China

Implementing Participatory Approach to Enhance Students' Participation in English Classes: A Pilot Study in No. 19 and No. 38 Middle Schools in Hohhot City of China

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1. Introduction

The United Nations General Assembly unanimously adopted the "Convention on the Rights of the Child" (CRC) on 20 November 1989. After China ratified CRC in 1992, related laws and regulations are ratified to protect interests of child. CRC concerns 3Ps - Provision, Protection, and Participation. As the third pillar of CRC, participation is one of the guiding principles of the Convention, as well as one of its basic challenges (Fauziati et al., 2011:67).

Favorable results have been achieved thanks to all change agents' endeavor in improving teachers' awareness of CRC since the first change agent from Inner Mongolia attending the international training program on CRC in 2005. Nevertheless, all three change agents of this project still find a common problem in English classes of middle schools in Hohhot, which is a lack of students' participation in the class. Most English classes are teacher-centered rather than student-centered, which leads to inefficiency of teachers' teaching and students' learning. Therefore, it is important to conduct present project to train more English teachers with knowledge of CRC and strategies of implementing participatory teaching approach into their classes, and to enhance students' participation in class. In order to achieve these purposes, this present changing project will be conducted at No. 19 and No. 38 Middle Schools in the City of Hohhot in China from October of 2013 to November of 2014 as a pilot study.

2. Frame of Reference

Several provisions in the CRC reflect children's right to participation. Article 12 of the CRC states that "children have the right to participate in decision-making processes that may be relevant in their lives and to influence decisions taken in their regard—

within the family, the school or the community" (Unicef, 2007). The principle affirms that children have the right to express their views and requires those views be heard and given due weight. It recognizes the potential of children to enrich decision-making processes, to share perspectives and to participate as citizens and actors of change.

Article 13 states that "children have the right to get and share information, as long as the information is not damaging to them or others. In exercising the right to freedom of expression, children have the responsibility to also respect the rights, freedoms and reputations of others. The freedom of expression includes the right to share information in any way they choose, including by talking, drawing or writing" (Unicef, 2007). Participatory teaching approach emphasizes the dominant position of students, requiring students to bring up their own ideas in the interaction with peers and teachers. The approach could effectively stimulate students' learning initiative, self-awareness and creativity, and could improve teaching effectiveness. In addition, according to the newly revised Chinese National Curriculum for Middle Schools (2012), teachers are encouraged to design activities to participate all students in the class by applying participatory approaches. Teachers are suggested to implement task-based and problem-solving approaches to ensure all students could have equal chances to participate in the class.

However, this objective fails to be implemented fully in most middle schools in Xincheng District of Hohhot City, especially in the target English classes of No. 19 and No. 38 Middle Schools. Both schools are ordinary urban middle schools in the Xincheng District of Hohhot. Most English classes still follow teacher-centered strategies, rather than student-centered or CRC-based approaches. The English teachers have received basic trainings on the new curriculum reform and have been equipped with basic concepts and strategies of participatory teaching and learning. However, most teachers still lack the knowledge and experiences in how to improve efficiency of English language teaching through enhancing students' participation in class. More importantly, students in these two schools are lack of awareness about CRC and of protecting their rights of participation in classes.

3. Purpose

This ongoing project is a pilot project aiming at enhancing junior middle school students' participations and performances in English classes in No. 19 and No. 38 middle schools in Hohhot. Specifically, the project aims at 1) promoting both teachers' and students' awareness of CRC; 2) equipping teachers with approaches and skills of implementing participatory teaching approach; 3) improving students' participation and performances in class.

The ultimate purpose of the project is to expand the scale and scope of the implementation of participatory approach (PA) to more Chinese EFL (English as a Foreign Language) classes on different levels and to other subjects. By disseminating the idea of CRC and CRC-based participatory teaching methodology, more students could benefit and could improve their performances in classes. And more importantly, the traditional teacher-centered classes could be transformed to classes that are more student-centered and CRC-friendly.

4. Methodology (Activities)

In the past two years, three change agents went to No. 19 and No. 38 Middle Schools frequently to implement the project. The following are the activities carried out from November 2013 to December 2014 in order to fulfill the intended goals of the project.

Phase 1: Introducing the project

1. Identifying stakeholders and target groups

The first thing before carrying out the project is to identify the two target schools, the stakeholders and target groups. The basic information of the two target schools could be seen in the table below. The Stakeholders of the project include the principals and deputy principals of both No. 19 and No. 38 Middle Schools, fellow researchers from English Teaching and Research Section of Xincheng District and teacher trainers from School of Foreign Languages of Inner Mongolia Normal University (IMNU). The target groups include six English teachers and around 520 students from eight classes of Grade Seven and Eight from No. 19 Middle School. And two English teachers and around 260 students from four classes of Grade Seven from No. 38 Middle School. In order to introduce the project plan and CRC, as well as to obtain approval from the administrators of the schools and to discuss about the participatory approach with teachers, several coordination meetings were held in both two target schools and IMNU.

