

# Write an Envelope In English

---

*For Chinese People Living in the U.S.*

---

## An Instructional Design Project

Wei Cen

ILS575 Instructional Design Principles

Instructor: Dr.Kim

Summer 2009

Date Due: Aug.7, 2009

## Project Introduction

Nowadays we have more choices for communication: Email, telephone, instant message...All these make the communication simple and convenient. However, writing an envelope is a basic skill everyone should master no matter how developed the communication methods are. We can never ignore its importance in posting an important letter, sending a written document and delivering a sweet gift. No one can avoid writing an envelope or writing an address in daily life.

Writing an envelope in English is not a complicated task for natives. But it is not easy for those new comers in the U.S.. They have to overcome the language barrier and culture difference to master this skill. That's why this project is proposed and carried out. The project is to be a 45 minute mini-lesson that teaches Chinese people in the U.S. how to write an envelope in English and introduces several subordinate skills.

It is not difficult to find online information about how to write an envelope in English. However, there is no systematic instruction catering for those Chinese people living in the U.S. After this instruction, we hope those Chinese people:

*who has never written an envelope in English before;*

*who failed in writing an envelope in English;*

*who was uncertain about writing an envelope in English.*

**will be able to write an envelope in English, correctly and independently.**

## **Section I: Analysis of Needs and Goals**

### **Problem Identification**

Knowing how to write an envelope is a basic skill for people living in the U.S.. To mail a check for the bill, to send a package, to deliver a document, all these need standard writing on the envelope. However, a lot of Chinese in the U.S. cannot write an envelope correctly, which may bring trouble for the sender, the post office and the recipient who is expecting the letter. The postmen may find it difficult to deliver substandard-addressed letters and many Chinese may complain about returned and delayed letters. Some Chinese may even refuse to use mail services to avoid making mistakes. Therefore, it is really necessary for Chinese people living in the U.S. to learn how to write an envelope correctly.

### **Problem Analysis**

The incompetence for many Chinese to write an envelope correctly in the U.S. originates from the following two reasons:

First, different habit of writing an envelope between Chinese and American is the root cause of this problem. Such differences include the sequence of family name and given name, the sequence of writing an address and the layout of the delivery and return address. In China, family name is followed by given name because of the authority of the whole family. However, it is on the contrary in the U.S., which may lead to mistakes in identifying family name and given name in writing an envelope. Similarly, in writing an address, Chinese habit is to write an address from the “big” to the “small”, which means the sequence of “country, province, city, district and street”;

however, in the U.S., the reversed one is more reasonable. Finally, the different layout of return and delivery address on Chinese and English envelope may be the fatal cause of delayed or returned letters. In China, the delivery address is on the top center and the return address is on the right bottom of the envelope. In the U.S., the return address is on the upper-left corner and the delivery address is on the center of the envelope. In addition, in the U.S., name is above the address; however, in China, name is below the address. These differences make many Chinese unconfident when writing an envelope in the U.S.

Secondly, different design of envelopes is another cause for this problem. In China, zip code is the most important element in an address and most envelopes are designed with six small blank boxes on the top to fill in the zip code and Chinese character “邮政编码”(zip code) at the bottom for writing sender’s zip code, which is very convenient for people to fill in the zip code and estimate where to write the address and name. However, in the U.S., zip code just follows the state and all envelopes in the market are blank, which increases the difficulty for Chinese people to write an envelope correctly.

### **Problem Solution**

A variety of possible solutions for solving this problem have been identified as follows:

- Post directions of writing an envelope in post boxes;
- Promoting envelopes with templates;
- Produce a handout on “how to write an envelope”;

- Develop an instruction catering for the Chinese.

After careful consideration, instruction will be the most effective solution for this problem. Only an instruction specially designed for the Chinese can solve the root cause of this problem and help immigrated Chinese master the skills of writing an envelope in English.

### **Articulated and Prioritized Goals**

*Chinese people in the U.S. will be able to write an envelope in English, correctly and independently.*

## **Section II: Task Analysis**

### **Subject-Matter Expert**

In this instruction, Rich Poreda will be invited as a Subject-Matter Expert (SME), to provide accurate and detailed information about how to write an envelope in the U.S.. Rich Poreda has been selected as SME for the following two reasons:

- He is currently a postman and knows quite well about what kind of envelope is acceptable for a postman in delivering.
- He has been in this field for 30 years and is undoubtedly an expert.

### **Task Inventory**

1. Verify the sender and recipient's name and address
2. Check the completeness of the sender and recipient's information
3. Identify the layout of an envelope
4. Write the sender and return address
5. Write the recipient and delivery address
6. Attach proper postage to the envelope

### **Task Selection**

The following tasks have been selected from the above task inventory as these tasks require training to meet the goal of our instruction.

1. Check the completeness of the sender and recipient's information
2. Identify the layout of an envelope
3. Write the sender and return address
4. Write the recipient and delivery address

## **Entry Skills**

The remaining tasks in the task inventory will not require instruction according to the learners' entry skills. The learners will be expected to read and write name and address in English. They are also expected to know how to attach proper postage to the envelope.

## **Task Decomposition and Description**

1. Verify the sender and recipient's name and address (Entry skill)
2. Check the completeness of the sender and recipient's information
  - 2.1 Draw lines between a name and name components which include given name, middle name (if has) and family name;
  - 2.2 Check the completeness of names for writing an envelope (given name and family name are necessary). If yes, moves on to step 2.3; if not, verify again.
  - 2.3 Draw lines between a given address and the address components which include the basic elements: street address or post office (P.O.) box number, city name, state abbreviation and ZIP code.
  - 2.4 Check the completeness of addresses for writing an envelope. If yes, moves on to step 3; if not, verify again.
3. Identify the layout of an envelope
  - 3.1 Observe the sample envelope which clearly marks the layout of an envelope.
  - 3.2 Turn over the sample envelope and mark the places of return address, delivery address and postage on a new envelope: return address is on upper-left corner of

the envelope, delivery address is in the center of the envelope and postage is on upper-right corner of the envelope.

3.3 Check to verify whether the marked envelope is as same as the sample envelope.

If not, go back to step 3.1 and repeat the process. If yes, moves on to task 4.

