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Rural Primary Schools Extension Project:

Radio Language Arts

Fourth Annual Report

September 26, 1982, to September 25, 1983

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FOURTH ANNUAL REPORT

RADIO LANGUAGE ARTS PROJECT

SEPTEMBER 26, 1982, to SEPTEMBER 25, 1983

I. INTRODUCTION

The Rural Primary Schools Extension Project: Radio Language Arts is a five-year research and development project funded by the Office of Education, Bureau for Science and Technology, U.S. Agency for International Development (AID). The project is designed to develop, implement, and test the effectiveness of an instructional system which uses radio to teach English as a second language in the first three primary grades. The end product will be a radio-based English-language series complete with 585 taped lessons, appropriate student tests, teacher orientation materials, and classroom observation and data-gathering procedures.

Although this project has been designed specifically for application in Kenya, it is expected that the model which emerges will be able to be replicated, with appropriate modifications, to fit other educational systems throughout the world. The principal Kenya entity in the project is the Kenya Institute of Education (KIE) representing the Ministry of Basic Education; the principal U.S. entity is the Academy for Educational Development, Inc. (the Academy).

This report covers the substantive technical activities carried out during the major portion of the second broadcast year and the beginning of activities for the third year. During this period Standard 1 broadcasts were completed, two-thirds of the radio lessons for Standard 2 were broadcast, and planning, curriculum design, and radio format for the third year of broadcasting were completed. The posttests for Standard 1 radio pupils and Standard 2 control pupils were administered, and the Standard 3 posttest was written and pretested.

II. PRINCIPAL OBJECTIVES FOR THE YEAR (1982-1983)

A. Develop 195 radio lessons for Standard 2.

B. Develop a Teacher's Manual, Pupil Worksheets and daily Teacher's Notes, to accompany Standard 2 broadcast and nonbroadcast lessons.

C. Orient and train observers to aid in posttest administration.

D. Administer Standard 1 posttest in radio classrooms.

E. Administer Standard 2 posttest in control classrooms.

F. Analyze and report on posttest data, Standard 1.

G. Conduct weekly formative evaluations for approximately 36 weeks.

H. Develop Scheme of Work for Standard 3.

I. Conduct Standard 3 Planning Meeting.

J. Cooperate with the Office of Education in an in-depth review of the project.

K. Develop a posttest for Standard 3.

L. Project Administration.

M. Dissemination.

III. ENGLISH LANGUAGE TEACHING BY RADIO

The major purpose of the Radio Language Arts Project is to demonstrate the effectiveness of using radio to teach English as a second language in the primary grades. A better understanding of the project activities described in the following sections of this report can be gained through a brief description of what occurs in the classroom and how the instructional radio programs are developed.

A. Radio Language Arts Programs in the Classroom

The project's radio programs "English in Action" are broadcast each school day five days per week over the Voice of Kenya (VOK).

Prior to the broadcasts, teachers receive the Teacher's Notes and Pupil Worksheets for the week's lessons. Along with the Teacher's Manual distributed at the orientation for teachers and headmasters held prior to the school year, these additional materials provide the teacher with the necessary information for effectively using the radio lessons. The Teacher's Notes indicate any necessary prebroadcast preparation, such as information to prepare on the blackboard, objects to bring to class, etc.

Broadcasts begin at 9:30 A.M. Teachers have the radio turned on and tuned to the school's broadcast frequency. The broadcasts begin with an introduction to the program and an opening "Good Morning" song. Pupils participate during the 30-minute broadcast through physical responses, oral responses, and some pencil and paper activity on the Pupil Worksheets. The teacher helps to model behavior for the class. She responds to the radio along with the children or directs the children in whatever activity the radio suggests (e.g., going to the front of the class, taking their seats, etc.). In a few instances, the radio will ask the teacher to explain something to the children in the mother-tongue. For example, the teacher might ask one girl to come to the front of the class and to bring her book with her.

At the end of the broadcast period, most classes have additional time remaining for postbroadcast activities, outlined for the teacher in the Teacher's Notes. These activities include additional drills, particularly individualized practice, that are difficult to direct on the radio.

Lessons are self-contained and probably self-sufficient. They are enhanced, of course, by additional practice under the direction of a skilled teacher. The development of reading skills in particular requires extra reading practice. Postbroadcast reading activities are suggested in the Teacher's Notes.

B. Radio Lesson Development

The radio lessons are divided into 15 to 20 short segments of instruction, practice, and enhancement. Lessons are written by at least three project team members following the Scheme of Work developed for each Standard. Each writer develops a sequence of segments which covers one instructional objective and/or one linguistic item. These segments usually are spread over several days of instruction. A typical radio lesson will then include some initial teaching segments, some maintenance segments, some review, and so on.

The final radio script is put together by the executive producer on the team. After review for congruence by the language specialist who serves as methodologist, the script is reviewed by the producer and the instructional systems designer. Upon final appoval, the script is prepared for production by the producer, the assistant producer, and the studio engineer.

Lessons are tape-recorded in the studio facilities of VOK. The project staff have access to the studio for two and one-half days during which rehearsals and recordings for five lessons take place. The lessons are produced simply and quickly, with a minimum of sound effects and other technical complexity and with a minimum of editing. The lessons are recorded in one take, with little opportunity to stop recording.

The production cycle maintains a lead time of six weeks over the broadcast date. This enables classroom observation and feedback evaluation to influence upcoming lessons during writing and production. If instructional objectives are not being met according to the observers, lesson segments can be quickly rewritten, omitted with new segments inserted, or repeated with a minimum of rewriting and editing.

IV. ACTIVITIES UNDERTAKEN

In the following section the activities undertaken for the project during its fourth year are discussed in relation to the objectives listed in Section II.

A. Develop 195 Radio Lessons for Standard 2

Major planning for the Standard 2 broadcasts was completed in late September 1982. Maurice Imhoof, Project Director, and consultant Esta de Fossard, spent two weeks in Nairobi meeting with the project team to develop plans for the second year of writing and production. Writing began in October.

Accomplishments during the planning phase included gaining approval for the Scheme of Work (Scheme), development of lesson formats and sequencing

(with the aid of de Fossard), and establishment of genuine collaborative teamwork.

Some of the team members assumed new job assignments in order for all team members to become familiar with a variety of tasks. In summary, the assignment changes included the following: Margaret Ojuando changed from producer to writer; Mary Karue from teacher-student materials writer and assistant producer to producer; John Muitungu from writer to teacher training and materials writer; Kurt Hein from writer-producer to executive producer; Philip Sedlak, testing and language specialist, added duties as a writer for reading segments. Greg Owino, David Edgerton, and Philip Christensen remained in their previous roles. It was suggested, however, that Christensen take a more active role in helping to develop segment-level competencies from the broader Scheme competencies.

The purpose of the shifts was to enable the staff members to engage in a wider range of experiences that will later help the Kenyan staff members to take over the project and/or assume regular educational broadcasting duties at KIE.

The implementation of the Standard 2 production and broadcasting cycle began in January of this year. Writing and production stayed on schedule, six weeks ahead of the broadcasts. This lead time enables in-class observers to note which lesson segments work well and which need to be improved for better comprehension by the pupils. The observer's comments are discussed by the team in weekly planning meetings and lessons are changed accordingly. Material that has not been completely understood by the pupils can therefore be presented in a new way later on, or dropped altogether.

During the second year of broadcasting, Standard 1 radio lessons were distributed to project schools on cassette recordings. The original project design included rebroadcasting Standard 1 in the second year and Standards 1 and 2 in the third year. The Schools Broadcasting Service, however, was unable to provide the necessary air time through VOK to accomplish this. Because headmasters and teachers were insistant on receiving the radio lessons, a high-speed duplicator and additional cassettes were purchased and thus, the project team has been able to distribute Standard 1 lessons and support materials.

B. Develop a Teacher's Manual, Daily Teacher's Notes, and Pupil Worksheets to Accompany Standard 2 Broadcast and Nonbroadcast Lessons

Support materials for teachers and pupils are an integral part of the radio lessons. Teacher orientation is minimal, consisting of a one-day orientation session for teachers before each school year begins. It is essential for the success of the project, however, to keep teachers involved in the daily broadcasts to assure their continued understanding and support of the project. An assumed benefit of the project is improved teacher performance. Clearly, the teachers' attention and participation in the broadcast are necessary if they are to increase their English language ability and teaching skills.

Major teacher support materials include the Teacher's Manual, developed as a part of the orientation session, and the Teacher's Notes, which are

distributed to the teachers on a regular basis. The form and substance of the Teacher's Manual remains essentially the same as in previous years. It consists of a few pages that outline general procedures for using the radio lessons effectively. The Teacher's Notes, on the other hand, have been substantially revised to provide more support to teachers in the critical area of reading. The notes are daily lesson guides which provide the teacher with essential prebroadcast preparation instruction. This includes an outline of the objectives and linguistic content of the lesson, as well as the simple classroom management activities that the teacher is expected to perform before the broadcast. These activities are usually limited to preparing the blackboard with a few words or sentences or simple line drawings. For many lessons, the teacher is asked to identify pupils in the classroom who will participate in special roles during the broadcast. For example, children may be given radio names and name tags for the lesson. During the broadcast, the radio characters ask these pupils to perform or speak for the rest of the class in order to demonstrate linguistic material that is otherwise difficult to present in the aural medium.

The notes also guide the teacher in the postbroadcast activities. These activities are considered part of the radio lessons even though they occur after the broadcast. In a typical lesson in Standard 2, the postbroadcast activities consist of additional reading and writing practice which is difficult to complete during the limited air time. For both reading and writing skills, activities are initiated by the radio and some time is devoted to clarifying the expectations. The classroom teacher is then requested to follow the radio's directions and the Teacher's Notes for postbroadcast activities. By policy in Standard 2, these activities amount to an additional one and one-half hours per week, but in practice they vary from school to school.

John Muitungu has assumed the responsibilities for writing the Teacher's Notes. This has been especially useful in the nonbroadcast portion of the lessons, because Muitungu brings a great deal of classroom experience to this task. Making this task the responsibility of one team member has enabled the project to produce more effective Teacher's Notes.

To remain cost-effective, the project continues to produce a minimum of print material. The worksheets for Standard 2 are normally one sheet of paper and are used for one or more lessons. Suggestions for the Pupil Worksheets come from the writing team as they produce the instructional segments for broadcast, and the worksheets are written by one team member.

To a certain extent the problems outlined last year regarding the graphics on worksheets and tests have been partially solved. Continued work with artists has enabled the project team to attain a higher quality of instructional illustrations. In addition, there is less need for pictures because the children have acquired greater language facility. More of the worksheet is devoted to printed text for reading activities. The summative pilot posttest also seems to have fewer problems with illustrations than in previous years. The graphics continue to be a concern since there is no time available for pretesting.

C. Orient and Train Observers to Aid in Posttest Administration

The posttests administered at the end of each school year provide the basis for the summative evaluation of the project. In a procedure developed by John Clark, a language testing consultant with the Center for Applied Linguistics, the observers helped to write test items which were incorportated in the posttest for Standard 2. During a three-day workshop at which Clark worked with the observers and project team members Greg Owino and Philip Christensen, the group developed test items based on the Kenyan syllabus for Standard 2. These were then pilot-tested on a sample of pupils similar to those in the project. An item analysis was performed for CAL by John Hermansen, Language Processing Center, School of Languages and Linguistics, Georgetown University.

This hands-on experience by the observers has given them a much better understanding of language testing and evaluation procedures in general. It also has strengthened their ability to administer the tests, one of their responsibilities as observers. With a clearer understanding of what is being tested and what is expected of the pupils, the observers are better able to administer the test and provide the mother-tongue instructions which are required for pupils to comprehend the instructions fully.

Project staff feel this level of professional involvement by the observers will strengthen their roles as resource persons in the educational districts in which they work with teachers. Their contribution to the test development also has been substantial.

D. Administer Standard 1 Posttest in Radio Classrooms

In late November 1982, the Standard 1 posttest was administered to approximately 2,000 pupils who had received English lessons by radio during 1982. This was the same test administered the previous year to the control classrooms. Results from the two tests provide the first quantifiable data for evaluation of the effectiveness of the radio lessons.

Test administration had few problems this year. The testing schedule was very heavy, however, with administration of both Standard 1 to pupils in radio classrooms and Standard 2 tests to pupils in conventional classrooms. Given the length of the tests and the difficulties with transportation and communication, it was difficult for the observers to maintain the schedule that was originally set. All schools, however, were tested in a timely fashion so that the coding carried out at KIE also was completed on schedule.

E. Administer Standard 2 Posttest in Control Classrooms

The pilot test for the Standard 2 posttest was developed in September 1982 with the aid of John Clark. He worked in Nairobi for one week with the project team and observers as described above. Following his visit, the project team conducted a field-test and returned the coding sheets with raw data to CAL for data analysis. CAL then helped to identify the items that would be used on the posttest, and this test was administered to the control pupils near the end of November. This test will be given to the radio pupils at the end of November 1983.

The pilot test given in September 1982 was not entirely successful. Because of mechanical problems, the taped portions of the test were incomprehensible. Some management problems caused the test preparations to be rushed and inadequate. These problems were largely the result of too few people having the necessary ability to work independently. Although frustrating, it was a learning experience for the project team. It ultimately meant, however, that the test had to be given again in different schools, causing duplication of efforts in an already constrained timeframe.

After Clark's analysis, Owino and Christensen were able to select appropriate items for the posttest and the test was produced, distributed, and administered. The Standard 2 posttest was then revised and administered to approximately 2,000 pupils who had received conventional English language lessons during 1982.

The oral portion of the test, developed again with John Clark's help, was administered to a random sample of 10 percent of the pupils, with no fewer than four per stream. (The average classroom size is 40 pupils.)

F. Analyze and Report on Posttest Data, Standard 1

Coding of the Standard 1 posttest administered to the radio pupils began in January. The same coding procedures were used as in the previous test of the control pupils.

Coding sheets were then sent to the Language Processing Center for analysis. A special program for analyzing language tests was modified by John Clark for use on the LPC computer and the analysis was carried out by John Hermansen. The results are based on a comparison of all radio pupils and all control pupils in the project schools. Analysis also has been completed for districts (essentially linguistic groups), schools, and streams within schools. These results have not been reported for the first year, but data will continue to be collected and analyzed for the entire three years.

In addition to the cautions expressed by Owino and Christensen in their first year report, "The Radio Language Arts Project: Results from the First Year of Broadcasting" (appended), it is important to understand the educational context in which these tests were administered. Although the radio pupils made significant gains during the first year of broadcasts, the mean scores were not very high--13.1 out of 40 in reading and 23.3 in listening. Gains then are based on low performance by both the control pupils and the radio pupils. There are a number of reasons why this might be the case.

Language testing, particularly at the beginning levels with young children, is an imprecise measure. Although the posttest for Standard 1 was pilot-tested for validity and reliability, there is, as with any test, always the question of whether it measures what one wants to measure. Standard testing procedures were followed in the piloting and in the posttest development and administration. Test items were drawn from the Kenyan syllabus. But there is always the danger that cultural and educational differences may cause some unanticipated performance errors and lack of precision in the measurement.

The largest educational difference at the lower primary grades is the absence of objective testing of the type used for the project. Pupils do not have much experience with test taking and none with the lengthy pencil and paper tests used in the project. Both the control and the radio pupils suffer from this fact. The radio pupils, however, have worked exercises that are similar to the posttest items.

Test administration in a foreign language is difficult. Instructions for the test were given by the test administrators--the classroom observers--in the children's mother-tongues. The "language" of testing is rather specialized, however, and the ability of the administrators to clarify examples and instructions in mother-tongue, even with advance preparation and practice, is uncertain.

The above contraints suggest that the best sample on which to base first-year results is the entire cohort of pupils. On this basis, the first year results strongly suggest that intensive instructional radio will prove to be an effective tool for teaching English to rural primary school children. Pupils already have demonstrated significant gains in listening and reading comprehension. Teachers, headmasters, and parents are convinced that this method works. They see improvement in their children's English and they want to continue with the project.

The summative evaluation scheme requires a number of overlapping development, administration, and analysis activities. The following chart shows the relationship of these activities and the sequence of the entire summative evaluation process.

Summative Evaluation Schedule
Posttest Development and Administration

	1981	1982	1983	1984	1985
Aug - Nov	Standard 1 Development	Standard 2 Development	Standard 3 Development		
November	Standard 1 Administration Control Classrooms	Standard 2 Administration Control Classrooms	Standard 3 Administration Control Classrooms		
		Standard 1 Administration Radio Classrooms	Standard 2 Administration Radio Classrooms	Standard 3 Administration Radio Classrooms	
January			Standard 1 Coding	Standard 2 Coding	Standard 3 Coding
Feb - Mar			Standard 1 Analysis & Results	Standard 2 Analysis & Results	Standard 3 Analysis & Results

G. Conduct Formative Evaluation on a Weekly Basis

The formative evaluation scheme is the same as last year. As intended, this process has revealed several areas of weakness in the instructional materials and in some technical areas. These have been corrected to the extent possible, although some technical problems are outside the control of the project.

For the evaluation, 20 classroom observers visit classrooms on a regular basis. These visits are coupled with the observer's regular duties as resource persons in the educational districts where they reside. Their presence in the schools then is a part of the routine performance of their other duties.

