

APPENDIX A
INTRODUCTORY LETTER TO VOLUNTEERS

PAYYAP UNIVERSITY

Correspondence sent via email on 22 October 2011

สวัสดีครับ (Hello!),

Please allow me to introduce myself. My name is Eric Duwe. I grew up in Wisconsin but have spent the majority of the past four years living and learning in Thailand. I originally came to Thailand in 2007 through *****. I returned home to Wisconsin to teach for one school year, but since have come back to Thailand as a graduate student at Payap University in Chiang Mai. My graduate studies are in the field of TESOL (Teaching English to Speakers of Other Languages).

I've now come to the point in my graduate studies where I have to write my thesis. In large part because of my own life experiences and interest in the topic, I have proposed to study the following: "Investigating the Needs of Short-Term International Volunteer English Teachers."

Some months ago, ***** had shared with me the plan that a group of volunteers would be coming to Thailand to help teach English in a local village. Graciously, he was also supportive of my interest to join the group as part of my process of learning about short-term international volunteers.

This is where our stories cross paths. I would like to request your willingness in sharing your volunteer story with me, as I think your input is indispensable in helping me learn more about meeting the needs of short-term volunteers as they prepare to teach English abroad.

To that end, I have a "pre-departure questionnaire" that I will send out on approximately October 29. It will focus mainly on what things have inspired you to choose this volunteer opportunity and how you feel about your readiness to engage in it, especially in terms of your role as an English teacher at the school in *****. While you are here in Thailand, I'd like to sit in for a few English lessons you will be teaching for the students. My goal in this is to observe the interactions in the language classroom, and particularly how the students respond to having volunteer teachers in the classroom. Also I would like to collect short reflections each day about your thoughts and your experiences. Finally, at the end of your English teaching experience I'll have one more brief questionnaire seeking your reflections and suggestions about the kind of support that volunteers desire and need in preparation for English teaching.

I don't foresee that any of these activities will pose as a significant burden of time or energy for you, and I'd encourage you to share your honest thoughts with me in this project. I think that the reflections that I'm seeking for my study may even assist you in your own preparations for your time in Thailand. Furthermore, be assured that your names will not be included in any write-up or presentation of the thesis study. Feel free to contact me with any questions or concerns you may have.

I'm looking forward to meeting you upon your arrival to Thailand, sharing time with you, and learning about you and the special work you have come to do. Blessings on your preparations.

Sincerely yours,
Eric Duwe

APPENDIX B
PRE-ARRIVAL QUESTIONNAIRE

PAYYAP UNIVERSITY

Volunteer Pre-Arrival Survey

First and Last Name:

Contact Information (Email):

(Your name and contact information will not be part of the data set, nor will they appear in any report. They are only included here in case it is necessary to contact you later to clarify some information on your survey.)

This survey has three parts:

- Part 1: Preparations for Volunteer Engagement*
- Part 2: Concerns about English Language Teaching*
- Part 3: Background in Language Teaching and Learning*

Please provide a full data set by completing all three parts.

There are generally extra lines provided if you feel you have additional relevant information to share. It is not required to fill in all of these additional lines, but any extra information you can provide will be helpful.

Please continue on with the survey! It should take about 15-20 minutes.

Part 1: Preparations for Volunteer Engagement

Please take as much space as needed to answer the following questions about your preparations prior to your arrival to Thailand.

1. How did you initially get connected with this volunteer engagement?
2. Why did you accept the proposition of engaging in this volunteer opportunity?
3. What do you expect to be the most rewarding aspects of your volunteer engagement, if any?
4. What do you expect to be the most challenging aspects of your volunteer engagement, if any?
5. In what ways have you been preparing for your volunteer engagement?
6. What have you found especially helpful in your preparations for your volunteer engagement (e.g., advice and guidelines for preparation, books you have read, particular people who have helped in your preparations, etc.)

Part 2: Concerns about English Language Teaching

This section will focus more specifically on your role as a volunteer English teacher. For each statement, mark an X in the column that best describes your *current* feelings in response to the statement. If the statement is “not applicable,” please explain in the space provided.

<i>Delivery of Lessons</i>		Major Concern	Concern	Minor Concern	Not a Concern	Not Applicable
1	I'll have trouble following through with my lesson plan.					
2	I'll have difficulty managing time in class.					
3	I am unsure how I should respond to students' language errors in class.					
4	I feel that I'll spend too much of the class period talking.					
5	I feel that my lessons won't flow smoothly from activity to activity.					

If you marked “not applicable” for any of the statements, please explain here. Also, please list any additional concerns or comments you have regarding delivery of lessons, if any:

<i>Teaching and Learning Resources</i>		Major Concern	Concern	Minor Concern	Not a Concern	Not Applicable
6	There will be insufficient teaching or learning resources provided for me.					
7	I am unsure how to prepare effective teaching or learning resources.					
8	I am unsure how to make effective use of the resources in the classroom.					
9	I won't make effective use of the board.					

If you marked “not applicable” for any of the statements, please explain here. Also, please list any additional concerns or comments you have regarding teaching and learning resources, if any:

Learners		Major Concern	Concern	Minor Concern	Not a Concern	Not Applicable
10	My students won't maintain interest during class time.					
11	My students won't participate in the activities I have planned.					
12	My students won't understand what I'm saying.					
13	My students will speak a language other than English in the classroom.					
14	My students will lack motivation in learning English.					
15	My students will have very different levels of English proficiency.					
16	My students will misbehave in class.					
17	The size of the class will be difficult to manage effectively.					

If you marked "not applicable" for any of the statements, please explain here. Also, please list any additional concerns or comments you have regarding the learners, if any:

Local Context		Major Concern	Concern	Minor Concern	Not a Concern	Not Applicable
18	I am unsure what I should teach my students.					
19	I am unsure what my students' language goals are.					
20	I am unsure what my students' language needs are.					
21	I am unsure how to create lessons that effectively address my students' language needs and goals.					
22	I am unsure of the teaching style most appropriate for my students.					
23	I am unsure of the expectations of the local school administration.					
24	I am unsure how my English teaching will fit with the local English curriculum.					

If you marked "not applicable" for any of the statements, please explain here. Also, please list any additional concerns or comments you have regarding the local context, if any:

<i>Aspects of Teaching and Learning English</i>						
		Major Concern	Concern	Minor Concern	Not a Concern	Not Applicable
25	I am unsure how to develop speaking skills among my students.					
26	I am unsure how to develop listening skills among my students.					
27	I am unsure how to develop reading skills among my students.					
28	I am unsure how to develop writing skills among my students.					
29	I am unsure how to develop my students' understanding of grammar.					
30	I am unsure how to develop my students' vocabulary base.					
31	I am unsure how to develop my students' pronunciation.					
32	I am unsure how to help my students become better language learners.					

If you marked "not applicable" for any of the statements, please explain here. Also, please list any additional concerns or comments you have regarding aspects of teaching and learning English, if any:

Part 3: Background in Language Teaching and Learning

For each row, mark an X in the column that best represents your situation.

<i>Do you have any prior teaching experiences?</i>		
	No	Yes (please indicate the nature of your experiences along with approximate dates of your experiences)
English as an Additional (Foreign/Second) Language		
Other classes		

<i>Have you participated in an academic program (e.g. university coursework) or professional development (e.g. workshop, conference, etc.) in the following fields?</i>		
	No	Yes (please indicate the nature of your experiences along with approximate dates of participation)
English Language Teaching		
Teaching/ Education		
English		
Another language (please specify)		
Linguistics		

Please list any other academic degrees you have received (in any academic field):

If you have other background experiences you feel are relevant in your preparation as a volunteer English language teacher, please describe here:

APPENDIX C
POST-EXPERIENCE QUESTIONNAIRE

PAYYAP UNIVERSITY

Volunteer Post-Experience Survey

First and Last Name:

(Your name will not be part of the data set, nor will it appear in any report. It is only included here in case it is necessary to contact you later to clarify some information on your survey.)

This survey has two parts:

Part 1: Reflection on Challenges in English Language Teaching

Part 2: Reflection on Volunteer Service

Please provide a full data set by completing both parts.

There are generally extra lines provided if you feel you have additional relevant information to share. It is not required to fill in all of these additional lines, but any extra information you can provide will be helpful.

Please continue on with the survey! It should take about 15 minutes.

Part 1: Reflection on Challenges in English Language Teaching

Please reflect on your volunteer English teaching experience. For each statement, mark an X in the column that best describes your feelings in light of your volunteer English teaching experience. If the statement is “not applicable,” please explain in the space provided.

<i>Delivery of Lessons</i>		Major Problem	Problem	Minor Problem	Not a Problem	Not Applicable
1	I had trouble following through with my lesson plan.					
2	I had difficulty managing time in class.					
3	I was unsure how I should respond to students’ language errors in class.					
4	I spent too much of the class period talking.					
5	My lessons didn’t flow smoothly from activity to activity.					

If you marked “not applicable” for any of the statements, please explain here. Also, please list any additional comments you have regarding delivery of lessons, if any:

<i>Teaching and Learning Resources</i>		Major Problem	Problem	Minor Problem	Not a Problem	Not Applicable
6	There were insufficient teaching or learning resources provided for me.					
7	I was unable to prepare effective teaching or learning resources.					
8	I was unable to make effective use of the resources in the classroom.					
9	I didn’t make effective use of the board.					

If you marked “not applicable” for any of the statements, please explain here. Also, please list any additional comments you have regarding teaching and learning resources, if any:

<i>Learners</i>		Major Problem	Problem	Minor Problem	Not a Problem	Not Applicable
10	My students didn't maintain interest during class time.					
11	My students didn't participate in the activities I had planned.					
12	My students didn't understand what I was saying.					
13	My students spoke a language other than English in the classroom.					
14	My students lacked motivation in learning English.					
15	My students had very different levels of English proficiency.					
16	My students misbehaved in class.					
17	The size of the class was difficult to manage effectively.					

