

## PRIMARY EDUCATION DEVELOPMENT PROJECT/PAKISTAN

## END OF ASSIGNMENT REPORT

February 8 - March 13, 1993

Maurice Imhoof - IRI Curriculum Development and Script Preparation

The consultancy served three major areas of the English in Action - IRI activity: curriculum analysis, script analysis, and testing.

**TESTING**Tasks

The most urgent priority upon my arrival was the development of a summative evaluation test for English. The test was to be administered to classes 3, 4, and 5 in selected schools in Peshawar, Swat, and Bannu areas. The same test will be administered next year to class 3 radio students, that is students receiving the first year radio instruction.

This testing is an attempt to create a lapped-year evaluation that is similar to that used at other IRI sites.

Outcomes

- 30-item test in booklet form
- test on cassette
- test administrator's instructions and checklist
- test administrators training
- testing in 20 schools, classes 3, 4, 5

By February 14, the on-site IRI staff and I had written a 30 item test adapted from the Kenya summative test. Linguistic items selected were those in both the radio syllabus for level 1 and the NWFP texts for classes 1, 2, and 3. The test is made up of the following.

- |            |   |
|------------|---|
| Listening: | listen to individual words and mark correct picture   |
| Listening: | listen to sentences and mark correct picture  |
| Reading:   | read individual words and match correct word with picture   |
| Reading:   | listen to sentence, read sentence with one word omitted, choose correct word from four choices which completes the sentence |
| Reading:   | read two sentences and mark the sentence which matches the picture  |

The test was produced for administration on cassette by consultant W. Grindrod so that administration was standardized.

Test administrators were IMDC staff who regularly implement and evaluate new curriculum materials. A training session was held on February 21 for administrators.

The testing design and schedule were developed by consultant A. Rugh and the logistics and administration by M. Habib, who gave oversight to the entire process.

Testing was carried out in 10 schools in each of two sites, Peshawar and Bannu. Swat, currently on winter break, will be tested in April.

### Recommendations

- Continuous assessment of radio students
- Various testing strategies
- Teacher ratings

Comparative data collected in this lapped-year evaluation although revealing will be insufficient. Negative influences on testing include the following.

- Inadequate testing environment, particularly overcrowding
- Wide-ranging educational preparation of the pupils
- No baseline data on pupil performance
- No stated curriculum or teachers' guides for conventional classes
- Prescribed textbooks not uniformly used
- Insufficient knowledge of classroom teaching practices
- Inadequate trialing of test items on the summative test

This is not to say the summative test results will be without value. They may, however, inadequately demonstrate the different learning levels of the three classes (3-5) and the attainment of class 3 radio children next year. A test designed to sample both the conventional curriculum and the methodology employed by teachers to teach it, as well as the radio curriculum and methodology, cannot fairly show the powerful effects of radio. In testing a flawed curriculum and methodology, we err in its direction rather than testing the strengths of the radio classroom.

The strengths of the interactive radio instruction methodology are inarguable upon observation of classes: they include high pupil participation, oral language understanding and production, fluency, and high student and teacher satisfaction. I believe with adequate testing, IRI methodology could also demonstrate greater acquisition of linguistic forms (grammar and vocabulary), faster

acquisition of correct sociolinguistic usage, and comprehension and confidence in using the language. For these reasons, I recommend continuous assessment of radio students.

**Continuous assessment.** Continuous assessment of the radio students is likely to show steady mastery of linguistic items and skills. Tests should sample discrete language features (e.g. vocabulary, grammatical features such as singular/plural, verb/pronoun agreement, etc.) but more importantly, they should sample skills development in listening, speaking, reading, and writing.

This ongoing evaluation will demonstrate student progress but also help identify weaknesses in the teaching materials, providing a modest formative evaluation of an already tested series of lessons. Weaknesses can generally be overcome with revised teacher orientation/training, teachers notes, lesson follow up. They will probably not require revision of radio lessons since the lesson segments have been used and tested frequently in a variety of settings. Obviously, mistakes of a more mechanical nature in the writing or production should be revised if they confuse instruction.