Each radio lesson is observed by at least two observers in the seven districts where the project lessons are broadcast. Observers complete an observation form for each lesson. This is then returned to the project office in Nairobi soon after the observation is made. The feedback coordinator is responsible for reading and summarizing the observers' comments, which he then conveys to the production team--the writers and producers--usually through the regular weekly team meeting. Problems observed in the classroom, along with formative evaluation tests administered to selected radio pupils, form the basis for revision in upcoming lessons.

Most of the problems observed fall into three areas:

- Instruction is inadequate. Pupils fail to master the skill development and linguistic content of the lessons.

- Expected behavior is not made clear. At times the instructions to the pupils are not sufficient or are too complex. Sometimes the teachers are expected to do too much and the pupils cannot follow.

- Radio reception is poor. In some areas there is a problem with reception. Teachers frequently have to repeat what the radio says because pupils cannot hear. The chance for distortion and inaccuracy are compounded.

Many of these problems are anticipated and correctable. If pupils fail to achieve mastery of a particular linguistic item, it can be retaught or practiced again with new examples. If the radio lessons have presumed too much activity on the part of the teacher or too sophisticated behavior on the part of the pupils, the examples can be rewritten so that directions are clear and the time devoted to activities adequate.

It is the third area over which the project has little control. Poor radio reception is out of the hands of the project. Although attempts were made before selection of the project schools to assure that radio reception was adequate in these target areas, it does not remain constant. When visits to schools reveal that there is difficulty in receiving the language arts lessons, or other educational broadcasts, this fact is reported to KIE and VOK. It is disappointing when there is no evidence of improvement on the next visit, but collecting this kind of information is extremely important to the

project. Information on reception and on problem districts will enable KIE to assess more accurately the difficulties of implementing the project on a national basis.

H. Develop Scheme of Work for Standard 3

The Scheme of Work (Scheme) translates the Kenyan syllabus for the year into a radio syllabus from which the writers develop daily lessons. The Kenyan syllabus is essentially a list of vocabulary items and structures that are introduced during the year. The syllabus is realized in a series of textbooks developed at KIE entitled Progressive Peak. For each year there is a basic language text, both pupil's and teacher's copies, and for Standards 2 and 3, six short supplementary readers. The pupil's book is a combination of language work and reading passages. The text is organized around topics common to the Kenyan child's experience, and in the hands of a good teacher, Standards 2 and 3 textbooks are quite good.

The Scheme attempts to develop the same linguistic competencies that would be covered by using the testbook with a somewhat greater emphasis on reading materials that are more useful in school. The difference in approach in the Scheme is the emphasis on linguistic competencies rather than linguistic forms. Although grammatical structures which relate to the competencies are specified in the Scheme, the expected end result is the child's ability to use the structure in some meaningful context rather than to demonstrate knowledge of the linguistic form. This shift of emphasis can be seen by comparing the Schemes for Standards 1 and 2.

The Project Director began preparation of a working draft for the Standard 3 Scheme in December 1982. This was sent to the team for review and suggestions. The team expressed a strong interest in taking a larger role in development of the Scheme, and felt that they could do it this year. This was accomplished by Sedlak and Muitungu in a second draft completed during Imhoof's trip in April. During a final review by the entire project team, final changes were made, including priority listing of vocabulary to be taught. Ojuando and Sedlak organized the too extensive vocabulary into three lists: 1) high-frequency items that occur regulary in speaking and reading contexts, requiring little conscious effort on the part of writers to introduce them, 2) less frequently used items that have to be introduced consciously and practiced for mastery, and 3) items that will be taught only if there is time.

The Scheme of Work is included in this report in Appendix B.

I. Conduct Standard 3 Planning Meeting

At the team's suggestion, the 1983 planning meeting was held two months earlier than originally planned. This indicates the team's ability both to keep up with the daily schedule and to plan ahead. The 1983 meeting's major purpose was to decide what, when, and how to teach the Standard 3 curriculum. The full report of this meeting is attached as Appendix C.

J. Cooperate with the Office of Education in an In-depth Review of the Project

Don Foster-Gross, Project Monitor from AID traveled to Nairobi in December 1982 to visit the team and to review the project. The trip appeared to be well timed, and his presence occasioned visits to a number of people in the AID Mission, the Ministry, and other agencies. Discussions indicated strong support of the project by the Ministry and other educators in the field.

The purpose of visiting the outside agencies was to inform them of project activities, and to indicate that lessons were being broadcast and that the preliminary response was favorable. Strong interest in the project was expressed by educational donor groups in the community.

Foster-Gross also was able to discuss the possibility of these agencies participating in some way in an international conference to be held in Nairobi on radio education. There was positive support for the idea but it has not been pursued pending decision on extension of the project.

Another major aspect of Foster-Gross' visit was field orientation to the project. Although it was near the end of the school year, he was able to observe the lessons in the school and to talk extensively with the team members about the project.

It was later decided that this trip would constitute a Management Review of the project. Foster-Gross prepared the review on the basis of his trip report, satisfying the contractual requirement of an "In-depth Review" that had been tentatively scheduled for March or April 1983.

K. Develop Posttest for Standard 3

The procedure for developing the Standard 3 posttest was similar to the process used in developing the Standard 2 test. The process was smoother because of lessons learned from the previous year's experience and because it was initiated earlier.

The major change in the process was that the entire group of 20 observers was invited to participate in the testing workshops rather than only a select group as had been done previously. Again, John Clark, along with Greg Owino and Phil Christensen, conducted the test-writing workshop, the major outcome being nearly 300 items for pilot-testing. The pilot test was compiled together in Nairobi by Owino and Christensen from specific selections and guidelines by Clark. An item analysis was carried out by the Language Processing Center at Georgetown University, again under John Clark's supervision. Development of the final Standard 3 posttest and test administration will take place during October and November 1983.

Although there are always unexpected problems in test administration, from reproduction of the test to logistics and communication during test administration, the project team feels that the test development process has been a very successful combination of orientation, training, and practical application. It should leave behind a group of experienced primary supervisors knowledgeable about testing objectives, development, and

administration as well as about the constraints on objective testing at the primary school level. This is not to suggest that the observers who have worked with the project team could, on their own, develop a range of objective tests for primary school subjects, but with additional practical experience under supervision they could provide a core of experience not otherwise available in Kenya.

In addition to the practical and immediate task of Standard 3 test development, John Clark also conducted several additional discussions for the Radio Language Arts Project and KIE staff. KIE staff members were especially interested in Clark's work as director of the Clearinghouse on Languages and Linguistics and how such clearinghouses might be used by educators in Kenya.

The Standard 3 test covers the syllabus for this year but also includes items which cover the entire three-year curriculum in English language arts. It is important for project evaluation to determine achievement at each grade level, but the most significant results of radio instruction will be measured by the pupils' proficiency after the entire three years of instruction. The extent to which pupils integrate and retain previously learned materials and skills will be the best measure of success.

L. Project Administration

In addition to the technical activities in the field described in the previous pages, several administrative and technical activities were carried out by the Washington, D.C., project office. The following, while not complete, exemplify the kinds of activities undertaken during the year.

1. Revised Implementation Plan

The Revised Implementation Plan was submitted on October 15, 1982, although it was developed during the previous months. The Revised Plan essentially adds the period of time lost because of delayed site selection at the beginning of the project and collapses some of the activities into a shorter period of time.

2. Revised Budget

Along with the Revised Implementation Plan, a Revised Budget also was presented. This budget request is still to be acted on. Incremental funding of the project was approved in March 1983, resulting in allocation of total contract funds. Procedures for additional funding and extension of the project were initated by the AID Project Manager, but final resolution on these requests has not been accomplished at this date.

3. Slide-tape Presentation

The Washington, D.C., project staff, with assistance from the team in Kenya, produced a slide-tape presentation of the project. The 17-minute presentation gives a brief overview of the project, stressing the development and implementation phases. The presentation is in draft version and will be revised and updated when results of the project are known.

4. **Project Visitors**

Visitors to the project in Nairobi included a number of educators working with other donor agencies there. AID human resource officers Patsy Layne, now with the Lesotho Mission, and Shane McCarthy of the Swaziland Mission, both visited the project. From AID/Washington, Donald Foster-Gross, Project Manager, visited and evaluated the project in December 1982. His visit was especially timely as it enabled him to see implementation of the Year Two broadcast activities. In addition, it provided the opportunity for extensive discussion with Kenyan educational authorities about possible implementation of the project. Both KIE and Ministry officials took a "wait-and-see" attitude, but expressed keen interest in seeing the first-year results. Access to this level of policy maker was previously not possible.

In January 1983, Ruth Zagorin, Agency Director for Human Resources, AID, accompanied by Joan Claffey, S&T/ED, visited the project during a stopover on a trip to various countries in Africa. This visit also was extremely helpful to the project. It not only oriented other members of the AID/Washington staff to the project, but it brought greater credibility to the project through Dr. Zagorin's presence. Ministry of Basic Education and KIE officials, as well as AID/Kenya personnel, all responded favorably to the project during discussions with Dr. Zagorin. In addition, these discussions further demonstrated AID/Washington's interest in and commitment to the project.

5. **Subcontract Activities - CAL**

Major activities this year by the Center for Applied Linguistics related to posttest development and analysis described elsewhere in this report. Two additional meetings were held with CAL staff and Language Processing Center staff to discuss data gathering procedures, data analysis, and other summative evaluation concerns. CAL has engaged the services of a consultant to work with the project on research questions such as statistical sampling and additional data gathering.

6. **Subcontract Activities - Stanford**

Final data analysis and raw data tapes and files were received from IMSSS at Stanford in February 1983 although the subcontract had been terminated on May 31, 1982. This data is now at the Language Processing Center, Georgetown University, and will be used by the Center for Applied Linguistics in the summative evaluation of the project.

7. **Break-in at KIE**

In April 1983, a break-in at the RLAP offices resulted in the loss of two typewriters and two radios. Increasing security problems have been reported at KIE. A decision was made to hire a night guard for the project facilities. Additional problems at KIE, but not project related, during the year reinforce the advisability of the decision.

The theft resulted in additional expenditures for the project in replacing equipment and in delays in getting the typewriters to the project staff.

8. **Technical Office and/or Contract Office Approvals**

Contracts Amendments

- o Amendment No. 11 which increases the obligated amount under the contract by $668,648.

Equipment Purchases

- o Approval to purchase 3,520 cassettes (purchased December 21, 1983) and high-speed duplicator (purchased February 18, 1983).
- o Approval to purchase four two-way radios for security purposes at American team member's homes, April 21, 1983.
- o Approval to purchase two IBM typewriters to replace those stolen during a break-in at KIE. Purchased April 28, 1983.

Subconractor's Travel

- o John Clark, CAL, June 13 - 17, 1983.

Project Staff Travel

- o Maurice Imhoof, May 13 - 29, 1983.
- o Maurice Imhoof, July 1 - 17, 1983.

M. **Dissemination**

Dissemination activities for the year have been of two types: face-to-face discussions with educators from international agencies or members of foreign educational institutions; and papers prepared for distribution or presentation in national or international forums. Until first-year results were available, most of the discussions were of a general nature and stressed the potential of radio to address language education problems in the Third World. Since the results have become available, the project has begun to make a more serious effort to publicize the results beyond AID house organs.

In March 1983, Philip Christensen and Ephantus Mugiri prepared a paper on the project for presentation at the UNESCO/BREDA International Seminar on the Use of Appropriate Technologies in Education which took place in Nairobi. They presented the slide-tape presentation at the conference as well. This paper was substantially revised and updated by Christensen for presentation at the Northwestern University research conference on Communication, Mass Media and Development held in Chicago October 13 - 15.

Maurice Imhoof also presented a paper at the Northwestern Conference on the Use of Radio in Educational Development and chaired a panel of the same title. This paper discusses briefly the Radio Language Arts Project as an example of the intensive use of radio.

Philip Sedlak prepared a paper on the The Kenyan Language Setting, a technical discussion of the complex linguistic situation in Kenya.

Philip Christensen and Greg Owino produced The Radio Language Arts Project Results from the First Year of Broadcasting--A Preliminary Report. This report was prepared at the specific request of the Ministry of Basic Education and the USAID Mission in Kenya.

Three field notes discussing specific project issues were written during the year.

All project team members are currently writing or revising draft chapters of a book describing the first years of the project. This document will stress the strategies developed during the early implementation stages of the project. It will not discuss final products or results of the evaluation, but will generally describe problems encountered, decisions made, and processes implemented to make the project work effectively. Although the book is scheduled for completion toward the end of 1983, much of the writing already has been completed.

All of these papers are available from the project's Washington, D.C., office at the Academy for Educational Development.

V. SUMMARY

Although the project has faced many new challenges, this year has been a much more stable period during which the team could test its ability to write and produce better radio lessons. With new team members in place, earlier planning and preparation for the second year of broadcasting, and the experience of success in the first year, efforts were directed to improving the quality of the broadcasts.

The team has continued to meet the daily challenges of writing and producing programs in a timely fashion. They have been able to do this with greater reliance on their own professional resources, and, with the exception of the planning meeting held at the beginning of this reporting year, no consultants have been needed to accomplish the objectives for the year. The team has been able to keep up the rigorous daily assignments and to take the time to plan for the next year.

Part of the confidence gained by the team has come from an improved climate for the project in Kenya. Enthusiasm by children, teachers, and headmasters is still high. Support from KIE continues to be strong, and there is obvious growing support from the Ministry of Basic Education. This had enabled the team to work without the tension of the first trial year.

The second-year broadcasts have a more unified and professional sound and form. The fragmentation that characterized some of the first-year lessons has been largely eliminated. Although the lessons have demonstrated their effectiveness in the Kenyan classroom, there are still many areas that can be improved during the third year. The lessons are demonstrating that a small technical staff can develop lessons that teach English by radio that are acceptable in a particular educational context, in this case Kenya, and thus further increase the potential of radio to solve educational problems. Standard 3 presents the challenge of creating innovative English language teaching and innovative radio.

VI. OTHER ISSUES

The following section summarizes a series of outstanding issues and an update on previously reported problems:

1) The previous annual reports described the lack of access to adequate production facilities for the amount of time necessary to produce and edit the broadcasts. Increased experience has helped the project team to meet the production schedule without increased access. The production studios at the new Educational Media Services building are still not operating, but they should be by the end of 1983. This will help considerably in relieving some of the production pressures now experienced by the staff in recording at VOK and allow some experimentation in production.

The constraints suffered because of limited production facilities have probably been realistic in terms of other developing countries. There is perhaps even more flexibility in Kenya since it has a much longer history of educational broadcasting. We feel that the experience of working within the limited schedule and coping with inadequate recording studio equipment has helped to demonstrate the kind of productions that are possible under these circumstances. It is disappointing, nevertheless, that most of the project will be completed before we have access to the newer and more flexible facilities at the Educational Media Services Center.

2) Poor radio reception in some schools does not appear to have affected posttest results very much. Reception is still not consistent but apparently the disadvantage to these pupils does not show up in the posttest data. We will continue to monitor this carefully.

3) The revision of previously broadcast lessons remains a problem. The project staff still has no time available for revision. This is a concern as the end of the project nears and we begin to discuss implementation in Kenya or elsewhere. It appears that the only chance for revision is after completion of the full set of materials for the entire three years.

4) One of the major problems in further data analysis is the difficulty of tracking individual students in the project. From the beginning this has presented problems for the team and the Language Processing Center which is performing the data analysis. Class lists prepared by Stanford as part of their analysis do not match class lists prepared by the Language Processing Center. Attempts to have class lists corrected by teachers and headmasters has been time-consuming and ineffective to date. Corrections which come from the schools usually have contained additional errors or questionable information. We are attempting to clear all of this up during the current school year and are somewhat hopeful of being able, through summative evaluation, to study individual student cases if that seems useful.

5) The question of implementation of the project on a national scale in Kenya remains open. The Ministry of Basic Education has responded very favorably to the first-year report, but further action toward implementation has not been taken. One complicating factor is the expected implementation of the Primary Education Project (PEP) in 1985. This primary education curriculum revision project is an attempt to revitalize primary education and make it more relevant. The English language component has been revised

minimally, with no changes in the textbooks. Use of the Radio Language Arts lessons will have to be coordinated with the PEP if either is to be integrated successfully.

The first suggestion for coordination has been made by the Ministry. Informal discussions will begin at KIE, probably in December 1983, between the two projects.

6) The cost-effectiveness study procedures are still to be developed. Informal discussions have been held with Stuart Wells, San Jose State University, regarding his participation in the study, but a strategy for the study has not been established. We are awaiting a final decision on project extension and additional funding before making concrete plans for the cost-effectiveness study.

7) The most critical outstanding issue is the question of project extension and funding. Several questions of immediate concern relate to completion of project objectives as outlined in the Revised Implementation Plan:

- o Project staffing after September 25, 1984.
- o Implementation of the project in Kenya.
- o Standard 3 broadcasts and summative evaluation.
- o Further dissemination activities.
- o Cost-effectiveness analysis.

Resolution of the funding question would permit specific planning for activities to complete the project.

VII. MAJOR ACTIVITIES FOR YEAR FIVE (1983 - 1984)

A. Develop 195 radio lessons for Standard 3. October 1983 - 1984.

B. Develop a Teacher's Manual, daily Teacher's Notes, and pupil worksheets to accompany Standard 3 broadcast and nonbroadcast lessons. October 1983 - November 1984.