If you marked "not applicable" for any of the statements, please explain here. Also, please list any additional comments you have regarding the learners, if any:

<i>Local Context</i>		Major Problem	Problem	Minor Problem	Not a Problem	Not Applicable
18	I didn't know what I should teach my students.					
19	I didn't know what my students' language goals were.					
20	I didn't know what my students' language needs are.					
21	I didn't know how to create lessons that effectively address my students' language needs and goals.					
22	I was unsure of the teaching style most appropriate for my students.					
23	I didn't know the expectations of the local school administration.					
24	I didn't know how my English teaching would fit with the local English curriculum.					

If you marked "not applicable" for any of the statements, please explain here. Also, please list any additional comments you have regarding the local context, if any:

<i>Aspects of Teaching and Learning English</i>		Major Problem	Problem	Minor Problem	Not a Problem	Not Applicable
25	I didn't know how to develop speaking skills among my students.					
26	I didn't know how to develop listening skills among my students.					
27	I didn't know how to develop reading skills among my students.					
28	I didn't know how to develop writing skills among my students.					
29	I didn't know how to develop my students' understanding of grammar.					
30	I didn't know how to develop my students' vocabulary base.					
31	I didn't know how to develop my students' pronunciation.					
32	I didn't know how to help my students become better language learners.					

If you marked "not applicable" for any of the statements, please explain here. Also, please list any additional comments you have regarding aspects of teaching and learning English, if any:

Part 2: Reflections on Volunteer Service

Please offer your thoughts about the following questions. You can use the back side of this paper if you need more space.

1. What were the most rewarding aspects of your volunteer experience?
2. What were the most challenging aspects of your volunteer experience?
3. Do you feel you had any needs throughout your time of volunteer service that could have been addressed more fully? If so, what were they, and how could they have been more fully addressed?
4. What resources did you find especially helpful during your volunteer service (e.g., orientation or training sessions, particular people who have helped you throughout your time, etc.)
5. In light of your volunteer experience, what guidelines would you advise that future candidates for volunteer work should consider prior to making the commitment to volunteer?

APPENDIX D
STUDENT QUESTIONNAIRE

PAYYAP UNIVERSITY

แบบสอบถามนักเรียน

ระดับชั้น: _____

คำชี้แจง: กรุณาอ่านข้อความแต่ละข้ออย่างละเอียดและทำเครื่องหมาย X ลงในแต่ละข้อที่ตรงกับความคิดเห็นส่วนตัวของท่าน *การตอบอย่างเป็นจริงนั้นมีความสำคัญมากในการทำวิจัย และทุกคำตอบจะถูกเก็บเป็นความลับ

		เห็นด้วย อย่างยิ่ง	เห็นด้วย	ไม่มีความ คิดเห็น	ไม่เห็นด้วย	ไม่เห็นด้วย อย่างยิ่ง
1	ฉันแทบจะไม่ได้ใช้ภาษาอังกฤษนอกห้องเรียนเลย					
2	ภาษาอังกฤษเป็นวิชาที่ฉันชอบเรียน					
3	แต่อาทิตย์นี้ฉันสนุกกับการเรียนภาษาอังกฤษกับอาจารย์ ชาวต่างชาติ					
4	บริเวณที่ฉันอาศัยอยู่ใช้ภาษาอังกฤษในการติดต่อสื่อสาร					
5	ปกติแล้วฉันไม่ชอบการเรียนวิชาภาษาอังกฤษ					
6	โดยทั่วไปแล้วการเรียนภาษาอังกฤษกับอาจารย์ชาวต่างชาติมันยาก					
7	ครอบครัวของฉันรู้จักคนที่พูดภาษาอังกฤษได้เพียงไม่กี่คน					
8	ฉันคิดว่าในอนาคตฉันจำเป็นต้องใช้ภาษาอังกฤษเป็นอย่างมาก					
9	อาจารย์ชาวต่างชาติที่สอนฉันอาทิตย์นี้มีวิธีการสอนที่ดี ทำให้ฉัน เข้าใจภาษาอังกฤษเป็นอย่างมาก					
10	ความสามารถในการสื่อสารภาษาอังกฤษทำให้ฉันมีโอกาสดำรงงาน ในอนาคต					
11	ฉันชอบที่จะฝึกพูดภาษาอังกฤษ					
12	ฉันไม่เข้าใจสิ่งที่อาจารย์ชาวต่างชาติพูดเลย					
13	ฉันจะไม่ประสบความสำเร็จในชีวิตถ้าฉันไม่รู้ภาษาอังกฤษ					
14	ในอนาคต ฉันคิดว่าฉันจะไม่สามารถใช้ภาษาอังกฤษได้ดี					
15	กิจกรรมต่าง ๆ ที่พวกเราทำในห้องเรียนกับอาจารย์ชาวต่างชาติช่วย ฉันเรียนภาษาอังกฤษได้ดี					

Student Survey

GRADE LEVEL: _____

Directions: Read each statement carefully. For each statement, mark an X in the appropriate column based on your personal opinion. Your truthful answers are very important, and they will be kept confidential.

		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	I rarely use English outside of class.					
2	English is one of my favorite subjects at school.					
3	I had fun in English class this week with my foreign teacher.					
4	There are many people around the area I live who use English to communicate.					
5	I generally don't like to study English.					
6	It's too difficult to learn English with the foreign teacher.					
7	My family knows very few English speakers.					
8	I think I will use English a lot in my future.					
9	The foreign teacher I had in class this week had good teaching skills.					
10	My future job opportunities will depend on my ability to communicate in English.					
11	I like to practice speaking English.					
12	I couldn't understand what the foreign teacher was saying.					
13	In the area which I live, it's difficult for people who don't know English to be successful.					
14	I will never be good at English.					
15	The activities we did in class with the foreign teacher helped me learn English.					

Student Questionnaire: Statements grouped by theme

Teacher Evaluation:

3. I had fun in the English class this week with my foreign teacher.
6. It's too difficult to learn English with the foreign teacher.*
9. The foreign teacher I had in class this week had good teaching skills.
12. I couldn't understand what the foreign teacher was saying.*
15. The activities we did in class with the foreign teacher helped me learn English.

Motivation:

2. English is one of my favorite subjects at school.
5. I generally don't like to study English.*
8. I think I will use English a lot in my future.
11. I like to practice speaking English.
14. I will never be good at English.*

English language need:

1. I rarely use English outside of class.*
4. There are many people around the area I live who use English to communicate.
7. My family knows very few English speakers.*
10. My future job opportunities will depend on my ability to communicate in English.
13. In the area which I live, it's difficult for people who don't know English to be successful.

* These sentences are worded in a way that prevents students from thinking that the "right answer" is found on one side or other of the Likert scale. The statements are all mixed together on the questionnaire.

APPENDIX E
“NEEDS/PROVISIONS OBSERVATIONS” SHEET

PAYYAP UNIVERSITY

Needs/Provisions Observations

Date: _____

Identification of Need	Identified By	Provision to Meet Need	Provided By

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APPENDIX F
“ETHNOGRAPHIC OBSERVATIONS” SHEET

PAYYAP UNIVERSITY

Ethnographic Observations

Date:

Category	Observations
Motivation for participation as a volunteer (expectations/ rewards)	
Knowledge/ awareness of local teaching and learning context	
General observations	

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APPENDIX G
“CLASSROOM OBSERVATIONS” SHEET

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Classroom Observations

Date/Time _____

Teacher:

Subject taught:

Grade Level/Age:

Number of students:

Item	Evidence of Presence	Evidence of Need
Sensitivity to the needs of the learners (putting learners' needs before teachers' needs)		
Competence in communicating with English language learners (knowledge and skill)		
Capability to plan/ follow/ adapt lesson		

Item	Evidence of Presence	Evidence of Need
Competent use of resources		
Purposeful use of class time (activities are meaningful and relevant)		
Other		
Learner Behaviors and Characteristics motivations skill level interests learning styles classroom preferences		

based loosely on Wilson's (2009) guidelines for novice instructors

APPENDIX H
SEMI-STRUCTURED INTERVIEW QUESTIONS

PAYYAP UNIVERSITY

Semi-structured interview questions with local school personnel:

1. Can you tell me how this opportunity came about?
อยากทราบว่าทางโรงเรียนรู้จักและติดต่อกับองค์กรอาสาสมัครหน่วยงานนี้ได้อย่างไร
2. What are your hopes or goals in having this special English project?
ทางโรงเรียน/ท่านมีความคาดหวังและจุดประสงค์อย่างไรในการจัดให้มีโครงการพิเศษเกี่ยวกับภาษาอังกฤษ
3. Can you tell me about the children at the school?
กรุณาอธิบาย/ให้ข้อมูลเกี่ยวกับนักเรียนในโรงเรียนนี้ด้วย เช่น
What opportunities do students generally have for using and learning English?
โอกาสในการเรียนภาษาอังกฤษและการใช้ภาษาอังกฤษในชีวิตประจำวันหรือในชั้นเรียน
What do you consider to be the possibilities for using English in their future?
ความเป็นไปได้หรือโอกาสในการใช้ภาษาอังกฤษของนักเรียนในอนาคต
How would you label the students' current English level?
ระดับความสามารถด้านภาษาอังกฤษของนักเรียน
How much and what kind of experience do the students typically have with foreigners?
โอกาสและประสบการณ์ของนักเรียนในการพบปะ ติดต่อกับชาวต่างชาติ
In what kind of classroom style do the students prefer to learn?
การเรียนการสอนแบบไหนที่นักเรียนชอบ
How do the students generally respond to their English lessons currently?
นักเรียนมีปฏิกิริยาตอบสนองอย่างไรกับวิชาภาษาอังกฤษ
4. What are the constraints on English learning at the school?
อะไรเป็นข้อจำกัดในการเรียนภาษาอังกฤษในโรงเรียน เช่น เรื่องเกี่ยวกับหลักสูตรระดับท้องถิ่น ระดับชาติ, ข้อจำกัดเกี่ยวกับผู้สอน/ผู้เรียน, อุปกรณ์การเรียนการสอน สิ่งแวดล้อมด้านการใช้ภาษา
5. Did you have any requirements of the volunteer group that you laid out for them?
content? role in classroom? qualifications?
ทางโรงเรียนได้ตั้งกฎเกณฑ์หรือข้อกำหนดอย่างไรบ้างที่ทางอาสาสมัครต้องปฏิบัติตาม เช่น
เรื่องเกี่ยวกับเนื้อหาวิชาที่ต้องสอน
บทบาทของครู / บทบาทของนักเรียนในชั้นเรียน
คุณสมบัติของอาสาสมัคร
6. What minimum qualifications would you suggest for volunteer English language teachers?
คุณสมบัติอะไรที่อาสาสมัครที่จะเป็นครูสอนภาษาอังกฤษจะต้องมีอย่างน้อย
7. How did you inform any preferences or requirements to the volunteer group?
ทางโรงเรียนได้แจ้งให้อาสาสมัครทราบถึงข้อกำหนดหรือกฎเกณฑ์เหล่านี้ได้อย่างไร
8. What kinds of things did the school do to prepare for the volunteer teachers' arrival?
ทางโรงเรียนควรจัดเตรียมสิ่งใดและควรต้องเตรียมตัวอย่างไรสำหรับอาสาสมัคร
9. Do you have any questions for me? Do you feel I've missed anything important that you'd like to talk about?
ท่านมีคำถามเพิ่มเติมหรือท่านคิดว่าได้ผู้สัมภาษณ์นั้นได้ข้ามสาระสำคัญบางประการและท่านต้องการให้ข้อมูลเพิ่มเติมหรือไม่

APPENDIX I
ORGANIZATION OF RESEARCH FINDINGS
BY INSTRUMENT

PAYYAP UNIVERSITY

Instrument/ Informant	1. What are the needs of short term international volunteers relevant to facilitating English language learning in the local context?	2. What roles of responsibility do the various participants take on to address the needs of the short term international volunteers?	Additional Notes
Pre-arrival questionnaire (volunteers)	<p>Fulfilling varied motivations for coming on the trip, some English teaching related, but often more general than, or tangential to, the English classroom</p> <p>Understanding the <u>Local Context</u> is a <u>CONCERN</u> of the volunteers (all other categories were "minor concerns")</p> <p>Survey points that were of <u>Major Concern</u>: I am unsure how to create lessons that effectively address my students' language needs and goals. (#21); I am unsure how to prepare effective teaching or learning resources. (#7).</p> <p>Survey points that were of <u>Concern</u>: I am unsure how to help my students become better language learners. (#32); I am unsure of the teaching style most appropriate for my students. (#22); I am unsure what my students' language needs are. (#20).</p>	<p>Volunteers with primary responsibilities in the health care/advising activities were assistants to the English teaching portion and didn't feel particular responsibility for preparing for the classroom experience</p> <p>Most volunteers did general preparations (fundraising, talking with others with overseas experience) for the trip, along with trying to get general picture of Thailand</p> <p>Group leader prepared the schedule and resources, with consultation with ESL coordinator who had taught in Czech Republic</p>	<p><i>Quantitative data from only the four lead teacher respondents were included in the statistical analysis</i></p> <p>Martha's and Claire's responses to teaching portion of survey indicate focus on health care</p>

Instrument/ Informant	1. What are the needs of short term international volunteers relevant to facilitating English language learning in the local context?	2. What roles of responsibility do the various participants take on to address the needs of the short term international volunteers?	Additional Notes
<p>Post-experience questionnaire (volunteers)</p>	<p>Reported lacks: lags in activities; knowledge on how to use resources to match learners' level and needs; time to strategize and plan how to use resources (tip sheets); culturally relevant resources; guidance in working with interpreters</p> <p>Volunteers reported that flexibility was essential to the week of teaching</p> <p>Volunteers rewarded by seeing the students understand more throughout the week</p> <p>Quantitative survey results: all categories perceived by volunteers as NOT A PROBLEM (local context ranked as top needs category, similar to pre-arrival survey)</p> <p><u>Minor Problem</u>: I didn't know the expectations of the local school administration. (#23); all other items were <u>not a problem</u></p>	<p>Volunteers typically did not (were unable to?) take responsibility for the resources they used in the classroom.</p> <p>Donna prepared the resources in a way that allowed them to last throughout the week.</p> <p>Volunteers talked among themselves to troubleshoot, to gain ideas of how to prepare, and to process their experiences.</p> <p>Interpreters had an important role in the classroom.</p> <p>Other participant members shared their talents of interpretation and cultural knowledge to impart.</p>	<p>Carl: not enough resources to choose appropriate level; Pat: too many resources</p> <p>Dianne: "I was unable to prepare effective teaching and learning resources." = response of "N/A"</p> <p>Dianne: "Some of the pictures/sentences seemed more appropriate to America."</p> <p>Dianne: comment on "Aspects of teaching and learning" - "I followed the games I was given and then tried to make it fun and interesting. I don't know if I met all the above goals."</p> <p>Rachel: "Definitely the most challenging part of this was the lack of prep time -- the inability to prepare lessons before class time. I would have liked to have all the materials the night before to look them over and plan -- even taking just a bit to think about how to explain the games to the kids and think of a few different ways to play each game to make it more or less challenging depending on how the class reacts to them."</p> <p>Pat: wants daily devotion, time to ask questions among all team members</p> <p>Rachel: "I felt it was necessary for the teacher to have an interpreter in the room or else the English teaching would not have been as smooth or as effective."</p> <p>Claire: "I think that especially the first day, I had a hard time knowing what to do with the teaching supplies. I had never seen them before and didn't know exactly what the plan was for how to use them effectively."</p> <p>"PROBLEM" vs "CHALLENGE" ?</p>

Instrument/ Informant	1. What are the needs of short term international volunteers relevant to facilitating English language learning in the local context?	2. What roles of responsibility do the various participants take on to address the needs of the short term international volunteers?	Additional Notes
Student questionnaire	<p><u>Strongly agree</u> I had fun in the English class this week with my foreign teacher. The activities we did in class with the foreign teacher helped me learn English.</p> <p><u>Agree</u> My future job opportunities will depend on my ability to communicate in English. I rarely use English outside of class. English is one of my favorite subjects at school. I like to practice speaking English. I think I will use English a lot in my future. The foreign teacher I had in class this week had good teaching skills.</p> <p><u>Neither agree nor disagree</u> In the area which I live, it's difficult for people who don't know English to be successful. My family knows very few English speakers. I generally don't like to study English. I will never be good at English. I couldn't understand what the foreign teacher was saying.</p> <p><u>Disagree</u> There are many people around the area I live who use English to communicate. It's too difficult to learn English with the foreign teacher.</p>	N/A	N/A

Instrument/ Informant	1. What are the needs of short term international volunteers relevant to facilitating English language learning in the local context?	2. What roles of responsibility do the various participants take on to address the needs of the short term international volunteers?	Additional Notes
Semi-structured interviews (local school personnel)	<p>Expectation students will come across English in their future</p> <p>Implications of English as a third language</p> <p>School wants to provide "real experience" in talking with native speakers</p> <p>Students need practice and input at most basic level of English (material was too difficult)</p> <p>Local staff need extra support in English</p> <p>Would like longer term volunteer support (1 - 1.5 years)</p> <p>Constrained time at school for English language learning (generally only 2 hours per week)</p> <p>Need to make English feel easy to learn for the students</p>	<p>Local school staff defer to the ability of the native speaker (as expert speaker and as selector of curriculum for the week)</p> <p>Uncertainty about communication of project needs and expectations (administrative office may have taken care of this, but the local teachers were unsure)</p> <p>Not necessary for volunteers to follow the curriculum -- depends on the preferences of volunteers</p> <p>Oat: "Should;" local school should provide curriculum and content of what each class is already learning; volunteer group should inform school what they're planning to use and purchase so school can make plans accordingly</p> <p>Opportunity for this project at the offer of a church member, not the request of the school</p>	<p>70% of language usage in Hmong; 29% of language usage in Thai; about 1% in English, during English class at school</p> <p>Strong possibility of using English for future because of ASEAN Economic Community in 2015</p> <p>Foreigners don't generally stop in the village, but the village is on the path towards a tourist destination</p> <p>"In reality we want volunteers who are going to be here a long time"</p> <p>This is the first group of volunteers who has come to the school</p> <p><i>interviews conducted in Thai (audio-recorded); science teacher and English teacher as two interviewees</i></p>

Instrument/ Informant	1. What are the needs of short term international volunteers relevant to facilitating English language learning in the local context?	2. What roles of responsibility do the various participants take on to address the needs of the short term international volunteers?	Additional Notes
Ethnographic observation (sheets)	<p>Indication that some volunteers lacked the schemata of what their job would be, and didn't know where to start -- understand English but not English language teaching</p> <p>Volunteers desired to fulfill motivations; there were also incidental rewards of being in the classroom</p> <p>Sorting through misunderstandings and different perspectives in order to work together in partnership to provide the highest quality for the students</p> <p>Getting the volunteers here (budget constraints)</p> <p>Need to eat food -- need to understand what foods are available at the restaurant</p>	<p>Mark says he's drawing up a list of suggestions to implement for next time.</p> <p>Volunteer assumption: "Donna has already done everything for us."</p> <p>Volunteers pay the fare to be part of the group. Then they are fit into a role.</p> <p>Ving takes on "waiter" role.</p>	<p>Mark: "Primary purpose is to assist the mission in volunteer efforts." Mark: "Great English program, because it all revolves around John 3:16." Mark: desires the volunteers have the first day to recover and relax, even though it might mean extra costs Carl (at orientation): "How do we start? Like teach the alphabet?" Pat: "[ESL prep] is going fine. Donna has done everything for us. All we have to do is repeat it." Carl: (day 2) practicing a greeting in Himong, hoping it would motivate the students to speak English Donna: wants to help Germanic Americans lose their complacency Judy (copied from reflection journal): "It costs a lot for us as volunteers to get here so we have to make it as fun and interesting as we can and yet have the mission get full value as well." "I think we had too many from the seminary. The more we have the more it costs the volunteers, and beside there is only so much for them to do." All teachers had their students draw something they could take back home with them Dianne: expected to pray and study Bible together with mission team Donna: "Having Ving order was a bad idea. It didn't go over very well. We won't do that again. Why was he acting like a waiter?" Martha: (at end of week) "I had no idea what it would be like to teach English as a second language. But I suppose it's through those games and activities."</p>