4. Write the sender's name and return address

4.1 Write the sender's name on the first line;

4.2 Write the company or organization name, if there is, on the next line;

4.3 Add the sender's street address (include Ave., St., or Blvd., as well as apartment, office or suite number) or P.O. box number on the next line;

4.4 Write the city name followed by a space, the two-letter capitalized state abbreviation and the ZIP code (five-digit or ZIP+4) on the next line;

4.5 Include the country name, if the envelope is to abroad, in capital letters on the last line.

5. Write the recipient and delivery address

5.1 Write the recipient's name on the first line;

5.2 Write the company or organization name, if there is, on the next line;

5.3 Add the recipient's street address (include Ave., St., or Blvd., as well as apartment, office or suite number) or P.O. box number on the next line;

5.4 Write the city name followed by a space, the two-letter capitalized state abbreviation and the ZIP code (five-digit or ZIP+4) on the next line;

5.5 Include the country name, if the envelope is to abroad, in capital letters on the last line.



6. Attach proper postage to the envelope (entry skill)

### **Task Sequence**

1. Check the completeness of the sender and recipient's information
2. Identify the layout of an envelope
3. Write the sender and return address
4. Write the recipient and delivery address

### **Flowchart**

The flowchart is located at the end of this document because the page layout had to be altered to accommodate the chart.

### **Classification of Learning Outcomes**

Our instructional goal is “*Chinese people in the U.S. will be able to write an envelope in English, correctly and independently.*”, which can be classified into the cognitive learning domain because the learners are required to use intellectual skills, apply cognitive strategies and follow rules in solving the problem.

### Section III: Analysis of Learners and Contexts

#### Learners' General Characteristics

Learners are general Chinese who now live in the U.S.. They come from a wide variety of occupation; have varying years of working experience, and represent a mix of age, gender, and education levels. However, all of them received their education before graduate school in China. Most of them are adult and came to the U.S. for the purpose of working, advancing education, or accompanying their family. Generally, learners stay in the U.S. for less than five years.

All learners' native language is Chinese. Our target audience is those Chinese who stayed in the U.S. for relatively a short time and Chinese language and culture have great influence on them. Learners have to overcome language barriers and cultural barriers to be competent in learning. For example, the following chart (Chart1) illustrated the general process of Chinese to answer the simple question: what is your last name? In this question, there is not only English problem, but also the Chinese custom of a name. Therefore, an instruction designed to non-natives must take their language and cultural factors into consideration. The instruction will need to be easy, effective and convenient.

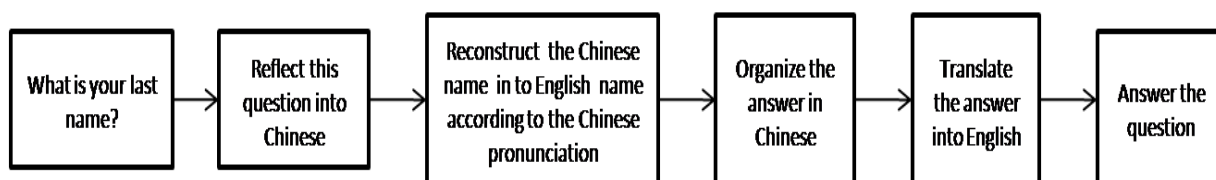


Chart 1 General process of Chinese to answer an English question

#### Learners' Entry Level Skills

All learners should have the ability to communicate in English. They can read

and write name and address in English. Learners should also be able to follow directions in class. In addition, they should have interpersonal abilities for better communication with other learners in class.

### **Learning Styles**

To analyze the learning styles of our target audience, informal interviews with a small sampling of learners are conducted (See Appendix: Questions for learner interview). From these various responses, we can find the following information about the learning styles of our target audience.

#### *Perceptual preference*

Though learners may vary in terms of the degree of perceptual preference, they are very open to the way that information is delivered. They can accept information presented in visual, auditory and kinesthetic formats. However, according to the observation when talking with them, some learners worried about their listening ability of English and would thus prefer information presented in visual formats such as PowerPoint.

#### *Motivational factors*

Although all of the respondents had been exposed to writing an envelope in China, they had little experience writing an envelope in the U.S.. They tried to avoid writing an envelope because they were not confident of what they wrote on the envelope. If it was really necessary for them to write an envelope, they would like to imitate the envelopes they received and then ask help from others to double check. It was not happy experience for them and motivated them to learn how to write an

envelope in English. Learners believe the skills of writing an envelope in English are beneficial and very relevant to their daily life and will help them become more adapted to the life here. They hold a very positive attitude toward the learning content and will be attentive during the instruction. They are also quite confident that they can learn how to write an envelope well.

### *Physiological factors*

Many Chinese are afraid of “losing face” in public. Most of the respondents expressed that they would feel a bit humiliated if they made mistakes in front of other learners. Therefore, they would prefer not to demonstrate the skills in front of the others until they are complete clear about the tasks they have to accomplish. Otherwise, they would choose to learn individually, though they prefer group learning as they want to meet more people with similar experience in a foreign country and carry out more classroom activities. They thought they would feel frustrated when they do not succeed at the first time because they think it is a very easy task. In addition, some respondents imputed their incapability of writing an envelope to their poor English. All these physiological factors will influence their performance. Therefore all these will be taken into consideration when designing instruction activities to set up relaxed learning atmosphere.

### *Information processing habits*

Learners vary in information processing habits. Two of them were clearly concrete and sequential learners who desired only written instructions. Two of them were abstract sequential learners who thought they would learn best with reading

instruction and listening to presentation. One of them hoped that he could watch some videos, an obvious abstract random learner. Therefore, in designing the instruction, it is quite important to use both visual and auditory cues to accommodate the different learning styles of learners.

### **Learning Environment**

The instruction activities will be performed in a classroom or at a member's home, depending on the size of the group. The instruction will be consisted of a variety of visual and auditory activities. Written materials and PowerPoint will be presented in teaching. Whiteboard, computer, screen and projector will be available in the learning site. However, for small group learning, computer is enough for instruction. During the instructional period, learners will be seated, follow the direction of the teacher and focus on the task at hand.

There are two constraints. First, Chinese are scattered in different areas and many newly immigrated Chinese have no transportation tool. Therefore, small size group learning will be more convenient and flexible. That's why it is suggested that member's home can be the instruction site. Secondly, to carry out this instruction, teachers who have knowledge of both English and Chinese are preferred for better communication with learners, which would be a little difficult.

### **Performance Environment**

Learners will be taught to write an envelope in English for personal use, whether at home, at work, in the post office or at any location in the world where an envelope and a pen are available. After this instruction, learners should not only be able to write

an envelope, but also write on a package. Actually, performance environment and learning environment almost coincide when writing an envelope. The only difference is that learners are unsupervised and receive little support from the teacher under performance environment. Generally, learners should not face any problem in transferring skills from the learning environment to the performance environment.