C. Orient and train observers who will aid in posttest administration. November 1983.

D. Administer Standard 2 posttest in radio classrooms. November 1983.

E. Administer Standard 3 posttest in control classrooms. November 1983.

F. Analyze and report on posttest data, Standard 2. January - March 1983.

G. Finalize cost-effectiveness procedures and initiate study. December 1983.

H. Conduct formative evaluation on a weekly basis throughout school year. October 1983 - November 1984.

I. Develop strategy and guidelines for revision of all radio lessons. August - September 1984.

J. Plan additional dissemination strategies and activities. October 1983 - September 1984.

K. Disseminate project activities and preliminary results through papers, presentations, and discussions. October 1983 - September 1984.

VIII. BUDGET

CONTRACT NUMBER AID/DSPE-C-0051

Category	Project Budget	Expenditures to September 30, 1983
Salaries and Wages	$ 1,147,851.00	$ 694,643.00
Employee Benefits	252,528.00	171,741.00
Consultant Fees	33,686.00	30,063.00
Travel and Transportation	297,808.00	403,116.00
Other Direct Costs	299,900.00	348,419.00
Indirect Costs	446,991.00	423,983.00
Overseas Allowance	176,935.00	130,055.00
Subcontracts	548,610.00	209,672.00
Overhead on Subcontracts (2%)		1,288.00
Equipment	66,353.00	75,714.00
TOTAL	$ 3,270,662.00	$ 2,488,694.00

THE RADIO LANGUAGE ARTS PROJECT
RESULTS FROM THE FIRST YEAR OF BROADCASTING

A PRELIMINARY REPORT

by Greg Owino and Philip R. Christensen

May 1983

This paper was prepared by the Academy for Educational Development under Contract No. AID/DSPE-C-0051, Extension of Rural Primary Schools (Radio Language Arts), with the U.S. Agency for International Development.

THE RADIO LANGUAGE ARTS PROJECT
RESULTS FROM THE FIRST YEAR OF BROADCASTING

A PRELIMINARY REPORT

May 1983

This report is submitted and approved in accordance with annex A, section 4, subsection f, paragraphs 3 and 5 of project agreement number 931-1017.

Field Coordinator
Radio Language Arts Project

Director
Kenya Institute of Education

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THE RADIO LANGUAGE ARTS PROJECT
RESULTS FROM THE FIRST YEAR OF BROADCASTING

EXECUTIVE SUMMARY

This document summarizes The Radio Language Arts Project - Results from the First Year of Broadcasting: A Preliminary Report, written by Greg Owino and Philip R. Christensen (May, 1983). Technical details about the methodology and conclusions reported here are found in the full report.

Project Overview. The Radio Language Arts Project (RLAP), a five-year research and development project, is a joint venture between Kenya and the United States. Its purpose is to develop, implement and test the effectiveness of an instructional system that uses radio intensively to teach English as a foreign language at the lower primary-school level (standards one to three) in rural Kenyan schools.

The project broadcasts daily, thirty-minute lessons during regular English periods in the school timetable. Radio is the major medium of instruction, but teachers have an important role during the broadcasts, in pre- and post-broadcast activities, and in teacher-led complementary lessons. The radio lessons are designed to assist teachers in the classroom, enhancing their effectiveness in teaching a difficult and important skill.

As of May, 1983, the RLAP is in its third year of operation in Kenya. Regular broadcasts to thirty-one project schools in seven districts began with standard one in 1982. Standard two lessons are being broadcast to the same group of children in 1983, and standard three is scheduled for 1984. A final analysis of the achievements and costs of this method will be completed after the conclusion of the 1984 school year.

Research Design. Twenty-one of the project schools are used solely for determining the success of teaching English with intensive radio lessons. This success is measured by achievement tests based directly on the Kenyan English syllabus (not on the radio lessons themselves.)

The project is following the same two groups of children over three years. The achievement test for each standard is given at the end of the year to children who have learned English without using intensive radio. The same test is given at the end of the next year to children who have learned English with the help of radio lessons. Comparing the results between the two groups of children shows the effectiveness of intensive instructional radio as opposed to conventional teaching methods.

Other methods of evaluating the project are also being used. For example, questionnaires distributed to teachers and headmasters at the end of each broadcast year measure attitudes towards the radio method on the part of school staff. Information about each school (such as repeater and drop-out rates) is being gathered for future analysis. The costs of the project will be analysed at the end of three years and compared with its achievements.

First Year Results. The standard one achievement test consisted of forty questions measuring listening comprehension and forty measuring reading

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comprehension, based on the standard one English vocabulary and structures specified by the Kenyan syllabus. The test was developed by project staff with the help of outside consultants. It was administered at the end of 1981 to children in twenty-one project schools who had not heard the RLAP radio lessons. Exactly the same test was given to children in the same twenty-one project schools at the end of 1982. These children had used the radio method to learn English.

Reading was not introduced in the standard one radio lessons until term three. Nevertheless, average scores for the forty reading comprehension items rose from 10.7 (26.7%) for children without the radio lessons to 13.1 (32.7%) for children with the radio lessons. This is a 22.5% improvement.

The results for listening comprehension were even stronger. On the forty listening items, average scores rose from 15.5 (38.8%) to 23.3 (58.2%), a 50.0% improvement. In other words, the intensive radio method of teaching English produced substantial gains in pupil performance after only one year of broadcasts. There is less than one chance in ten thousand that these results could have occurred by chance. Improvement was found in every district and every vernacular language group represented in the project, and for high, medium and low CPE-score schools.

The questionnaires completed by teachers and headmasters show that the radio English lessons have been very well received.

- 89% of those expressing an opinion rated the radio lessons as "good" or "excellent." No one rated them "poor."

- Daily teacher's notes, pupil worksheets and the initial inservice training day were received favourably by more than 90% of the staff.

- 99% of those responding felt that the radio pupils spoke better English after one year than pupils who had not had the radio lessons. 90% felt that the radio pupils would be ready to use English as the sole medium of instruction after standard three.

- Of the two-thirds of the school staff who felt they knew how parents were reacting to the radio lessons, 98% said that the reaction was favourable.

- When asked whether the radio lessons should be continued at their schools, only one teacher said "no" (because of problems with radio reception and materials distribution). The other 99% said "yes."

These first year results strongly suggest that intensive instructional radio will prove to be an effective tool for teaching English to rural primary school children. Pupils have already demonstrated significant gains in listening and reading comprehension. Teachers, headmasters and parents are convinced that this method works. They see improvement in their children's English, and they want to continue with the project.

ABSTRACT

The Radio Language Arts Project is investigating the use of daily radio lessons to teach English in rural primary schools. To evaluate its first year of broadcasts (1982), an English achievement test was given to children in twenty-one project schools. Children who had used the radio lessons scored 22.5% higher in reading and 50.0% higher in listening skills than children who had not used these lessons. A survey of teachers and headmasters in all project schools showed very positive attitudes towards the lessons. Of those expressing an opinion, 99% wanted the project to continue at their schools.

Although the ultimate goal of the project is to evaluate the effectiveness of intensive instructional radio after three years of broadcasting, it is clear that after one year children have already demonstrated significant improvement in English skills, while school staff have developed confidence in the methodolgy.

AN OVERVIEW OF THE RADIO LANGUAGE ARTS PROJECT

The Radio Language Arts Project (RLAP) is a five-year research and development project. Its purpose is to develop, implement and test the effectiveness of an instructional system which uses radio intensively to teach English as a foreign language at the lower primary-school level (standards one to three) in rural Kenyan schools.

The project is a joint venture between Kenya and the United States. The Kenyan executing agency is the Kenya Institute of Education, as authorized by the Ministry of Basic Education. The American executing agency is the Academy for Educational Development, under contract to the United States Agency for International Development.

The project staff in Kenya is located at the Kenya Institute of Education. It includes four Kenyan professional employees of the Teachers Service Commission: two language arts specialists, an educational broadcast specialist and a research specialist. It also includes four American professional employees of the Academy for Educational Development: two language arts specialists, an educational broadcast specialist and an instructional systems designer.

Both qualitative and cost aspects of effectiveness are being examined by the RLAP. The project's end product will be a radio-based English-language series for standards one to three, complete with taped lessons (approximately 195 lessons of 30 minutes each for each school year,) appropriate tests, teacher training materials, and classroom observation and data-gathering procedures. If the methodology proves successful, these lessons can be used to serve all schools in the nation through the Schools Broadcasts service. The same techniques can also be applied to other subject areas and academic levels. Finally, it is expected that the model which emerges can be replicated, with modifcation, in other Third World educational systems.

The general project design builds on Kenya's extensive experience with formal educational broadcasts to schools. It also draws on the results of several relevant projects in other countries, most particularly a radio-based

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primary-school mathematics project conducted between 1973 and 1978 in Nicaragua, Central America.

The RLAP envisions radio as an appropriate, cost-effective technology to reach the disadvantaged rural population for whom educational opportunities are frequently limited because of poor educational resources. For this reason, among others, English-language arts programmes are broadcast as part of the normal school curriculum during school hours. The daily thirty-minute lessons fit into regular English periods in the school timetable. Radio is the major medium of instruction, but teachers have an important role during the broadcasts, in pre- and post-broadcast activities, and in teacher-led complementary lessons. The radio lessons are designed to assist teachers in the classroom, enhancing their effectiveness in teaching a difficult and important skill.

As of May 1983, the RLAP is in its third year of operation in Kenya. The initial year was spent establishing the project (including assembling the professional team, selecting schools, and finalizing the research design), analysing the Kenyan English curriculum, and field testing a variety of methodologies for teaching English by radio. Regular broadcasts to thirty-one project schools in seven districts began with standard one in 1982. Standard two lessons are being broadcast to the same cohort of children in 1983, and standard three is scheduled for 1984. The achievements and costs of this method will be analysed after the conclusion of the 1984 school year, based on the results of three years of broadcasting.

RESEARCH DESIGN

The RLAP research design uses a sample of thirty-one rural primary schools drawn from seven Kenyan districts. These districts (Kajiado, Kakemega, Kericho, Kiambu, Kilifi, Kisumu and Machakos) represent major language groups spoken by about seventy percent of the Kenyan population.

Twenty-one of these schools, designated as pilot schools, are used solely for summative evaluation purposes. They are visited only once a year by professional staff, when post-tests are administered, to minimize the possibility of any Hawthorne effect artificially improving the results. Given the importance of academic quality, the schools were chosen by means of a stratified random sample on the basis of their performance on the Certificate of Primary Education (CPE) examination. This ensured that equal attention was paid to high, medium and low scoring schools.

The remaining ten schools are designated as observation schools and used for formative evaluation. Results from weekly tests and regular classroom observation in these schools are used to determine what objectives must be given further attention or alternative instructional treatment, as well as to identify lesson segments which should be revised before being used again.

This report focuses on the summative evaluation system. The purpose of summative evaluation in the RLAP is to provide information on the effectiveness and costs of intensive instructional radio in comparison to Kenyan norms for teaching lower primary English by conventional methods. The research design is a longitudinal one, measuring the cumulative effect of the

radio lessons on a relatively stable student population as it progresses from standard one to standard three. In the interim, however, an annual evaluation exercise can suggest whether the project is likely to meet its objectives or not, and can also support the formative evaluation process by offering more information about the methodology's strengths and weaknesses.

Summative Evaluation Design

The basic choice for the summative evaluation design was between matching control and experimental schools, administering a post-test in both sets of schools simultaneously at the end of each broadcast year, and using the same set of schools for both control and experimental purposes, administering a post-test one year to children who have not been exposed to the treatment and the next year to children in the same classroom who have been exposed to the treatment. The second, lapped-year, research design was chosen.

This approach has two major advantages. The paucity of reliable data on school, teacher and pupil quality makes any attempt to construct a comparable set of control and experimental schools an uncertian one. By controlling the teacher variable as much as possible (i.e., by trying to keep the same teacher in the classroom from one year to the next), and by guarding against any untoward changes in the pupil cohort from one year to the next (for example, by avoiding schools in areas where significant changes in the socio-economic and educational profiles of entering pupils from one year to the next are likely), the lapped-year design should ensure a closer match between control and experimental groups at the same schools than would be the case if two different sets of schools were used.

Second, the lapped-year design completely avoids the problem of contamination of control schools. Control groups are tested <u>before</u> the broadcasts to their standard begin, so there is no chance that they could be exposed to the treatment unintentionally. Were a matched set of control and experimental schools used, it is possible that children in the control schools might listen to the radio lessons, too, thereby contaminating the results. Indeed, there are indications of widespread listening to <u>English in Action</u> lessons among non-project schools, and it may well have proven impossible to keep the control sample free of such interference.

The summative evaluation strategy for one classroom (the basic unit of analysis) is summarized in Figure 1.

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Figure 1
Summative Evaluation Design for One Classroom

Year	Radio Classrooms (experimental)	Control Classrooms (control)
1981 (no broadcasts)		School A Classroom 1 Teacher X Pupil cohort alpha
1982 (standard 1 broadcasts)	School A Classroom 1 Teacher X Pupil cohort beta	School A Classroom 2 Teacher Y Pupil cohort alpha
1983 (standard 2 broadcasts)	School A Classroom 2 Teacher Y Pupil cohort beta	School A Classroom 3 Teacher Z Pupil cohort alpha
1984 (standard 3 broadcasts)	School A Classroom 3 Teacher Z Pupil cohort beta	

In November, 1981, pupils in the alpha cohort in classroom one (standard one) of this school (school A), having been taught for a year by teacher X without the radio English lessons, were given a post-test based on the Kenyan syllabus. Results from this test provided a pupil achievement record for the control group. In November, 1982, the same test was administered to pupils in the beta cohort. These children had spent a year in the same classroom (classroom one) with the same teacher (teacher X), but with the radio English lesson treatment. Their test results provided a pupil achievement record for the experimental group. The amount of time devoted to English each week was held constant from 1981 to 1982. A comparison of results between the control and experimental groups could then be used to evaluate the effectiveness of this use of instructional radio.

The same pattern will be followed during 1983 and 1984. The same set of scholls will continue to be used for both control and experimental puposes. Pupil achievement and other variables will be measured in one year for control purposes and in the subsequent year, after treatment, for experimental purposes. The same control and experimental cohorts of children will be followed because the RLAP is interested in cumulative results (i.e., the effects of three years of radio-based instruction versus three years of conventional instruction). Supplementary data will be collected through instruments such as surveys of teacher and headmaster attitudes.

Finally, a cost-effectiveness analysis will be undertaken to consider at least two interrelated areas. First, the costs of delivering radio-based English instruction will be compared to the costs of delivering conventional

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instruction. In Kenya, this conventional instruction is at present print-oriented, with a common text and supplementary materials for each standard, including brief, supplementary radio broadcasts begining in standard two. Second, the costs of radio-based instruction will be compared to pupil performance, which could be studied in relation to student retention at the standard level, poor achievement, drop-out rates, and budget levels.

Development and Administration of the Standard One Summative Evaluation Test

The basic instrument for tapping summative evaluation data in the RLAP is an English post-test administered at each level of the lower school the year before the radio treatment and again the following year, as outlined in Figure 1. Since the project follows the existing Kenyan English curriculum, this post-test is based on the syllabus, not on the radio lessons.

Generally, the development of the post-test each year is preceded by an analysis of the grammatical structures and the oral and reading vocabulary items in the English syllabus for each standard. Then a random sample of the structures and vocabulary items is drawn directly from the syllabus. Using this list of vocabulary and structural materials, test items are generated to form the preliminary form of the post-test in each skill area (listening and reading for all standards, plus speaking and writing for standards two and three). This is normally done in a workshop by RLAP field observers (Teacher Advisory Centre tutors seconded to the project), with the help of the project staff and consultants from the Center for Applied Linguistics (CAL) in Washington, D.C.

A preliminary analysis is carried out to establish face validity of the items before they are pre-tested. The selected items are arranged according to skill areas and response option types (for example, listening stimuli with picture responses) and compiled into a test booklet for pilot testing. The selection of schools for piloting the test is done with due consideration for high, medium and low performing schools on the CPE.

The pre-test results are then subjected to a rigorous statistical analysis by computer to establish reliability and validity of the items. The results of this analysis are then reviewed and items of satisfactory technical quality are selected to form the final version of the summative test.

Test instructions are developed in mother tongue for pupils and in English for test administrators. The test administrators are trained to ensure uniform administration conditions at each testing centre. The post-test is normally administered in the last two weeks of November, just before the end of the school year.

The English post-test for standard one consisted of eighty test items in a twenty-page booklet. It was divided into two major skill areas, listening comprehension and reading comprehension, with forty questions each. The items in each skill area were further broken down into two subsections, forming a total of four parts with items arranged from easiest to most difficult within each part. Each part was preceded by two practise examples to familiarize the pupils with the item and response types. Most of the test items were multiple

choice picture responses, with a few fill-in-the-blank items. The pupils would normally respond by either putting a line across the correct word or picture in the listening section of the test, or writing a letter, number or name in the reading section. The test took an average of two and a half hours to administer, with one fifteen-minute break.

The test booklets were scored by part-time data coders under the supervision of the RLAP Feedback Coordinator. Answers were recorded on coding sheets and forwarded to CAL for computer analysis. The results of this analysis were then returned to the project staff for interpretation.

The initial analysis of the standard one results has focused on T-tests for mean raw scores of all control children compared to all radio children, and on T-tests for control and radio children grouped by district, vernacular language of instruction and school CPE category (high, medium or low).

School Staff Questionnaire

Apart from the achievement data elicited by the English post-test, information on the attitudes of staff at project schools is also obtained by means of a questionnaire distributed to all headmasters and teachers in radio classrooms after the conclusion of each year's broadcasts.