Instrument/ Informant	1. What are the needs of short term international volunteers relevant to facilitating English language learning in the local context?	2. What roles of responsibility do the various participants take on to address the needs of the short term international volunteers?	Additional Notes
Ethnographic observation (audio)	<p>At times, lack communication of scheduling of activities outside of the classroom</p> <p>Volunteer teachers lack know-how and experience in using the resources provided for them</p> <p>Lack evaluation as daily and summative elements of the program</p> <p>Seminarians looked upon as constraint to the system</p> <p>Volunteers have various motivations drawing them here, various personal baggage and constraints they're also carrying</p> <p>Staying within the budget</p>	<p>Unclear separation of on-site responsibilities between Donna and Mark</p> <p>Classroom assistants (volunteers and seminarians) take on different styles of helping their lead teacher</p> <p>Donna diagnosed needs of volunteer teachers prior to entering classroom (with Pat as an exception?)</p> <p>Mark provided cultural background for volunteers</p> <p>Other participants (i.e. - seminary professors) had comments and criticisms but didn't always voice them to the group</p> <p>Donna provided logistical details of classes but not much general practical teaching aid</p> <p>Donna doesn't like the teaching part, but she likes the planning, the recruiting, the fundraising</p> <p>Researcher avoided becoming a teacher helper</p> <p>Judy said she can provide feedback to Donna in a motherly way.</p>	<p>On Sunday: "No ESL training has been yet provided; no opportunity to practice the English lessons, which had been the hope; initially going to happen yesterday afternoon, then today, but still hasn't happened"</p> <p>Skills progress quickly evident among both teachers and students throughout the week.</p> <p>Sam: "Teachers not ready in the classroom."</p> <p>Donna picked up on volunteer tendencies when interviewing them on phone: one right on the ball; Dianne a bit unfocused; concerned about Carl... concerned about his English teaching capabilities in the classroom; she feels good about Rachel, feels confident with Pat since she's been a teacher in the classroom for more than 20 years</p> <p>Pat's first lesson on Monday: appeared that getting the message out there was important; but was not done according to learners' needs; don't think she noticed learners dazed out and stopped watching</p> <p>"Mark came by and asked where Sam was last night; Sam said he didn't know about the plans -- if there's something he needs to be at, Mark needs to tell him; seemed like a bit of a rub there; communication needs to be more clear and explicit"</p> <p>To be at the call of the volunteers who don't necessarily know as much about the situation as the nationals themselves; I see seminary students being very patient (e.g. - Surat in Carl's class; Win in Dianne's class); their English isn't at a level where they're commonly interpreting, so for what they're doing, they're doing a good job</p> <p>Judy came up to me for a heart to heart; wanted counsel about interpreter situation; she knows that funding situation is really tight and is sensitive to that (e.g., sometimes Mark says "it's only 5 dollars, but it's that tight of a budget")</p> <p>Pat looked like she was flying by the seat of her pants in how to use the Alphabet Scrabble game</p>

Instrument/ Informant	1. What are the needs of short term international volunteers relevant to facilitating English language learning in the local context?	2. What roles of responsibility do the various participants take on to address the needs of the short term international volunteers?	Additional Notes
Needs / provisions observation sheets	<p>Different types of needs (e.g. - food and drink; volunteer teaching needs; cultural adjustment needs; personal needs; institutional needs, etc.)</p> <p>Need orientation to local classroom protocol</p> <p>Lack of ability to gauge learner level and adapt lesson and resources accordingly</p> <p>Missing a "hands-on" training element to the teaching orientation provided, need a more realistic expectation of the language classroom</p> <p>Some resources recognized as too difficult and inauthentic for classroom use</p> <p>Need good teamwork between the lead teachers and interpreters</p>	<p>Local school took care of some needs for volunteers (water set out for team)</p> <p>Volunteers articulated their classroom challenges to one another and shared ideas with one another</p> <p>Mark takes role as "observer" in terms of managing some decisions about volunteers, designates Donna as go-to person</p> <p>Donna and Mark planned for a seminary student to be an assistant in each volunteer teacher's classroom.</p> <p>Carl prepared classroom ideas with his seminary student assistant in the morning</p> <p>Donna rearranged organization of resources after first day to ease the stress of shifting resources around various classrooms</p> <p>Volunteers gain confidence throughout week in managing their classroom schedule and resources -- not dogmatically focused on following the schedule provided for them</p>	<p>Mark: planning for luggage and supplies for future trips: "Donna needs to come up with a better system." Had forgotten about space for seminary students' bags.</p> <p>Donna gave resources to each teacher at about 12:55 p.m. on Tuesday. "This is the game/cards you can use." Listed lots of options that can be done with them. (But no explanation how to execute those things.)</p> <p>Jeannie: "Conversation sentences were too long"</p> <p>Ving will go downstairs today to translate for Pat and Win will go upstairs where there aren't as many local staff watching -- will be able to interpret English to Hmong.</p> <p>Rachel: "Very beginning of class was the roughest part -- it's hard to get started." ... "How should we dismiss the students? Yesterday the Thai teacher was there, but today I didn't know what to do. Eventually Ton helped dismiss them for me."</p> <p>Food -- are we eating dinner together tonight? No one knows who's coordinating (Donna or Mark?)</p> <p>Pat: doesn't know where the bathrooms are at the school</p> <p>Donna: "We need good translators. The cost of seminary students is so high. And what did they do the whole time?"</p>

Instrument/ Informant	1. What are the needs of short term international volunteers relevant to facilitating English language learning in the local context?	2. What roles of responsibility do the various participants take on to address the needs of the short term international volunteers?	Additional Notes
Classroom observation sheets	<p>Consider the localized learning needs more in development of lesson and resource preparation</p> <p>Working with an interpreter (pacing and purpose)</p> <p>Learning how to use and adapt the resources</p> <p>Classroom management (teacher zone of attention)</p> <p>More time to prepare for the resources (unfamiliar because no prior rehearsal of resources)</p> <p>Maximizing use of assistants in the classroom</p> <p>Need to keep learners' needs as primary focus</p> <p>Guidance on cultural and classroom norms to follow</p> <p>Basic teaching skills to engage students (giving instructions, interacting with students, eliciting repetition)</p>	<p>Teaching assistants take on various roles</p> <p>Interpreters work side by side the teachers: interpreting words, giving instructions</p>	<p>Getting used to working with an interpreter: Pat spoke in long sentences without pausing for interpretation from Win on Day 1</p> <p>for Pat (Day 1) and Carl (Day 2), "Word of God" didn't have class participation -- was a 10-minute talk session without student interaction.</p> <p>Conversation: "Do you eat breakfast?" Pat translates (<i>kin ahn chaw arai?</i>) kids giggle, one says <i>kin prik (I eat chili peppers.)</i> Poster: "Yes, I eat eggs and toast."</p> <p>Rachel: classroom instructions dependent on Ton's interpretation</p> <p>Rachel used more than 42 TPR cards that were given to her for lesson -- more repetition and less cards may have been better (no time for prior rehearsal)</p> <p>Rachel and Carl brought poster to students, but then other students couldn't see it.</p> <p>Word-by-word repetition of sentences makes for stilted pronunciation...students never hear the sentences in actual dialogue</p> <p>Conversation: "What kind of sports do you like to play?" "I like to play ___." "Which do you like best?" "I like ___ best." ___ = "football" both times. Does this make sense? Dianne didn't have time to think this through before.</p> <p>Dianne hoping to keep her son entertained: "Pieter, you can play, too." "Pieter, you say it in Thai. Can you [Win] tell him?"</p> <p>Felt like a couple scattered items that don't quite flow; there was no "theme" that ties everything across activities (Dianne's class)</p> <p>Some TPR commands didn't work so well ("play catch with the craser" ... his student on the head with eraser)</p>

