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TO: Wade Robinson, Chief of Party, PED.
Nadir Abbas, Program Officer, PED, USAID.

FM: Rahila Mushtaq, PED, Quetta *RM*

Dated: July 4, 1994

Subject: Dr. Patsy Layne Final Report ✓

Please find attached final report by Patsy Layne, GCET Training Consultant for Primary Education Development Programme, Quetta for your interest and further action.

1. *Lala 2* Short Term Consultant's
final report

2. *Lingot*

3. *Giani/Pils*

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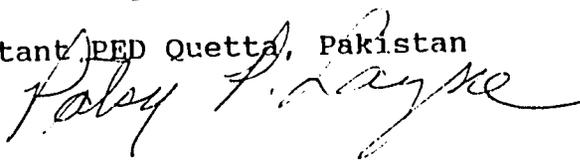
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TO: ✓ Bill Darnell, Team Leader, PED
Bill Fanslow, TA Teacher Training and Supplies, PED
Randy Hatfield, AED Project Manager
Mike Basile, FSU Project Manager

FROM: Patsy P. Layne, Consultant, PED Quetta, Pakistan

SUBJECT: Final Report

DATE: June 29, 1994



This complete report including annexes is on the enclosed diskette. The annexes represent deliverables that I produced during this consultancy:

- P.1 Overview of GCET Instructor Training Plan
- P.2 Teacher Training Workshop Plan
- P.3 Primary Teacher Handbook
- P.4 Urdu Instructor Guide
- P.5 Math Instructor Guide
- P.6 Pilot-testing Cover Letter
- P.7 Guide for Use of Nine Training Videos
- P.8 Interim Reports
- P.9 OVERVIEW OF URDU LANGUAGE TEACHING MODULE

1.0 Background:

I arrived in Quetta on April 22, 1994 to "provide technical assistance to the Government of Pakistan ...as a GCET Training Consultant. General responsibilities ...to work directly with staffs on Mastung (male) and Quetta (female) GCET's in developing training protocols and materials to broaden and enhance teaching skill, classroom techniques and help staffs acquire and practice these skills through systematic practice and feedback."

Specific objectives were to assist in developing training protocols in the form of a package of printed training materials, to develop and produce a series of videos to illustrate skill in various content and pedagogic areas, to organize and conduct practice training sessions with GCET staffs, to develop a system of peer supervision and feedback for use in the practice sessions including format and materials to support micro-training sessions, and to form a training committee in each of the two GCET's and a sustainable plan for continuous review and up-grading of teaching skills of GCET teaching staffs.

2.0 Working Procedure:

Rebecca Roach arrived in Quetta six weeks before I did, and had already established offices and training committees at both the

Mastung and Quetta GCET's. She also had drafted an outline training plan and had drafted and pilot-tested some lessons. I was assigned to assist her and to work under her guidance.

2.1 Pakistani counterparts:

We worked with staff at both GCET's and from the Bureau of Curriculum, which supervises the GCET's. Our colleagues were:

Quetta Women's GCET: Principal, Ms. Suyrea Shabeeb
Urdu Instructor, Ms. Nargis Shaheen
Math Instructor, Ms. Shahida Perween
Mastung Men's GCET: Principal, Mr. Mushtaq Bajwa
Senior Subject Specialist, Mr. Ratan Chand
Urdu Instructor, Mr. Mahmood Alam Farooqui
Bureau of Curriculum: Mr. Yousuf Asfer
Ms. Mumtaz
Ms. Wahid

2.2 Local Hire Assistance:

Interpreter: Mr. Ishtiaque Ahmed Tassarwar
Video Cameraman: Mr. Habib Ullal

2.3 Schedule:

Becky had established a regular schedule for working with the three institutions which we continued to follow:

Saturday: Bureau of Curriculum
Sunday and Monday: Quetta Women's College
Tuesday: PED Office
Wednesday and Thursday: Mastung Men's College

While we were on-site at the Colleges we carried out the following tasks:

- 1) trained staff to use the computers, UPS, etc.,
- 2) discussed training needs and outlined proposed lesson objectives,.
- 3) planned videos and taped them, and
- 4) observed pilot-testing of draft lesson plans and discussed revision with instructors.

3.0 Tasks completed:

3.1 Printed Training Protocols

3.1.1 To insure that the Bureau of Curriculum and the Principals of the GCET's were involved in the development of the training plan, a General Overview of Proposed Training Objectives was drafted which requested that staff give a priority rating to each proposed objective. (See Annex P.I)

3.1.2 Working from a preliminary outline of training needs Becky and I divided the responsibility for developing lesson plans and supporting student text to be published in three documents: Math Instructor Guide, Urdu Instructor Guide, and Primary Teacher Handbook to be used by GCET trainees. The Primary Teacher Handbook contains Worksheets, Directions: (for making instructional materials and for classroom techniques), Background Readings, and a copy of the Urdu and Math Curriculum. (See Annexes P.II, P.III, and P.IV)

We also outlined training areas to be supported by videos and scheduled their production into our workplan.