At this time it appears that, at minimum, testing could be carried out in week five before lesson 30. (Lesson 30 introduces considerable new material which is then revised extensively after the long break.) Week 10 would also be an excellent testing period as little new material is introduced during the week, and a final test could be given in week 20.

**Various strategies.** Tests should be of various types. Children have very little testing experience, particularly language testing. Tests which assess both receptive and productive skills should be administered. Tests which assess the skills necessary for success in school should be emphasized, for example, comprehension, problem solving activities, and understanding cause and effect and process are all important schools skills and are taught in the language lessons.

Very short integrative tests, administered periodically to small randomly selected groups could include for following tests:

- listen + look (at pictures) + mark
- listen + read + mark
- listen + speak
- look + speak
- read + look (at pictures) + mark
- read + mark
- listen + write + speak
- read + copy

Higher level integrative tests could include:

- read + choose + write
- cloze exercises
- look + speak
- listen (question) + speak (answer)

**Teacher ratings.** Systematic teacher ratings should be used. The most useful comparative data, in my experience, comes from teachers who have taught both conventional and radio classes. They should be asked to assess their pupils' progress in English through simple checklists. The assessment checklists can focus the teachers' attention on both language and skills. An abbreviated example follows.

Can your children respond correctly to these commands?

- \_\_\_\_\_ Stand up.
- \_\_\_\_\_ Open your book.
- \_\_\_\_\_ Walk to the door.
- \_\_\_\_\_ Say "orange."

Can your children say the following?

- \_\_\_\_\_ My name is \_\_\_\_\_.

Can your children greet a visitor with the following?

- \_\_\_\_\_ "Good morning, \_\_\_\_\_."

Can your children read these words?

- \_\_\_\_\_ pencil
- \_\_\_\_\_ cow
- \_\_\_\_\_ bus
- \_\_\_\_\_ horse

Teachers should not be expected to answer for individual pupils but rather estimate percentages or fractions of the class who can produce these examples. This enables teachers to focus on what children in conventional classes and radio classes can do. It should help teachers articulate what is useful in either methodology. A file or portfolio of class assessment checklists will document for the teacher and supervisors what progress the class has made.

## **CURRICULUM ANALYSIS**

### **Tasks:**

The curriculum analysis attempted to reconcile the radio curriculum (as exemplified in the Kenya radio lessons) with the NWFP English curriculum for classes 1-5 and the proposed curriculum developed by the National English Language Institute (NELI).

### **Outcomes:**

- A Scope and Sequence for the radio lessons
- A review of the English textbooks for classes 1-4
- A review of the NELI curriculum for class 1

Documentation of the IRI curriculum shows objectives and content but does not show the conceptualization of the curriculum in a conventional way or a strategy for teaching. A short explanation of the manner in which the radio curriculum was developed may be helpful.

The instructional design of the radio lessons is horizontal, with several strands of instruction in each lesson. That means that instruction on a particular linguistic item or activity is carried over several days. Each lesson, therefore, has several activities. Children are not expected to "complete" or "master" a skill in only one day.

The radio lesson will sound unusual to the teacher who is oriented to textbooks where each lesson may give more of a sense of completion. For example, the pronouns *he* and *she* may be taught and practiced in one day in a textbook. The next day the lesson moves to something else. The radio, on the other hand, will introduce *he* and *she* in a social setting or situation, have the children practice briefly, and then move on to another activity. The pronouns are revised the next day, and for several days thereafter, each time in a situation. There are discrete teaching points, but the effect is cumulative. The process is more akin to natural language acquisition where the acquired language is continuously recycled and tried out in new situations.

**Scope and Sequence.** I have written a Scope and Sequence chart for the radio curriculum for class 1 which displays the content strands. It should be an aid to the script writers/adapters to document what is already in the lessons, and provide a curriculum scheme that is more easily explained to their educator colleagues. It will also provide the basis for content changes during local adaptation. The Scope and Sequence is available in IMDC.

This is obviously not the normal curriculum development process and does not adequately reflect the richness of the radio

Scheme of Work, the curriculum document of the original radio lessons. (Also available in IMDC.) It merely states in a more useable way the basic linguistic features of the curriculum. These features are the easiest to adapt, modify, and replace as needed in the local educational environment.