Instrument/ Informant	1. What are the needs of short term international volunteers relevant to facilitating English language learning in the local context?	2. What roles of responsibility do the various participants take on to address the needs of the short term international volunteers?	Additional Notes
Journal entries (volunteers)	<p>Day 1 felt unprepared and incompetent</p> <p>Logistical items need to be ironed out for a smoother run</p> <p>Teacher training -- different than being highly organized</p> <p>More holistic orientation that is within the budget</p> <p>"Give every layworker a chance"</p> <p>Eliminating complacency</p> <p>Suitable teaching time period for future -- 3 hours/day too long</p> <p>Emotional readiness to leave</p> <p>Learning about the country and culture</p> <p>Giving her son an ultimate experience in the classroom (Dianne)</p> <p>Consistency, strategy and efficiency with interpreters</p>	<p>Donna makes logistical changes to help the classrooms run more smoothly throughout the week.</p> <p>Peer feedback sessions were helpful.</p> <p>Teachers learn about their students. They pick up on the varying levels and personalities of their students, along with the types of activities the learners enjoy</p>	<p>Teachers saw improvement each day (except Thursday?).</p> <p>(Claire, Monday): entering home for medical care; felt incompetent; experience to learn about country and culture; falling in love with Thailand</p> <p>(Claire, Wed): students have made lots of progress in pronunciation, memory, and confidence; teacher Rachel is more confident;</p> <p>(Dianne, Monday): might need to improve penmanship; children didn't volunteer much; felt uncomfortable; worried about running out of activities; enjoyed watching her son Pieter; enjoyed helping with music</p> <p>(Dianne, Friday): could make yearbooks, then teacher and students could sign one another's yearbook; sometimes things work spontaneously and sometimes it's like wandering through mud; wanted a picture from students; students said I love you; wanted to give students a hug but didn't know if it was appropriate; felt like last day of summer camp; wish parents, teachers and students could have a meal together</p> <p>(Rachel, Tuesday): today went better than day before; keeping resources in classroom worked better; alphabet scrabble favorite part of day - wish we could do that every day; conversations are hardest part, don't know how to make them more effective; wish we could get materials the night before for planning</p> <p>(Rachel, Friday): today was best day; reading in Thai very challenging for them; children help each other with activities; told students about VBS and saw them there on weekend; things she'd do differently next time: more preparation time for lessons; teach more short phrases (conversations are too long and difficult); teacher should know a few phrases in Thai; good to have the same translator all week</p>

Instrument/ Informant	1. What are the needs of short term international volunteers relevant to facilitating English language learning in the local context?	2. What roles of responsibility do the various participants take on to address the needs of the short term international volunteers?	Additional Notes
Journal entries (volunteers) (continued from above)	<p>More preparation time</p> <p>Knowing the goal of the teaching/learning</p> <p>Resources that work well for the local culture and classroom setup</p> <p>Desire for more interaction with the school community</p> <p>Evaluating student needs</p> <p>Additional training that would provide more confidence</p> <p>Enjoying the teaching experience</p> <p>Memento to remember the experience</p>		<p>(Carl, Monday): was nervous; forgot to use translator; students didn't reach goal of being able to say John 3:16 well; will use translator more strategically in future</p> <p>(Carl, Tuesday): significant improvement from yesterday; worked on making children feel more comfortable and working with translators; introduced himself in Hmong, worked out nicely; slowed down and worked on pronunciation more; seen a lot of improvement since yesterday; the students seem more involved and excited about learning English; like learning how these students learn</p> <p>(Carl, Thursday): students stared blankly; could not be motivated and did not want to speak English out loud; think they were tired</p> <p>(Pat, Monday): smaller class size than expected; class moved to cafeteria; hard for students to see board; sentence strips pointless because they didn't allow for correct relationships between capitals and lower case letters; got wordier as I went on; need to use translator more; translator did a good job</p> <p>(Pat, Tuesday): tried to break down sentences more for interpretations; Ving was good interpreter; is it necessary to use translator for everything?; forgot to give students bathroom break; where are the bathrooms?; students enjoy activities; not enough room; students like mural</p>

Instrument/ Informant	1. What are the needs of short term international volunteers relevant to facilitating English language learning in the local context?	2. What roles of responsibility do the various participants take on to address the needs of the short term international volunteers?	Additional Notes
Research journal (researcher)	<p>Volunteers need healthy food and ample sleep</p> <p>Volunteers expressed contentment with cultural orientation</p> <p>Logistics of transporting personal and team baggage</p> <p>Need to define clearer roles of leadership for different areas of trip</p> <p>Limited interaction between seminarians and volunteers</p> <p>Teaching program lacked clearly articulated goals or benchmarks</p> <p>Confusion and lack of clarity on Day 1 teaching (resources didn't arrive on time to classes)</p> <p>Presence of resources not enough to make successful classroom interaction</p> <p>Need mutual understanding (seminarians, local staff) of why volunteers are here</p> <p>Volunteers need more time to prepare for the use of resources</p> <p>Preparation of local/regional participants for their interactions with volunteer team</p> <p>Fulfilling volunteers' macro-needs (desired a greater spiritual focus)</p> <p>Interpretation needs throughout the week</p> <p>Lacked a summative evaluation and debriefing period</p>	<p>Contributions by various individuals at the cultural orientation (Mark, Sam)</p> <p>Mark gives English teaching advice at orientation</p> <p>Some unclarity in leadership roles and jurisdiction of responsibilities among group leaders</p> <p>Local church puts in high costs (relative to income) for taking care of volunteers</p>	<p>(Saturday): orientations by Mark: around hotel area, cultural, ESL</p> <p>(Saturday): Mark talked about what it may be like in the ESL classroom, and how it might be an "awkward" experience but not to worry about it because "it should feel awkward." I thought it was very interesting that Mark took responsibility for giving ESL pointers. He also said he was impressed with the ESL program put together and it would be great because it revolves around John 3:16.</p> <p>(Sunday): Mark had arranged for there to be a meeting between English teachers and the local staff at 8AM on Monday morning. In the car, Donna had asked Mark how many of them should go to the meeting, but Mark replied that was Donna's decision, as from that point Mark was just an observer in the process.</p> <p>(Monday): Martha didn't take an assisting role for Pat's classroom; sat in corner as observer</p> <p>(Monday): no clear start time for classes; unclear end time: Mark was told 4 p.m., actually 3:30; volunteer teachers happy about that</p> <p>(Tuesday): At just a few minutes before teaching, the volunteers were given their games packet and conversation cards.</p> <p>(Tuesday): Ying took orders for dinner: is he getting exhausted?</p> <p>(Wednesday): Dianne: thought we'd have more time in prayer and daily devotion; among many capable spiritual leaders</p> <p>(Wednesday): In the van ride on the way back, volunteers were talking about their lessons. Donna talked about how the word "quail" ended up in one of her games today; Rachel said she didn't like how things like "close the window" came up in TPR resources when the windows already were closed. Carl said while the learners were doing something like penmanship, he was looking ahead at the next resource.</p> <p>(Friday): Pieter, Ton, Riley: Rachel played soccer in field with students; who knows how valuable such moments were during the week?</p> <p>(Sunday): Toey: not a given that their village would want to have volunteers come again; high costs on the villagers side for food and labor</p> <p>(Sunday): no opportunity for wrap up / evaluation before the volunteers left; Mark said he'd like to be in touch with volunteers and local school to hear more from them</p>

Instrument/ Informant	1. What are the needs of short term international volunteers relevant to facilitating English language learning in the local context?	2. What roles of responsibility do the various participants take on to address the needs of the short term international volunteers?	Additional Notes
Document collection	<p>Plan for getting practice in presenting an English lesson prior to the "real deal"</p> <p>Information about details for packing and preparation prior to arrival</p> <p>English teaching schedule names the subject but doesn't give information how to carry out the lesson, doesn't include goals at the program or lesson level</p>	<p>Volunteer group leader Donna communicated English teaching schedule with coordinator Mark</p> <p>Mark approved the ESL project</p> <p>Donna communicated ESL schedule by phone to most volunteer lead teachers, offered contact info to get in touch with her about questions</p> <p>Donna announced plans to "present ESL lessons" with critiques on presentation and strategies for things that can be done in the classroom</p> <p>Donna provides email information about logistics of packing</p>	<p>Pre-arrival email correspondence from Donna to volunteers: "When we arrive in Chiang Rai we'll check in to our hotel, 'rest' for about 5 minutes and then go to Mark's house. We'll be organizing all our supplies for the week, making a shopping list of things we'll be needing and also presenting the ESL lessons. We'll be giving each other critiques on presentation and strategies for things that can be done in the classroom. I think this is a great idea for all ESL teachers. Why? You've never taught ESL before and getting all the advice/help you can is a good thing :)"</p> <p>Donna requested I "keep in mind the ESL 'teachers' are all layworkers and have never before taught ESL"</p>

APPENDIX J
VOLUNTEER ENGLISH TEACHING
PLAN/SCHEDULE

PAYYAP UNIVERSITY

Grade Five

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Word of God</i>	Intro/John 3:16	Nativity	Jesus Loves Me/Death & Resurrection	Review	Kids Present/Act Read in English/Thai
<i>Music</i>	John 3:16	John 3:16	Jesus Loves Me	Praise Ye the Lord	Rejoice/ Review
<i>Bible Passage</i>	John 3:16 Penmanship	Rote	Jesus Loves Me Penmanship	Rote	Erase-a-Word (Memory)
<i>Conversation</i>	Conversation Scenarios	Conversation Scenarios	Conversation Scenarios	Conversation Scenarios	Conversation Scenarios
<i>Game</i>	Charts	Go Fish	Alphabet Match	Alphabet Scrabble	Word Match/Tablet
<i>Commands (TPR)</i>	Commands	Commands	Commands	Commands	Commands
<i>Snack (20 Minutes) Mural (40 Minutes)</i>	Food/Art	Food/Art	Food/Art	Food/Art	Food/Art

Grade Six

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Word of God</i>	Intro/John 3:16	Nativity	Jesus Loves Me/Death & Resurrection	Review	Kids Present/Act Read in English/Thai
<i>Bible Passage</i>	John 3:16 Penmanship	Rote	Jesus Loves Me Penmanship	Rote	Erase-a-Word (Memory)
<i>Music</i>	John 3:16	John 3:16	Jesus Loves Me	Praise Ye the Lord	Rejoice/ Review
<i>Commands (TPR)</i>	Commands	Commands	Commands	Commands	Commands
<i>Game</i>	Charts	Go Fish	Alphabet Match	Alphabet Scrabble	Word Match/Tablet
<i>Conversation</i>	Conversation Scenarios	Conversation Scenarios	Conversation Scenarios	Conversation Scenarios	Conversation Scenarios
<i>Snack (20 Minutes) Mural (40 Minutes)</i>	Food/Art	Food/Art	Food/Art	Food/Art	Food/Art

