An Exploratory Study of the Impact of the Summer English Teaching Service-Learning Program in a Remote Area of Yunnan Province, China

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What is Village Adoption Program in Yunnan, China?

• Deloitte China & Lingnan University
• academic research, social responsibility and voluntary services
• enhancing infrastructure, health, economic development of the villages in couple of raising the village’s children
Why this Program?

• Extension of the Village Adoption Project in Yunnan
• Education needs
• Aims:
  – Arouse secondary students’ interest and motivation to learn English
  – strengthen their English language skills
  – build their confidence for the challenging English Exam in “Gao Kao” exams (College Entrance Examination)
• Interactive activities & English-speaking environment
Who were the target students?

• Wu Ding No. 1 Secondary School
  – located in one of the most impoverished counties in ChuXiong, Yunnan

• Hostel
  – students come from villages usually far away from the school

• Difficult financial situations
  – students lack confidence and feel disadvantaged

• Senior Three students
  – College Entrance Examination
What challenges were the students facing?

- **Tight study timetable**
  - 7am - 11pm

- **College Entrance Examination (Gao Kao)**
  - over ten subjects
  - students categorized into three bands according to their exam results

- **Competitiveness**
  - work very hard to secure a university place in the highly competitive province of Yunnan or other provinces
How was the English Learning Environment over there?

• Exam-oriented & teacher-oriented
• Practices of mock exercises
• Rote learning of vocabulary and sentence patterns
• Little room for student creativity (Hunag, 2005)
• Students repeating after the teachers / students answering teachers’ questions by reciting previous materials (Zuo, 1995)
• Limited unstructured interactions
• Not common to build up habit of reading English after class
Who were the mentors of the Program?

- Students of Lingnan University (Social Sciences, Translation, Business...)
- Staff of Deloitte China (HK, Beijing, Tianjin...)
- Students of Yunnan Nationalities University (English...)

![Image of mentors and students]
How did mentors prepare for the program?

• Did research on the English exam with reference to exercises and online resources
• Designed an English booklet for the secondary school students with exam tips, accompanied by exercises quoted from past papers and mock papers
What lessons & activities were designed?

• Two-week
• English Lesson:
  – one hour/weekday, covering seven aspects that appeared on the English college entry exam (reading comprehension, cloze text, listening, oral communication, guided writing and vocabulary building, multiple-choice cloze, & proof-reading
  – About 50 students/class
• English Corner:
  – one hour/weekday, including greetings, warm-up games, oral reading and discussion, and one minute dialogue/song time
  – two big groups (10 students/group) and further split into small groups
• Grand Events:
  – English Movie Sharing cum One-Minute Theatre, University Life Sharing, and Life Sharing Session
What was the methodology?

• No of students completing pre- and post-program questionnaires

• Quantitative questions
  – general self-evaluated confidence and attitudes towards learning English
  – Exam skills in seven aspects covered in exam
  – Satisfaction toward Format and Content of English Program

• Qualitative questions
  – Expectation & achievement
  – Opinions toward mentors
Results (A): General self-evaluated confidence and attitudes towards learning English

- No attitude changes in both years
- Significant difference:
  - Higher confidence in oral communication, reading comprehension and attaining good marks
- Quote from students:
  - “I am full of confidence and I believe that I can learn English better.”

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
</tr>
<tr>
<td>I am able to comprehend an English article well</td>
<td>-.629</td>
<td>1.536</td>
<td>.260</td>
</tr>
<tr>
<td>I am able to deliver a public speech in English</td>
<td>-1.184</td>
<td>1.738</td>
<td>.282</td>
</tr>
<tr>
<td>I am confident that I can score high in English at the college entrance exam</td>
<td>-.658</td>
<td>1.632</td>
<td>.265</td>
</tr>
</tbody>
</table>
Results (B): Listening

- Significant difference:
  - ✓ Understand better the content and requirement
  - ✓ Better mastery of techniques
- Quote from students:
  - ✓ “My listening skills have been greatly enhanced!”