Lessons for radio levels 2 and 3 (classes 4 and 5 here) are built from different Schemes of Work that are more transparent. They look a great deal like the curriculum designed by NELI for class 1. I do not believe that a Scope and Sequence chart will need to be developed for these levels.

**Textbooks.** The process of looking at the end result--the radio lesson scripts in this instance--to reveal the curriculum is much the same process I used in looking at the NWFP curriculum for English. I started with the textbooks since there is no published curriculum.

Although textbooks are conventionally the realization of a curriculum, I suspect the English series was not developed on a conceptual framework. Nor is there a teacher's guide to reveal an approach to selecting the linguistic content or methodology for teaching. A short description of the texts may be useful.

Class 1 has an alphabet book of 18 pages illustrating the alphabet with common words. It includes one page with English numbers and figures 1 to 10. It also shows how printed letters are formed. The only guidance for the teacher: "Names of the objects whose pictures are given at pages 1 to 3 may be taught to the students with correct pronunciation and then the Alphabet may be introduced."

Class 2 has two books: *My Picture Reader, Book 1*, and *My Picture Reader Workbook 1*. The reader has 32 pages, approximately one per week. It introduces 49 words in isolation, 14 sentence structures, parts of the body, telling time (one page), days of the week, months of the year, and a map exercise far too difficult linguistically for the students. The workbook has 34 pages and is not integrated with the reader. It reviews the alphabet for seven pages, has two pages of copying, and the remainder is fill-in-the-blank exercises. The latter are more suitable as tests since there is no instruction specified. Often there are no directions to the students at all. Some of the activities are intended to practice sentence structures, but in many cases it is not clear what the student is intended to learn.

Class 3 has two books: *My Picture Reader, Book II* and *My Picture Reader, Work Book 2*. This reader is, I feel, especially weak. It is without guidance for the teacher, yet instruction on how to read and what activities to provide must be done by the teacher. Thirty-four out of 41 pages are simply reading passages, most with comprehension questions, but some without. There is no sequencing of difficulty. In fact, the easiest passages are at the end of the book. It would be a very difficult book to teach.

The workbook, on the other hand, is quite a good exercise book. With a little interpretation of the directions, students could probably gain quite a lot from these pencil and paper activities.

The workbook content is a very good match of the radio lessons for level 1. Basic structures are parallel and vocabulary is at a simple, familiar level. The workbook could provide a significant supplement to the radio lessons.

In summary, the books for the first three classes provide little usable instructional material. Only the workbook for class 3 has useful exercises, but they are not tied to any other instruction. Expectations of teachers are far too high. That is, teachers are meant to take these materials and provide meaningful, sequenced instruction. Expectations of children, on the other hand, are too low. The linguistic content and the situations for using English do not provide enough opportunity in the language to challenge children. The language can never be meaningful to them because it is so limited in scope. The one bright spot is the class 4 books. However, children are not adequately prepared to use these books.

Class 4 has two books: *My Picture Reader 3* and *My Picture Reader, Work Book 3*. These books are a carefully integrated language and reading course. Teachers and students who have the necessary preparation to use these books would no doubt make rapid progress in the language. There are, however, no teachers guides and students who have studied the previous books are probably not ready for these.

It is not my purpose to emphasize the limitations of the textbooks, although I clearly feel they do not reveal an adequate curriculum or methodology if English instruction is to be taken seriously. My real purpose is to ensure that the radio curriculum teaches as much as, or more than, the regular curriculum.

The radio curriculum for level 1 includes 23 basic sentence structures with considerable expansion of each of the structures as the students progress. It introduces and revises approximately 300 basic vocabulary words and many others for expanding listening opportunity. The lessons ensure listening to a high standard of English and frequent production or use of the language. The level

1 radio curriculum provides a solid oral language base for continued radio instruction at the next level or for the NWFP class 4 textbooks. (I encourage anyone interested to look at the radio curriculum materials at IMDC.)

**NELI curriculum.** To my knowledge, this curriculum for class 1 is at the discussion stage only. In brief, it has been developed on current language learning/teaching trends and is a step toward developing a comprehensive English language program for the primary schools.