No. 19 Middle School	No. 38 Middle School
Urban junior middle	Urban junior and senior middle
65 students/class	54 students/class
More applicants (Popular)	Less applicants (Less popular)
Strong support from the principal	Strong support from the principal

Figure 1: General information of the two target middle schools

2. Holding coordination meeting with principals and target teachers at No. 19 Middle School

Ms. Wang Xiaohua and Ms. Su Rina met with the executive leaders including the principal, vice principal, chief of administration office and four English teachers from No. 19 Middle School on November 8 of 2013. The Principal Mr. Li Shenggui, deputy principal, chief of the administration office, chief of English office and four target English teachers were presented in the meeting. Ms. Wang introduced the purposes and plan of the project. Then, Ms. Su shared basic content of CRC and knowledge of CRC-based participatory teaching and learning approach with the teachers. Finally, all the presented leaders and teachers held a heated discussion on the implementation of the

project, problems in their English classes and ways of applying participatory approach. The target teachers all welcomed new changes that would be taken place in their classes. A tentative working schedule of activities that would be done in the following year was worked out with the teachers.

3. Holding coordination meeting with principals and target teachers at No. 38 Middle School

After the project being carried out in No. 19 Middle School, the principal of No. 38 Middle School was very interested in the project and would like become the second experimental school. Due to the reasons that both No. 38 Middle School and No. 19 Middle School share a lot in common in school size and quality, and considering that having another school involved into the project could expand active influence of the project, the three change agents decided to add No. 38 Middle School as the second target school. Two English teachers from Grade Seven with their four classes are the target groups. Ms. Wang Xiaohua visited the school on December 26 of 2013 and had a coordination meeting with the Principal Yang Ji'en and other administrative staff, who were all supportive to the project. A tentative working schedule was settled with the two teachers.

Phase 2: Conducting preliminary research

1. Observing English classes at No. 19 Middle School

After the coordination meeting, Ms. Wang Xiaohua and Ms. Su Rina went to observe six classes given by the six target English teachers, Zhang Wei, Wang Yan and Jia Bingting from Grade Seven, and Li Qiongze, Wang Tingyun and Li Zhiyuan from Grade Eight on November 14 and November 15 of 2013. All these classes have an average class size of 65 students. Each class lasts 40 minutes. Parts of these classes were videotaped for further reference and research, besides which detailed lecture records were taken down by the two change agents.

2. Observing English classes at No. 38 Middle School

On January 6 of 2014, Ms. Wang Xiaohua went to the school to fulfill her duty of supervising teaching and also to observe the two teachers' classes. She observed Ms. Ren Hongxia and Ms. Liu Jing's classes. The students are from Class One to Class Four of Grade Seven with an average class size of 54 students. Ms. Wang took down notes of the lectures and took some pictures. After the classes, she held a discussion with the two teachers and exchanged ideas about the design of class activities and teaching approaches.

3. Conducting interviews with target teachers and some students from No. 19 Middle School

The observation of classes was followed by interviews with the six teachers and two students from each class. The interviews were conducted by all three change agents on the afternoon of November 15 of 2013. Interview questions given to the teachers centered on their knowledge about CRC by focusing on child's right of participation, participatory teaching approach, and major problems in their classes, expectation to the changes brought by the implementation of this project, etc. (See Appendix 1). Students were randomly picked up from the names lists. Questions given to the students were mainly about their knowledge about CRC especially the right of participation and expression in class, and about effectiveness of present English classes and teacher's teaching approach (See Appendix 1).

Phase 3: Training target teachers

1. Compiling a training portfolio of CRC-related materials and research papers on participatory approach

Considering the limited time and resources, in order to equip the teachers with basic knowledge about CRC and participatory teaching approach in a short time, change agents provided teachers a list of references and resources related to these two fields and compiled them into a portfolio.

The self-study training materials included a newly-compiled training handbook titled Child Rights and School Education written by change agents from Batch 17. Written in Chinese, the handbook is easy to read and ready to use, and is informative in basic concepts and knowledge about CRC and school education and is rich in case studies, which could provide the teachers with a comprehensive glimpse of CRC-based education. Moreover, the teachers were provided with some good books and research papers on participatory teaching approach, both in Chinese and English. By reading these materials, teachers were required to reflect on their own classroom teaching and to work out ways to utilize this approach in class. Last but not the least, some video clips taken by change agents from Sweden were shared with the teachers for reflection and discussion.

2. Holding a workshop on CRC and participatory teaching approach at IMNU

Even though reading related references could help teachers to familiarize with the topic, it was far more than enough. Therefore, a training workshop was held on November 27 of 2013 at IMNU. All target teachers from both middle schools and all change agents from previous batches at IMNU attended the workshop. Ms. Narisu, the chair of English Department of IMNU, who is also an experienced English teacher trainer and change agent of Batch 14, gave a lecture on CRC and participatory teaching approach. Her presentation was then followed by a heated discussion among all teach-

ers and change agents on problems teachers encountered in the actual classrooms and their reflections on CRC and CRC-based participatory approach. In this workshop, all teachers reached unanimous agreement that it was important to improve students' participation in English classes and to change present approach of lecturing knowledge in the class.