For standard one, a twenty-nine question survey was distributed to all project school teachers who had used the standard one radio lessons in 1982. All but two of these questions were also asked of every project school headmaster. Some questions were taken from the sociolinguistic survey carried out in 1981, in order to measure changes in general attitudes towards radio instruction and patterns of language use. The rest were developed especially for the 1982 questionnaire. Twelve of the questions were multiple-choice. The remainder asked for short answers or open-ended responses.

The information sought in these questionnaires can be grouped into four categories:

A. Language (including languages of instruction and English usage by pupils).

B. Content (including subject matter, quality of the methodology and appropriateness of support materials and services).

C. Effectiveness (including pupil achievement levels in English as perceived by school staff before and after treatment, and predictions about future learning).

D. Infrastructure (including quality of radio reception and delivery of support materials and services).

Completed questionnaires were returned to the RLAP offices at the Kenya Institute of Education and analysed by project staff with the help of a microcomputer. Responses to open-ended questions were coded as favourable, mixed or neutral, and unfavourable. The initial analysis concentrated on frequency distributions for all questions and crosstabulations of selected

questions. Further crosstabulation analysis and a systematic review of open-ended responses are now being carried out.

FIRST YEAR RESULTS

The summative evaluation strategy, as explained above, includes two data-gathering instruments which are used at the end of each school year: the English achievement test and the school staff questionnaire. Other summative evaluation components, such as the cost-benefit analysis, will not be completed until the end of the project.

Preliminary results for the standard one test and questionnaire are reported below. These instruments and the raw data obtained with them are available in the RLAP offices. Further analysis of these data is now underway.

Standard One Achievement Test

The standard one achievement test was administered to control classrooms in November, 1981. Children in these classrooms had not been exposed to the English in Action radio lessons, which were not broadcast that year. The same test was given again in November, 1982, to children in radio classrooms, who had used the English in Action lessons for one year.

The results of these tests for all project classrooms in all districts are summarized in Tables 1 and 2. They show a substantial, statistically significant improvement in both reading and listening skills.

Table 1
Standard One Reading Test Results
All Pilot Schools

	1981 Control Classrooms	1982 Radio Classrooms
Number of cases	1548	1543
Mean Score	10.676	13.086
Standard deviation	7.567	7.567
Standard error	.192	.193

Reading T-score: -8.8553 ($p < .0001$)

Because teaching reading by radio requires different methodologies than conventional classroom instruction, the project staff decided to delay the introduction of reading somewhat. Instead of beginning to teach reading in the first or second term, as is commonly done in Kenyan classrooms, English in Action began reading work in term three. Approximately one-fifth of the initial instructional time in each radio lesson was then devoted to reading. The result was that radio children had a stronger foundation of oral English on which to build new reading skills. There was some concern, however, that

the reduction in time devoted to this component of the English curriculum would disadvantage the radio pupils in comparison with their conventional counterparts.

The achievement test results in Table 1 show that such concern was unfounded. Translating the average scores for all pupils on the 40 item reading test into a 100 point scale, the control children achieved a mean score of 26.7%, while the radio children achieved a mean score of 32.7%. This is a 22.5% improvement. There is less than one chance in 10,000 that this gain could have occured by chance.

Table 2
Standard One Listening Test Results
All Pilot Schools

	1981 Control Classrooms	1982 Radio Classrooms
Number of cases	1548	1543
Mean Score	15.498	23.267
Standard deviation	8.934	8.295
Standard error	.227	.211

Listening T-score: -25.05 ($p \leq .001$)

As has just been explained, the emphasis in the first broadcast year was on oral English. The achievement test results in Table 2 show the effects of this emphasis. Again translating the average scores for all pupils on the 40 item reading test into a 100 point scale, the control children achieved a mean score of 38.8%, while the radio children achieved a mean score of 58.2%. This is a 50.0% improvement, and there is still less than one chance in 10,000 that it could have come about by chance.

Further analysis shows gains in both reading and listening skills for every district and every vernacular language represented in the project. When project schools are grouped according to 1981 CPE results, gains in both skill areas are recorded in every group--high, medium and low.

Standard One Teacher/Headmaster Questionnaire

Questionnaires were distributed in January, 1983 to all headmasters at project schools and all teachers who had taught standard one English in 1982 in project classrooms. It should be noted that, while the achievement test results were based on pilot schools only, these questionnaires were completed by staff at both pilot and observation schools. A comparison of questionnaire results from pilot schools with those from observation schools, however, shows no significant differences between the two groups.

Of the 95 questionnaires distributed, 85 completed questionnaires had been received by the end of April 1983, an 89.5% rate of return. The results for those questions measuring attitudes about the Radio Language Arts Project

are given in Tables 3 to 7. They indicate strong support among project school staff for this approach to teaching English.

Table 3
"How would you rate the Standard 1
English in Action radio lessons?"

Response	Absolute Freq.	Relative Freq. (Pct.)	Adjusted Rel. Freq. (Pct.)
Poor	0	0.0	0.0
Fair	8	9.4	9.5
Good	52	61.2	61.9
Excellent	24	28.2	28.6
No answer	1	1.2	NULL

Table 3 shows that 89% of the respondents said that the English in Action lessons were "good" or "excellent." 11% rated them "fair," and no one rated them "poor." Although school staff see room for improvement, they feel that the quality of the lessons is generally high.

Table 4

A. "How helpful were the Teacher's Notes?"

Response	Absolute Freq.	Relative Freq. (Pct.)	Adjusted Rel. Freq. (Pct.)
Favourable	84	98.8	98.8
Mixed or neutral	1	1.2	1.2
Unfavourable	0	0	NULL

B. "How useful were the pupil worksheets?"

Favourable	79	92.9	92.9
Mixed or neutral	6	7.1	7.1
Unfavourable	0	0	NULL

C. "How well did the inservice training day prepare you to teach with the radio lessons?"

Favourable	77	90.6	91.7
Mixed or neutral	4	4.7	4.8
Unfavourable	3	3.5	3.6
No opinion	1	1.2	NULL

Table 4 gives results for questions about some of the support features for the radio lessons. 92% of the respondents said that the one-day inservice

training workshop was valuable. The most common complaint was that it was too short. (The project decided against longer training sessions because they might not be replicable on a nation-wide scale.) An equal proportion rated the pupil worksheets favourably, while 99% gave favourable comments about the daily teacher's notes. The materials and services designed to support English in Action, as well as the radio lessons themselves, are seen to be of high quality.

Table 5 shows the opinions of school staff about the quality of the radio pupils' English. When asked to rate the English language skills of radio pupils compared to their non-radio counterparts, 34% of the respondents said that it was "a little better," and 65% said that it was "much better." When asked to comment on the differences, 96% gave favourable comments. 90% felt that their children would be ready to study completely in English by standard 3. School staff have confidence in their children's English after the first year of broadcasting.

Table 5

A. "By the end of Standard 1, how good was the radio pupil's English compared with other Standard 1 pupils you have taught in previous years without the English in Action radio lessons?"

Response	Absolute Freq.	Relative Freq. (Pct.)	Adjusted Rel. Freq. (Pct.)
Much worse	0	0.0	0.0
A little worse	0	0.0	0.0
About the same	1	1.2	1.2
A little better	29	34.1	34.1
Much better	55	64.7	64.7

B. "Have you noticed any differences between the way that radio pupils use English and the way that other pupils, who have not had English in Action radio lessons, use English?"

Favourable	75	88.2	96.2
Mixed or neutral	3	3.5	3.8
Unfavourable	0	0	0
No opinion	2	2.4	NULL
No answer	5	5.9	NULL

C. "Do you think these radio pupils will be ready to use English as the sole medium of instruction after Standard 3?"

Favourable	76	89.4	90.5
Mixed or neutral	8	9.4	9.5
Unfavourable	0	0	0
No answer	1	1.2	NULL

Table 6
"What did the parents of last year's Standard 1 pupils think about the English in Action radio lessons?"

Response	Absolute Freq.	Relative Freq. (Pct.)	Adjusted Rel. Freq. (Pct.)
Favourable	55	64.7	98.2
Mixed or neutral	1	1.2	1.8
Unfavourable	0	0	0
No opinion	28	32.9	NULL
No answer	1	1.2	NULL

As Table 6 shows, only two thirds of the respondents felt that they could comment on the reaction of parents to the radio lessons. Of these, however, 98% reported that parents were positive about the project.

Table 7
"Do you think that the English in Action radio lessons should be continued at your school?"

Response	Absolute Freq.	Relative Freq. (Pct.)	Adjusted Rel. Freq. (Pct.)
Favourable	75	88.2	98.7
Mixed or neutral	0	0	0
Unfavourable	1	1.2	1.3
No opinion	5	5.9	NULL
No answer	4	4.7	NULL

Perhaps the most significant measure of the attitude of school staff towards the project was the question, "Do you think that the English in Action radio lessons should be continued at your school?" Table 7 shows that, of the 76 people expressing an opinion, one teacher said "no" because of difficulties she had experienced with radio reception and materials distribution. The remaining 99% said "yes."

Virtually all of the teachers and headmasters who have experienced this methodology want to continue with it. In fact, when schools learned that the standard one broadcasts would not be repeated in 1983 because of limited air time, they lobbied effectively to have the lessons made available on cassette tapes so that entering standard one pupils could benefit from them, too.

CONCLUSION

Summative evaluation results for the first year of Radio Language Arts Project broadcasts strongly suggest that intensive instructional radio is an effective tool for teaching English to rural primary school children. After only one year, pupils have already demonstrated significant gains in listening and reading comprehension. Teachers, headmasters and parents are convinced that the methodology works. They see the improvement in the children's English and want to continue with the project.

Standard two broadcasts are now underway, and planning has already begun for standard three. Additional tests and surveys will be administered at the end of 1983 and 1984 to measure the continuing development of English skills among children using the radio lessons. Further summative evaluation work, particularly the cost benefit analysis, will be carried out at the project's conclusion in 1984. The preliminary results reported here, however, suggest that there is a good chance that the methodology will prove successful.

FRAME 1

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
School, hospital, bus stop, train station	A. Listening	1. Understand the time at which an event occurs. 2. Understand how long an event lasts.	Time: A. Point of time--now, then, on Monday, on May 22nd, at twenty past eight, yesterday, today, tomorrow, this/yesterday/tomorrow morning, this/last/next month B. Duration--for five years, until six o'clock	New: age, about, after, arrive, almost, already, (be) born, before, calendar, date, daytime, during, evening, ever, happen, hurry, just, last (v), lunch, meet, minute, month's names, nearly, often, rest (v), since, suddenly, till, through, tonight, travel, until, usually, when, while, whole, yet	Use structures and vocabulary which need more practice in Frame 13.
	B. Speaking	1. Talk about the time at which an event occurs. 2. Talk about how long an event lasts.			Use vocabulary again in Frame 3.
	C. Reading	1. Comprehend a reading selection dealing with point of time and duration.	13. When conjunctions--When I come to work, I meet my friends. (3,32) 14. Past continuous--When I was coming to work, I met a friend. When Helen and Jane were coming down the path, they met Helen's sisters. (3,13) 15. While conjunctions--While our uncle is working, we'll go to the bookstore. While the mechanic is repairing the bus, we'll walk to town. (3,32)	Std. II: afternoon, again, all, almost, always, around, at, begin, beginning, both, cardinals, clock, each, early, end, for, get up, holiday, hour, keep (durative), last, late, long (time), many, month, much, never, next, night, once, ordinals, quarter, ready, short (time), sometimes, start, still, twice, very, wake up, watch (n), year Std. I: ago, any, at, between, come, day, every, from, go, half, hour, in, morning, now, o'clock, on, past, time, to, today, tomorrow, week, weekdays, yesterday	
	D. Writing	1. Write time expressions from dictation.			

FRAME 2

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Shamba	A. Listening B. Speaking C. Reading D. Writing	1. Understand family gardening. 1. Talk about family gardening. 1. Read about family gardening. 2. Comprehend and discuss family gardening. 1. Write gardening terms and expressions from dictation.	1. **Know** + complement with **how**-- Do you know how to dig? Do you know how to grow potatoes? 10. **Know** + complement with **when**-- Do you know when to throw the net? Do you know when the fishermen come home? (7,29) 11. **Know** + complement with **where**-- Do you know where the path goes? Do you know where the best tea leaves grow? (7,29) 12. **Know** + complement with **what, who**-- Do you know who picks tea leaves? Do you know what is used to trim a tea bush? (29)	New: branch, cabbage, carrot, cassava, cool, grow, hang, heavy, land, leaf, lift, next, own (adj), Peter, plant, rice, ripe, row, seed potato, shade	Introduce unused new vocabulary in complementary lessons. NF: On the Shamba NF: New Friends

FRAME 3

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Farming, visits, market	A. Listening B. Speaking C. Reading D. Writing	1. Understand differences among tenses and tense relationships. 2. Understand expressions of frequency. 3. Understand expressions of sequence. 1. Talk about differences among tenses and tense relationships. 2. Talk about expressions of frequency. 3. Talk about expressions of sequence. 1. Read about differences among tenses and tense relationships. 2. Read about expressions of frequency. 3. Read about expressions of sequence. 4. Comprehend and discuss tense, frequency and sequence based on reading selection. 1. Write from dictation based on reading selection. 2. Complete guided exercises.	Time: A. Time relations--past, present, future, past as seen from the future, past as seen from the past, etc. B. Frequency--all the time, on Mondays C. Sequence--first, second, third, then, next, last 13. When conjunctions--When I come to work, I meet my friends. (1,32) 14. Past continuous--When I was coming to work, I met a friend. When Helen and Jane were coming down the path, they met Helen's sisters. (1,13) 15. While conjunction--While our uncle is working, we'll go to the bookstore. (1,32) 18. Present perfect continuous--What have you been doing? I've been weighing some flour. What have your been eating? I've been eating sweets. (15,16) 23. Past perfect--I got there at six o'clock, but she'd gone. Had she gone to the playground? Yes, she had. He fell down, but he'd finished the race. Had he won? No, he hadn't. (22)	New: age, about, after, arrive, almost, already, (be) born, before, calendar, date, daytime, during, evening, ever, happen, hurry, just, last (v), lunch, meet, minute, month's names, nearly, often, rest (v), since, suddenly, till, through, tonight, travel, until, usually, when, while, whole, yet Std. II: afternoon, again almost, always, around, at, begin, beginning, both, cardinals, clock, each, early, end, for, get up, holiday, hour, keep (durative), last, late, long (time), many, month, much, never, next, night, once, ordinals, quarter, ready, short (time), sometimes, start, still, twice, very, wake up, watch (n), year Std. I: ago, any, at, between, come, day, every, from, go, half, hour, in, morning, now, o'clock, on, past, time, to, today, tomorrow, week, weekdays, yesterday	Use vocabulary not covered in Frame 1.

FRAME 4

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
An adventure, the shamba at night	A. Listening	1. Understand narration and conversation based on narration.	2. Sentences containing either...or-- Take either the carrots or the cassavas. We can grow either cabbages or potatoes.	New: angry, awake, bone, bright, cloud, dark, earth, fill, kneel, lip, moon, moonlight, move, perhaps, rush, sleepy, somebody, star, thief, tonight	Have the children tell stories during complementary lessons. NF: <u>Who dug the Hole?</u>
	B. Speaking	1. Discuss narrative.	12. **Know** + complement with **what**, **who**-- Do you know what a shamba is? Do you know who that rake belongs to? (2,29)		
	C. Reading	1. Read and understand extended narrative.			
	D. Writing	1. Write (a) narrative(s) based on reading selection.			

FRAME 5

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Shop, market, outdoors, nature, weather	A. Listening	1. Recognize the difference between count and mass nouns. 2. Recognize count and mass noun agreement with other parts of speech. 3. Recognize correct usage of determiners with count and mass nouns.	Quantity: A. Count/mass nouns in correct agreement patterns B. Use of determiners--all, some, few, many, much, a little, a few, all of, a lot of, no 6. Rejoinders beginning with So...-- Weavers like worms. So do starlings. Weavers are clever. So are starlings. (6,7,15)	Mass nouns: New: air, blood, coffee, dirt, earth, flour, fun, handwriting, juice, land, leather, lightning, moonlight, mud, music, rain, rest, rice, rubbish, salt, sand, shade, silver, thread, thunder, traffic, wind Mass/count: bone, breath, chocolate, coconut, fish, fruit, fur, painting, rock, rope, shell, space, wood Count: remainder of nouns from English syllabus list. Std. II-Mass nouns: bread, change, charcoal, clothes, coffee, cotton, dust, firewood, glass (material), ground, iron (material), maize, meat, mud, oil, plactic, rice, salt, soap, soup, sugar, wool, work, wood	Introduce unused new vocabulary in supplementary exercises. Drill plural types of count nouns in lesson segments. Use vocabulary again in Frame 7.
	B. Speaking	1. Use count and mass nouns correctly. 2. Use correct determiners with count and mass nouns.	16. Relative clauses introduced by **which** and **that**--The lorries which/that are on the street drive by quickly. The sweeper that sweeps the street often finds coins. (7,12,14,15,16,17)		
	C. Reading	1. Comprehend a reading selection using determiners and count and mass nouns.			
	D. Writing	1. Match count and mass nouns with determiners. 2. Perform guided writing exercises based on count and mass noun distinctions.	17. Relative clauses introduced by **who**-- The man who works in that shop sells sweets. The boy who helps him is his son. (7,12,14,15,16,17)		

FRAME 5 (Cont'd)

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
				Mass/count: food, light, medicine, noise, seed, tile, wire Count: remainder of nouns from syllabus list. Std. I-Mass nouns: chalk, grass, gum, ink, milk, tea, water Mass/count: hair, stone Count: remainder of English syllabus list. Determiners: New: a few, few Std. II: all, a little, a lot, another, both, each, many, much, more no, none of, other Std. I: any, every, some	

FRAME 6

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Outdoors, home, shamba	A. Listening	1. Understand characteristics and contrasts using various parts of speech. 2. Understand duration in time and sequence of events.	3. Imperative + **something** + relative clause--Show me something made of wood. Show me something used for digging. 6. Rejoinders beginning with So....-- Weavers like worms. So do starlings. Weavers are clever. So are starlings. (5,7,15)	New: beak, build, busy, clever, ditch, dull, feather, female, fetch, insect, interesting, kind, ladder, loud, male, month, nest, noise, patch, pretty, stretch, warm, weave, weaver, wing, year	Relate to frames 1 and 3 (duration and sequence). Apply characteristics and contrasts using animals. In the complementary lessons, the teacher can help the children compose a story. Have the children dictate this story to the teacher to write on the b/b. Then have the children copy the story from the b/b. NF: <u>The Birds</u>
	B. Speaking	1. Talk about characteristics and contrasts using various parts of speech. 2. Talk about duration in time and sequence of events.			
	C. Reading	1. Read and understand tense contrasts in various parts of speech. 2. Read and understand characteristics and contrasts of different objects.			
	D. Writing	1. Write a short guided composition about birds.			