## **Appendix**

### **Questions for Learner Interview**

1. Have you ever tried to write an envelope in the U.S. before?
2. Have you ever written an envelope in China?
3. Do you have problem with basic English?
4. Do you think you will have any trouble writing an envelope in the U.S.?
5. How did you first write the envelope, with the help of others or imitate the template?
6. Do you feel the importance of writing an envelope correctly in the U.S.?
7. Have you ever met some trouble brought by writing an envelope incorrectly?
8. Do you want to learn how to write an envelope?
9. How would you like to learn how to write an envelope, listen to the direction, watch some videos, memorize the template, practice or else?
10. Do you think you can learn well only by the written instruction without classroom instruction?
11. Do you think lecture is a good way of delivering information?
12. Do you want to learn with others or individually? Why?
13. Will you feel humiliated when making mistakes in front of others?
14. If you do not succeed at first, will you want to try again or give up?

## Section IV: Performance Objectives

### Terminal Objective

Given a recipient's name and a delivery address, Chinese people in the U.S. will independently write an envelope in English without errors.

### Enabling Objectives

Task	Performance Objectives
1. Check the completeness of the sender and recipient's information	Given a name and an address, Chinese people in the U.S. will identify if they are complete for writing an envelope in one minute.
2. Identify the layout of an envelope	Given a blank envelope, Chinese people in the U.S. will mark the places of return address, delivery address and postage with 100% accuracy.
3. Write the sender and return address	Given the sender's name and address, Chinese people in the U.S. will write the sender's name and address on upper-left corner of the envelope consistent with the standard of the sample envelope.
4. Write the recipient and delivery address	Given the recipient's name and address, Chinese people in the U.S. will write the recipient's name and address in the center of the envelope consistent with the standard of the sample envelope.



## Section V: Performance Measurement

### 1. Entry Skills Test

The main purpose of this test is to assure that learners possess the required prerequisite skills. In this instruction, learners are expected to have mastered the basic skills of English reading and writing. Therefore, a letter (See Appendix 1: A sample letter containing an address) which includes a delivery address will be delivered to all the learners. Their task is to underline the address and learners' performance will be judged based on the completeness and correctness of the address they underlined.

### 2. Tests to Evaluate Learners' Learning

Tasks	Performance Objective	Performance Measurement
1. Check the completeness of the sender and recipient's information	Given a name and an address, Chinese people in the U.S. will identify if they are complete for writing an envelope in one minute.	An embedded test will be performed in learning environment. Without referring to the sample, learners are required to draw lines between a name and name component including family name, middle name (if there is) and given name; then draw lines between a given address and address components which include the basic elements: street address or post office (P.O.) box number, city name, state abbreviation and ZIP code (See Appendix 1). Learners' performance will be judged based on their ability to analyze the name and address correctly in one minute.
2. Identify the layout of an envelope	Given a blank envelope, Chinese people in the U.S. will mark the places of return address, delivery address and postage with 100% accuracy.	An embedded test will be performed in learning environment. Without referring to the sample envelope, learners are required to mark the places of return address, delivery address and postage. Learners' performance will be judged based on the accuracy of the places.

<b>Tasks</b>	<b>Performance Objectives</b>	<b>Performance Measurement</b>
3. Write the sender and return address	Given the sender's name and address, Chinese people in the U.S. will write the sender's name and address on upper-left corner of the envelope consistent with the standard of the sample envelope.	See Appendix 2: Checklist for Performance Measurement
4. Write the recipient and delivery address	Given the recipient's name and address, Chinese people in the U.S. will write the recipient's name and address in the center of the envelope consistent with the standard of the sample envelope.	See Appendix 2: Checklist for Performance Measurement

### **3. Assessment of Overall Instruction**

In order to evaluate the instruction as a whole, a lesson evaluation survey is designed to collect feedbacks from learners. Here anonymous form is adopted to assure that learners will tell the truth without any pressure (See Appendix 3: Learner Reaction Form).

**Appendix 1**

Name \_\_\_\_\_

**A sample letter containing an address*****Task 1 Please underline the address in the letter.***

Dear Ming Li,

Thanks very much for your email. I am very glad to know that you can offer help to send me those documents. They are very important to me. By the way, I need it before Sep.1, 2009. Would you please send them to me as soon as possible? Your help is highly appreciated. The following is my work address:

Aux Program Company

320 State Street

New Haven, CT 06520

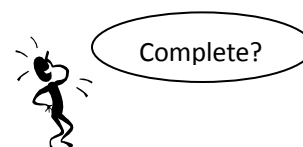
Again, thank you for your help.

Sincerely,

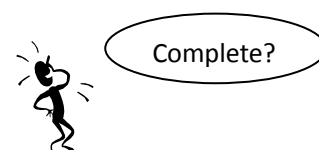
Melissa Smith

***Task 2 Please draw lines between name and components.***

Smith	family name
Melissa	middle name
	given name

***Task 3 Please draw lines between address and components.***

Aux Program Company	zip code
New Haven	street number
320 State Street	company name
CT	City name
06511	state abbreviation



## Appendix 2

Name \_\_\_\_\_

### Checklist for Performance Measurement

*Write Yes for those performed skills and No for those skills not performed.*

Skill	Performed (Yes/No)
1.Begin to write sender's information on upper-left corner of the envelope	_____
2.Write the sender's name on the first line	_____
3.Write the given name first and then the family name	_____
4.Write the sender's street address including apartment number on the next line	_____
5.Write the city name followed by a space, the two-letter capitalized state abbreviation and the ZIP code on the next line	_____
6.Begin to write delivery information in the center of the envelope	_____
7.Write the recipient's name on the first line	_____
8.Write the given name first and then the family name	_____
9.Write the company name on the next line	_____
10.Write the recipient's street address on the next line	_____
11.Write the city name followed by a space, the two-letter capitalized state abbreviation and the ZIP code (ZIP+4) on the next line	_____



## **Section VI: Instructional Strategy**

### **Pre-instructional Activities**

#### *Motivating the Learners*

A brainstorming question “When do you need to write an envelope in daily life?” will be asked to help learners establish personal relevance in their minds with the instruction. A slide with vivid pictures will be showed to conclude the discussion. Learners will be motivated and encouraged about mastering the skills of writing an envelope in English.

#### *Informing the learners of the objectives*

An introduction of the task learners will perform during the instruction will be presented with the assistance of a sample envelope and Power Point slides. They will be clearly informed the instruction objective through the narration and Power Point presentation. Learners will also be informed that the skills presented in the introduction are attainable after the instruction.