3. Observing demonstration class given by Li Zhiyuan at No. 19 Middle School

It is significant to transfer words on the paper to actual changes in the class. Thus, change agents of the project planned a demonstration class on December 10 of 2013 at No. 19 Middle School open to all teachers. The class was given by Mr. Li Zhiyuan who was one of the target teachers. He designed a lesson on "Accident in daily life" by utilizing lots of activities to attract students to participate in class. About 20 teachers including the principal and Mentor Per Wickenberg crowded in the classroom. All teachers and students enjoyed the class very much.

4. Holding a workshop with Mentor Per Wickenberg at No. 19 Middle School

Right after the demonstration class, a brief workshop was held to discuss and reflect on the lesson. Professor Wickenberg was invited to give comments on the lesson and all the teachers shared their positive reflections on this participatory class. Furthermore, teachers asked questions to professor Per on CRC and Swedish school system. All teachers attending the workshop expressed positive remarks. They were encouraged to further implement the participatory approach and bring positive changes to their classes.

5. Target teachers taking training courses at IMNU

On January 7 of 2015, Professor Wang Caiqin from Henan Normal University was invited by IMNU to give training lectures to middle school backbone teachers in Inner Mongolia. Since Professor Wang is an expert in China on curriculum design and reform, we invited the target teachers from both schools to attend the lectures. In the lecture, Professor Wang introduced the reasons and ways of implementing the participatory approach in English classes and had very good interactions with the target teachers.

6. Applying for research fund to support the implementation of the project

Although the project was ably supported by both No. 19 and No. 38 Middle Schools, the schools could not provide any financial support to the target teachers. Teachers' experimental activities and planned practices might be limited by lack of financial support. For instance, from the interview with teacher, it was known that they felt a shortage of fund to buy more visual aids or other important teaching aids. In order to resolve teachers' concerns, Mr. Cao actively worked on applying for educational fund from the Education Department of Inner Mongolia. A fund of 20 thousand RMB Yuan (equaling to 3000 US Dollars) was successfully granted to the project at the end of December

of 2013. At the beginning of the spring semester, the first batch of teaching aids was handed out to all the target teachers. Careful budget will be further planned in order to spend the fund effectively. Continuous support will be given to the teachers throughout the process of implementation of the project.

7. Establishing a network of the principal, stakeholders, target teachers and change agents from IMNU by creating a WeChat group

In order to enhance the communication with all the stakeholders, we created a WeChat group. WeChat is the most popular instant message tool in China. People could share messages and any internet links or resources instantly. The tool is very effective in helping us to release and share notices of events, to discuss on classes activities, to share opinions and to share recourses quickly.

Phase 4: Monitoring the implementations

1. Designing observation tools

In order to better monitor the target teachers' implementation of PA in classes, we designed an class observation sheet (See Appendix 2). The observation sheet was designed based on the careful research on exited observation tools and the good consultation with the target English teachers from the two middle schools and professors from IMNU. In addition to this observation sheet, we designed a checklist for teachers to assess and evaluate students' participation and performance in classes.

2. Observing classes at both target middle schools

Three change agents went to No. 19 Middle School on Oct. 16 and 23, Nov. 6, 12 and 22 of 2014 to observe all the six target teachers' classes. We went to No. 38 Middle School on Oct. 17 and 24, Nov. 8, 14 and 24. All the target teachers also need to observe each other's classes. While observing all these classes, they all filled out the observation sheets and had discussions with change agents after each class.

3. Observing demonstration class given by Zhang Wei at No. 19 Middle School

On Nov. 6 of 2014, Ms. Zhang Wei, one of the target teachers was selected by the school to give a demonstration class of PA in a city-level teaching contest. Over 30 contestant teachers from all over the city attended the contest and finally Ms. Zhang won the first prize in the English Group. In the following week, we invited Ms. Zhang to give a demonstration class to all target teachers. All the teachers were excited to see the effective interactions between the teacher and students, and they were inspired by the class.

4. Workshops with target teachers

At the end of the Fall semester on Dec. 26 of 2014, we organized the last workshop with target teachers. All three change agents, eight target teachers from both schools, and the deputy principal of No. 19 Middle School attended the workshop. In this workshop, Ms. Su Rina summarized and reflected on what have been done in the year and what have been changed in the class. In addition, we interviewed the teachers according to our project plan. Lastly, we discussed on the sustainability of the project. Most teachers showed they were so motivated by the project and they would continue to improve students' participation in class by applying PA in the future. The deputy principal assured that the school would give continuous support to teachers.

Phase 5: Assessing outcomes

1. Conducting interviews with target teachers

The interviews were conducted in the workshop held on Dec. 26 as mentioned above (See Appendix 3). The questions are mainly about the changes after taking the training and participating in the project. To be specific, the questions are about the major benefits of implementing PA and major difficulties met in classes. The results of this post-test interview will be compared with the results of pre-test interviews to investigate changes in target teachers understanding and knowledge about CRC and PA.