<table>
<thead>
<tr>
<th>Listening 2009</th>
<th>Paired Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>I am clear about the content and requirement of the listening session</td>
<td>-1.18</td>
</tr>
<tr>
<td>I am able to master the techniques of listening</td>
<td>-.718</td>
</tr>
</tbody>
</table>
Results (B): Cloze Text

- Significant difference:
  - Understand better the content and requirement
  - More practices
  - Time management
  - Better mastery of techniques

<table>
<thead>
<tr>
<th>Cloze Text 2009</th>
<th>Paired Differences</th>
<th>Cloze Text 2010</th>
<th>Paired Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>t</td>
</tr>
<tr>
<td>I am clear about the content and requirement of the Cloze Text session</td>
<td>-.564</td>
<td>1.997</td>
<td>.320</td>
</tr>
<tr>
<td>I have practices the Cloze Text questions in the past exam papers, and am familiar with the types of questions</td>
<td>-.231</td>
<td>2.096</td>
<td>.336</td>
</tr>
<tr>
<td>I am able to complete all the Cloze Text questions within the time limit</td>
<td>-.103</td>
<td>2.360</td>
<td>.378</td>
</tr>
<tr>
<td>I am able to master the techniques of doing Cloze Text questions</td>
<td>-.658</td>
<td>2.070</td>
<td>.336</td>
</tr>
</tbody>
</table>
## Results (B): Reading Comprehension

- Significant difference:
  - ✔ Understand better the content and requirement
  - ✔ More practices
  - ✔ Time management
  - ✔ Better mastery of techniques

<table>
<thead>
<tr>
<th>Reading Comprehension 2009</th>
<th>Paired Differences</th>
<th>Reading Comprehension 2010</th>
<th>Paired Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
</tr>
<tr>
<td>I am clear about the content and requirement of the Cloze Text session</td>
<td>-1.000</td>
<td>1.732</td>
<td>.277</td>
</tr>
<tr>
<td>I have practices the Cloze Text questions in the past exam papers, and am familiar with the types of questions</td>
<td>-.538</td>
<td>1.904</td>
<td>.305</td>
</tr>
<tr>
<td>I am able to complete all the Cloze Text questions within the time limit</td>
<td>-.487</td>
<td>2.338</td>
<td>.374</td>
</tr>
<tr>
<td>I am able to master the techniques of doing Cloze Text questions</td>
<td>-.692</td>
<td>1.866</td>
<td>.299</td>
</tr>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
</tr>
<tr>
<td>I am clear about the content and requirement of the Cloze Text session</td>
<td>-1.268</td>
<td>2.754</td>
<td>.393</td>
</tr>
<tr>
<td>I have practices the Cloze Text questions in the past exam papers, and am familiar with the types of questions</td>
<td>-1.837</td>
<td>2.786</td>
<td>.398</td>
</tr>
<tr>
<td>I am able to complete all the Cloze Text questions within the time limit</td>
<td>-1.837</td>
<td>3.084</td>
<td>.445</td>
</tr>
<tr>
<td>I am able to master the techniques of doing Cloze Text questions</td>
<td>-1.551</td>
<td>2.887</td>
<td>.412</td>
</tr>
</tbody>
</table>
# Results (B): Proof-reading

- **Significant difference:**
  - Understand better the content and requirement
  - More practices
  - Time management
  - Better mastery of techniques

- **Quote from students:**
  - “I learnt better skills of doing reading comprehension, cloze text, proofreading.”

## Paired Differences

<table>
<thead>
<tr>
<th></th>
<th>Proofread 2009</th>
<th></th>
<th>Proofread 2010</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>t</td>
</tr>
<tr>
<td>I am clear about the content and requirement of the Proofreading session</td>
<td>-.744</td>
<td>1.728</td>
<td>.277</td>
<td>-2.688</td>
</tr>
<tr>
<td>I have practiced the Proofreading questions in the past exam papers, and am familiar with the types of questions</td>
<td>-.237</td>
<td>2.365</td>
<td>.384</td>
<td>-617</td>
</tr>
<tr>
<td>I am able to complete all the Proofreading questions within the time limit</td>
<td>-.077</td>
<td>2.120</td>
<td>.339</td>
<td>-227</td>
</tr>
<tr>
<td>I am able to master the techniques of doing Proofreading questions</td>
<td>-.051</td>
<td>1.946</td>
<td>.312</td>
<td>-165</td>
</tr>
</tbody>
</table>
Results (B): Guided Writing

- Significant difference:
  - Understand better the content and requirement
  - More practices
  - Better mastery of techniques

- Quote from students:
  - “I learnt the structure of a piece of writing.”