#### *Informing the Learners of Prerequisite Skills*

Learners will be informed the required entry skills for this instruction. A pretest has been developed and will be given to verify that the learners have the basic skills of reading and writing English.

### **Information Presentation**

The information presentation will begin with the comparison of writing an envelope in Chinese and writing an envelope in English with the assistance of Power Point presentation. Such demonstration may help learners recall their former

experience and relate it with present tasks. Meanwhile, such comparison is useful to help learners find the causes of former unsuccessful experience and motivate them to master the skills of writing an envelope in English.

Later, a series of steps in a logical order for the well performance of instructional tasks beginning with the subordinated tasks will be demonstrated with the assistance of sample envelope and Power Point presentation. The instructor will reinforce the instruction by rephrasing some important concepts to accommodate learners of different levels. To eliminate information overload, practice opportunities will be offered for some tasks to help learners digest the new knowledge gradually.

### **Learner Participation**

Learners will be given several opportunities to execute the demonstrated tasks. They will also be involved in the peer review, which means that they will be given a checklist to review envelopes written by their partners. Such interactive evaluation would arouse learners' interest and get all of them involved in class activities. At the same time, through reviewing other's work, they can reinforce what they have mastered and repeat the learning process. The instructor will control the time and give feedback about their performance.

### **Testing**

#### *Pretest*

A brief test to assure if learners possess the required prerequisite skills will be carried out. In this test, a letter which includes a delivery address will be delivered to all the learners and they are required to underline the address. If some learners cannot

pass this test, a brief introduction about Chinese translation of English address will be added to the instruction. However, the time should be rigidly controlled in case there is not enough time left for main instruction content. As we have mentioned in the learner analysis that Chinese people are afraid of losing face and will be reluctant to demonstrate the skills when they are not confident. Therefore, learners are not required to write an envelope to verify how many skills they have mastered in this stage. This instruction is voluntary and we believe learners come because they have such needs. This will help release their anxiety.

### Embedded Test

Two embedded tests will be administered. The first test is to verify that learners have learned to identify the completeness of English name and address. The second test is to verify that learners have obtained the knowledge of identifying the layout of an envelope.

### Posttest

The posttest is to verify that learners have mastered all the skills of writing an envelope in English. A checklist will be provided to offer self-evaluation and awareness of the achievement after instruction. In addition, learners will also be required to review his/her partner's work according to the checklist.

There will also be a final evaluation of the instruction. In a learner reaction form, various aspects such as class activities, class environment, instruction materials will be rated to see if the instruction meets the expectation of learners.



**Follow-up Activities**

The instructor will offer two follow-up activities. First, a handout which illustrated detailed steps about how to write an envelope in English will be delivered to each learner after the instruction as their ready reference in performance environment. Secondly, learners will be given the name and address of the instructor and be encouraged to write a letter to the instructor after class. However, this activity is optional.

**Student Groupings**

Generally, in this instructor-led instruction, learners will listen to the lecture as total group and are required to work individually in practicing the skills. During the period of peer review, learners will be grouped in pairs or groups.

**Selection of Media and Delivery Systems**

The instruction will be demonstrated by the instructor in multi-media form which includes instructor's narration, Power Point presentation and written text.

## **Section VII: Instructional Materials Including an Instructor Guide**

### **1. Instructional Materials**

The following instructional materials will be used to facilitate the instruction delivery.

#### *Power Point slides*

This Power Point presentation will include three parts. The first part shows the importance of mastering the skills of writing an envelope in English to motivate the learners at the beginning of the instruction. The second part is a comparison between writing an envelope in Chinese and writing an envelope in English. The third part is a step-by-step direction of writing an envelope in English. The design of this Power Point is very vivid and detailed taking into learners' needs into consideration. As we have mentioned, Chinese learners are relatively introvert. Therefore, in the Power Point slides, there are some cartoon icons and encouraging words to set up a relaxed learning environment and motivate the learners (See attachment: instructional material 1.ppt).

#### *A sample letter containing an address*

A sample letter containing an address will be used to verify that learners have the basic skills of reading and writing English. They will be required to underline the address in the letter. This letter will also be used to ask learners to figure out the elements of recipient's information (See P.19).

#### *Checklist for performance measurement*

A checklist for performance measurement will be used to evaluate learners' posttest performance. It will also be used in the peer review period as reference

criteria (See P.20).

### *Learner Reaction Form*

A learner reaction form will be used to get the feedback of the whole instruction from learners (See P.21).

### *Printed handouts*

Handouts which will illustrate the step-by-step procedure of writing an envelope in English will be delivered to each student as their ready reference material in performance environment (See attachment: handout.doc).

### *A Card*

This card containing sender's and recipient's information will be used in the posttest (See Appendix 2).

### *Sample Envelopes*

A sample envelope will be delivered to the learners to make them convenient to relate the Power Point presentation with actual envelope writing. This sample envelope, which is same as the envelope on slides #17, will also be used in fulfilling the task of identifying the layout of an envelope and practicing writing an envelope.

### *Blank Envelopes*

Each student will receive two blank envelopes. One is to practice with during the learner participation portion. Another is to be used in the posttest.

## 2. Instructor Guide

### Part one: General information about this instruction

Item	Description
<b>Instruction Goal</b>	Chinese people in the U.S. will be able to write an envelope in English, correctly and independently.
<b>Performance Objectives</b>	Given a recipient's name and a delivery address, Chinese people in the U.S. will independently write an envelope in English without errors.
<b>Prerequisites</b>	Basic skills of English reading and writing
<b>Class Size</b>	Decided by the classroom size
<b>Class Time</b>	Totally 45 minutes (The following framework is only suggestion. In practice, some activities can be combined together): pre-instructional activity: about 5 minutes pretest: about 2 minutes information presentation: about 15 minutes practice: about 10 minutes testing: about 10 minutes Evaluation and introduction of follow-up activities: about 3 minutes.
<b>Instructor Prep Time</b>	2-3 hours
<b>Instructor Qualification</b>	Have some knowledge about Chinese learners, as well as an envelope in Chinese.
<b>Materials and equipment</b>	Materials: Power Point, letter, envelopes, cards, handouts Equipment: for large-size class, projector, computer, and screen; for small-size class (below 6), computer. Note: Check the equipment one hour before the class to ensure that they are operational.
<b>Items brought by students</b>	pen