2. Carrying out questionnaire surveys to target students

The questionnaire is designed by Ms. Su Rina. The major purpose is to test target students feelings and understanding about the changes taken place in their English classes (See Appendix 4). On Dec. 26, Ms. Su Rina went to the two target schools to pass out the questionnaires. We selected one ordinary class from Grade Two from each school. All students filled up the 12-item survey. 131 questionnaires were collected and analyzed.

3. Summarizing results of observation sheets

During the Fall semester while target teachers were piloting in using the PA in class, all teachers observing the classes were asked to fill out the observation sheets. At the end of December, we collected 19 copies of the sheets and analyzed them, in the hope that the results could be used as another indicator to prove the changes in students' participation and performance.

4. Network meeting with change agents in Hohhot

Followed our mentor's suggestion, change agents in Hohhot city met in a network meeting at IMNU on Jan. 8 of 2015. We three from Batch 19 gave a presentation on the work we have done. We reported all the activities have been done so far and our

reflections with all the change agents. We also got lots of suggestions from the change agents from other batches. This network meeting played a significant role in helping us summing up the project.

5. Results

So far, all the activities have been done and the preliminary purposes of the project have been realized. The following are the four major outcomes achieved.

Outcome 1: Stakeholders and target teachers' awareness towards CRC and knowledge about CRC-based participatory teaching and learning approach is raised

First, through such activities as coordination meetings and network meetings, demonstration class and workshop with change agents and professor Per Wickenberg, principals and administration staff obtained direct and clear information about the project and more importantly, acquired basic knowledge about CRC and CRC-based participatory teaching approach. Moreover, after our target teachers attended the city-level teaching contest and won the good prize in the contest, the conception of CRC, the importance and effectiveness of PA was not only be recognized by the superior level, but also was disseminated to a larger extent of ordinary teachers.

Second, target English teachers knew basic theory and knowledge about CRC. Activites as listening to lectures about CRC and school education, reading related books and articles about CRC, and exchanging isights with experts in worshops ensured target teachers good opportunities to update information and refresh knowledge about child rights. The changes could be seen clearly in the results of the two interviews as shown in the following charts (See Figure Two). In the pre-test interviews, when the eight target teachers were asked whether they have heard of or knew anything about CRC, only three teachers have heard about CRC and five knew CRC but had very vague knowledge of it. One teacher told us "I heard of CRC before, but I don't know what it is about exactly." However, in the post-test interview, when the teachers were asked the same question, all eight of them expressed that they had a clear understanding of child rights after participating in this project. One teacher said, "I learnt more about the Convention. As a middle school teacher and a mother, I knew how to secure my students' equal rights in making decisions by themselves."
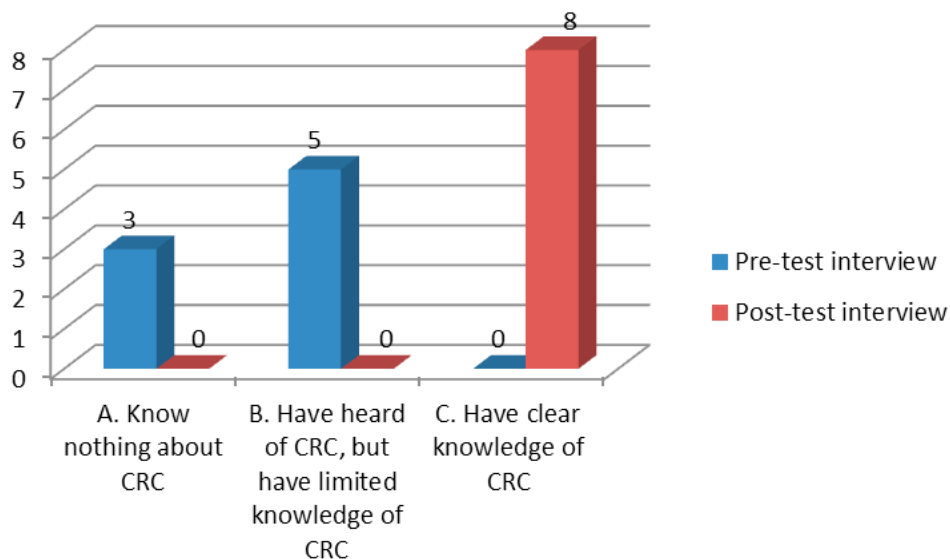
Figure 2: A comparison of target teachers' knowledge about CRC in two interviews

Third, target teachers knew how to implement participatory teaching approach in their classes. In the second phase of the project, teaching strategies used in present classes were fully observed and major problems were thoroughly examined. Before making any changes to the present class, it was significant to know where to start and what should be changed. Through a careful examination of English classes in these two schools and through interviewing the teachers and students, the problem of low ratio of students' participation caused by teachers' dominant lectures surfaced. In the third phase, through such activites as reading related reaesarch books and articles about participatory teaching approach, attending training workshops, implementing in class and exchanging isights with experts in worshops ensured target teachers good chances of improving their skills and experiences in implementing the appraoch.

