that? And how was it resolved? What is your opinion on such issues?
12. How much time do you use to study English everyday? Besides the homework the teacher assigns to you, what other learning activities do you involve yourself in?

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Appendix F Parent Interview Questions

1. Do you have any information about the English curriculum reform in fundamental education initiated by the State Education Commission? If yes, where did you get the information from and how do you view the key point of “learner-centeredness” proposed in the curriculum innovation?
2. What kind of education do you expect your child to receive in junior secondary school?
3. In what ways do you think English learning is useful for your child?

Appendix G Regional Inspector Interview Questions

1. Educational reform involves various interested parties such as schools, parents, teachers, students and educational management department. It is also subject to sociocultural factors such as the economy, politics, and cultural traditions. Can you say something about the implementation of NEC in the particular area you work?
2. The new curriculum stresses the development of all students and the overall development of every student. However, as far as I know, the majority of teachers and students are still highly motivated by the public examinations. How do you view the phenomenon? What actions do you think the government should take to eliminate the negative influence of the examination system in the process of implementing the new curriculum?
3. Many teachers claim they are experiencing a hard time adapting themselves to the curriculum innovation. The problems confronting them include 1) the textbooks are filled to overflowing with vocabulary and a wide variety of topics; 2) it is difficult to switch from the established practice to a newly introduced methodology; and 3) it is even more difficult to reconcile the traditional norm of public examination with the

4. learning-centered teaching. For various reasons, some teachers choose to retain the old style of teaching. As an educational officer whose job is to manage the curriculum change, how do you view the phenomenon?
5. What administrative supports were provided to the schools and the teachers in the pre-implementation stage and during the process of implementing NEC? What measures are being taken to monitor the implementation process?

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Appendix H School Principal Interview Questions

1. The new curriculum stresses the development of all students and the overall development of every student. What do you think about this?
2. As the school principal whose responsibility is to manage the curriculum, how do you respond to the demands of curriculum reform on one hand and having to cope with the existing public examinations at the other hand?
3. In your opinion, what conditions need to be met if the innovative ideas are to be implemented?

Appendix I Questionnaire for Students

The purpose of the questionnaire is to see what your language needs are, and whether your needs are being met and, if not, what can be done better. Please let your true feelings and opinions be known when filling out this questionnaire. Your grade will in no way be affected by your answers and you should not put your name on this form. It would be appreciated if you could complete this questionnaire, which should take approximately 30 minutes.

Part A

Please fill in the blanks with your personal information.

1. Age _____
2. Gender _____
3. Ethnicity _____
4. Class _____
5. Length of time learning English _____

Part B

Please circle the responses which apply best to your own situation.

1. In your study of English, how important is grammar, vocabulary, and pronunciation to you?

	Low (Not important)		Moderate		High (Very important)
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Pronunciation	1	2	3	4	5

2. How much practice of grammar, vocabulary and pronunciation do you expect to get in class?

	None		Moderate		Extensive
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Pronunciation	1	2	3	4	5

3. How difficult is grammar, vocabulary, and pronunciation to you?

	Low (Not difficult)		Moderate		High (Very difficult)
Grammar	1	2	3	4	5
Vocabulary	1	2	3	4	5
Pronunciation	1	2	3	4	5

4. How important to success in your study of English are the following skills?

	Low (Not important)		Moderate		High (Very important)
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5

5. How often are you engaged in the following activities?

	Not sure	Never	Sometimes	Often	Always
Listening to English	1	2	3	4	5
Speaking English	1	2	3	4	5
Reading English	1	2	3	4	5
Writing English	1	2	3	4	5

6. In terms of the four skills of listening, speaking, reading, and writing, which is/are your most developed skill(s) and which is/are the least developed?

	Low (Least developed)		Moderate		High (Most developed)
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5

7. How much practice of listening, speaking, reading, and writing do you expect to get in class?

	Never	Rarely	Sometimes	Often	Very often
Listening	1	2	3	4	5
Speaking	1	2	3	4	5
Reading	1	2	3	4	5
Writing	1	2	3	4	5

8. What is the most difficult part of pronunciation study to you? Please circle the appropriate response(s).

- 1) Sounds
- 2) Word stress and sentence stress
- 3) Intonation

9. What is the most difficult part of vocabulary study to you? Please circle the appropriate response(s).

- 1) The spelling of a word.
- 2) The pronunciation of a word.
- 3) The meaning of a word.
- 4) The usage of a word.

10. What is the most difficult part of grammar study to you? Please circle the appropriate response(s).

- 1) To understand the grammar rules.
- 2) To use the grammar correctly in a sentence.

- 3) To use the grammar to express my ideas.
- 4) To understand the differences between Chinese and English.