<table>
<thead>
<tr>
<th>Guided Writing 2009</th>
<th>Paired Differences</th>
<th>Guided Writing 2010</th>
<th>Paired Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>t</td>
</tr>
<tr>
<td>I am clear about the content and requirement of the Guided Writing session</td>
<td>-.256</td>
<td>2.087</td>
<td>.334</td>
</tr>
<tr>
<td>I have practiced the Guided Writing questions in the past exam papers, and familiar with the types of questions</td>
<td>-.282</td>
<td>2.077</td>
<td>.333</td>
</tr>
<tr>
<td>I am able to master the techniques of doing Guided Writing questions</td>
<td>-.179</td>
<td>2.258</td>
<td>.362</td>
</tr>
</tbody>
</table>
Results (B): Multiple Choice

- Significant difference:
  - Understand better the content and requirement
  - More practices
  - Better mastery of techniques

<table>
<thead>
<tr>
<th>PreQ3.17</th>
<th>PreQ3.18</th>
<th>PreQ3.20</th>
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</thead>
<tbody>
<tr>
<td>I am clear about the content and requirement of the Multiple Choice (MC) session</td>
<td>I have practised the MC questions in the past exam papers, and am familiar with the types of questions</td>
<td>I am able to master the techniques of doing MC questions</td>
</tr>
<tr>
<td>Paired Differences</td>
<td>Paired Differences</td>
<td>Paired Differences</td>
</tr>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
</tr>
<tr>
<td>-.949</td>
<td>2.235</td>
<td>.358</td>
</tr>
</tbody>
</table>

- Significant difference:
  - Understand better the content and requirement
  - More practices
  - Better mastery of techniques
## Results (B): Oral Communication

- **Significant difference:**
  - ✓ Understand better the content and requirement
  - ✓ More practices
  - ✓ Time management
  - ✓ Better mastery of techniques
- **Positive feedbacks from over 90% of students’ quotes**

<table>
<thead>
<tr>
<th></th>
<th>Oral Communication 2009</th>
<th></th>
<th>Oral Communication 2010</th>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Paired Differences</td>
<td>Mean, Std. Deviation, t, df, Sig. (2-tailed)</td>
<td>Paired Differences</td>
<td>Mean, Std. Deviation, t, df, Sig. (2-tailed)</td>
</tr>
<tr>
<td>I am clear about the content</td>
<td>-1.359, 2.367, -3.585, 38, .001</td>
<td>-2.940, 2.867, .405, -7.251, 49, .000</td>
<td></td>
<td></td>
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<tr>
<td>and requirement of the Oral</td>
<td></td>
<td></td>
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<tr>
<td>Communication session</td>
<td></td>
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<tr>
<td>I have practiced the Oral</td>
<td>-0.410, 1.788, -1.433, 38, .160</td>
<td>-2.292, 2.975, .429, -5.337, 47, .000</td>
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<tr>
<td>Communication questions in</td>
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<tr>
<td>the past exam papers, and am</td>
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<tr>
<td>familiar with the types of</td>
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<tr>
<td>questions</td>
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</tr>
<tr>
<td>I am able to complete all the</td>
<td>-0.946, 2.505, -2.297, 36, .028</td>
<td>-1.870, 3.167, .467, -4.004, 45, .000</td>
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<tr>
<td>Oral Communication questions</td>
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<tr>
<td>within the time limit</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am able to master the</td>
<td>-0.763, 1.937, -2.428, 37, .020</td>
<td>-2.261, 2.720, .401, -5.638, 45, .000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>techniques of doing Oral</td>
<td></td>
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<tr>
<td>Communication questions</td>
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</table>
Results (C): Satisfaction toward Format and Content of English Program

- **English Lesson**: Highest mean (9 or above out of 10) in
  - Mentors’ teaching skills (2010)
  - Mentors’ advice (2009 & 2010)

- **English Corner**: Highest mean (9 or above out of 10) in
  - Interesting (2009)
  - Devotion & Enjoyment (2010)
  - Grouping (2009 & 2010)
  - Mentors’ teaching skills (2009 & 2010)
  - Mentors’ advice (2009 & 2010)
Results (C): Satisfaction toward Format and Content of English Program

• **University Sharing Session:** Highest mean (9 or above out of 10) in
  ✓ Interesting sharing from mentors
  ✓ Mentors’ sharing let students look forward and motivated to go to university

• **Quote from student**
  ✓ “I got more updated information about the College Entrance Examination.”
Implications from the results?

✓ Skills & techniques introduced
✓ Oral communication enhanced
✓ Confidence boosted
✓ Information about universities & admission requirements updated
✓ Relationships built up
Remarks?

- Different education systems and culture between HK & China
- Limitations in China: training of teachers, College Entrance Exam...
- Value of Program: Inspirations to teachers & students
Reference


Thank you