By comparing the results of the two interviews conducted on target teachers, the changes could be shown clearly. In the pre-test interview, seven teahcers were inconfident in applying this approach skillfully in the class. Although they believed it was very important to give students chances to express their opinions and practice their English, the pressure of finishing course content in limited class time hindered them from applying PA in class. Most teachers would spend more time in lecturing course content rather than in trying others teaching strategies. Therefore, they did not care about doing research on PA and practicing the strategy in their classes. While in the post-test interview, teachers raised a different voice. All eight of them were excited and confident when they were asked to introduce their participatory activities in class. Some teachers designed group projects for students to research and present on the traditional Chinese festival Mid-Autumn Day. Some teachers assigned group tasks for students to perform role-plays on "What will you do if a UFO arrives". Some teachers designed a vocabulary contest in which all the groups of students competed heatedly to win a

good prize. Consequently, it could be summarized that the target teachers could design and apply PA activities according to their students' levels, teaching environment and teaching objectives.

Outcome 2: Teachers successfully implement the participatory approach in the experimental English classes

At foremost, in December of 2013, after the preliminary stage of training, teachers started to implement more pair work activities and group activities according to different teaching objectives in classes to enhance students' participation. The donmonstation class given by Mr. Li Zhiyuan from No. 19 Middle School was a good example. Mr. Li introduced the topic of lesson by implimenting lots of group activities, role plays and even dramas, thanks to which the class was highly student-centered. Students had more chances to express their ideas and feelings and to practice their English. Students were attracted and highly concentrated on the class content in the class. Therefore, it was shown that both teachers and students benefit from the participatory class.

In addition, the results of the post-test questionnaire given to students indicated that teachers' implementation of PA yielded to positive achievement. First, students' overall talk time in class is improved. As Figure Three shows, more than 55% percent of students believe their average talk time in each English class is improved to 20-30 miniutes (The normal class is 40-minitue long). Students could have more chances to raise their voices and to express their opinions. Second, students' language skills get progressed. When students were asked to choose which skills were improved in the last year, 95 of them believed their speaking skills were improved (See Figure Four). 77 students thought their collaborative skills were improved. 52 students even believed that PA class could be helpful in improving their performances in final exams.
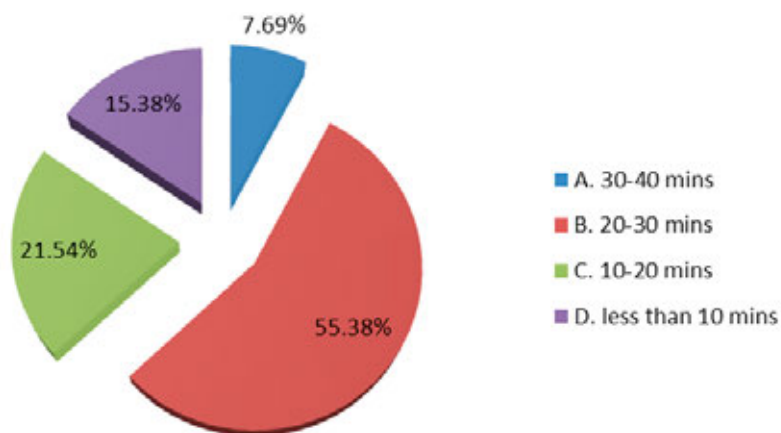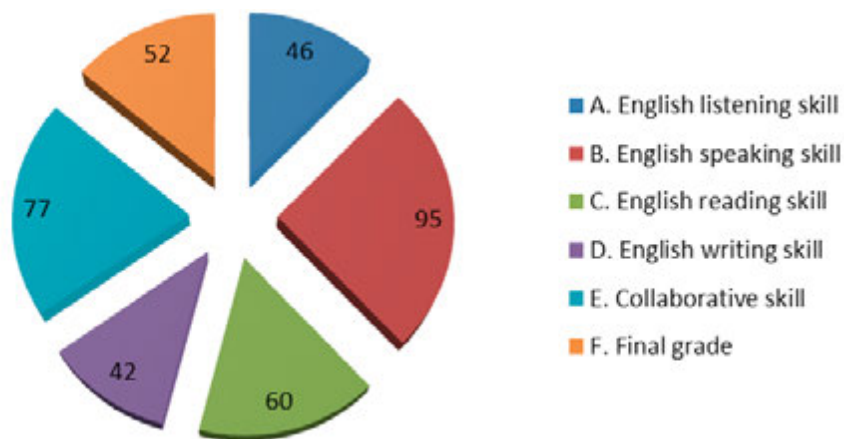

Figure 3: "Students' average talk time in class"

Figure 4: "In PA class, which skills are improved?" (multiple-choice question)

Outcome 3: Students become interested and active in participating in English class activities

Firstly, through all the class observations and the analyses of the observation sheets, we happily found that target students could participate actively in pair-work and group work activities designed by teachers. They were active in participating in such activities. They could decide their roles by negotiating with group members. They could present their own opinions and cooperate with peers skillfully to finish group projects.