FRAME 7

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Shop, market, outdoors, nature, weather	A. Listening B. Speaking C. Reading D. Writing	1. Recognize the difference between count and mass nouns. 2. Recognize count and mass noun agreement with other parts of speech. 3. Recognize correct usage of determiners with count and mass nouns. 1. Use count and mass nouns correctly. 2. Use correct determiners with count and mass nouns. 1. Comprehend a reading selection using determiners and count and mass nouns. 1. Match count and mass nouns with determiners. 2. Perform guided writing exercises based on count and mass noun distinctions.	<u>Quantity:</u> A. Count/mass nouns in correct agreement patterns B. Use of determiners--all, some, few, many, much, a little, a few, all of, a lot of, no 6. Rejoinders beginning with So...-- Weavers like worms. So do starlings. Weavers are clever. So are starlings. (5,6,15) 10. **Know** + complement with **when**--Do you know when to throw the net? Do you know when the fishermen come home? (2,29) 11. **Know** + complement with **where**--Do you know where the path goes? Do you know where the best tea leaves grow? (2,29) 16. Relative clauses introduced by **which** and **that**--The lorries which/that are on the street drive by quickly. The sweeper that sweeps the street often finds coins. (5,12,14,15,16,17)	Mass nouns: New: air, blood, coffee, dirt, earth, flour, fun, handwriting, juice, land, leather, lightning, moonlight, mud, music, rain, rest, rice, rubbish, salt, sand, shade, silver, thread, thunder, traffic, wind Mass/count: bone, breath, chocolate, coconut, fish, fruit, fur, painting, rock, rope, shell, space, wood Count: remainder of nouns from syllabus. Std. II-Mass nouns: bread, change, charcoal, clothes, coffee, cotton, dust, firewood, glass (material), ground, iron (material), maize, meat, mud, oil, plastic, rice, salt, soap, soup, sugar, wool, work, wood	Introduce unused new vocabulary in supplementary exercises. Use vocabulary not covered in Frame 5.

FRAME 7 (Cont'd)

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
			17. Relative clause introduced by **who**--The man who works in that shop sells sweets. The boy who helps him is his son. (5,12,14,15,16,17) 27. Con unction **so**--We traveled on the train, so we saw the countryside. The train went through a tunnel, so it was very dark in the carriage. (8,27)	Mass/count: food, light, medicine, noise, seed, tile, wood Count: remainder of nouns from syllabus. Std. I-Mass nouns: chalk, grass, gum, ink, milk, tea, water Mass/count: hair, stone Count: remainder of nouns from syllabus. Determiners: New: a few, few Std. II: all, a little, a lot, another, both, each,many, much, more, no, none of, other Std. I: any, every, some	

FRAME 8

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Lakeside	A. Listening B. Speaking C. Reading D. Writing	1. Understand dialogue and narrative relating to lakeside activities. 1. Talk about lakeside activities. 1. Read dialogue and narrative relating to lakeside activities. 1. Guided writing exercises incorporating new vocabulary and structures.	A. **And** and **but** contrast with negation. 7. Imperative + indirect object + complement with **how**--Show me how to fish. Teach me how to sail the boat. 27. Conjunction **so**--We traveled on the train, so we saw the countryside. The train went through a tunnel, so it was very dark in the carriage. (7,27)	New: alive, blow (v), boat, deep, die, evening, fish (v,n), fisherman, lake, move, nearly, net, own (v), please, rough, sail (v,n), shore, swim, swimmer, thread, village, wind	Use supplementary reader 7 in the complementary lesson. NF: By the Lake

FRAME 9

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Travel, transportation	A. Listening	1. Understand contrast between stative verbs and verbs of motion with the appropriate prepositions.	Space: A. Location--use of prepositions, verbs B. Motion--use of prepositions, verbs	Space dimensions: New: about, aeroplane, against, among, arrive, backwards, boat, bridge, centre, close (adj), forwards, happen, hurry, journey, lay, lift, live, meet, move, nearly, opposite, path, place, quick, race, railway, send, ship, sideways, slide, street, swim, towards, train, travel, zebra crossing Std. II: across, after, along, away, back, be, beside, chase, climb, cross, dig, draw, drop, end, fall, fast, fly, follow, front, go away, high, lead, long, low, middle, near, place, pull, push, short, side, sit, slow, slowly, start, stay, turn, walk Std. I: at, behind, between, bicycle, bus, by, car, carry, come, draw, drive, from, go, hold, in, in front of, inside, into, jump, kick, leave, oh, out of, outside, throw, to, under	
	B. Speaking	1. Use contrast between stative verbs and verbs of motion with the appropriate prepositions.			
	C. Reading	1. Comprehend motion/stative verb contrast and use of appropriate prepositions.			
	D. Writing	1. Completion exercises using prepositions.			

FRAME 10

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Lakeside, riverside	A. Listening	1. Understand dialogue and narrative relating to lakeside activities with emphasis on perfective aspect.	9. Adverbs **just**, **already** and **yet** with Present Perfect--He has just caught a fish. His brother has already caught one. I haven't caught any yet.	New: anywhere, branch, bucket, careful, happy, knife, knot, middle, mud, ourselves, ring, rope, salt, send, shine, somewhere, suddenly	NF: The Lost Ring
	B. Speaking	1. Use dialogue and narrative relating to lakeside activities with emphasis on perfective aspect.	28. Conjunction **although**--Although we went through the countryside, we didn't see many animals. Although our bodies were stiff, we stretched and felt better. (27)		
	C. Reading	1. Read dialogue and narrative relating to lakeside activities with emphasis on perfective aspect.			
	D. Writing	1. Guided writing exercises incorporating new vocabulary and perfective aspect.			

FRAME 11

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Classroom, construction, tailor, butcher, market, shop	A. Listening	1. Understanding grammatical constructions and vocabulary dealing with dimensions; distance, height, weight, speed, volume, temperature. 2. Understand conversations dealing with measurement.	Space: A. Dimensions--distance, height, weight, speed, volume, temperature	New: address, centimetre, centre, check, cold, cool cross, deep, divide, edge, equal, far, fast, fat, few, heavy, hot, large, level, less, light mark, metre, more, narrow, near, numbers, opposite, part, race, round, scales, space, square, straight, subtract, thick, thin, warm, weigh Std. II: about, across, add, back, beside, circle, cold, count, cross, cupful, draw, empty, end, enough, far, fast, fat, front, full, half, handful, heavy, high, hot, kilo(gram), less, light, like, long, low, many, measure, near, middle, more, mouthful, much, number, past, quarter, short, side, size, slow, small, spoonful, step, tall, tape, thick, thin Std. I: big, bottom, circle, corner, from, line, little, to, top	
	B. Speaking	1. Use grammatical constructions and vocabulary dealing with dimensions; distance, height, weight, speed, volume, temperature. 2. Be able to state measurements.			
	C. Reading	1. Read about and comprehend sentences relating to dimensions and measurements.			
	D. Writing	1. Guided writing exercies dealing with dimensions and measurements.			

FRAME 12

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Household, construction, post office, shamba	A. Listening B. Speaking C. Reading D. Writing	1. Understand the relationship among active, passive and topicalized sentences. 1. Be able to use interchangeably active, passive, and topicalized sentences. 1. Read and comprehend passage using active, passive and topicalized sentences. 1. Write simple transformations dealing with active, passive and topicalized sentences.	<u>Sentential Relations</u>: A. Agent--John drank the milk. The milk was drunk by John. It was John who drank the milk. B. Initiator--John boiled the milk, etc. C. Review passive from Standard II. 16. Relative clauses introduced by **which** and **that**--The lorries which/that are on the street drive by quickly. The sweeper that sweeps the street often finds coins. (5,7,14,15,16,17) 17. Relative clauses introduced by **who**--The man who works in that shop sells sweets. The boy who helps him is his son. (5,7,14,15,16,17) 29. More passive constructions--The fish were washed into the trap. The fish have been caught.	New: beat, bend, bite, blow, break, breathe, call, check, damage, divide, enjoy, fetch, guess, handle, hang, harm, keep, kill, lend, lick, lock, meet, move, pick, play, post, press, raise, remind, repair, roll, row, save, send, shake, sharpen, shoot, sign, slide, spell, spoil, spread, swallow, sweep, tidy, steal, use, unlock, weave, weigh, whisper Std. 11: add, begin, boil, brush, burn, buy, change, chase, choose, climb, comb, cook, count, dig, dry, dust, empty, feed, feel, fill, find, finish, fix, fold, follow, forget, grow, hand, hear, hide, hit, knit, lead, lift, lose, measure, lend, mix, need, paint, pay, plant, rub, saw, scratch, see, sell, sew shout, spend, start	

FRAME 12 (Cont'd)

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
				Std. I: answer, ask, bring, carry, catch, clean, close, cut, draw, drink, drive, eat, give, hold, jump, kick, open, pull, push, put, read, ride, say, show, speak, teach, throw, touch, wear	

FRAME 13

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Shamba, tea estate, farm	A. Listening	1. Understand the dialogue and narrative relating to farming with emphasis on measurement, comparison and expression of alternatives (either/or).	14. Past Continuous--When I was coming to work, I met a friend. When Helen and Jane were coming down the path, they met Helen's sisters. (1,3) 19. Sentences containing for + noun/pronoun + infinitive--There are some shelves for you to tidy. Here are some sweets for you to eat. (17)	New: centimetre, cousin, cutting, estate, far, Helen, leaf, metre, narrow, often, path, shoulder, sideways smile, themselves, thumb, toe, touch, wide	NF: The Tea Estate
	B. Speaking	1. Talk about farming, etc.			
	C. Reading	1. Read passage relating to farming, etc.			
	D. Writing	1. Guided writing exercises based on "either/or" patterns.			

FRAME 14

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Post office, shops, market	A. Listening B. Speaking C. Reading D. Writing	1. Understand the usage of indirect object, object acted upon, and instrument. 1. Use sentences with indirect object, object acted upon, and instrument. 1. Read and understand sentences with indirect object, object acted upon, and instrument. 1. Guided writing exercises based on indirect object, object acted upon, and instrument.	<u>Sentential Relations:</u> A. Object--John opened the door. The door opened. The door was opened by John. B. Beneficiary--They gave John the money. The money was given to John. John was given the money. C. Instrument--The key opened the door. John used the key to open the door. John opened the door with the key. 16. Relative clauses introduced by **which** and **that**--The lorries which/that are on the street drive by quickly. The sweeper that sweeps the street often finds coins. (5,7,12,15,16,17) 17. Relative clause introduced by **who**--The man who works in that shop sells sweets. The boy who helps him is his son. (5,7,12,15,16,17) 29. Simple passive contructions with **called** and **used for**--What's this called? It's called a trap. What's its used for? It's used for catching fish.	Beneficiary: New: cousin, donkey, everybody, family, fish, fisherman, game warden, gazelle, grown up, insect, mechanic, monkey, passenger, parent, patient, picker, rat, runner, servant, sheep, snake, stranger, sweeper, swimmer, thief, warden, weaver, worker Std. II: animal, anybody, aunt, barber, butcher, carpenter, chicken, class, doctor, elephant, goat, grandchild, (mother, father, son, daughter), herself, himself, leader, lion, mouse, myself, nobody, nurse, people, policeman, somebody, tailor, uncle, visitor, women, yourself, zebra Std. I: baby, boy, brother cat, child, children, daughter, dog, father, friend, girl, group,	Suggest 1 1/2 weeks of segments.

FRAME 14 (Cont'd)

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
				headmaster, headmistress, her, him, husband, man, me, mother, pupil, schoolboy, schoolgirl, sister, son, teacher, us, wife, woman, you Instrument: New: blade, battery, bone, camera, cigarette, coin, donkey, drum, envelope, feather, flag, flap, fur, gun, handkerchief, handle, key, knife, ladder, lamp, leather, lid, lock, net, oar, padlock, rail, rock, root, rope, rubber band, sail, salt, shell, thorn, thread, trap, weed, wood Std. II: bandage, bean, bed, bell, belt, bowl, branch, brick, brush, bucket, can, carrot, cassava, charcoal, clock, cloth, coat, comb, hammer, hat, knitting needle, lamp, line, mat, nail, needle, paint, parcel, patch, pill, plastic, plate, pot,	

FRAME 14 (Cont'd)

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
				radio, rubber, saw, screw, screwdriver, shilling, soap, spoon, string, tapemeasure, tile, tin, tool, toothbrush, towel, toy, tyre, vegetable, watch, wire, wool Std. I: bag, basket, bean-bag, book, bottle, bottle-top, box, button, card, cardboard, chalk, cup, door, duster, glass, gum, jug, match, matchbox, newspaper, paper, pen, pencil, pin, ruler, scissors, shirt, shoe, shorts, sock, stick, stone	

FRAME 15

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Village, town, city	A. Listening B. Speaking C. Reading D. Writing	1. Understand concepts having to do with town life, e.g., traffic safety, bookshops, offices, etc. 1. Talk about town life. 1. Follow and understand episodic narrative. 1. Completion exercises using examples dealing with town	6. Rejoinders beginning with So...--Weavers like worms. So do starlings. Weavers are clever. So are starlings. (5,6,7) 16. Relative clauses introduced by **which** and **that**--The lorries which/that are on the street drive by quickly. The sweeper that sweeps the street often finds coins. (5,7,12,14,16,17) 17. Relative clauses introduced by **who**--The man who works in that shop sells sweets. The boy who helps him is his son. (5,7,12,14,16,17)	New: behave, bookshop, bowl, building, cart, cheap, choose, clock, cross, country, dangerous, dirt, flag, holiday, hurry, lorry, meet, office, roof, safe, street, sweep, tidy (v,n), traffic, uncle	Emphasize rural--urban contrasts. Supplementary--collect classroom composition about town. Suggest 1/2 week of segments. NF: <u>In the Town</u>

FRAME 16

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Village, town, city	A. Listening	1. Follow and understand information embedded inferentially in a narrative.	16. Relative clauses introduced by **which** and **that**--The lorries which/that are on the street drive by quickly. The sweeper that sweeps the street often finds coins. (5,7,12,14,15,17)	New: alone, cigarette, coffee, dust (v), dusty, flour, loaf, packet, page, perhaps, photograph, present (n), remember, scales, scratch, shelf, sugar, understand, weigh	Exercise: draw conclusion based on picture.
	B. Speaking	1. Discuss conclusions based on inference.	17. Relative clauses introduced by **who**--The man who works in that shop sells sweets. The boy who helps him is his son. (5,7,12,14,15,17)		Exercise: provide reasoned ending to story.
	C. Reading	1. Follow and understand information embedded inferentially in a narrative.			Game: see p. 74, NF: Teacher's Guide.
	D. Writing	1. Guided writing exercises based on observation of a picture or sequence of premises in a story.			NF: Juma and the Book

FRAME 17

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Family, classroom	A. Listening	1. Understand relationship between objectives in predicate and attribute position. 2. Understand use of personal pronouns and possessive adjectives in all sentence positions.	A. Predication and Attribution: John is fat. John is a man. John is a fat man. B. Person Deixis: use of pronouns. 4. Reflexive pronouns following direct object, both singulars (except itself), and plurals--We made it ourselves. I made it myself. They dug it themselves.	Predication and Attribution: use nouns and adjectives from Stds. III-I to form sentences like: The man is fat. The man is my wife's brother (predication). The fat man likes sweets. The man who is my wife's brother came home. (attribution) Person Deixis: use various pronouns to relate to nouns as subject, object, indirect object, etc.	
	B. Speaking	1. Use adjectives in both predicate and attribute position.			
	C. Reading	1. Read and comprehend predicate/attributive adjective and personal pronoun/possessive adjective usage.	16. Relative clauses introduced by which and that--The lorries which/that are on the street drive by quickly. The sweeper that sweeps the street often finds coins. (5,7,12,14,15,16)		
	D. Writing	1. Guided writing exercises using personal pronouns and possessive adjectives.	17. Relative clauses introduced by who--The man who works in that shop sells sweets. The boy who helps him is his son. (5,7,12,14,15,16) 19. Sentences containing for + noun/pronoun + infinitive--There are some shelves for you to tidy. Here are some sweets for you to eat. (13)		

FRAME 18

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Shop	A. Listening B. Speaking C. Reading D. Writing	1. Follow and understand information embedded inferentially in a narrative. 1. Discuss conclusions based on inference. 1. Follow and understand information embedded inferentially in a narrative. 1. Guided writing exercises based on observation of a picture or sequence of premises in a story.	A. Negative tag questions--He has the book, doesn't he? 20. Negative questions--Don't you have the medicine? Hasn't the doctor come today? (20,22)	New: alone, cigarette, coffee, dust (v), dusty, flour, loaf, packet, page, perhaps, photograph, present (n), remember, scales, scratch, shelf, sugar, understand, weigh	NF: Juma and the Book

FRAME 19

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Travel, transportation, sports, holidays	A. Listening	1. Understand the usage of words and structures referring to time relationships. 2. Understand the usage of words and structures referring to place relationships.	A. Time Deixis: now, then, before, after B. Place Deixis: this, that, here, there C. Review of tenses	Time: New: use of words like: after, already, always, before, early, ever, just, late, never, now, often, soon, still, then, today, tomorrow, yesterday, yet Place: use of words like: anywhere, away, backwards, close, down, everywhere, far away, forwards, here, inside, nowhere, outside, sideways, somewhere, that, there, this, up, where	
	B. Speaking	1. Use words and structures referring to time relationships correctly. 2. Use words and structures referring to place relationships correctly.			
	C. Reading	1. Read and comprehend passages referring to time and place relationships.			
	D. Writing	1. Guided writing exercises focusing on time and place words.			