## Part Two: Instruction Guide

Procedure	Script (Instructor Narration)
<b>Welcomes &amp; Intro</b> <b>(slides #1-3)</b>	<p><i>(making eye contact with everyone, smile and speak slowly)</i></p> <p>Hi, everyone, welcome to join us. I am.... I am very glad to meet all of you. Today we will learn how to write an envelope in English.<i>(hold the sample envelope)</i></p> <p>First, can you tell me “When do you need to write an envelope in daily life?”</p> <p><i>(Learners carry out discussion; Instructor begin the slide show and point at the slides to focus learner’ attention )</i></p> <p>Great, that’s why we have to learn how to write an envelope in English. If we can write an envelope, we can send a letter, deliver a package, send a card, deliver a document, send a bill and do online shopping.</p>
<b>Instruction overview:</b> <b>goals and objectives</b> <b>(slides# 4-6)</b>	<p><i>(lead learners to look at the slides, smile and build up the learners’ confidence by reiterating the goal and objectives )</i></p> <p>Today, our task is to learn the skills of writing an envelope in English. After this instruction, you will be able to write an envelope in English correctly by yourself.</p>
<b>Pretest</b> <b>(letter)</b>	<p><i>(pass out the letter to each learner)</i></p> <p>Here is a letter. There is an address in it. Can you underline it? Be careful to make it complete. If you need help, I will be with you.</p> <p><i>(Learners begin to read the short letter and complete the task; Instructor walks around and observes the learners’ performance.)</i></p> <p>Good job! You make it. Can you read out the address?</p> <p><i>(Learners read aloud.)</i></p>
<b>Compare Chinese writing and English writing</b> <b>(slides #7-10)</b>	<p><i>(back to the Power Point)</i></p> <p>(slide #7) Have you ever written an envelope in Chinese? Is it difficult? Let’s look at this sample Chinese envelope. You feel very familiar. Right?</p> <p>(slide #8) Now, let’s look at the envelope in English. What can we find out? <i>(point and read the red marks on the envelope)</i></p> <p>(slide #9) Here two envelopes are presented. Let’s find out their differences. Who wants to try?</p> <p><i>(invite several learners to speak out their opinions)</i></p> <p>(slide #10) So there are four big differences between them. <i>(read slide #10 and explain some points such as</i></p>

	<p><i>“from big to small”. come back to previous slide, if necessary)</i></p> <p>Do you think it is a big cause for you to make mistakes before?</p> <p><i>(smile and motivate them)</i></p> <p>It would be much easier for us to learn if we find out the cause of mistakes.</p>
<p><b>Check the completeness of sender and recipient’s information</b> (slide # 11, letter)</p>	<p><i>(arouse learners’ attention by asking questions )</i></p> <p>How can we know whether the sender or recipient’s information is complete or not? What elements should be included?</p> <p><i>(making eye contact with learners, wait several seconds for them to think about.)</i></p> <p>Now, let’s look at the Power Point. <i>(read and explain the content on the slide.)</i></p> <p>I believe all of you are now very clear about these elements. Now look at the address in the letter again and let’s finish the next two tasks.</p> <p><i>(Learners begin the embedded test. Instructor observes their performance )</i></p> <p>Good. If you still have any problem, feel free to ask me.</p>
<p><b>Identify the layout of the envelope</b> (slide # 12, sample envelope and blank envelope)</p>	<p>We have had a look at the layout of the envelope just now in comparing the Chinese envelope and English envelope. Now we have to memorize it. Look at the slide. Here is the place for... <i>(explain the slide)</i></p> <p><i>(passing out the sample envelopes and blank envelopes)</i></p> <p>Now look at the sample envelope. Yes, it is very clearly marked. Try to remember where to write the sender and recipient’s information.</p> <p><i>(embedded test about identifying the layout)</i></p> <p>It’s your turn. Turn over the sample envelope. Mark the places for writing sender and recipient’s information on your blank envelope.</p> <p><i>(Learners begin to fulfill the task. Instructor observes their performance.)</i></p> <p>Now, check by yourself. Are they the same places with those of the sample envelope? If not, memorize and do it again.</p>
<p><b>Write the sender and recipient’s information on the envelope.</b> (slide # 13-17, sample envelope and blank envelope)</p>	<p>By now, everything goes smooth. Now we will learn how to write an envelope in English step by step. There are very detailed descriptions on the slides. Let’s look at them together. Pay attention to the tips on the right side of the slides.</p> <p><i>(read and explain the content on the slide# 13-15 )</i></p>

<b>envelope)</b>	<p>Now it's time for you to practice. Take out your blank envelope. Refer to the sample envelope and write down the sender's name and address. When you finish, please inform me and let me check!</p> <p><i>(Learners begin to practice. Instructor walks around.)</i></p> <p>Wonderful. All of you make it. Now let's find out how to write the recipient's information.</p> <p><i>(Point at the slide #16-17. Read and explain)</i></p> <p>Yes, they are exactly the same as writing the sender's information. Let's write down on our envelopes.</p> <p><i>(Learners begin to write. Instructor observes their performance.)</i></p>
<b>Remind the postage (slide # 18)</b>	<p><i>(pointing at the slide, smile and speak slowly)</i></p> <p>Ok, all of you have figured out how to write an envelope in English. Do not forget the postage in real practice.</p>
<b>Motivate the learners again and carry out the posttest (slide #19, card, blank envelope, checklist)</b>	<p>See how easy it is to write an envelope in English. Practice makes perfect. Let's write a complete envelope by ourselves. Do not refer to any samples. Here is a card. You can find all information you want here.</p> <p><i>(Pass out the cards and blank envelopes. Learners begin the test.)</i></p> <p>Now evaluate your own envelope according to the checklist.</p> <p><i>(Pass out the checklist. Learners begin the evaluation.)</i></p> <p>Can you help check your partner's writing? Let's group in pairs and begin peer review. We can use the same checklist and need not mark. If you find out any problem, just tell your partner. <i>(grouping the learners into pairs, do the peer review)</i></p>
<b>Follow-up activities (handouts, slide #20)</b>	<p><i>(pass out the handouts)</i></p> <p>Today, all of you did a great job. Here is a handout for you to take home. If you feel uncertain at the beginning, you can look at it. By the way, feel free to write to me to practice your skills and ask me about problems you encounter in real practice.</p> <p><i>(point at the slide)</i></p> <p>Here is my address. You can write it down.</p>
<b>Instruction Evaluation (Learner reaction form)</b>	<p><i>(pass out the forms)</i></p> <p>We would appreciate if you can take one minute to finish the evaluation form. They will help us improve our instruction and serve you better.</p> <p>Thanks very much for attending this session. Just leave the form on your way out.</p>

## Appendix 1

### A card containing sender's and recipient's information

#### Task Card

Please help Mei Wang send the materials to Li Fu. Mei lives in 520 orange street, apt. 26,  
New Haven, CT 06511. Li Fu's address is:

Xiwang Chinese School

5925 postoffice street

Houston, TX 77036-1289

Now write an envelope by yourself!