Secondly, according to the results of the questionnaire given to the students, 80% of students became interested in participating in class activities in the past year (See Figure Five). Interests are best teacher. Accordingly, students' overall performances improve tremendously. One target teacher said in the post-test interview, "The positive effect of PA is especially obvious on the inferior students. Through different pair and group tasks, they started to speak in the class confidently and became active in learning English."
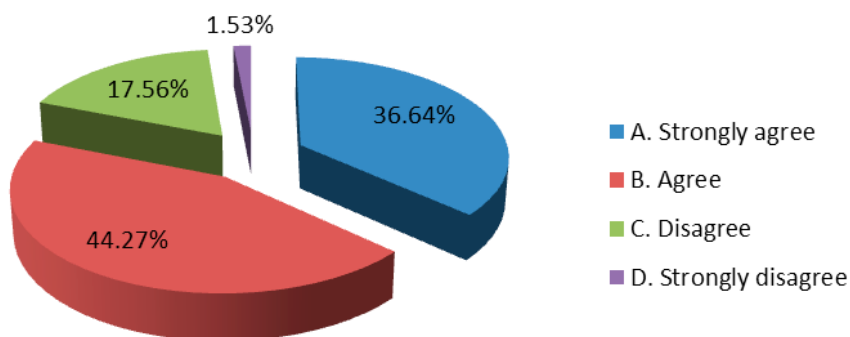
Figure 5: "You become very interested in participating in class activities."

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Outcome 4: The scale of implementation of PA is extended to other subjects

In addition to realizing all the commitments proposed to be done in the project plan, an unexpected outcome was achieved. Based on thorough investigations and careful discussions with us, the principal of No. 19 Middle School was so motivated and inspired by our project that he decided to launch a large scale of teaching reform within the school with regard to implementing the CRC-based participatory teaching methodology to all the subjects. The school has established a committee to draft the blueprint of the reform plan. Specific plans and actions will be implemented from March the 2015.

6. Discussion and Reflection

Although some significant progress stimulated by the activities has been made, there is still a long way to go to bring fundamental changes to the target classes. The following part is about our reflections mainly on the salient difficulties and challenges we are facing.

1. Monitoring and evaluating the effectiveness of participatory approach in target classes and assessing the increase and quality of students' participation in a short period is difficult.

The implementation of the project lasts only one year. It is difficult to go through the whole process of teacher training, implementing the participatory approach, monitoring teachers' use of the approach and evaluating effectiveness of the approach in such a limited period of time. Any mistakes or failure in one step would affect the practice of following steps. Moreover, it is challenging to assess whether and how well every student participate in a certain class, especially to classes with over 60 students. In addition, there are no existing reliable and suitable tools to evaluate and assess students' participation in class.

2. Implementation of participatory teaching approach in Chinese classrooms still faces lots of challenges.

To begin with, the big class size, limited class time and pressure of unified exams all might hinder teachers to carry out participatory activities all the time. Furthermore, the existing local beliefs about language teaching and learning emphasize more on memorization or understanding and analytical ability. The teachers tend to be respected as the source of knowledge, and much time tend to be spent upon explication of the structure of language and the usage of words through detailed textual study. In addition, traditional teaching methods still play a dominant role in Chinese language classrooms as a result of the backwash effect of exams, teachers' limited exposure to and experience of new methods, and the negative response of students, parents and administrators to new methods.

3. Enhancing the sustainability of in-service teachers' training requires long-term and continuous collective efforts.

Target students will take entrance exams to senior high school one or two years later, both teachers and students might go back to the traditional teacher-cantered lectures again while facing the pressure of harsh unified exams. Steps to enhance the prospect of the project's longer-term sustainability require efforts from both the project team and the levels beyond it. Otherwise, the previous efforts might be in vain and the changes could not take place sustainably.

4. To expand the scope and scale of project to other subjects needs to go through a rough process.

Most change agents of this training program in China are either English teachers or having some background relating to language teaching. Language teachers are supposed to be open to new concepts and quick to react against new changes, because of which the project is conducted in English classes. Based on preliminary research, lots of teachers from other subjects or other better middle schools are reluctant to take part in the project. Nevertheless, a single class could hardly change students' situation fundamentally. No matter how difficult it might be, it is important to expand the scale and scope of the project to more subjects and more levels. If the approach is implemented in other subject in the future, it is also urgent to research on how to implement well.

7. Way Forward

Anticipating the challenges and difficulties could help us take further steps to fulfil the ultimate objects of the project. After finishing all these phases of activities in the project, we would like to continue our efforts as change agents.

1. Continuing the project and conducting more research

Having established such solid cooperation with the two target schools, we would like to continue the project. For example, we will continue to monitor the efficiency of target teachers' implementation of the participatory approach, and to evaluate students' progress. We will compare target students' performances and grades with those of the non-controlled classes. We will also collaborate with the reform committee of No. 19 Middle School on implementing PA in other subject.