FRAME 20

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Health centre, home	A. Listening	1. Understand structures and vocabulary dealing with health and health care.	20. Negative questions--Don't you have the medicine? Hasn't the doctor come today? (18,22)	New: already, basin, bench, bend, burn, doctor, dresser, lock, medicine, nasty, note, notice, nurse, parent, patient, pour, shake, suck, swallow, towel, waiting, room, wind (v)	NF: The Health Centre
	B. Speaking	1. Use structures and vocabulary dealing with health and health care.	22. Questions containing happened or wrong--What happened? What's wrong with his leg? (22)		
	C. Reading	1. Read and comprehend narrative using structures and vocabulary pertaining to health and health care.			
	D. Writing	1. Guided narrative writing using structures and vocabulary related to health.			

FRAME 21

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
School, market, sports, home	A. Listening B. Speaking C. Reading D. Writing	1. Understand vocabulary and structures dealing with scales of certainty. 1. Use vocabulary and structures dealing with scales of certainty. 1. Read passage using vocabulary and structures dealing with scales of certainty. 1. Written transformation exercises using scales of certainty.	Scales of Certainty: Impersonalized-- A. Certainty--He's sure to be there. B. Probability--She'll probably play. C. Possibility--It may be good. D. Negative of 1-3 Personalized-- E. Conviction--I'm sure. F. Conjecture--I think, expect, guess, hope, imagine. G. Doubt--I doubt, I am not sure. H. Negative of 1-3 5. Sentences containing may (probability) or perhaps--The bird may be in the tree. Perhaps it's in it's nest. 22. Questions containing happened or wrong--What happened? What's wrong with his leg? (20,22) 24. Sentences with (be) able to--Will you be able to travel on an aeroplane? Were you able to buy the ticket? (24,25) 26. Noun clauses following hope--I hope they'll come. I hope they can mail the letter soon. (31)	(Impersonalized) Certainty: New: sure Probability: probably Possibility: able, could, guess, may, might, perhaps Std. II: Possibility: can Negation of certainty, probability, possibility: above words plus negation markers (Personalized) Certainty: New: sure (Personalized) Conjecture: New: guess, hope Std. II: think (Personalized) Doubt: New: negations of conviction and conjecture (Personalized) Negatives: negation of conviction, conjecture, doubt	

FRAME 22

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Playground, play settings	A. Listening	1. Understand dialogue and narrative dealing with play activities and accidents.	20. Negative questions--Don't you have the medicine? Hasn't the doctor come today? (18,20)	New: accident, agree, air, bandage, bleed, blood, break, centre, corner, edge, fat, fight, fist, fold, fresh, gate, handkérchief, headmaster, health, lead (v), lift (v), ought, playground, race, rest (n), root, slip, standard (n), wrist	NF: In the Playground
	B. Speaking	1. Talk about play activities and accidents.	22. Questions containing happened or wrong--What happened? What's wrong with his leg? (20,21)		
	C. Reading	1. Read and comprehend dialogue and narrative dealing with play activities and accidents.	23. Past Perfect--I got there at six o'clock, but she'd gone. Had she gone to the playground? Yes, she had. He fell down, but he'd finished the race. Had he won? No, he hadn't. (3)		
	D. Writing	1. Structured writing exercises dealing with play activities and accidents.			

FRAME 23

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
School, home	A. Listening B. Speaking C. Reading D. Writing	1. Understand vocabulary and structures dealing with scales of commitment. 1. Use vocabulary and structures dealing with scales of commitment. 1. Read passage using vocabulary and structures dealing with scales of commitment. 1. Written transformation exercises using scales of commitment.	Scale of Commitment: A. Intention--I'll pick her up at home. B. Obligation--He should help. They must pay. We have to go. 8. Sentences with had to--He had to stay on shore. He had to mend the net. 21. Sentences with ought to--We ought to be nice to the doctor. We ought to take care of our bodies.	Intention: New: try Std. II: get ready, need, "will/shall" future, "going to" future, other words relating to futurity Obligation: New: ought, should Std. II: must Std. I: have to	

FRAME 24

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Home	A. Listening B. Speaking C. Reading D. Writing	1. Understand dialogue and narrative dealing with planning for a trip. 1. Talk about planning for a trip. 1. Read and comprehend passage focussing on planning for a trip. 1. Structured writing exercise contrasting "can" and "be able."	24. Sentences with (be) able to--Will you be able to travel on an aeroplane? Were you able to buy the ticket? (21,25) 25. Imperative + indirect object + complement with that--Tell him that we'll take the train. Write them that we'll be coming to visit. (25,30)	New: aeroplane, aloud, bundle, coast, dance, engine, envelope, excited, expensive, journey, kind, letter (missive), minute, Mombasa, pack, rail, sea, sea-shell, seaside, shell, stamp, surprise, ticket, travel, turn off, voice, whole	NF: The Letter

FRAME 25

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Home	A. Listening B. Speaking C. Reading D. Writing	1. Understand dialogue and narrative dealing with writing a letter. 1. Talk about writing a letter. 1. Read and comprehend a narrative about writing a letter. 2. Read and comprehend a letter. 1. Write a guided letter with salutations, closures, etc.	24. Sentences with (be) able to--Will you be able to travel on an aeroplane? Were you able to buy the ticket? (21,24) 25. Imperative + indirect object + complement with that--Tell him that we'll take the train. Write them that we'll be coming to visit. (24,30)	New: address, air mail, aunt, check (v), clear, date, finish, flap, handwriting, hope, lend, lick, mistake, mouth, pen, post (v), postcard, press, receive, rubber, rub out, sharp, sharper, sign, space, spell, stick	NF: Another Letter

FRAME 26

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Market, shop, classroom, examinations	A. Listening	1. Understand vocabulary and structures pertaining to judgement and evaluation.	Judgement and Evaluation: A. Valuation--This maize is worth ten shillings. I think he's a good pupil. B. Release--I forgive you. C. Approval--I like your book. D. Disapproval--I don't like you book.	Valuation: New: centimetre, few, guess, may, metre, might, minute, mistake, most, opposite, ought, plenty, rule, scales Most adjectives listed on syllabus (including comparatives and superlatives) -ly adverbs on syllabus list Std. II: all, all numbers, anybody, anything, beginning, both, buy, cost, count, cupful, each, end, kilo, measure, middle, money, nothing, number, sell, shilling, size, smell, some, something, sound, spoonful, tape measure, taste, think, winner, year; most adjectives and adverbs on syllabus list Std. I: colour, hour, how many, how much, piece, question, ruler, time	
	B. Speaking	1. Use vocabulary and structures related to judgement and evaluation.			
	C. Reading	1. Read and understand selection with focus on judgement and evaluation.			
	D. Writing	1. Write comparatives of adjectives. 2. Write antonyms of adjectives.			

FRAME 26 (Cont'd)

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
				some adjectives from syllabus list Release: New: angry, forgive, let, sad Std. II-I: sorry Approval: New: agree, all right, best, better, clever, fine, interesting, love, pretty Std. II: brave, careful, carefully, like, need, new, nice, right, smile, smooth, want, well Std. I: good Disapproval: New: badly, dull, ugly, useless, worse, worst Std. II: bad, dirty, lazy, nasty, noisy, wrong Std. I: no words	

FRAME 27

SUGGESTED SETTINGS	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Train, bus, matatu, minibus, countryside	A. Listening B. Speaking C. Reading D. Writing	1. Understand narrative about travel and sightseeing. 1. Talk about traveling and sightseeing. 1. Read about a journey and about sightseeing. 1. Independent descriptive writing about an outdoor scene.	27. Conjunction **so**--We traveled on the train, so we saw the countryside. The train went through a tunnel, so it was very dark in the carriage. (7,8) 28. Conjunction **although**--Although we went through the countryside, we didn't see many animals. Although our bodies were stiff, we stretched and felt better. (10)	New: arrive, backwards, beautiful, bridge, carriage, countryside, expect, forest, forwards, fruit, glad, happen, hill, lean, level, lucky, mango, mountain, opposite, palm, passenger, railway, rock, station, stiff, stretch, suddenly, tunnel, valley	NF: The Train Journey

FRAME 28

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Play	A. Listening B. Speaking C. Reading D. Writing	1. Understand words and structures dealing with suasion. 1. Use words and structures dealing with suasion. 1. Read and comprehend various vocabulary and structural items dealing with suasion. 1. Guided paragraph writing using "if" clauses.	Suasion: A. Inducement--The teacher suggested that I go play. She persuaded me to go. B. Compulsion--You must go now. C. Prediction--You'll get into trouble if you go there. D. Tolerance--I'll let you go if you're good. E. Suggestion--Why don't you read that book? F. Advice--If you read that book, you'll learn a lot.	Inducement: New: no words Std. II: tell, ought, want Std. I: no words Compulsion: New: keep (continue) Std. II: must Std. I: have (to) Prediction: future + if clause (You'll get into trouble if you go there.) Tolerance: New: allow, let in future with "if" clause (I'll let you go if you're good.) Std. II-I: no words Suggestion: why + auxiliary + pronoun + verb phrase (Why don't you go home?) Advice: New: "if" clause + result (If you read that book, you'll learn a lot.) imperative + result (Learn English and you'll be educated.)	Have two children dare each other to do something.

FRAME 29

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Seaside	A. Listening B. Speaking C. Reading D. Writing	1. Understand conversation and narrative talking about the weather. 1. Talk about the weather. 1. Read and comprehend passage about the weather. 1. Use meteorological terms in a guided paragraph.	10. **Know** + complement with **when**--Do you know when to throw the net? Do you know when the fishermen come home? (2,7) 11. **Know** + complement with **where**--Do you know where the path goes? Do you know where the best tea leaves grow? (2,7) 12. **Know** + complement with **what, who**-- Do you know who picks tea leaves? Do you know what is used to trim a tea bush? (2)	New: ache, bathe, beach, breath, breathe, coconut, edge, escape, follow, fun, hut, island, juice, meal, pool, rest, rise, sand, ship, show, silver, tail, tide, trap (v), unlucky, useful, usually, warm	NF: At the Seaside

FRAME 30

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Argument between children, policeman, and matatu driver	A. Listening B. Speaking C. Reading D. Writing	1. Understand points made in an argument. 1. Use appropriate words and structures to present an argument. 1. Read and comprehend a passage which presents an argument. 1. Write a structured dialogue using words and structures dealing with logical arguments.	Argument (Information): A. Asserted--I know/tell you that it's true. B. Sought--I want you to tell me what happened. C. Denied--What you say is not true. 25. Imperative + indirect object + complement with that--Tell him that we'll take the train. Write them that we'll be coming to visit. (24,25)	Information asserted: New: agree, promise, sure with "that" (I'm sure that it's true.) Std. II: know, right, see, wrong Std. I: tell, say Information denied: negation of propositions formed with above words	

FRAME 31

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
Home, interpersonal relations, holiday, life cycle rituals	A. Listening	1. Understand expression of personal emotions. 2. Understand the usage of greetings, expressions of sympathy, gratitude, flattery, and hostility.	<u>Personal Emotions:</u> A. Positive--pleasure, enjoyment, delight, satisfaction, marvel B. Negative--shock, displeasure, boredom, dissatisfaction, disgust, hatred, etc.	Personal emotions: New: calm, enjoy, excited, exciting, fine, fun, grateful, love, lucky, pleased, surprise	
	B. Speaking	1. Express personal emotions. 2. Use greetings, expression of sympathy, gratitude, flattery, and hostility.	<u>Emotional Relations:</u> C. Greetings D. Sympathy E. Gratitude F. Glattery G. Hostility	Std. II: feel, happy, laugh, like, nice, smile, well Std. I: good	
	C. Reading	1. Read and understand passage dealing with emotions and emotional relations.	26. Noun clauses following hope--I hope they'll come. I hope he can mail the letter soon.	Negative: New: negatives, antonyms of positive personal emotions; badly, surprise, unlucky, worse, worst	
	D. Writing	1. Write about emotional states.		Std. II: afraid, angry, bad, feel, forget, hungry, ill, sad, sick, sorry, unhappy Std. I: no words Emotional relations: greetings: New: evening, fine, good afternoon, how are you, night, very good	

FRAME 31 (Cont'd)

SUGGESTED SETTING	SKILLS	COMPETENCIES	FUNCTIONS & STRUCTURES	VOCABULARY	ADDITIONAL NOTES
				Std. II-I: goodbye, good morning, hallo Sympathy: New: no words Std. II-I: alone, hear, sorry (I'm sorry that..) Gratitude: New: glad, grateful, pleased, thank Std. II-I: good, kind, nice Flattery: New: beautiful, best, better, clever, exciting, expensive, healthy, interesting, lucky, old, polite, present, pretend, pretty, rich, useful, young Std. II: brave, careful, cost, fast, happy, kind, nice, quiety, safe Std. I: good Hostility: New: cruel, dangerous, fierce Std. II: angry, nasty Std. I: hit	

STANDARD THREE SENTENCE PATTERNS AND STRUCTURES

No.	Structure and Examples	Frame
1.	"Know" + complement with "how" Do you know how to dig? Do you know how to grow potatoes?	2
2.	Sentences containing "either....or" Take either the carrots or the cassavas. We can grow either cabbages or potatoes.	4
3.	Imperative + "something" + relative clause Show me something made of wood. Show me something used for digging.	6
4.	Reflexive pronouns following direct object, both singulars (except itself), and plurals We made it ourselves. I made it myself. They dug it themselves.	17
5.	Sentences containing "may" (probability) or "perhaps" The bird may be in the tree. Perhaps it's in it's nest.	21
6.	Rejoinders beginning "So....." Weavers like worms. So do starlings. Weavers are clever. So are starlings.	5,6,7
7.	Imperative + indirect object + complement Show me how to fish. Teach me how to sail the boat.	8
8.	Sentences with "had to" He had to stay on shore. He had to mend the net.	23
9.	Adverbs "just," "already," and "yet" with Present Perfect He has just caught a fish. His brother has already caught one. I haven't caught any yet.	10

No.	Structure and Examples	Frame
10.	"Know" + complement with "when" Do you know when to throw the net? Do you know when the fishermen come home?	2,7,29
11.	"Know" + complement with "where" Do you know where the path goes? Do you know where the best tea leaves grow?	2,7,29
12.	"Know" + complement with "what" and "who" Do you know who picks tea leaves? Do you know what is used to trim a tea bush?	2,29
13.	"When" conjunctions When I come to work, I meet my friends.	1,3,32
14.	Past Continuous When I was coming down the path, I met a friend. When Helen and Jane were coming down the path, they met Helen's sisters.	1,3,13
15.	"While" conjunctions While our uncle is working, we'll go to the bookstore. While the mechanic is repairing the bus, we'll walk to town.	1,3,32
16.	Relative clause introduced by "which" and "that" The lorries which/that are on the street drive by quickly. The sweeper that sweeps the street often finds coins.	5,7,12,14, 15,16,17
17.	Relative clauses introduced by "who" The man who works in that shop sells sweets. The boy who helps him is his son.	5,7,12,14, 15,16,17
18.	Present perfect continuous What have you been doing? I've been weighing some flour. What have you been eating? I've been eating sweets.	3,15,16
19.	Sentences containing "for" + noun/pronoun + infinitive There are some shelves for you to tidy. Here are some sweets for you to eat.	13,17