In conceptualization it is very similar to the radio curriculum approach for levels 2 and 3. In content, it is a good match with the radio curriculum for level 1. It uses a functional/notional approach and builds language use around topics or themes. The only limitation I see is in some of the sequencing, with not enough attention to academic or classroom use of English--the major purpose of English as a *foreign* language--which could enable learners to acquire still more English on their own. For instance, the final Function (number 36) is a function which is at the heart of schooling: naming and asking questions about objects in the world around. This function should come much earlier.

The radio curriculum for level 1 covers completely all but eight of the NELI functions for level 1. The remaining eight are covered in part, either by the situation for use or the language structures. In a few instances they are covered by radio in levels 2 and 3. In addition, the radio curriculum covers other equally useful functions/notions appropriate for school. Where the two do not match, the NELI functions should be incorporated into the radio curriculum if they are useful in schools.

### Recommendations

- Do not compress the radio curriculum.
- Adapt from the Pakistan curricula only when it strengthens the radio curriculum.
- Take advantage of existing good print materials.

Even the best curricula are somewhat arbitrary. No two educators select exactly the same content from a discipline or subject nor sequence it in the same way. Given that the radio curriculum has, however, been tested in classrooms previously, I would make the following recommendations.

**Do not compress.** Testing of the radio curriculum in the past showed that the students' rate of progress slowed in years two and three. This could be the result of a natural language learning curve. Intuitively we know we make faster progress in the beginning stages. It could also be the result of a "heavy" curriculum in year three especially.

It is not advisable, therefore, to try to compress 180 lessons into 120. Rather, I would simply roll over the extra 60 lessons until the next year, the extra lessons from the second year to the third, and the extra from the third on to the fourth. Some of the linguistic material from year three could more appropriately be taught in a fourth year through reading rather than radio.

**Strengthen.** Change for the sake of change is not economical. Each new adaptation or revision of a curriculum, however, should strengthen it. Useful functions from the NELI curriculum could easily be incorporated on such a basis without seriously increasing the linguistic burden on children. The NELI function number 19 is "verbally respond to commands, instructions, directions." The radio lessons could do more of this although it does a great deal with physically responding. On the other hand, "Introduce family members" (function 23) seems such a rare circumstance for a beginning English speaker that I would not try to make room in the radio curriculum.

**Print materials.** Reading and writing skills are vital to higher-level academic success. The radio is not as effective in teaching these skills as it is in teaching listening and, in the beginning stages, speaking.

The radio curriculum could be enhanced with good accompanying reading materials. They can be developed by IMDC to form a strong integrated curriculum or existing materials of high quality can be used to complement the oral language instruction by the radio. The class 4 reader and workbook would be a possible choice. It lacks examples of academic or school reading, but has imaginative readings that should appeal to children at this age.

## SCRIPT ANALYSIS

### Tasks

Broadly stated, the tasks were

- to suggest script and print support adaptations that were culturally and educationally appropriate to Pakistan, and
- to minimize adaptations to ensure ease of adaptation and faithfulness to the interactive radio instruction model.

These seemingly incompatible tasks have, I feel, been accomplished with considerable success and few compromises. The instructional success is still to be tested as is the continued pace of production necessary to complete the first year's lessons.

## Outcomes

- Decision to cassette/broadcast 120 lessons per year
- New script format, including 18-20 minute length
- Modified production qualities
- Simpler, more direct Teachers Notes in Urdu
- Expanded workbook
- Class 2 readiness workbook
- System for cultural appropriateness review
- Training
- Management guides

I should emphasize that the script analysis tasks were a collaborative effort, with IMDC staff and consultants D. Garrett and W. Grindrod contributing far more to these outcomes than I. My major role was to minimize change, both because we did not have time for re-conceptualization and production, and we do not know what the instructional effect will be.

**120 lessons.** The NWFP has three school calendars due to climate conditions. The IMDC decided to prepare 120 lessons for broadcast each school year on those days when all children are in school. The radio lessons will be broadcast in two blocks: the first 30 lessons and, after a long break, the additional 90 lessons. This will permit one broadcast schedule to reach all schools.