P.S. All names and addresses appeared in this instruction are modified for practice purpose.



## **Section VIII: Formative Evaluations**

### **1. One-to-One Trials**

#### **Selecting Learners**

Three Chinese people were selected to participate in the one-to-one trial. Two of them are females and one is male. They represent three different levels of ability, attitude and previous experience, which were identified by the former interview conducted in the needs analysis. Instruction was evaluated starting with the lower level learner, followed by the average learner, and concluded with the higher level learner.

#### **Procedure**

Prior to the start of each trial, learners were encouraged to be relaxed and feel free to talk about both the positive and negative points of materials. They were also informed that any mistake they may make during the trial process is due to the deficiency of the materials, not their fault. In addition, the importance of their feedback to the final instruction was emphasized and appreciation to their assistance was expressed. This was a very important step to establish rapport with learners for future effective interaction.

Learners worked through all the instructional materials according to the same sequence with the instruction guide. They were first presented the letter to underline the address and then were invited to view the PowerPoint while the narration was presented orally. At the same time, a printed PowerPoint slides were prepared for them to circle the words they felt inappropriate or difficult to follow. They were also

encouraged to question what the instructor narrated when they cannot understand. As the future users of this instruction are ESL (English as a Second Language) learners, the use of English vocabulary and sentences is quite important as we do not want to unnecessarily increase the difficulty of instruction because of language barrier. Another concern is that we only test learners' English reading and writing skills as the entry skill because many Chinese here obtained listening and speaking skills earlier than reading and writing skills for making a living, we must make sure if the test is enough for ESL learners to follow the instruction.

Learners were also invited to try the embedded tests, checklist and posttest. The time they finished these tasks were recorded and they were also encouraged to speak out the points they feel confused. Later, they were presented the handout and were asked if it would help when they felt uncertain. They were also asked to circle the words or sentences which were difficult to understand. At last, they were required to browse the learner reaction form to see if it is appropriate.

### **Outcomes**

The observation of instructor and the feedback from the learners yield the following information concerning the instruction.

#### *Clarity of Instruction*

Each of the learners passed the entry skill test and felt it was easy. They responded positively to the welcome and introduction section, especially the use of images which were captivating and encouraging. They thought the vocabulary level and sentence structure used here was clear and easy to understand. However, one of

them pointed out that some words in the PowerPoint were a bit difficult for his English level.

According to the learner, the activities and demonstrations used in the instruction were vivid and helpful. The comparison of envelope in Chinese and envelope in English was impressive. However, one of them indicated that some expressions were confusing and needed to be further illustrated such as “from big to small”. Another one pointed out that some concepts such as “Zip+4” needed to be further explained as he did not understand. The higher-level learner suggested that the expression of “if necessary” during the instruction is a little vague and should give learners definite suggestion. One of them also put forward a question “if there is an apartment number, where to write it?” All these are very useful for the improvement of the instruction.

All of the learners agreed that the pace of instruction was good and was easy for them to follow. They thought it was very helpful to offer so many practice opportunities and liked the embedded tests which divided the whole process into step-by-step segments. All of them passed the tests and only one of them made a small mistake because of carelessness. However, an unexpected problem emerged during the test as two of them could not remember the zip code of their home. It was taken for granted during the instruction design that all learners would remember their addresses. It seemed to be overoptimistic. At the same time, one of them was a little nervous when she was told to write an envelope without any assistance by asking if what she wrote would be recorded. However, she accepted the explanation that this was an important step in evaluating the effectiveness of the instructional materials. In

addition, when evaluating their performance based on the checklist, one of them found that the test content did not 100 percent conform to the skills of checklist.

All of them agreed that the follow-up activities were useful as writing an envelope is a living skill and needs practice. They like the handout very much as the color is attractive and the content is very practical.

### *Impact on Learners*

The students' attitude about all aspects of the instruction process was positive. They all felt that a formal instruction on how to write an envelope in English was necessary and useful for Chinese who lives in the U.S., especially for many new immigrants. They liked the diversity of the instructional materials and felt very happy when they finally completed the tasks successfully. They also felt that they were cared when they saw the comparison of envelope in Chinese and envelope in English because this is an instruction really designed for Chinese people. The lower-level learner said that at the beginning he did not feel the real necessity of a formal instruction as people can find all information by themselves online. But after the instruction, he felt that an effective instruction helped to speed the learning and he expressed in Chinese “Yi Lao Yong Yi” which means that you learn one time and benefit the whole life.

### *Feasibility*

All learners in the one-to-one trial were capable of learning the task in the time allotted for instruction. They all demonstrated their ability to write an envelope in English without any difficulty. They thought it would be worthwhile to spend 45

minutes to learn this skill. One of them said that it would be a good way to make more friends with similar experience. It could be another gain.

All the revisions from the one-to-one trials are listed on the Instructional Revisions Analysis Form (One-to-One Evaluations) below.

### **Instructional Revision Analysis Form**

#### **One-to-One Evaluations**

<b>Instructional Strategy</b>	<b>Problem Identified</b>	<b>Proposed Changes to Instruction</b>	<b>Evidence/Source</b>
Pre-instructional activities	The word “independently” used in the Power Point slide was above many ESL learners’ level and will increase their anxiety about their English.	Delete it from the Power Point slide. Use narration such as “without any help”, “by yourself” instead.	Learner reported and circled in the printed copy of Power Point slides.
Pretest	None	None	Learners were all positive to this pretest.
Information Presentation	1. Several expressions were confusing in the Power Point slide. 2. Examples cannot cover all situations in writing an envelope in English.	1. Annotation to the expression: “from big to small” and “from small to big”. 2. Expressions like “If necessary” were changed into definite expression. 3. Concepts “zip+4” was illustrated. 4. Add more examples such as an address containing an apartment number.	Learners reported and circled in the printed copy of Power Point slides.
Learner Participation	None	None	Learners were positive to the design of classroom activities through talking.