No.	Structure and Examples	Frame
20.	Negative questions Don't you have the medicine? Hasn't the doctor come today?	18,20,22
21.	Sentences with "ought to" We ought to be nice to the doctor. We ought to take better care of our bodies.	23
22.	Questions containing "happened" or "wrong" What happened? What's wrong with his leg?	20,21,22
23.	Past perfect I got there at six o'clock, but she'd gone. Had she gone to the playground? Yes, she had. He fell down, but he'd finished the race. Had he won? No, he hadn't.	3,22
24.	Sentences with "(be) able to" Will you be able to travel on an aeroplane? Were you able to buy the ticket?	21,24,25
25.	Imperative + indirect object + complement with "that" Tell him that we'll take the train. Write them that we'll be coming to visit.	24,25,30
26.	Noun clauses following "hope" I hope they'll come. I hope he can mail the letter soon.	21,31
27.	Conjunction "so" We traveled on the train, so we saw the countryside. The train went through a tunnel, so it was very dark in the carriage.	7,8,27
28.	Conjunction "although" Although we went through the countryside, we didn't see many animals. Although our bodies were stiff, we stretched and felt better.	10,27
29.	Simple Passive constructions with "called" and "used for" What's this called? It's called a trap. What's it used for? It's used for catching fish.	14

No.	Structure and Examples	Frame
30.	More Passive constructions The fish were washed into the trap. The fish have been caught.	12
31.	Conditional clauses with "if" + simple present (with imperative or future in main clauses) If you hear thunder, take an umbrella. If I see a lion, I'll run.	21

VOCABULARY LIST
STANDARD 3

a

able (adj) 1
able (in be able to) (v) 1
about (concerning) 1
above 1
ache 2
address 2
aeroplane 2
after 1
against (close beside) 1
age (of person) 1
agree 1
air 1
air mail 3
alive 2
allow 1
all right 1
alone 1
aloud 1
already 1
also 1
although 1
ambulance 3
among 1
ankle 2
arrive 1

b

badly 1
band (rubber band) 3
bandage 2
basin 3
bathe 3
battery 3
beach 3
beak 3
beat (strike) 1
beautiful 1
become 1
before 1
behave 2
belong 1
Ben 3
bench 2
bend 1
best 1
better 1
Betty 3

b

bit 1
bite 1
blade 3
bleed 3
blind 3
blood 2
blow 2
blunt 3
boat 2
body 1
bone 2
bookshop 3
(be) born 2
borrow 2
break 1
breath 3
breathe 2
bridge 2
bright 2
broke 1
broken 1
build 2
building 1
built 2
bundle 3
busy 1

c

calendar 2
called (named) 1
calm 3
camera 3
carriage 3
cart 2
case (suitcase) 3
caught 2
cave 3
centimetre 1
centre 1
chance 1
check 2
chocolate 3
cigarette 3
clear 1
clearly 1
clever 2
close 1

c

Coast 3
coconut 3
coin 1
cool 2
cooler 2
could 1
country (e.g. foreign) 1
countryside 2
cousin 2
cross 3
crossing 3
crossword 3
cruel 3
cut 1
cutting 1

d

damage 3
dance (v) 3
dance (n) 2
dangerous 2
date 1
daughter 1
dead 2
deaf 2
dear (form of address) 2
deep 1
deeper 1
die 2
dinner 2
dirt 2
ditch 3
divide 2
donkey 2
drank 2
drawing 2
drawn 2
dresser 3
drove 2
drum 2
dull (e.g. colours) 3
during 1
dustbin 2

e

earth 3
edge 2
either 1
elbow 2
engine (of train, car) 2
enjoy 2
enough 1
envelope 2
equal 1
escape 3
especially 2
estate 3
even 1
evening 1
everybody 1
everything 1
everywhere 1
excited 2
exciting 2
exercise 1
expect 2
expensive 1

f

family 1
faster (adj) 1
faster (adv) 1
fastest 1
feather 3
female 3
fetch 2
few (prn) 1
few (adj) 1
fierce 3
fight (v) 2
fight (n) 2
fine 1
fish (n) 1
fisherman 3
fist 3
flag 2
flap 3
flour 2
flown 3
forest 2
fresh 2
fun 1
fur 3

g

game warden 3
gate 2
gazelle 3
gentle 2
glad 1
gold 2
gone 1
grassy 3
grateful 2
grey 3
group 3
grown-up 3
guess (v) 1
guess (n) 1
gun 3

h

handkerchief 2
handle (v) 3
handle (n) 3
handwriting 1
hang 3
hare 3
happen 1
harm 2
headmaster 1
health 3
healthy 2
heavier 1
Helen 3
higher 2
hillside 3
hilly 3
hope 1
hospital 2
hundred 1
hurry (v) 1
hurry (n) 1
hut 3

i

insect 2
instead 1
interesting 1
island 3

j

James 3
Jane 3
jembe 3
journey 2
juice 2
just (of time) 1

k

keep (remain) 1
keep (e.g. chickens) 3
kept 3
key 2
kill 2
kind 1
knelt 2
knife 2

l

ladder 3
laid 2
lake 1
lamp 1
land (piece of land) 2
large 1
last 1
lay (set down) 2
lean 3
lean out 3
leather 3
lend 2
let (allow) 1
letter (by post) 2
level 3
lick 3
lid 1
lighter 1
lightning 3
lip 2
live (opposite of die) 2
lock (v) 2
lock (n) 2
loose 1
love 2
lucky 1
lunch 1
lying 3

m

mail (n) 3
male 3
mango 3
mark (v) 1
mark (n) 1
may (probability) 1
meal 1
mean 1
mechanic 2
medicine 2
meet 1
met 1
metre 1
might 1
minute 1
mistake 1
Mombasa 3
monkey 2
moon 2
moonlight 3
most (adj) 1
most (prn) 1
mountain 2
move 1
multiply 1
music 2

n

narrow 1
nest 3
net 3
note (written message) 2
note (banknote) 2
notice 3
notice-board 3
nowhere 1

o

oar 3
office 3
often 1
older 1
oldest 1
opposite (n) 1
opposite (adj) 1
ought 1
ourselves 1
owe 2
own 1

p

pack 2
padlock 3
page 1
painting 3
parent 1
parents 1
park 3
part 1
passenger 2
path 1
patient 3
paw 3
pen 2
perhaps 1
photograph 2
pick (e.g. fruit) 3
picker 3
pin (n) 1
plan 2
plant 1
play (music) 1
pleased 1
plenty 1
polite 2
pool 3
poor 1
post 2
postcard 3
post office 2
pour 1
present 3
press 1
pretend 1
pretty 1
promise (v) 1
promise (n) 1

q

quick 1

r

rail 2
railway 2
railway line 2
rain 1
rainy 2
raise 2
rat 2
receive 1
remind 1

r

repair 1
rest (v) 1
rest (relaxation) 2
rest (remainder) 1
rich 1
ripe 1
rise 3
rock 2
rocky 3
roll 2
root 1
rope 2
roughly 2
round 1
row (v) 3
row (n) 1
rubbish 2
rule 1
runner 3
rush 3

s

s' 2
sail (v) 3
sail (n) 3
salt 1
sand 2
sat 2
save (e.g. money) 2
scales (for weighing) 2
sea 3
sea-shell 3
seaside 3
seat 1
send 1
sent 1
servant 3
shade 2
shadow 2
shake 2
sharp 1
sharpen 2
sheep 2
shell 3
ship 3
shook 2
shoot 2
shore 3
show 1
shut 1
sign 2

s

silver 2
since 1
sir 2
slept 1
slide 3
slip 3
snake 2
so 1
so (do I) 1
son 1
space 1
spell 1
spelling 1
spoil 2
spoilt 2
spread 2
square (n) 1
square (adj) 1
Sssh 2
stamp (postage) 2
star 1
steal 2
stiff 2
still (unmoving) 2
stood 2
storm 3
straight 1
stranger 3
street 1
stupid 2
subtract 1
suck 2
suddenly 1
sure 1
surprise 2
swallow 2
swam 2
sweep 2
sweeper 3
sweet 1
swim 2
swimmer 3
swing 2
swum 2

t

take away (subtract) 1
take care of (took taken) 2
tame 3
taught 1
thank 1
that (conj) 1
that (relative) (prn) 1
themselves 1
thief 2
thing 2
thorn 3
thought 1
thread 1
threw 2
through 1
thunder 3
tick (mark = correct) 1
ticket 2
tide 3
tidy (v) 2
tidy (adj) 1
tight 1
till 1
times (e.g. 3 x 2) 1
toe 2
tonight 1
touch 1
towards 1
traffic 3
traffic lights 3
train 1
trap 3
travel 2
tried 1
try 1
tunnel 3

u

ugly 1
umbrella 2
unkind 2
unlock 2
unlucky 3
untidy 1
until 1
use 1
useful 1
useless 2
usually 1

v

valley 3
village 1

w

warden 3
warm 2
wave 3
way 2
weave 2
weaver (bird) 3
weed 3
weigh 2
when 1
which 1
while 1
whisper (v) 2
whisper (n) 2
who (relative) 1
whole 1
wide 1
wife 1
wild 2
wind (n) 2
wind (wound) round (v) 3
wing 2
without 1
wood (small forest) 3
wooded 3
worker 2
worse 1
worst 1
wrist 2

y

yet 1
young 1
younger 1
youngest 1
youselves 1

z

zebra crossing 3

VOCABULARY LIST
STANDARD 3
PRIORITY ONE WORDS

a

able (adj) 1
able (in be able to) (v) 1
about (concerning) 1
above 1
after 1
against (close beside) 1
age (of person) 1
agree 1
air 1
all right 1
allow 1
alone 1
aloud 1
already 1
also 1
although 1
among 1
arrive 1

b

badly 1
beat (strike) 1
beautiful 1
become 1
before 1
belong 1
bend 1
best 1
better 1
bit 1
bite 1
body 1
break 1
broke 1
broken 1
building 1
busy 1

c

called (named) 1
centimetre 1
centre 1
chance 1
clear 1
clearly 1

c

close 1
coin 1
could 1
country (e.g. foreign) 1
cut 1
cutting 1

d

date 1
daughter 1
deep 1
deeper 1
during 1

e

either 1
enough 1
equal 1
even 1
evening 1
everybody 1
everything 1
everywhere 1
exercise 1
expensive 1

f

family 1
faster (adj) 1
faster (adv) 1
fastest 1
few (adj) 1
few (prn) 1
fine 1
fish (n) 1
fun 1

g

glad 1
gone 1
guess (n) 1
guess (v) 1

h

handwriting 1
happen 1
headmaster 1
heavier 1
hope 1
hundred 1
hurry (n) 1
hurry (v) 1

i

instead 1
interesting 1

j

just (of time) 1

k

keep (remain) 1
kind 1

l

lake 1
lamp 1
large 1
last 1
let (allow) 1
lid 1
lighter 1
loose 1
lucky 1
lunch 1

m

mark (n) 1
mark (v) 1
may (probability) 1
meal 1
mean 1
meet 1
met 1
metre 1
might 1

m

minute 1
mistake 1
most (adj) 1
most (prn) 1
move 1
multiply 1

n

narrow 1
nowhere 1

o

often 1
older 1
oldest 1
opposite (adj) 1
opposite (n) 1
ought 1
ourselves 1
own 1

p

page 1
parent 1
parents 1
part 1
path 1
perhaps 1
pin (n) 1
plant 1
play (music) 1
pleased 1
plenty 1
poor 1
pour 1
press 1
pretend
pretty 1
promise (n) 1
promise (v) 1

q

quick 1

r

rain 1
receive 1
remind 1
repair 1
rest (remainder) 1
rest (v) 1
rich 1
ripe 1
root 1
round 1
row (n) 1
rule 1

s

salt 1
seat 1
send 1
sent 1
sharp 1
show 1
shut 1
since 1
slept 1
so 1
so (do I) 1
son 1
space 1
spell 1
spelling 1
square (adj) 1
square (n) 1
star 1
straight 1
street 1
subtract 1
suddenly 1
sure 1
sweet 1

t

take away (subtract) 1
taught 1
thank 1
that (conj) 1
that (relative) (prn) 1
themselves 1
thought 1
thread 1
through 1
tick (mark = correct) 1

t

tidy (adj) 1
tight 1
till 1
times (e.g. 3 x 2) 1
tonight 1
touch 1
towards 1
train 1
tried 1
try 1

u

ugly 1
untidy 1
until 1
use 1
useful 1
usually 1

v

village 1

w

when 1
which 1
while 1
who (relative) 1
whole 1
wide 1
wife 1
without 1
worse 1
worst 1

y

yet 1
young 1
younger 1
youngest 1
yourselves 1

VOCABULARY LIST
STANDARD 3
PRIORITY TWO WORDS

a

ache 2
address 2
aeroplane 2
alive 2
ankle 2

b

bandage 2
(be) born 2
behave 2
bench 2
blood 2
blow 2
boat 2
bone 2
borrow 2
breathe 2
bridge 2
bright 2
build 2
built 2

c

calendar 2
cart 2
caught 2
check 2
clever 2
cool 2
cooler 2
countryside 2
cousin 2

d

dance (n) 2
dangerous 2
dead 2
deaf 2
dear (form of address) 2
die 2
dinner 2
dirt 2
divide 2
donkey 2

d

drank 2
drawing 2
drawn 2
drove 2
drum 2
dustbin 2

e

edge 2
elbow 2
engine (of train, car) 2
enjoy 2
envelope 2
especially 2
excited 2
exciting 2
expect 2

f

fetch 2
fight (n) 2
fight (v) 2
flag 2
flour 2
forest 2
fresh 2

g

gate 2
gentle 2
gold 2
grateful 2

h

handkerchief 2
harm 2
healthy 2
higher 2
hospital 2

i

insect 2

j

journey 2
juice 2

k

key 2
kill 2
knelt 2
knife 2

l

laid 2
land (piece of land) 2
lay (set down) 2
lend 2
letter (by post) 2
lip 2
live (opposite of die) 2
lock (n) 2
lock (v) 2
love 2

m

mechanic 2
medicine 2
monkey 2
moon 2
mountain 2
music 2

n

note (banknote) 2
note (written message) 2

o

owe 2

p

pack 2
passenger 2
pen 2
photograph 2
plan 2
polite 2
post 2
post office 2

r

rail 2
railway 2
railway line 2
rainy 2
raise 2
rat 2
rest (relaxation) 2
rock 2
roll 2
rope 2
roughly 2
rubbish 2

s

s' 2
Sssh 2
sand 2
sat 2
save (e.g. money) 2
scales (for weighing) 2
shade 2
shadow 2
shake 2
sharpen 2
sheep 2
shook 2
shoot 2
sign 2
silver 2
sir 2
snake 2
spoil 2
spoilt 2
spread 2
stamp (postage) 2
steal 2
stiff 2
still (unmoving) 2
stood 2
stupid 2

s

suck 2
surprise 2
swallow 2
swam 2
sweep 2
swim 2
swing 2
swum 2

t

take care of (took taken) 2
thief 2
thing 2
threw 2
ticket 2
tidy (v) 2
toe 2
travel 2

u

umbrella 2
unkind 2
unlock 2
useless 2

w

warm 2
way 2
weave 2
weigh 2
whisper (n) 2
whisper (v) 2
wild 2
wind (n) 2
wing 2
worker 2
wrist 2

VOCABULARY LIST
STANDARD THREE
PRIORITY THREE WORDS

a

air mail 3
ambulance 3

b

band (rubber band) 3
basin 3
bathe 3
battery 3
beach 3
beak 3
Ben 3
Betty 3
blade 3
bleed 3
blind 3
blunt 3
bookshop 3
breath 3
bundle 3

c

calm 3
camera 3
carriage 3
case (suitcase) 3
cave 3
chocolate 3
cigarette 3
Coast 3
coconut 3
cross 3
crossing 3
crossword 3
cruel 3

d

damage 3
dance (v) 3
ditch 3
dresser 3
dull (e.g. colours) 3

e

earth 3
escape 3
estate 3

f

feather 3
female 3
fierce 3
fisherman 3
fist 3
flap 3
flown 3
fur 3

g

game warden 3
gazelle 3
grassy 3
grey 3
group 3
grown-up 3
gun 3

h

handle (n) 3
handle (v) 3
hang 3
hare 3
health 3
Helen 3
hillside 3
hilly 3
hut 3

i

island 3

j

James 3
Jane 3
jembe 3

k

keep (e.g. chickens) 3
kept 3

l

ladder 3
lean 3
lean out 3
leather 3
level 3
lick 3
lightning 3
lying 3

m

mail (n) 3
male 3
mango 3
Mombasa 3
moonlight 3

n

nest 3
net 3
notice 3
notice-board 3

o

oar 3
office 3

p

padlock 3
painting 3
park 3
patient 3
paw 3
pick (e.g. fruit) 3
picker 3
pool 3
postcard 3
present 3

r

rise 3
rocky 3
row (v) 3
runner 3
rush 3

s

sail (n) 3
sail (v) 3
sea 3
sea-shell 3
seaside 3
servant 3
shell 3
ship 3
shore 3
slide 3
slip 3
storm 3
stranger 3
sweeper 3
swimmer 3

t

tame 3
thorn 3
thunder 3
tide 3
traffic 3
traffic lights 3
trap 3
tunnel 3

u

unlucky 3

v

valley 3

w

warden 3
wave 3
weaver (bird) 3
weed 3
wind (wound) round (v) 3
wood (small forest) 3
wooded 3

z

zebra crossing 3

RADIO LANGUAGE ARTS PROJECT

STANDARD III PLANNING MEETING PROGRAM

July 11 - 13, 1983

Turtle Bay Hotel, Malindi, Kenya

Participants: Philip Christensen, David Edgerton, Kurt Hein, Mary Karue, John Muitungu, Margaret Ojuando, Greg Owino, Philip Sedlak, and Maurice Imhoof.