Although this schedule reduces the time on task for English provided in other IRI projects, it is the best alternative for Pakistan. It will still provide a minimum 60 hours of systematic, sustained instruction supported by teachers and student workbooks. Greater use of print materials in levels 2 and 3 should enable students to achieve the same curriculum objectives and content as the greater number of radio lessons in other countries.

**Scripts.** Recent experience in South Africa convinced me that scripts can relatively easily be shortened to 18 to 20 minutes. The task is only difficult if one has to compress all 180 lessons into a shorter school year.

As it was already determined that music in the lessons was culturally unacceptable in certain schools, purely musical segments were the first to go. Where instruction from the songs was lost, it was built back into the lessons in other ways.

Secondly, most children should already have some instruction in reading English, particularly readiness activities, familiarity with the alphabet, and so on. It is not clear, however, what proportion of class 3 children have actually studied reading in English nor what level of attainment they have achieved. We decided, therefore, to introduce reading skills earlier than in previous radio lessons, but to introduce them slowly and with a

thorough revision of readiness activities to bring along those children who have had little or no previous instruction. Additionally, reading will be supported through greater use of print.

Previous radio implementation minimized print in order to be cost effective. The absence of print, of course, limits the acquisition of reading and delays the integration of oral and reading skills. Since radio lessons are being implemented at class 3--two years later than in other radio projects--we decided to make greater use of student workbooks for additional reading and writing practice and at an earlier stage.

In short, reading readiness activities will be contained in the first 30 radio and workbook lessons. Writing readiness and writing will begin in the first 30 lessons and be contained only in the workbook. Reading will begin more intensively after lesson 30 and will follow oral language skills, sometimes on the radio but frequently in the workbook.

**Production Qualities.** My previous experience produces a mind set. The biggest question in my mind then is whether removing the musical elements from the lessons will result in lessons that are significantly less appealing to children and, as a result, produce lower learning gains than we hope. The producer consultant, W. Grindrod, has come up with alternative, and culturally acceptable effects which are still to be tested for long term appeal and results. All of the IMDC have been helpful in giving guidance in this effort. Our assumption is that the new sound of the lessons will have enough appeal to carry the instruction. It is certain to be more systematic and intensive than conventional teaching by the less qualified teachers.

**Teachers Notes.** For the radio lessons to succeed, teachers must actively take part in the lessons. Minimal instructions to teachers are given during the lessons on the radio. In addition, a daily note for teachers helps them prepare for the lesson. The intent is to make teachers as comfortable with the lessons as possible and to enlist their aid in making radio instruction effective.

The Teachers Notes are being written in Urdu to make them simpler and more direct. The notes provide help with the radio lesson as well as follow-up activities, including workbook exercises.

Mrs. Waheeda Perveen has worked closely with me in drafting the first eighteen Teachers Notes. She will take major responsibility for continuing this work.

**Workbook.** In order to support teachers more fully, we will maximize use of workbooks. As originally conceptualized, workbooks

supported in-class radio instruction only when other alternatives--for example, blackboard use, student and teacher demonstrations, real objects brought by students and teachers--were insufficient.

Given that the lessons will now be used by more mature children, I concur with M. Habib that there should be a workbook lesson for each radio lesson. The workbook lessons will not only assist the radio instruction, but will also provide follow up to the radio with more instruction in reading and all of the writing activities.

I have developed 30 workbook lessons and reviewed them with the radio staff. Dr. Habib still needs to review them in light of other IMDC materials and the production load they will require.

**Class 2.** I have developed an 18-page sample readiness workbook. This should be expanded, I feel, to at least one page per week. It could be used more intensively during the final quarter of the school year after children are more secure in their first (and often second) language.

The objectives for English readiness include:

- Recognize differences in shapes and letters
- Move eyes and hands from left to right
- Move eyes and hands from left to right and back to beginning of line on the left
- Recognize English alphabet
- Recognize first letters of words
- Recognize differences in whole words
- Look for English words in the environment

**Cultural appropriateness.** A system for checking cultural appropriateness was essentially in place. It consists of a review of each script by Mrs. Majid who flags questionable vocabulary or activities. Where necessary, items are further discussed by all radio staff and/or IMDC staff who are either Urdu or Pashto speaking teachers with familiarity with all types of schools.