<b>Instructional Strategy</b>	<b>Problem Identified</b>	<b>Proposed Changes to Instruction</b>	<b>Evidence/Source</b>
Posttest	1.Learner were not given the sender's information; 2.the test content did not 100 percent conform to the skills in checklist	1.Provide a card with sender's information 2. Change the sample letter and change certain skills in the checklist to make them conformed.	Reported by the learners.
Follow-up Activities	None	None	Good comments from learners.

## **2. Small-Group Trial**

### **Selecting Learners**

Five learners, who represent the target population, were selected to participate in the small-group trial with developed instruction. Three of them are males and two of them are females. One of them represented the lower-level learner; three of them represented the average-level learner and one of them represented the higher-level learner. Their ability is identified based on their ability, attitude and former experience, which were reflected in a small talk with them. One of them never wrote an envelope in the U.S. and had limited English ability. But she worked very hard and had a good attitude. Three of them had little experience of writing an envelope in English. One of them had some experience of writing an envelope, but was a bitter uncertain about his skill.

### **Procedure and Analysis**

Prior to the start of group trial, learners were encouraged to be relaxed and express their comments on the instruction freely, which the instructor stated was very important to the improvement of this instruction. The instructional materials in this

period were revised a little according to the feedback from the one-to-one trial and one task of this period was to determine the effectiveness of these changes. The instructor's observation and the comments made by the learners, as well as the test results of the pretest, embedded test and posttest yield the following information about the overall instruction design.

### *Welcome and introduction*

When learners were asked about the opening remarks, they all agreed that it was clear, concise and appropriate. The discussion about the question was very interesting and motivational as they never thought about this question before. The Power Point presentation was very vivid and the images were nice. The goal statement was clear and easy to understand.

### *Pretest*

About the pretest, learners indicated that it was very clear and easy to complete. All of them finished this pretest in less than one minute and all of them passed this pretest. However, later one of them proposed that besides the oral direction, a written direction was also necessary in this part as she did not hear clearly.

### *Information Presentation*

Learners all stated that the comparison of writing an envelope in Chinese and in English was beneficial. But they indicated that the illustration of Chinese envelope was pulled too long as they were all very familiar with this. It was unnecessary to translate it into English and explain to them.

According to the learners, checking the completeness of sender and recipient's information was necessary. But the time spent on this test was too long as learners all understood their meaning but had difficulty spelling some English words correctly such as "abbreviation". Therefore, they asked a lot about the spelling and wasted a lot of time. Also this made them a little frustrated. Therefore, the way of testing this task might be revised as the purpose of this test was to "recognize", not English test. They all thought that the test of memorizing the layout of the English envelope was well designed as this step was very important. They all finished it in about 20 seconds with 100% accuracy.

They all liked the way that writing the sender's information was broken into several steps. But they indicated that the instructor should spend more time on the illustration of some elements in writing an address and offering some examples concerning each element. As an adult learner, they wanted to learn more and know more. But they accepted the explanation that time was quite limited and we had to finish our main task first.

During the practice period, each learner had the opportunity to practice writing an envelope in English step-by-step with the assistance of sample envelope. However, one of them later said that the instructor should do this with them together, though he accepted the explanation that there was no white board available.

### Posttest

A posttest was performed by asking learners to write an envelope in English without any assistance. According to the feedback from the one-to-one trial, each



learner was given a card with a sender's information. Therefore, they need not waste time asking the street name or zip code as this is not the task of the instruction. However, the sender's information was not given directly and they must find out the information from the sentences as in real practice they need such ability to organize the information. Four learners demonstrated mastery of the skills. One learner missed the abbreviation of state because of carelessness. The average time for them to finish writing is 2.5 minutes.

They liked the idea of peer review after posttest as it was another opportunity to practice their skills. However, as there were only five learners and one learner had no partner. The instructor asked him to join one group and they three changed the written envelopes.

#### Follow-up activities

All learners indicated that the handout for ready reference was useful. They thought it was a good idea to write a letter to the instructor. But there was negligence that the instructor did not offer her address during this section until a student asked.

#### Attitude

After the instruction, learners were asked to finish the attitude questionnaire (See Appendix 3) to identify the weaknesses and strengths in the implementation of the instructional strategy. Some learners voluntarily spoke out their feeling which has been mentioned in the process analysis. In-depth debriefings with one learner in the group were also carried out with the following questions:

Q: Was the instruction helpful?

A: Yes, it was useful.

Q: Did you understand what you were supposed to learn? What is it?

A: Yes. We learned how to write an envelope in English.

Q: Were the materials close to the objectives?

A: Yes, they were well-designed.

Q: Did you have enough practice chances?

A: Yes, a lot of.

Q: Did the test really measure your knowledge of the instruction?

A: I think so. It was very easy.

Q: Did the instructor give you enough feedback?

A: Yes, every step there was a feedback.

Q: Did you feel confident when you were asked to write an envelope in English?

A: Yes, it was a simple task. I was just afraid that I could not find the information I need. The writing was easy for me after the instruction.

### Feasibility

All learners in small-group trial were capable of learning the task in the time allotted for instruction. They all demonstrated their ability to write an envelope in English without any difficulty.

### **Outcomes**

One of the primary purposes of the small-group evaluation is to determine the effectiveness of changes made following the one-to-one evaluation. Therefore, the

table below summarized the effectiveness of revisions based on one-to-one evaluation.

**Effectiveness of Revisions Based on One-to-One Evaluation**

<b>Revisions</b>	<b>Effectiveness</b>	<b>Evidence/Source</b>	<b>Decision</b>
Delete “independently” from the Power Point slide. Use narration such as “without any help”, “by yourself” instead.	yes	Attitude questionnaire	Keep the revision
Annotation to the expression: “from big to small” and “from small to big”.	yes	Observing learners: they understood and were interested in it.	Keep the revision
Expressions like “If necessary” were changed into definite expression.	yes	Observing learners: they understood it	Keep the revision
Concepts “zip+4” was illustrated.	yes	Observing learners: they understood it	Keep the revision
Add more examples such as an address containing an apartment number.	Partially	Observing learners: some felt boring as it was very easy. Besides, more examples occupied more instruction time.	During the posttest, not only offer the sender’s information, but also the recipient’s information on the card. So the sample is embedded in the test.
Provide a card with sender’s information	yes	Learners fulfilled the task smoothly.	Keep the revision
Change the sample letter and change certain skills in the checklist to make them conformed..	yes	Learners filled out the checklist without any question.	Keep the revision

During the small-group evaluation, the remaining problems existed in the instruction design were identified when it encountered more varied learners. The

proposed revisions from the small-group evaluation are listed on the Instructional Revisions Analysis Form (Small-Group Evaluations) below