Grade Seven

Subject	Monday	Tuesday	Wednesday	Thursday	Friday
<i>Word of God</i>	Intro/John 3:16	Nativity	Jesus Loves Me/Death & Resurrection	Review	Kids Present/Act Read in English/Thai
<i>Bible Passage</i>	John 3:16 Penmanship	Rote	Jesus Loves Me Penmanship	Rote	Erase-a-Word (Memory)
<i>Conversation</i>	Conversation Scenarios	Conversation Scenarios	Conversation Scenarios	Conversation Scenarios	Conversation Scenarios
<i>Music</i>	John 3:16	John 3:16	Jesus Loves Me	Praise Ye the Lord	Rejoice/ Review
<i>Commands (TPR)</i>	Commands	Commands	Commands	Commands	Commands
<i>Game</i>	Charts	Go Fish	Alphabet Match	Alphabet Scrabble	Word Match/Tablet
<i>Snack (20 Minutes) Mural (40 Minutes)</i>	Food/Art	Food/Art	Food/Art	Food/Art	Food/Art

APPENDIX K
ADDITIONAL QUANTITATIVE ANALYSIS OF
PRE-ARRIVAL AND POST-EXPERIENCE
QUESTIONNAIRES

PAYYAP UNIVERSITY

Pre-arrival and Post-experience Questionnaires: Likert-scale responses by individual

Survey Number	Statement	Pat		Dianne		Carl		Rachel		Donna		Claire		Jeannie		Riley		Martha		Pieter		Judy	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	(I'll have / I had) trouble following through with my lesson plan.	1	0	0	0	0	0	2	1	0	0	n/a	n/a	0	0	0	0	0	0	0	0	0	0
2	(I'll have / I had) difficulty managing time in class.	2	1	0	0	1	0	2	1	0	0	n/a	n/a	0	0	0	0	0	0	0	0	0	0
3	I (am / was) unsure how I should respond to students' language errors in class.	1	1	1	0	2	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
4	I (feel that I'll spend / spent) too much of the class period talking.	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
5	(I feel that my lessons won't / My lessons didn't) flow smoothly from activity to activity.	1	0	0	0	2	1	2	0	0	0	n/a	n/a	0	0	0	0	0	0	0	0	0	0
6	There (will be / were) insufficient teaching or learning resources provided for me.	1	0	0	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
7	I (am unsure how / was unable) to prepare effective teaching or learning resources.	2	0	n/a	n/a	2	0	3	1	0	0	n/a	0	0	0	0	0	0	0	0	0	0	0
8	I (am unsure how to / was unable to) make effective use of the resources in the classroom.	0	0	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
9	I (won't / didn't) make effective use of the board.	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
10	My students (won't / didn't) maintain interest during class time.	-	1	0	1	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
11	My students (won't / didn't) participate in the activities I (have / had) planned.	1	0	0	0	2	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
12	My students (won't / didn't) understand what (I'm / I was) saying.	2	-	0	0	2	1	2	1	0	0	2	1	0	0	0	0	0	0	0	0	0	0
13	My students (will speak / spoke) a language other than English in the classroom.	n/a	-	1	0	1	1	2	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0
14	My students (will lack / lacked) motivation in learning English.	2	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	My students (will have / had) very different levels of English proficiency.	1	-	1	0	0	2	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
16	My students (will misbehave / misbehaved) in class.	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
17	The size of the class (will be / was) difficult to manage effectively.	2	1	0	0	0	0	3	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
18	I (am unsure / didn't know) what I should teach my students.	1	n/a	1	0	2	0	1	0	0	0	n/a	0	0	0	0	0	0	0	0	0	0	0
19	I (am unsure / didn't know) what my students' language goals (are / were).	2	0	1	1	2	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0
20	I (am unsure / didn't know) what my students' language needs are.	3	0	1	1	2	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0

Pre-arrival and Post-experience Questionnaires: Likert-scale responses by individual

Survey Number	Statement	Pat		Dianne		Carl		Rachel		Donna		Claire		Jeannie		Riley		Martha		Pieter		Judy	
		Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
21	I (am / was) unsure how to create lessons that effectively address my students' language needs and goals.	3	-	n/a	n/a	2	0	3	1	0	0	n/a	0	0	0	0	0	0	0	0	0	0	0
22	I (am / was) unsure of the teaching style most appropriate for my students.	1	0	1	0	2	0	3	1	0	0	n/a	0	0	0	0	0	0	0	0	0	0	0
23	I (am unsure of / didn't know) the expectations of the local school administration.	2	3	1	1	2	0	0	1	0	0	n/a	1	0	0	0	0	0	0	0	0	0	0
24	I (am unsure / didn't know) how my English teaching (will / would) fit with the local English curriculum.	1	2	1	1	2	0	0	0	0	0	n/a	1	0	0	0	0	0	0	0	0	0	0
25	I (am unsure / didn't know) how to develop speaking skills among my students.	1	0	1	0	2	0	2	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
26	I (am unsure / didn't know) how to develop listening skills among my students.	1	1	1	0	2	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
27	I (am unsure / didn't know) how to develop reading skills among my students.	1	0	1	0	2	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
28	I (am unsure / didn't know) how to develop writing skills among my students.	1	1	1	0	2	0	2	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
29	I (am unsure / didn't know) how to develop my students' understanding of grammar.	1	0	1	0	2	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0
30	I (am unsure / didn't know) how to develop my students' vocabulary base.	1	0	1	0	2	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
31	I (am unsure / didn't know) how to develop my students' pronunciation.	1	0	1	0	2	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
32	I (am unsure / didn't know) how to help my students become better language learners.	1	0	1	0	2	0	3	1	0	0	2	0	0	0	0	0	0	0	0	0	0	0

Pre-arrival interpretive key:

- 0 = Not a Concern
- 1 = Minor Concern
- 2 = Concern
- 3 = Major Concern
- n/a = Not Applicable
- = (Statement left blank)

Post-experience interpretive key:

- 0 = Not a Problem
- 1 = Minor Problem
- 2 = Problem
- 3 = Major Problem
- n/a = Not Applicable
- = (Statement left blank)

Notes:

All four of the lead volunteer teachers (Pat, Dianne, Carl, and Rachel) completed the Likert-scale statements for both the pre-arrival and post-experience questionnaires. Two non-lead teacher members of the volunteer group (group leader Donna and Claire) completed the Likert-scale statements for both the pre-arrival and post-experience questionnaires. Jeannie and Riley completed the Likert-scale statements for only the post-experience questionnaires. On the pre-arrival questionnaire, Martha noted on the top of the page with the Likert-scale portion of the pre-arrival questionnaire as: "N/A, I'm doing medical." Similarly, she did not complete the Likert-scale portion of the post-experience questionnaire. Pieter answered the open-ended questions on post-experience questionnaire but skipped the Likert-scale portion. Judy did not submit a completed copy of the pre-arrival or post-experience questionnaire.

Volunteer Pre-Arrival Questionnaire - Results from Lead English Teachers
Statements Ranked in Descending Order of Mean

#	Statement	Mean (\bar{x})	S.D.	Interpretation
21	I am unsure how to create lessons that effectively address my students' language needs and goals.	2.67	0.58	Major Concern
7	I am unsure how to prepare effective teaching or learning resources.	2.33	0.58	Major Concern
32	I am unsure how to help my students become better language learners.	1.75	0.96	Concern
22	I am unsure of the teaching style most appropriate for my students.	1.75	0.96	Concern
20	I am unsure what my students' language needs are.	1.75	0.96	Concern
28	I am unsure how to develop writing skills among my students.	1.50	0.58	Minor Concern
27	I am unsure how to develop reading skills among my students.	1.50	0.58	Minor Concern
26	I am unsure how to develop listening skills among my students.	1.50	0.58	Minor Concern
25	I am unsure how to develop speaking skills among my students.	1.50	0.58	Minor Concern
19	I am unsure what my students' language goals are.	1.50	0.58	Minor Concern
12	My students won't understand what I'm saying.	1.50	1.00	Minor Concern
13	My students will speak a language other than English in the classroom.	1.33	0.58	Minor Concern
30	I am unsure how to develop my students' vocabulary base.	1.25	0.50	Minor Concern
29	I am unsure how to develop my students' understanding of grammar.	1.25	0.50	Minor Concern
23	I am unsure of the expectations of the local school administration.	1.25	0.96	Minor Concern
18	I am unsure what I should teach my students.	1.25	0.50	Minor Concern
17	The size of the class will be difficult to manage effectively.	1.25	1.50	Minor Concern
11	My students won't participate in the activities I have planned.	1.25	0.96	Minor Concern
5	I feel that my lessons won't flow smoothly from activity to activity.	1.25	0.96	Minor Concern
2	I'll have difficulty managing time in class.	1.25	0.96	Minor Concern
31	I am unsure how to develop my students' pronunciation.	1.00	0.82	Minor Concern
24	I am unsure how my English teaching will fit with the local English curriculum.	1.00	0.82	Minor Concern
14	My students will lack motivation in learning English.	1.00	0.82	Minor Concern
3	I am unsure how I should respond to students' language errors in class.	1.00	0.82	Minor Concern
6	There will be insufficient teaching or learning resources provided for me.	0.75	0.96	Not a Concern
1	I'll have trouble following through with my lesson plan.	0.75	0.96	Not a Concern
10	My students won't maintain interest during class time.	0.67	0.58	Not a Concern
16	My students will misbehave in class.	0.50	0.58	Not a Concern
15	My students will have very different levels of English proficiency.	0.50	0.58	Not a Concern
9	I won't make effective use of the board.	0.25	0.50	Not a Concern
8	I am unsure how to make effective use of the resources in the classroom.	0.25	0.50	Not a Concern
4	I feel that I'll spend too much of the class period talking.	0.25	0.50	Not a Concern

Interpretive key:

0.00 - 0.75	= Not a Concern
0.76 - 1.50	= Minor Concern
1.51 - 2.25	= Concern
2.26 - 3.00	= Major Concern