**Training.** Training has been on the job. The deadline to have 30 lessons ready for cassette instruction in April (42 by the time Garrett and Grindrod leave) has required all staff and consultants to work and learn at the same time. My concern is that we have not had enough people to train at this time. Additional personnel expected to join the radio staff will need to be trained by the radio staff who will also be required to meet strict deadlines for writing and producing the next series of 78-90 lessons in the coming months. Further training of all staff would be desirable.

**Management.** An overall management plan developed by J. Helwig is in place and core personnel have been with the project for several months.

D. Garrett has produced a script management scheme to outline the administrative requirements necessary to keep the scripts flowing.

I have proposed very brief schemes for curriculum revision (to be documented on a revised Scope and Sequence) and for Teachers Notes and Workbook management.

### Recommendations

- Provide additional staff
- Ensure quality and continuity of personnel
- Provide additional training
- Enhance print support

**Additional staff.** The overriding recommendation is to provide the same support, but more of it. The project does not at present have the number of individuals needed to carry out effective delivery of English by radio. Any additional staff should be first-rate. The tasks in adapting the radio lessons to a new environment, with all that implies, are always larger than they appear at first. It requires the development of both management and technical staff to adapt/write scripts, produce quality radio lessons and print materials, and provide the administrative and logistical support to ensure timely production, distribution of print materials, radios and batteries, observation, testing, analysis, revision, and documentation.

Apart from the daily management and logistics, technical tasks for year 1 alone include the following.

- adapting 120 daily lessons
- producing 120 daily lessons
- writing a 120 page guide for teachers
- writing a 120 page workbook for students
- revising the curriculum for year two
- training teacher trainers
- distributing radios and batteries
- producing and distributing cassettes, Teachers Notes, and workbooks
- developing and administering tests and other evaluation
- writing teacher training broadcasts
- producing teacher training broadcasts
- writing 20-40 EFL programs for teachers
- producing EFL programs for teachers

Additional staff is needed to reach the level of production necessary to meet project deadlines tied to the school year. It is also critical that personnel have the highest English language capabilities possible since all the tasks require quick, errorless work in producing the workbooks and in script preparation and production.

**Quality and continuity.** There is a fine skeletal radio staff in place.

Mrs. Afridi knows the basic requirements for implementing the lessons. She has been involved in planning, script analysis and adaptation from the very beginning. She knows how to work within the system in order to get things done.

Mrs. Majid has taken major responsibility in script analysis, preparing herself for scriptwriting. She has a better sense than anyone about the overall content of the lessons. At present she is actively involved in script adaptation.

Mrs. Perveen has the knowledge of government schools, teachers, and children. She has now begun the tasks of lesson analysis and teacher and student materials writing.

It is essential to maintain continuity in this staff and add quality staff if the production schedule is to be maintained. My feeling is that the current staffing is very thin given the tasks that face the radio staff in order to meet deadlines and attain credibility with educators and parents.

With reference to the Illustrative Organization Plan for IRI (Appendix) and the current staffing level, I would recommend the following additional staff at minimum.

- An additional script producer, i.e. a scriptwriter/adapter to work with Mrs. Majid
- An additional teacher trainer, i.e. a teachers' materials writer to work with Mrs. Perveen on the Teachers Notes and training for teachers including broadcasts for teachers
- A workbook producer, i.e. a primary EFL materials writer to work alongside the scriptwriters in order to produce quality workbooks and readers
- A counterpart curriculum advisor/supervisor to work with Dr. Mona Habib so that continuous supervision can be given to the IRI endeavor

**Staff meetings.** Work must continue and go forward as it has up to this point. The achievements are impressive. Deadlines are being met so far. In order to continue to meet all of the integrated needs, I would suggest both specialization of activities and regular meetings in which all staff look at what the others are doing. For example:

- Mrs. Afridi continue major responsibilities for administration, liaison with other organizations, coordination with Dr. Habib. She should check and record any curriculum changes or sequencing of items. To the extent possible she should also work on script

adaptation/writing.