**Instructional Revision Analysis Form**  
**Small-Group Evaluation**

<b>Instructional Strategy</b>	<b>Problem Identified</b>	<b>Proposed Changes to Instruction</b>	<b>Evidence/Source</b>
Pre-instructional activities	None	None	Questionnaire and positive comments after class
Pretest	No written direction	Add the written direction on	Reported by one learner
Information Presentation	1. the illustration of Chinese envelope is redundant; 2. no explanation of address, just read the Power Point	Skip the illustration of Chinese envelope. Set aside extra time to talk a little about the address.	Reported by the learner and also observed
Learner Participation	None	None	Learners were positive to classroom activities
Embedded Test	Learners can recognize those elements in name and address, but cannot spell the words when marking, which wasted a lot of time.	Change the way of test. Draw lines instead of mark elements such as family name, given name and state abbreviation.	According to the observation, learners asked each other about the spelling of some words.
Posttest	None	None	Test results are good
Follow-up Activities	Instructor's address was not offered when asking them to write a letter to the instructor.	Provide instructor's address on Power Point slides.	Reported by one learner.

## Appendix 1

### **Posttest Summary: Checklist for skills of writing an envelope in English** **Small Group**

<b>Skills</b>	<b>Number of students Performed this skill</b>
1.Begin to write sender's information on upper-left corner of the envelope	<b>5</b>
2.Write the sender's name on the first line	<b>5</b>
3.Write the given name first and then the family name	<b>5</b>
4.Write the sender's street address including apartment number on the next line	<b>5</b>
5.Write the city name followed by a space, the two-letter capitalized state abbreviation and the ZIP code on the next line	<b>5</b>
6.Begin to write delivery information in the center of the envelope	<b>5</b>
7.Write the recipient's name on the first line	<b>5</b>
8.Write the given name first and then the family name	<b>5</b>
9.Write the company name, on the next line	<b>5</b>
10.Write the recipient's street address on the next line	<b>5</b>
11.Write the city name followed by a space, the two-letter capitalized state abbreviation and the ZIP code on the next line	<b>4</b> (error: missed the state abbreviation)

## Appendix 2

### Attitude Questionnaire Summary

Questions	Number of students for each choice			Conclusion
	A	B	C	
1. How difficult was the lesson? A Too easy B About right C Too difficult	2	3	0	We may increase the difficulty of some points in instruction.
2. How was the length of the lesson? A Too long B About right C Too short	0	5	0	Positive
3. Were you eager to learn how to write an envelope after the introduction? A Yes B Neutral C No	5	0	0	There is no problem with welcome & intro
4. Was it clear to you what the goal of the lesson was? A Clear B Neutral C Confusing	5	0	0	Goal statement is clear.
5. Could you follow the lesson in English? A Yes B Neutral C No	3	2	0	We must take ESL learners' English ability into consideration in ID.
6. Did you understand the Power Point and the handout? A Yes B Neutral C No	5	0	0	The instruction materials are good.
7. Were you clear to the direction of all the test and practice? A Yes B Neutral C No	3	1	1	Needs to be improved.
8. Was the instruction process detailed enough for you to learn how to write an envelope in English? A Yes B Neutral C No	5	0	0	The instruction process is detailed enough.
9. In general, did you like this instruction? A Yes B Neutral C No	5	0	0	The instructional strategy is about right.
10. Do you have any suggestions for improving this instruction? 3 No. 1. It is good. Speak slowly would be better. 1. Blank				

**Appendix 3**

Name \_\_\_\_\_

**Attitude Questionnaire**

*Answer the following questions to help us get the feedback from you about the instruction on how to write an envelope in English. Your opinion will help us improve the instruction and is highly appreciated. Circle the right answer after each question.*

1. How difficult was the lesson?

A Too easy    B About right    C Too difficult

2. How was the length of the lesson?

A Too long    B About right    C Too short

3. Were you eager to learn how to write an envelope after the introduction?

A Yes    B Neutral    C No

4. Was it clear to you what the goal of the lesson was?

A Clear    B Neutral    C Confusing

5. Could you follow the lesson in English?

A Yes    B Neutral    C No

6. Did you understand the Power Point and the handout?

A Yes    B Neutral    C No

7. Were you clear to the direction of all the test and practice?

A Yes    B Neutral    C No

8. Was the instruction process detailed enough for you to learn how to write an envelope in English?

A Yes    B Neutral    C No

9. In general, did you like this instruction?

A Yes    B Neutral    C No

10. Do you have any suggestions for improving this instruction?

\_\_\_\_\_  
\_\_\_\_\_

**Thanks very much for your feedback!**



## **Section IX: Revisions Based on Formative Evaluation Data**

After conducting the Formative Evaluation of the instructional design project, most revisions were incorporated as noted on Instructional Revision Analysis Form (One-to-One Evaluation and Small-Group Evaluation). However, there were still some revisions which needed to be further explained as these revisions were based on the consideration of the whole instruction design.

First, the embedded test to verify if learners have the ability to identify the completeness of the sender and recipient's information was changed. The former test was to ask learners to mark the elements of name and address. However, in the small-group evaluation, learners had difficulty spelling all the words they needed in marking. To release learners' anxiety, the test was changed to draw lines between the name and name components, then between address and address components. Such change will not violate the purpose of this embedded test and is reasonable.

Secondly, the sample letter containing an address was changed during small-group evaluation. Though this letter was quite effective in pretest, the address in it did not fully reflect the instruction content and could not conform to the checklist when using it in other tests. It was possible to change some elements in the address instead of changing the whole letter. But it would make the letter itself too "unreal". Therefore, it was changed to another letter with similar content and difficulty level, which will not influence the pretest and embedded test. According to the small-group trial, this change had no influence on the learners' pretest and is acceptable.

Thirdly, materials for posttest were changed. In the posttest of small-group trial,



a card containing the sender's information was provided based on the revision after one-to-one trial. The learners were required to write an envelope using the sender's information on the card and the recipient's information in the letter. However, the recipient's information had been used for three times during the instruction and learners had the demand to try more. Therefore, the recipient's information was added to the card and learners will be required to write an envelope based on the information on the card. In this way, a new sample was embedded in the test and it would make the learners feel challenging. According to the posttest result and the questionnaire, learners had such ability to accommodate to new content and the change was reasonable. Besides, this revision led to a little revision on the checklist to make them conformed.

Finally, the above revision directly led to the revision of instructor guide, which had been reflected in that part and will not be stated here. The revision of certain confusing words and sentences was also incorporated in the document itself.