Volunteer Post-Experience Questionnaire - Results from Lead English Teachers Statements Ranked in Descending Order of Mean

#	Statement	Mean (\bar{x})	S.D.	Interpretation
23	I didn't know the expectations of the local school administration.	1.25	1.26	Minor Problem
24	I didn't know how my English teaching would fit with the local English curriculum.	0.75	0.95	Not a Problem
15	My students had very different levels of English proficiency.	0.67	1.15	Not a Problem
12	My students didn't understand what I was saying.	0.67	0.58	Not a Problem
21	I didn't know how to create lessons that effectively address my students' language needs and goals.	0.50	0.71	Not a Problem
20	I didn't know what my students' language needs are.	0.50	0.58	Not a Problem
19	I didn't know what my students' language goals were.	0.50	0.58	Not a Problem
10	My students didn't maintain interest during class time.	0.50	0.58	Not a Problem
2	I had difficulty managing time in class.	0.50	0.58	Not a Problem
13	My students spoke a language other than English in the classroom.	0.33	0.58	Not a Problem
7	I was unable to prepare effective teaching or learning resources.	0.33	0.58	Not a Problem
32	I didn't know how to help my students become better language learners.	0.25	0.50	Not a Problem
28	I didn't know how to develop writing skills among my students.	0.25	0.50	Not a Problem
26	I didn't know how to develop listening skills among my students.	0.25	0.50	Not a Problem
22	I was unsure of the teaching style most appropriate for my students.	0.25	0.50	Not a Problem
17	The size of the class was difficult to manage effectively.	0.25	0.50	Not a Problem
16	My students misbehaved in class.	0.25	0.50	Not a Problem
6	There were insufficient teaching or learning resources provided for me.	0.25	0.50	Not a Problem
5	My lessons didn't flow smoothly from activity to activity.	0.25	0.50	Not a Problem
3	I was unsure how I should respond to students' language errors in class.	0.25	0.50	Not a Problem
1	I had trouble following through with my lesson plan.	0.25	0.50	Not a Problem
31	I didn't know how to develop my students' pronunciation.	0.00	0.00	Not a Problem
30	I didn't know how to develop my students' vocabulary base.	0.00	0.00	Not a Problem
29	I didn't know how to develop my students' understanding of grammar.	0.00	0.00	Not a Problem
27	I didn't know how to develop reading skills among my students.	0.00	0.00	Not a Problem
25	I didn't know how to develop speaking skills among my students.	0.00	0.00	Not a Problem
18	I didn't know what I should teach my students.	0.00	0.00	Not a Problem
14	My students lacked motivation in learning English.	0.00	0.00	Not a Problem
11	My students didn't participate in the activities I had planned.	0.00	0.00	Not a Problem
9	I didn't make effective use of the board.	0.00	0.00	Not a Problem
8	I was unable to make effective use of the resources in the classroom.	0.00	0.00	Not a Problem
4	I spent too much of the class period talking.	0.00	0.00	Not a Problem

Interpretive key:

0.00 - 0.75	= Not a Problem
0.76 - 1.50	= Minor Problem
1.51 - 2.25	= Problem
2.26 - 3.00	= Major Problem

Post-Experience Volunteer Questionnaire - Local Context
Statements Ranked in Descending Order of Mean

23. I didn't know the expectations of the local school administration.	1.25	1.26	Minor Problem
24. I didn't know how my English teaching would fit with the local English curriculum.	0.75	0.95	Not a Problem
21. I didn't know how to create lessons that effectively address my students' language needs and goals.	0.50	0.71	Not a Problem
20. I didn't know what my students' language needs are.	0.50	0.58	Not a Problem
19. I didn't know what my students' language goals were.	0.50	0.58	Not a Problem
22. I was unsure of the teaching style most appropriate for my students.	0.25	0.50	Not a Problem
18. I didn't know what I should teach my students.	0.00	0.00	Not a Problem

Post-Experience Volunteer Questionnaire - Learners

15. My students had very different levels of English proficiency.	0.67	1.15	Not a Problem
12. My students didn't understand what I was saying.	0.67	0.58	Not a Problem
10. My students didn't maintain interest during class time.	0.50	0.58	Not a Problem
13. My students spoke a language other than English in the classroom.	0.33	0.58	Not a Problem
17. The size of the class was difficult to manage effectively.	0.25	0.50	Not a Problem
16. My students misbehaved in class.	0.25	0.50	Not a Problem
14. My students lacked motivation in learning English.	0.00	0.00	Not a Problem
11. My students didn't participate in the activities I had planned.	0.00	0.00	Not a Problem

Post-Experience Volunteer Questionnaire - Delivery of Lessons

2. I had difficulty managing time in class.	0.50	0.58	Not a Problem
5. My lessons didn't flow smoothly from activity to activity.	0.25	0.50	Not a Problem
3. I was unsure how I should respond to students' language errors in class.	0.25	0.50	Not a Problem
1. I had trouble following through with my lesson plan.	0.25	0.50	Not a Problem
4. I spent too much of the class period talking.	0.00	0.00	Not a Problem

Post-Experience Volunteer Questionnaire - Teaching and Learning Resources

7. I was unable to prepare effective teaching or learning resources.	0.33	0.58	Not a Problem
6. There were insufficient teaching or learning resources provided for me.	0.25	0.50	Not a Problem
9. I didn't make effective use of the board.	0.00	0.00	Not a Problem
8. I was unable to make effective use of the resources in the classroom.	0.00	0.00	Not a Problem

Post-Experience Volunteer Questionnaire - Aspects of Teaching and Learning English

32. I didn't know how to help my students become better language learners.	0.25	0.50	Not a Problem
28. I didn't know how to develop writing skills among my students.	0.25	0.50	Not a Problem
26. I didn't know how to develop listening skills among my students.	0.25	0.50	Not a Problem
31. I didn't know how to develop my students' pronunciation.	0.00	0.00	Not a Problem
30. I didn't know how to develop my students' vocabulary base.	0.00	0.00	Not a Problem
29. I didn't know how to develop my students' understanding of grammar.	0.00	0.00	Not a Problem
27. I didn't know how to develop reading skills among my students.	0.00	0.00	Not a Problem
25. I didn't know how to develop speaking skills among my students.	0.00	0.00	Not a Problem

APPENDIX L
**LINKING “SHORT-TERM INTERNATIONAL
VOLUNTEER ENGLISH TEACHING: PLANNING
TOOL” TO RESEARCH FINDINGS**

Linking “Short-term International Volunteer English Teaching” Planning Tool To Research Findings

Based on the research study, the needs of short-term international volunteers English language facilitators have been grouped according to the following themes:

Fulfillment of general living needs

- Physical needs
- Preparatory tasks and logistical needs
- Actualization needs

Pursuit of sound classroom practice

- Basic schemata of the language classroom
- Comprehensible English teaching to match students’ level of comprehension
- Classroom management techniques
- Effective use of effective resources
- Clear framework for English programming

Respect of the local context

- Awareness of local facilities and protocol
- Awareness of local institutional needs
- Awareness of local student characteristics
- Valuing mutual development, understanding, and participation

The considerations posed in the “Short-term International Volunteer English Teaching: Planning Tool” are categorized below by their relation to these needs identified in the research findings.

Physical Needs

A13. Are the costs for the project within the budget constraints of all anticipated participants? (*Have financial obligations been communicated clearly to all participants?*)

C2. Are the STIVs aware of the possibility that some anticipated needs cannot be fulfilled in the local context? (*For example, no access to wifi, limited food selection, etc.*)

D1. Do the STIVs have access to resources that will contribute to the fulfillment of their general needs? (*For example, access to food that will agree with their digestive system; place to get adequate rest; personal security; transportation*)

D2. Has the access to such resources been communicated to the STIVs, and where needed, are means for interpretation across language barriers in place?

D3. Are these resources within the budget constraints of the STIVs? *(Have financial obligations been communicated clearly to the STIVs?)*

Preparatory Tasks and Logistical Needs

A6. Have the roles for program leadership been clarified? *(Have we confirmed these areas of leadership with these participants? Have we communicated these leadership roles to other participants so they know whom to turn to for various program aspects?)*

A7. Have the anticipated roles and responsibilities for the various participants been clarified? *(Do the participants know what is expected of them?)*

C5. Are clear expectations made of what preparatory activities are required for STIVs in advance of their arrival?

C6. Do the STIVs know where to find resources that will aid their preparation for their role in facilitating English language learning? *(Consider using the resources from Snow and Henrichsen listed in the introductory notes).*

C7. Have the STIVs received preparatory assistance based on an analysis of their individual needs?

D2. Has the access to such resources been communicated to the STIVs, and where needed, are means for interpretation across language barriers in place?

D3. Are these resources within the budget constraints of the STIVs? *(Have financial obligations been communicated clearly to the STIVs?)*

D5. Are the STIVs receiving clear and updated information about daily scheduling and other obligations (e.g., meeting times and places)?

Actualization Needs

A9. Have we considered how each participant group can benefit from the project? *(Consider how the program can create a "win" scenario for all the anticipated participants.)*

A10. Have strategies been incorporated that will maximize the likelihood that all anticipated participant groups will receive the above benefits? *(For example, are there ways in which the programming will develop long-term and sustainable skills among the participants?)*

A15. Are we prepared to administer a summative (final) evaluation to find out the extent to which participants have attained the program goals?

C2. Are the STIVs aware of the possibility that some anticipated needs cannot be fulfilled in the local context? *(For example, no access to wifi, limited food selection, etc.)*

D6. Are the articulated motivations of the STIVs compatible with the goals of participants of other sectors? If not, is reconciliation of these interests possible?