- Mrs. Majid continue major responsibilities for script analysis, adaptation/writing.
- Mrs. Perveen continue major responsibilities for teachers notes and workbook exercises.
- Radio producers now being trained continue to produce. Others to be trained as possible.

The entire team should hold regular staff meetings, perhaps weekly but not lengthy, to review what has been accomplished, the immediate priority, and long-range targets. For efficiency it is important that each team member understand how each activity contributes to the whole and what the effect is in schools. Critical time can be lost, for instance, if the producer makes a change in the scripts during production which affects the teachers notes or workbooks; the writer of teachers notes cannot progress without thorough knowledge of the scripts; the scriptwriter needs to know something of the production constraints.

The questions to be asked during each meeting would include:

- What have we accomplished during the week?
- Are we on schedule? If behind, how can we catch up? If behind, who needs help? What kind of help? What is the solution?
- What is the next priority?
- What is the next long-range target?
- Do we have the necessary plans, resources, people in place to meet long-range targets?

**Training.** Additional training in all writing and production activities will be useful and probably essential if targets are to be met. I feel we have only begun to reveal some of the problems coming up. The integrated nature of decisions and activities is now emerging. Two decisions have had major implications on the writing/adapting process: shortening the lessons to 18-20 minutes, and writing a workbook lesson for each radio lesson. Each change of an original script implies or requires a change in production, the notes, and perhaps the workbook. The workbook alone is a major task. Such changes need to be followed through with care and attention.

I recommend additional consulting in the following areas.

- Curriculum analysis/revision for levels 2 and 3. This could take place after level 1 is firmly under control.

(Possible dates between November 1, '93 and February 28, '94.)

- Script adaptation/writing. To review scripts before production and broadcasting in September and provide

additional training for scriptwriter.

(Possible dates between July 1 and October 31, '93.)

- Production. To work with producers in preparing first lessons for September and beyond.

(Possible dates between July 1 and October 31, '93.)

- Instructional materials specialist, English as a foreign language, print medium. To review scripts, develop workbooks for lessons 90-120, and train staff. See *Print support* below.

(Possible dates between July 1 and October 31, '93.)

- Graphics designer. Perhaps local designer from advertising, to work with the instructional materials specialist.

There need not be an individual for each specialization. Some consultants may carry out more than one training task. As the work of the team progresses, they may decide one area for training is more important to their work than another.

**Print support.** The radio effort needs an instructional materials specialist for English as a foreign language to develop the student workbook and train the IMDC staff responsible for this task. It would be helpful to the instructional materials EFL specialist to work briefly with the graphics artist who may help stimulate instructional ideas.

If quality print support is to be given to teaching English by radio, IMDC needs enhanced capabilities in printing, either in house or contracted out. The print support materials for teachers and especially those for children must be appealing as well as educationally sound. Even professional educators are influenced, perhaps unduly, by the look of materials. I think it is very important that materials convey to parents and professionals that the materials are sound, attractive, and a good buy. They should be graphically appealing, self-explanatory, and somehow uniquely tied to the radio lessons.

It is not necessary to produce a final print product during the preliminary year, however. One does need to make sure pilot materials are understood as such.

## **CONCLUSION**

The radio effort has achieved considerable success in getting a team in place, in winning acceptance of the radio medium, piloting initial lessons, collecting baseline data for evaluation purposes, developing a management system and relationships within the education infrastructure. It has also initiated review of all the scripts from the Kenya/Lesotho materials and marked them for probable adaptations or revisions.

During the period of my consultancy, overlapping with Grindrod and Garrett, the team has quickly moved into systematic adaptation and production of lessons and support materials for teachers and students.

What is left to be accomplished is very large. With additional, high quality staff and on-going training as needed, the team can write and produce a series of radio and print lessons that will bring marked improvement to the teaching of English in NWFP.

I wish to thank the entire team for a very rewarding and pleasant trip. I continue to learn from each new implementation of the IRI methodology, and hope my experience has added to the team's effort to take the best of the methodology for its own needs.

# APPENDIX

## ILLUSTRATIVE ORGANIZATION PLAN

### IRI DEPARTMENT OF IMDC