2. Designing specific methods and ready-to-use activities fitting Chinese context to facilitate teachers' implementation of participatory approach

When interviewing the target teachers, one of their biggest concerns is how to implement the participatory approach in big classes. Therefore, in the following phase, change agents will work together with target teachers and network of change agents,

especially change agents from Batch 20, to design and compile a handbook of ready-to-use participatory activities which is based on the Grade Seven and Grade Eight curriculum and fits Chinese context. And more training workshops could be held to give teachers continuous support.

3. Networking as the primary aspiration to help the project develops sustainably

First, a website could be set up to strengthen communication among target teachers and the network of change agents. Second, we could build the two target schools as the teaching research base for CRC project to enhance interaction with the two schools in the long run. Furthermore, alternative modes of training like distance learning and online workshops could be applied to give teachers follow-up support.

4. Efforts needed to be made by the parties beyond the change agents

Support and collaboration of relevant parties like the Education Department of Inner Mongolia and CRC centre of Inner Mongolia are needed for further development of the project. We will take full advantage of government website or local media to disseminate CRC and the project. We will also continue to apply for more research fund or grant and work with more research institutions to arouse more people's awareness of CRC.

   To summarize, the change agents of this project believe that successful innovation depends on realistically grounded knowledge and actions relating to specific social, cultural and educational context. On one hand, CRC concepts and participatory approach need adaptation. On the other hand, local perceptions and practices also need upgrading to meet the new need of this new age. More importantly, this project highlights longer-term sustainability rather than the instant effect. Therefore, working together with Mentor Per and the network of change agents in Hohhot, we will do continuous endeavour throughout the process to achieve the ultimate purposes of the project.

8. List of References

Fauziati, Endang et al. (Team Indonesia) (2011). "Improving Students' Protection and Participation through Child Friendly Classroom Management" *from Change Projects from the International Training Programme: Child Rights, Classroom and School Management (Final Reports Batch 15)*, Lund: Lund University Commissioned Education.

Unicef (2007). The Handbook of Child Rights Implementation.

Appendixes

Appendix 1.
Pre-test Interview to Target Group

a. Introduction

1. Which year did you start to teach English at this school?
2. What is your educational background before work as a teacher ?

b. Knowledge about CRC and CRC awareness

3. Explain anything you know about CRC or child rights.
4. Do you think it is important to give students chances to express ideas in class ? Why and Why not ?

c. Knowledge about participatory approach

5. Have you ever implemented participaroty approach in your class ? Why and why not ?
6. If you are asked to implement this approach in your class, what is your biggest concern ?

d. Prolems or chanllenges in teaching the course

7. Please list any problems or challenges you meet in teaching this course.
8. Do your students like your teaching?

e. Expectations to the project

9. What are your expections towards this project?
10. Are your positive or pessimistic about implementing participatory approach in your class? Why?

Pre-test Interview to Target students

1. How much time do you have in each English class to express your opinions?
2. How much time do you have in each class to share ideas and discuss with your peers?
3. When you make mistakes, what does your teacher say? Can you give an example?
4. What dominates the class more, your teacher or the students?
5. Do you like your teacher's class? If yes, why? If not, why?

"参与式"课堂教学评价模型

评课人姓名：_____ 科目：_____ 课题名称：_____ 时间：

指标	评　价　要　素	达 到 程 度			
		A	B	C	D
情绪 状态	老师有饱满的精神状态；探讨知识的激情。				
	学生有适度的紧张感；对知识的探求欲望。				
参与 交往 状态	学生与老师、学生与学生之间相互尊重、理解、平等。				
	学生对学习感兴趣，积极主动参与各项活动。				
	学生和学生、学生和老师、学生和教材之间保持多向、丰富、和谐、有效的信息交流。				
	＊有的学生能出色地参与教的活动。				
思维 状态	学生在探究学习的过程中能发现、提出问题。				
	学生和学生、学生和老师、学生和教材之间围绕着学习目标对问题进行有效的分析与讨论。				
	学生通过分析与讨论能较好地解释或解决问题。				
	＊学生能提出具有挑战性与独创性的问题与见解。				
学习 达成 状态	学生在不同程度上都有喜悦和成功的体验。				
	学生掌握了必要的基础知识与技能。				
	学生在各自的基础上都获得了进一步发展的能力。				
	＊ 学生全身心地投入到学习的过程中，出现了课已完，意未尽的感人场面。				
其他 教学 特色					
评价 等级					
评语 （改进建议）	A　　　　　B　　　　　C　　　　　D				

Appendix 3.
Post-test Interview to Target Teachers

a. Background information

1. Which year did you start to teach English at this school? What is your professional background?

2. When and how did you hear about participatory approach (PA)? When did you start to utilize this approach in your class ? What drives you to implement it ?

3. Have you ever attended any training program on PA? If yes, please list them.

b. Knowledge about CRC and CRC awareness

4. After participating in this project, what did you learn about CRC or child rights ? Please give specific examples.

5. Do you think it is important to give students chances to express ideas and participate actively in class ? Why and Why not ?