D8. Are there processes in place by which the STIVs can articulate any unfulfilled general living needs? *(For example, designating regular meeting times where STIVs can voice their concerns)*

D9. At the end of the project, are debriefing measures in place to prepare the STIVs for the implications of their participation in the project? *(Consider challenges STIVs might face upon their return home.)*

F5. Have provisions been made to include regular personal and collective reflective processes as ongoing in-service teacher development for the STIVs? *(Consider, for example, keeping teacher reflection journals, daily feedback sessions, mentoring, etc.)*

Need for a Basic Schemata of the Language Classroom

C1. Does each STIV meet the minimum qualifications for participation as agreed upon by participant stakeholders?

C3. Have the STIVs been fit into an appropriate role based on an assessment of their readiness and willingness in providing English assistance in the local context?

C4. Have alternative ways to make use of volunteer services been considered if a STIV is not adequately suited to be a lead teacher in the English classroom? *(For example, offer English conversation practice for local staff, serve as classroom assistant, etc.)*

C6. Do the STIVs know where to find resources that will aid their preparation for their role in facilitating English language learning? *(Consider using the resources from Snow and Henrichsen listed in the introductory notes).*

E2. Have the STIVs had opportunities to visualize the local classroom context prior to teaching in it? *(For example, through video or direct observation)*

E3. Have the STIVs internalized how aspects in the process of language learning shape the teacher's role in the classroom? *(Consider, for example, providing a local language learning opportunity for the STIVs, followed by reflection on the processes of language teaching and learning.)*

E9. Have the STIVs had an opportunity to rehearse a lesson prior to entering the classroom? Was this rehearsal monitored and followed with feedback?

Need for Comprehensible English Teaching to Match Students' Level of Comprehension

- C6. Do the STIVs know where to find resources that will aid their preparation for their role in facilitating English language learning? *(Consider using the resources from Snow and Henrichsen listed in the introductory notes).*
- E4. Have the STIVs internalized approaches for making their English instruction comprehensible for their students (e.g., building and adapting a lesson plan; selection of materials and activities)? *(Have they heard, seen, and practiced these approaches?)*
- E7. Are the STIVs familiar with how classroom assistants or interpreters (if any) can be skillfully used to aid the English class?
- E8. Are classroom assistants or interpreters (if any) familiar with how they can skillfully provide aid in the English class?
- F4. Is feedback given to the STIVs regarding their teaching practices? *(Consider how local feedback can be sought and shared with the STIVs.)*
- F5. Have provisions been made to include regular personal and collective reflective processes as ongoing in-service teacher development for the STIVs? *(Consider, for example, keeping teacher reflection journals, daily feedback sessions, mentoring, etc.)*

Need for Classroom Management Techniques

- C6. Do the STIVs know where to find resources that will aid their preparation for their role in facilitating English language learning? *(Consider using the resources from Snow and Henrichsen listed in the introductory notes).*
- E5. Have the STIVs internalized strategies for English classroom management (e.g., balancing individual and classroom needs; using repetition; providing simple instructions; encouraging student participation; and focusing students' attention)? *(Have they heard, seen, and practiced these strategies?)*
- E7. Are the STIVs familiar with how classroom assistants or interpreters (if any) can be skillfully used to aid the English class?
- E8. Are classroom assistants or interpreters (if any) familiar with how they can skillfully provide aid in the English class?
- F4. Is feedback given to the STIVs regarding their teaching practices? *(Consider how local feedback can be sought and shared with the STIVs.)*
- F5. Have provisions been made to include regular personal and collective reflective processes as ongoing in-service teacher development for the STIVs? *(Consider, for example, keeping teacher reflection journals, daily feedback sessions, mentoring, etc.)*

Need for Effective Use of Effective Resources

- C6. Do the STIVs know where to find resources that will aid their preparation for their role in facilitating English language learning? *(Consider using the resources from Snow and Henrichsen listed in the introductory notes).*
- F1. Do the STIVs have ample time for daily lesson preparation and rehearsal prior to entering the classroom? *(Do the STIVs have access to human and material resources that can assist their preparation?)*
- F2. Are the classroom materials and activities used relevant to the needs of students in the local classroom?
- F3. Are the STIVs familiar with the resources they will use in the classroom, including various ways they can adapt the resources based on the students' needs?
- F4. Is feedback given to the STIVs regarding their teaching practices? *(Consider how local feedback can be sought and shared with the STIVs.)*
- F5. Have provisions been made to include regular personal and collective reflective processes as ongoing in-service teacher development for the STIVs? *(Consider, for example, keeping teacher reflection journals, daily feedback sessions, mentoring, etc.)*

Need for a Clear Framework for English Programming

- B2. Have local participants provided information about the present English curriculum (if any) and articulated how they expect the STIVs' contributions should reflect it? *(To what extent should the STIVs' teaching match regular classroom provisions?)*
- B3. Have local participants advised what priorities the language program should address? *(Has information provided by local participants contributed to the development of the language program?)*
- B4. Are reasonable, explicit learning goals devised for the language program? *(Consider what is hoped the learners can achieve, both in terms of content and skills development.)*
- B5. Are the learning goals compatible with the teaching capabilities of the STIVs? If not, is reconciliation of the goals and capabilities possible?
- B8. Are processes in place for formative (in progress) and summative (final) English programming evaluation?
- E1. Do the STIVs have a clear understanding of the English program goals and benchmarks for reaching those goals?
- F1. Do the STIVs have ample time for daily lesson preparation and rehearsal prior to entering the classroom? *(Do the STIVs have access to human and material resources that can assist their preparation?)*

Need for Awareness of Local Facilities and Protocol

- B6. Are the STIVs able to use the local facilities to execute the plans for programming? *(Consider what alterations or additional resources may be necessary.)*
- B7. Do local participants know how they can support the STIVs' on-site needs? *(Consider providing a checklist of needs, including the introduction of local personnel, tour of facilities, general classroom protocol, etc.)*
- D4. Are the STIVs' undertakings following practices in accordance with local and national law?
- D7. Have the STIVs received insider cultural information and advice, including protocol for behaving within the norms of their new living context?
- E2. Have the STIVs had opportunities to visualize the local classroom context prior to teaching in it? *(For example, through video or direct observation)*
- E6. Have the STIVs internalized guidelines for proper protocol and etiquette in the context of the local classroom? *(Have they heard, seen, and practiced these guidelines?)*

Need for Awareness of Local Institutional Needs

- A9. Have we considered how each participant group can benefit from the project? *(Consider how the program can create a "win" scenario for all the anticipated participants.)*
- A10. Have strategies been incorporated that will maximize the likelihood that all anticipated participant groups will receive the above benefits? *(For example, are there ways in which the programming will develop long-term and sustainable skills among the participants?)*
- A11. Have we considered potential ways the anticipated participant groups may suffer loss from the project? *(For example, financial loss, loss of face, etc.)*
- A12. Have strategies been incorporated that will minimize the likelihood that the participants will suffer the above loss? *(Consider means by which participants can be compensated for the loss they face, if applicable.)*
- B2. Have local participants provided information about the present English curriculum (if any) and articulated how they expect the STIVs' contributions should reflect it? *(To what extent should the STIVs' teaching match regular classroom provisions?)*
- B3. Have local participants advised what priorities the language program should address? *(Has information provided by local participants contributed to the development of the language program?)*

Need for Awareness of Local Student Characteristics

- B1. Have local participants provided information about the students and their learning needs? *(Consider information about students' backgrounds, English proficiency, interests, and learning preferences.)*
- E2. Have the STIVs had opportunities to visualize the local classroom context prior to teaching in it? *(For example, through video or direct observation)*
- F2. Are the classroom materials and activities used relevant to the needs of students in the local classroom?

Need for Valuing Mutual Development, Understanding, and Participation

- A1. Have all the anticipated project participants been identified? *(Consider those who will have roles directly related to the English teaching program as well those more tangentially related: for example, volunteers, students, project organizers, local staff and administration, etc.)*
- A2. Have minimum qualifications for project participation been set? *(Consider what skills and attributes are essential for participation, as well as characteristics which would bar someone from participation).*
- A3. Have overall programming goals been established based on advising from multiple participants? *(Has our program listened to the aspirations of various participants, particularly the intended recipients of the volunteer service?)*
- A4. Have the participants' strengths been determined, and have we focused on ways to maximize use of those strengths? *(Consider, for example, strengths of knowledge, ability, and resources).*
- A5. Have we considered how all the participants (not just the STIVs) may need assistance or orientation in their participant role? Are there processes in place to meet the needs of the various participants?
- A6. Have the roles for program leadership been clarified? *(Have we confirmed these areas of leadership with these participants? Have we communicated these leadership roles to other participants so they know whom to turn to for various program aspects?)*
- A8. Are we providing opportunities that foster interaction (not just transaction) among the various participants? *(Consider: to what extent are we valuing people in this project rather than promoting the notion that the people are simply the instruments to carry out the project?)*
- A13. Are the costs for the project within the budget constraints of all anticipated participants? *(Have financial obligations been communicated clearly to all participants?)*
- A14. Are debriefing measures in place for the various participants to prepare them for the implications of their participation in the project? *(For example, how might the local school do follow-up after the STIVs have left?)*

A15. Are we prepared to administer a summative (final) evaluation to find out the extent to which participants have attained the program goals?

A16. Are measures in place to report the findings of the summative evaluation to the project stakeholders?

C1. Does each STIV meet the minimum qualifications for participation as agreed upon by participant stakeholders?

C3. Have the STIVs been fit into an appropriate role based on an assessment of their readiness and willingness in providing English assistance in the local context?

C4. Have alternative ways to make use of volunteer services been considered if a STIV is not adequately suited to be a lead teacher in the English classroom? (*For example, offer English conversation practice for local staff, serve as classroom assistant, etc.*)

D6. Are the articulated motivations of the STIVs compatible with the goals of participants of other sectors? If not, is reconciliation of these interests possible?

F4. Is feedback given to the STIVs regarding their teaching practices? (*Consider how local feedback can be sought and shared with the STIVs.*)

RESUME

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