11. How often do you experience the following?

Always Often Sometimes Never

- 1) I can't understand what my teacher
and my classmates are talking about
because I have limited vocabulary and
grammar.
- 2) I find it hard to speak English
because my pronunciation is poor.
- 3) I find it hard to speak/write English
because I have limited vocabulary and
grammar.
- 4) I find it hard to speak/write English
because I don't know the way English people
speak/write.
- 5) I have difficulties in getting the meaning
of what I read because I have limited vocabulary
and grammar.
- 6) I have difficulties in getting the meaning
of what I read because I don't know how the
sentences are put together.

7) I don't understand the cultural information.

12. In what ways is English useful for you?

- 1) To help me complete my study.
- 2) To help me get good school grades.
- 3) To get the golden key to become a "world citizen".
- 4) To express thoughts and feelings.
- 5) To get more world knowledge and know more about people living in English-speaking countries.
- 6) To develop more esthetic sense of western arts and literature.

13. What topics interest you most? Please specify.

Part C

1. Read the following statements. Choose the ones that best describe your opinions on what the English teacher should do. Please put a tick on the line.

- ___ 1) The teacher gives lectures and delivers knowledge.
- ___ 2) The teacher is the "authority" in the classroom.
- ___ 3) The teacher talks for most of the class time.
- ___ 4) The teacher gives time for student talk.

- ___ 5) The teacher corrects every mistake that students make.
- ___ 6) The teacher responds to students positively.
- ___ 7) The teacher tries different activities in class.
- ___ 8) The teacher encourages the students to ask questions.
- ___ 9) The teacher should create a harmonious and pleasant learning environment.
- ___ 10) The teacher should pay attention to students' needs.
- ___ 11) The teacher uses the textbooks only.
- ___ 12) The teacher teaches the students some learning strategies.

2. Have you ever used the following activities in studying English? If you indicate *yes*, how useful were they?

Very useful	Useful	Not useful
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- 1) Memorizing bilingual words list.
- 2) Studying the grammar rules of English.
- 3) Practicing drills on sounds, stress, and intonation of English.
- 4) Practicing drills on grammar patterns.
- 5) Reciting dialogues from a textbook.
- 6) Doing English-Chinese exercises.
- 7) Doing role play activities.
- 8) Watching English movies.
- 9) Listening to English music.

10) Reading English novels and magazines.

11) Writing English diaries.

12) Writing emails in English.

13) Chatting through Internet in English.

14) Talking to friends in English.

15) Talking to English speakers whenever

I have the opportunity.

16) Searching for learning resources out

of class.

17) Participating in English camp.

3. What kind(s) of learning style(s) do you like?

1) The teacher gives lectures to which I listen.

2) The teacher gives lectures and also provides me with opportunities to practice.

3) I study individually.

4) I discuss with my deskmates.

5) I discuss with my group members.

4. When you make a mistake, how do you react? Circle the responses that most apply to you.

1) I am afraid of being laughed at by my classmates.

2) I hope my teacher to correct the mistake immediately.

3) I think my friends can also help me to correct the mistake.

- 4) I think it is normal to make a mistake.
 - 5) I think I can improve myself by making mistakes.
 - 6) I will try to make myself understood even if I make a lot mistakes.
5. Do you think it is necessary to plan for your study?
- 1) Yes, because I am the one who knows my situation best.
 - 2) No, because I don't know my situation.
 - 3) No, because I don't know how to make a systematic and reasonable study plan.
 - 4) No, because the teacher and my parents have already planned for me.
6. What is your view of tests?
- 1) They are both necessary and useful.
 - 2) They are necessary but are not necessarily useful.
 - 3) They are neither necessary nor useful.
7. From what source(s) do you expect to know about your progress?
- 1) From the results of tests.
 - 2) From the teachers' evaluation.
 - 3) From self-reflection.
8. How often do you expect to take a test? Please circle the appropriate response.
- 1) Once a week.
 - 2) Once a month.
 - 3) Twice a semester.

4) Never.

Part D

1. Why do you study English? Please circle the appropriate response(s).

1) Because I like English.

2) Because English is a useful language.

3) Because the school requires me to study English.

4) Because I want to get a good school grade.

2. Do you think studying English is an enjoyable experience? Please circle the appropriate response.

Never

Sometimes

Often

1

2

3

3. Do you feel confident about the progress of your English? Please circle the appropriate response.

No

Sometimes

Yes

1

2

3

Additional Comments

Do you have any other comments which might be helpful for the school to

improve the English program, or anything else relating to your English

language skills and needs? If so, please write them here (You may write either

in English or Chinese):

THANK YOU FOR YOUR ASSISTANCE

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