6. How would you describe the roles and relationship of the teacher and students ?

c. Knowledge about participatory approach

7. Do you have any difficulties in designing PA activities in accordance with your teaching objectives? If yes, please give specific examples.

8. What are the most successful PA activities have you designed in the class in this semester?

d. Reflections on the project

9. After you implemented PA in you class, what are the biggest benefits or changes brought to your students and your class?

10. After you implemented PA in you class, what are the biggest prblems or challenges ?

11. Are your positive or pessimistic about continuing to implement PA in your class? Why?

12. If you would like to continue to work on improving students' participation and performance in class, what kinds of help would you expect to get from your school, the local Education Department and IMNU?

<div align="center">

关于初中英语课堂参与式教学活动的调查问卷

</div>

各位同学：

你们好!

非常感谢你接受这份调查，并提供所需的数据，你的意见对我们的研究至关重要。请在相应选项前打 ✓ （请注意：如果是单选题，你只能选择一个答案，如果是多选题，你可以选择<u>一个或多个</u>答案）或在横线上填写相应内容。请根据你的实际情况和真实想法回答下列问题。非常感谢!

你的性别：□ 男　　□ 女

你所在年级：□ 初一　　□ 初二　　□ 初三

你的英语成绩：□ 非常好　□ 中上等　□ 中下等　□ 较差

_____

1. 你认为你能主动融入英语课堂教学中去，跟着老师的节奏学习英语。[单选题]
□ A.非常同意　□ B.同意　□ C.一般　□ D.不同意　□ E.非常不同意

2. 你对英语课堂教学内容非常感兴趣，非常愿意参与到英语教学中去。[单选题]
□ A.非常同意　□ B.同意　□ C.一般　□ D.不同意　□ E.非常不同意

3. 与过去相比，英语老师在本学期把更多的课堂时间留给与学生进行互动和练习。[单选题]
□ A.非常同意　□ B.同意　□ C.一般　□ D.不同意　□ E.非常不同意

4. 这学期中，英语老师给你在课堂表现英语能力(如演讲或对话表演等)的平均次数为
_____。
[单选题]
□ A. 0 次　□ B.1-2 次　□ C.3-4 次　□ D.5-8 次　□ E.10 次以上

5. 按每节课 40 分钟计算，平均每节英语课老师会安排大概_____的时间与学生进行互动，让学生有机会参与到课堂中去。[单选题]
□ A.30-40 分钟　　□ B.20-30 分钟　　□ C.10-20 分钟
□ D.10 分钟以下　　□ E.基本没有互动时间

6. 你认为通过开展参与式教学，你的哪方面能力能得到提高？[多选题]
□ A. 英语听力能力　　□ B. 英语口语能力　　□C. 英语阅读能力

□ D. 英语写作能力　　□E. 合作能力　　　□F. 考试成绩
□G. 都没有提高　　　□其他_____(请补充)

7. 你认为参与到英语课堂互动对你英语学习的好处在于_____ [多选题]
　□ A．培养对英语学习的兴趣
　□ B．提高对英语学习的自信心
　□ C．有助于轻松掌握老师的授课内容，学以致用
　□ D．有助于通过升学考试等各种英语能力测试
　□ E．培养与其他同学的合作精神
　□ F．没多大意义

8. 你认为以下哪种英语教学内容最能增强你参与课堂的积极性，你最感兴趣。[多选题]
　□ A.课本文章分析　　　□ B.单词讲解　　　□ C.情景对话讲解
　□ D.游戏导入讲解　　　□ E.应试技巧讲解
　□ F. 其他(请补充) _____

9. 你认为以下哪种课堂活动能最有效地带动你参与到课堂中。[多选题]
　□ A.小组讨论　　　　□ B.英语主题演讲　　　□ C.情景对话及小品扮演
　□ D.看电影或视频/听英文歌曲　　　　□ E.英语知识竞赛
　□ F. 英语游戏　　　□ G. 其他(请补充) _____

10. 你认为以下哪种情况会导致课堂的参与式教学法实施情况不佳？ [多选题]
　□ A. 课堂以讲授型为主，老师主导课堂。
　□ B. 上课内容枯燥，学生不感兴趣。
　□ C. 课堂活动安排及时间设置不合理，老师给学生参与表现的机会和时间太少。
　□ D. 学生对英语不感兴趣，无兴趣参与到英语课堂中去。
　□ E. 学生基础不够好，听不懂上课内容，无法参与到英语课堂中去。
　□ F. 参与到课堂互动中对提高自身的英语水平用处不大。
　□ G. 其他(请补充) _____

11. 通过在英语课堂开展参与式教学，你对英语学习的兴趣提高了。 [单选题]
　□ A.非常同意　□ B.同意　□ C.一般　□ D.不同意　□ E.非常不同意

12. 你希望英语老师在今后的英语课堂中能继续开展参与式教学活动。 [单选题]
　□ A.非常同意　□ B.同意　□ C.一般　□ D.不同意　□ E.非常不同意