Recorders: Imhoof and Christensen

The 1983 planning meeting, which paralleled the meeting held last year at Taita Hills, had, as the major purpose, to decide what, when, and how to teach items of the curriculum for Standard III. As in previous planning sessions, the major planning documents were the Kenyan English Syllabus for Primary Schools and the Scheme of Work for Standard III developed by the team.

I. Opening Remarks and Overview of Agenda

The agenda (attached) was approved by the team. The Project Director opened the meeting with general remarks complimenting the team on the work of the previous year and its ability to schedule the planning session so much earlier than in previous years. He also mentioned the additonal responsibilities assumed by the team in preparing the pre-planning documentation which has resulted in a more carefully integrated and carefully reviewed set of materials on which to base lessons.

The meeting, which was chaired by the Field Coordinator, then moved to the substantive items of the agenda.

II. Review of Standard II

A review of the Standard II writing and production activities, culminating in the radio lessons and broadcasts, identified the following strengths of the year's lessons:

- Good use of comprehension questions requiring greater use of integrative language skills.

- Use of questions which permitted variable answers. It was suggested that still more could be done in this regard.

- Some very limited opportunities for open-ended response. This is still being tried out.

- A number of objectives for which 90% or more of the pupils tested during formative evaluation demonstrated mastery. What is the difference between those objectives and others which elicited poorer performance? This needs more study.

- The radio lessons continued to use repetition and pupil participation effectively.

- The pace of the radio lessons was generally good. The overall continuity of each script was much improved over Standard I.

- The methodology continues to maximize time on tasks by ensuring that virtually the entire English class is conducted in English.

A number of problems encountered during the year were also identified as questions for further discussions during the meeting:

- **How do we get beyond the two-line exchange?** It is difficult for the radio to control beyond this level of exchange. The major question is how to get children to engage in real conversation.

- **How do we reduce the complexity of the worksheets?** In some cases the format is difficult. In other cases overloaded.

- **How do we reach students in the below-average classrooms?** It was pointed out that most of the observation schools are no doubt better than schools we are not visiting. The major question is whether there is a group of poorer students we are leaving behind? The poorer schools are those that were identified as poorer in the school-selection process.

- **Are inferential questions working?** It is important to make the steps from concrete questions to inferential questions small, especially when moving to more abstract inferences. Information based on pupils' real experience is easier than information given only in the lesson.

- **Are complementary lessons working?** There is not a lot of information, although the informal feedback is good. The suggestion was made at this point that we might pay more attention to the complementary lessons in the formative evaluation process in the future.

- **Do children understand what they are saying?** Although there is good indication that drills have worked well in the Standard II lessons, there is a question of whether the children are processing the language. Transformation drills have not worked completely satisfactorily. In some cases children simply repeated the cue rather than completing the transformations. There was a tentative suggestion here that we could give the teacher the script so that the teacher would have a better idea of what was going on. This would give a much better idea of how the transformation drills work.

- **What can be done to make drills (of several types) more effective?**

- **Has the concept of initial-maintenance segments outlived its usefulness?** This segment division causes some difficulties in the rather arbitrary assignment of these divisions. Everyone strongly agreed with the concept of distributed learning. The major question, especially with respect to vocabulary, was how to insure coverage of the curriculum and at the same time maintain the useful vocabulary. There was a suggestion that some vocabulary, because of its high frequency of usage, maintains itself; some vocabulary is likely to be very useful, especially in the academic context but needs maintenance; some is of such low frequency that it could probably be dropped or only introduced.

- **Have we taught enough writing?** Students at this point in Standard II only know that letters make words. Strong concern was expressed about writing.

- **Are the pause lengths appropriate?** How can we determine this? How long can we have dead air? When should pauses be filled with music or other sound while the pupils are engaged in writing or reading activities?

- **How do we insure lesson continuity?** Lesson continuity has improved tremendously this year and has resulted in increased integration of skills. Is there more that can be done?

- **How can we elicit other kinds of responses which would result in naturally generated speech?** This relates to an earlier question about open-ended questions.

Discussion of these questions in detail came about in subsequent topics as appropriate.

III. Standard III Scheme of Work

The identification of the problems during the first session led to extensive discussion of the Standard III Scheme of Work. The Scheme (or SOW, as it is referred to in Nairobi) was developed by the team, first with major input from Phil Sedlak and John Muitungu in sequencing the linguistic items from the year three Kenyan curriculum. This sequencing was then reviewed by the rest of the team, and still later competencies were written for the individual frames of the Scheme. The Scheme, which therefore has already been carefully reviewed, was accepted as the basic planning document for the meeting. (The Scheme, which has to be typed in final form, will be available by September.)

The major general questions addressed during the discussion of the Scheme included:

1. Can we teach all of the material outined?
2. How difficult is it to teach?
3. Does the Scheme give us a scheme for integrating all of the skills.

The discussion developed through a series of questions or problems which were then addressed by the group. Tentative solutions, at least, were suggested and agreed upon.

Question: What should be the role and scope of the reading worksheets?

Suggestion: They might be built into the writing-production cycle. This would be done a week or two before other writing tasks. This would enable writers to write script segments based on the final draft of the worksheet, which would be a significant improvement over the Standard II system.

Problems:

- This locks the writers in.
- It might let the worksheets run away with the project. In other words, it might encourage too much emphasis on the worksheets when we want to minimize their importance.

- There are some differences between the single worksheets currently distributed and the worksheets that might be bound in a booklet during implementation.

Further suggestions:

- Make worksheets individual, self-sufficient pages, but carefully sequenced in the booklet.
- Teach pupils how to search quickly for worksheets.
- Give more time for finding worksheets.
- Use the blackboard more instead of worksheets.
- Develop flipcharts.

There was considerable discussion of the use of the blackboard in support of worksheet activities. The decision on use of the board was for writers to make during the planning and writing process. One problem associated with this is that each writer may use more blackboard than is available.

The worksheet locks in the writers about two weeks before the writing. Some suggestions for the blackboard, especially for maintenance, might be planned ahead of time. Writers generally felt final blackboard decisions ahead of time were too restrictive. It was eventually agreed that the worksheets would be approved and some basic decisions about blackboard use would be made before segments were written but that additional material could be added to the blackboard during segment-writing on a space-available basis.

Problem: Number of worksheets. Two kinds are necessary: (1) texts, for longer passages, and (2) exercises, for illustration and practice.

Suggestions: The three major issues identified were:

- Development of worksheets in the production cycle before the segment writing. Some consideration of blackboard use.
- We may have to increase the number. We may have different types, some which carry over more than one week.
- On the question of how children will locate worksheets in a booklet, we should probably add time in current lessons. Greg will investigate how much time it takes for children to locate a specified page in a booklet.

During the next session, the discussion moved to the following issues about the Scheme:

- Too much material in the Standard III curriculum.
- Very complex linguistic content--structures, vocabulary, skills.

Problem: The question of too much material focused on the heavy vocabulary load for Standard III.

Suggestions: It was decided to teach all structures specified in the Scheme. It was also decided that some grading of vocabulary was necessary. Phil and Margaret will do a high, middle, low priority listing of Standard III vocabulary. Words from Standards I and II which have not been taught will be added to the lists.

During second thoughts about this suggestion, the merits of systematic record-keeping of vocabulary by priority in relation to the cost of such record keeping were discussed. There needs to be a systematic way to prioritize words that children will need in Standard IV. High priority words, words that are frequent in normal academic contexts needn't have much conscious attention since the words will probably occur naturally. Less frequent, but important content words will have to be taught. Still less frequent words might be covered but not taught for mastery.

Discussion about how to maintain a record of vocabulary was delayed until the job assignments discussion.

Problem: There is no regular formative testing of vocabulary.

Suggestion: It was suggested that vocabulary testing should be a part of the formative evaluation tests. This led to a discussion of how this might be done. It was suggested that a multiple-choice cloze item format might be useful. It was proposed to use a matrix sampling--dividing the class into thirds or quarters. Observers could do the marking and report right or wrong scores. Additional reading comprehension questions could be used with the matrix sampling approach, too. We could probably reduce the number of speaking and writing items now covered.

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A summary of what we want to accomplish with vocabulary was proposed by Chris: teaching, tracking, testing vocabulary.

In giving final approval to the Scheme, the team expressed general agreement that the Scheme integrates skill areas well. The reading and writing competencies do not need to lag behind oral work as they did in Standard II.

IV. Radio Teaching Strategies

We moved next to a discussion of radio teaching strategies. We talked first about the linguistic (formal) emphasis in some frames. The example used was segments on yourself, herself, himself. We discussed the importance of moving on to more life-like, contextualized activities. In short, everyone agreed that we needed to keep the language as natural as possible given the academic or school setting.

Problem: The substitution-transformation drills.

Suggestion: We decided to give the exact script to teachers, and to cut out the reinforcement on the radio. It is the reinforcement activities which seem to be causing the confusion on the part of the pupils.

Problem: How to get the children to use the language naturally? (This question came up several times in different guises.)

Suggestions: Focused on the ideas for creating narrative or conversational techniques in which the child enters in here and there. The concerns are to provide initial structures so children can get these correct. In other situations, to provide models, give a context, then some open-ended response.

One important suggestion was to think of the entire instructional package: the radio lessons, the worksheets, and complementary lessons. Radio should be used for as much as possible, but we should think of the entire package as a vehicle for encouraging extended and natural use.*

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Considerable discussion centered on how to use sound to cue discourse, a good radio technique. When sound doesn't work, pictures could be used. For both radio and non-radio segments, language can serve as cue.

There was an additional suggestion to develop an oral discourse methodology to achieve over-arching competencies or objectives with a focus on natural use of language. Specific suggestions on how to achieve this were lacking.

Problem: How much dead air time can we tolerate?

Suggestion: The discussion was on how to integrate radio use, follow-up in the complementary lessons, and--a new idea--to follow-up on the radio later. Radio should be maximized by using short interactive passages, followed by longer passages on worksheets and in complementary lessons.

In discussing the reading segments, the proposal was for moving from referential techniques to inferential techniques, and, of course, moving from single sentences to longer passages. Children need experience in longer stories or blocks--not necessarily as long as those in the reader New Friends. Complementary lessons can do this as well as some additional things, e.g., writing.

Problem: Are some children being left behind?

Suggestions: The major concern was the unvarying pace of the radio and some observation by team members that, in some of the poorer observation schools, children seem confused. Although there was considerable discussion of this point, the team generally felt that we are doing OK, given very little summative evidence to the contrary.

*NOTE FOR STANDARD II: Decisions made for Standard III designed to improve the lessons should be implemented in Standard II, e.g., providing the script for transformational drills. Some things were introduced too early, but could now be picked up.

Problem: Are teachers using the complementary lessons?

Suggestion: There was fairly strong agreement that we don't know enough about this at present. Two strategies were suggested:

- A short questionnaire attached to the complementary lesson material that would be filled out by the teacher and returned to the headmaster.
- At the beginning of term 3, observers would visit and ask teachers. There was fear that this kind of visit would contaminate our summative school sample.

Problem: In the complementary lessons, how much dependence should there be on the Peak materials? How much on other supplementary materials?

Suggestion: There was strong feeling by Muitungu that we should rely on books in the children's hands. Others felt equally strongly that we should not count on children having books. We should design complementary lessons, taking into account that some children might not have books. In addition, there were suggestions for other activities that could be handled better in the complementary lessons than during the radio broadcasts; sustained writing practice was an obvious example. This implies less use of the Peak readers. This left us with an additional question: How can we achieve a balance of oral, reading, and writing activiies in the complementary lessons. There was no genuine resolution of this, but the following construct was suggested for complementary lessons:

ORAL
Discussion, dialogue, and exercises.

READING
New Friends (or alternative RLAP worksheets), and locally available books.
Supplementary readers (or alternatives).

WRITING
Longer passages of guided writing, exercises.

Several people emphasized that we need to make selections from New Friends, not try to teach it all.

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Question: How do we make this selection?

Suggestion: The selection should be done on the basis of the Scheme and on the worksheets. The distribution of the material in the complementary lessons should be based on the distribution of skills that we want to achieve during a week's work. If the radio cannot achieve an effective distribution, the complementary lessons could be used to help achieve it.

V. Instructional Format

Many of the questions being asked involved both the radio format and the instructional format so we moved on to a consideration of the instructional format.

Problem: How do we achieve a balance between oral, reading and writing?

Suggestion: Although this was obviously not a new question, it was attacked this time strictly from an instructional and proportional point of view. After lengthy discussion we agreed on the following distribution: Oral 25%; Reading 50%; Writing 25%.

Question: Related to this decision was the question of whether we wanted to keep the initial maintenance segment distinction.

Suggestion: In a tentative desision, Phil and David both suggested keeping the distinction, but acknowledged that we should be more integrative while at the same time focusing on a particular skill and linguistic feature to ensure adequate coverage. There was no decision at this point on how to do this.

Question: How should we teach writing?

Suggestion: In spite of the difficulty in teaching writing by radio, there was agreement that there should be a separate segment in the radio lesson devoted to writing. It was also suggested that writing might be made a part of the pupil response repertoire, that is the pupil could write his responses as well as speak them. It was also agreed that there were certain

expectations of performance that we could only deal with in the complementary lessons, for example independent writing such as writing notes.

Question: Do we want to keep a daily format?

Suggestion: There was agreement that we need a daily format rather than a more complicated weekly format. There were a number of reasons for this, but one of the major reasons was that it enables us to write the lessons with several writers and keeps the problem of integrating all the segments much simplier. It was felt that flexibility could be achieved within blocks rather than by changing format.

Question: On the basis of the weighting of the skills previously decided on (oral 25%; reading 50%; writing 25%), how can we divide up the broadcast time?

Discussion: General discussion took up the remainder of the day. There were a number of serious proposals and issues raised. All tried to identify ways in which we could maintain the proportions agreed on, make the best use of radio, not put too much instructional burden on the classroom teacher, and insure the quality of the lessons. The question of initial and maintenance came up again, with some writers feeling that the blocks specified for initial and maintenance have been too arbitrary and not flexible enough. Problems developed in trying to write to these specifications when the writer needed more time or less time than the period already specified by the lesson planner. The agreement reaffirmed that we should keep the distinction, but with the flexibility of trading off a period of time in either type of segment. This could be done by extending a series of initial or maintenance segments into another week (if there would be no rsulting worksheet problems), or by transforming, for example, a maintenance segment into an initial teaching segment.

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The final format agreed upon include the following specified segments and the time allocations as well as a number of continuity segments that would total no more than 1:00 minute.

:50	A.	STOPE
	B.	ORAL
		1. Continuity (optional)
3:40		2. Oral maintenance
		3. Continuity (optional)
3:40		4. Oral initial
		5. Continuity (optional)
1:00		6. Enhancement
	C.	READING
		1. Continuity (optional)
6:45		2. Reading initial
		3. Continuity (optional)
1:00		4. Enhancement
		5. Continuity (optional)
6:45		6. Reading maintenance
		7. Continuity (optional)
3:00	D.	WRITING
:50	E.	STOSE
(1:00)		(Total continuity time)
28:30		TOTAL

VI. The Production Cycle and Writing Assignments

The following writing assignments were discussed and accepted by the team. There do not reflect the entire work load for team members, of course, but only those specific writing tasks directly related to the broadcast lessons.

- Oral Maintenance - Edgerton
- Oral Intitial - Edgerton
- Reading Intitial - Sedlak and Ojuando, alternating weeks.
- Reading Maintenance - Karue
- Writing - Karue

- Script Integration - Edgerton
  - -- Continuity, integrating (first copy editing, suggested changes to improve flow, etc.)
  - -- Enhancement

- Recordkeeping, enhancement - Edgerton

- Recordkeeping, vocabulary, worksheets - Sedlak and Ojuando

- Worksheet development - Sedlak and Ojuando

- Script planning - Sedlak and Ojuando

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RADIO LANGUAGE ARTS PROJECT

STANDARD III PLANNING MEETING PROGRAMME

Monday 11th July 1983

1) INTRODUCTORY REMARKS - PROJECT DIRECTOR

2) REVIEW OF STANDARD II

Discussion: -- What worked well?
-- Where can improvements be made?

Decision: -- Identify any major changes which should be discussed

3) STANDARD III SCHEME OF WORK

Discussion: -- Brief review of Sow3 draft (content, format)
-- Quantity: can we teach it all?
-- Complexity: how difficult will it be to teach?

Decision: -- Team agreement on final revisions to Sow3

Tuesday 12th July 1983

1) RADIO TEACHING STRATEGIES

Discussion: -- What would be the best way to teach specific examples from Sow3 by radio?

Decision: -- Identify specific strategies for teaching Standard III content by radio.

2) INSTRUCTIONAL FORMAT

Discussion: -- Revise Taita analysis of content and methodology (what can be taught best by radio, by teacher, by combination)

-- What balance do we want between types of instruction?

-- radio or non-radio
-- oral, reading, writing
-- initial, maintenance, enhancement

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-- How can we best write and produce the radio lessons?

Decisions: -- Standard format, daily and weekly
-- Best writing and production techniques

Wednesday, 13th July 1983

1) THE PRODUCTION CYCLE

Discussion: -- What has to be done to plan, write, review, produce, evaluate and revise our English lessons?

-- What changes should be made to our production schedule?

Decision: -- Revised production schedule

2) IMPLEMENTATION AND DISSEMINATION

Discussion: -- Process book
-- Field notes, other writing
-- Requirements for implementing English in Action in Kenya and elsewhere

-- Requirements for implementing RLAP methodology in Kenya and elsewhere

-- Disseminating information on RLAP and building support for project

Decisions: -- Writing plans

-- Dissemination and implementation plans

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