3.1.3 Annex P.V contains a list of Urdu translations of Lesson Plans in the Guides which have been distributed to GCET instructors with a Cover Letter and Lesson Plan Feedback Form requesting that they continue pilot-testing the lessons and send feedback to Becky.

3.2 Training Videos and Guides:

The following videos were produced:

Male Versions:

- M1: How to Make and Use Self-Checking Writing Exercise Materials
- M2: How to Make and Use Self-Checking Math Practice Cards
- M3: Peer-Learning with Matching Pairs Cards to Teach Math
- M4: Peer-Learning for Urdu and Math
- M5: Using Matching Pair Cards in a Classroom

Female Versions:

- Q1: Using Concrete Experience with Trainees
- Q2: How to Make Writing Practice Materials
- Q3: Teaching the Integrated Lesson
- Q4: How to Make Reading Comprehension Materials

Printed Training Video Guides were developed to accompany the videos.
(See Annex P.VI)

3.3 Staff Training

Working collaboratively, Rebecca Roach and I trained the following staff:

Quetta Female GCET: Ms. Nargis Shaheen
Ms. Shaheda Perveen

Mastung Male GCET: Mr. Ratan Chand
Mr. Mahmood Alam Farooqui

Bureau of Curriculum and Extension: Ms. Mumtaz
Ms. Wahid
Mr. Yousuf Asfer

Turbat Teacher Training Inservice Program: Ms. Asra Amjed
Ms. Nasra Kundi

Training Activities are discussed further below.

In the process of developing and testing the lessons to be included in the Training of Trainers Workshop, and Instructor Guides, and in producing the training videos on-the-job training was provided two days each week to the following instructors:

Urdu Instructors: Ms. Nargis Shaheen and Mr. Mahmood Alam
Farooqui
Math Instructor and Senior Subject Specialist: Mr. Ratan Chand

3.4 System of peer supervision and feedback for use in the practice sessions:

Part II: Lesson Planning and Practice Teaching contains lessons to develop skills of peer and self-evaluation as an integral part of the lesson planning and practice teaching process. I do not believe micro-teaching (in the formal sense using video-taped mini-lessons) is practical or possible in the foreseeable future, given the technical difficulties involved in using any kind of electronic equipment here in Quetta. However, I have introduced a system of peer-observation and evaluation which can be adapted to use of videoed practice teaching sessions, should that become possible. The materials to support this activity, in addition to the Lesson Plans in Part II include a Lesson Plan Evaluation/Feedback Form and a Teacher Evaluation Form.
(See Annex P.VII)

4.0 Recommendations

4.1 The foundation has been laid for the development of a sound primary teacher training program. My major recommendation is that Rebecca Roach continue for as long as possible in the role of Training Advisor. Other recommendations are outlined in this section. A more detailed discussion follows in the body of the report.

4.2 Give urgent and major attention to the teaching of Urdu language in the first three years of primary school.

A. As soon as possible, provide intensive and comprehensive training in the reading learning process to all staff concerned with developing instructional materials and textbooks for Classes K, I, and II, to GCET Instructors.

B. Secure the services of a primary reading specialist to develop Reading Readiness Teacher Guides for both Kachi and Class I.

C. As first priority train GCET Urdu instructors, LCDs and Mobile Trainers in fundamentals of teaching Urdu to children who speak another mother-tongue, and in methods for teaching reading skills.

D. Institute the process of rigorous formative evaluation, lesson-by-lesson and "forward revision" (if not major rewrites) as the primary instructional materials are developed (textbooks and teacher guides).

E. Secure the services of primary language arts specialists (teaching reading and writing) who are also experts in bilingual education methods, to work with Bureau and 7A to develop sound and detailed methodology guidelines for the development of student and teacher materials that support sound methodology. The guidelines must be clearly spelled out, with model materials that can be used as patterns by the writers, along with checklists to help identify "danger signals" elements that should be eliminated, as well as point out the elements that should be included.

4.3 Increase support to the inservice training activities. This is the program that promises to have the greatest and surest immediate impact on education in Balochistan. (This is discussed further in Annex P.IX)

4.4 Pilot-test lesson plans written to be taught in the GCET with samples of the intended inservice primary teacher cadre (potential trainees) and revise as necessary before the lessons are distributed for general use. Except for demonstration and concrete hands-on lessons probably a separate lesson plan will be needed for preservice and inservice teachers. The background of experience and general education, as well as the Urdu language capability of the GCET trainees is probably at a very different level from that of the teachers served by the MFTU.

4.5 Invest the resources (time and money) necessary to insure that Project staff have access to adequate translation service.

4.5.1 They must have complete and accurate translations of ALL Urdu instructional materials, curriculum guides, and teacher guides that are currently in use in Baluchistan.

4.5.2 They must have English versions of drafts of curriculum and instructional materials in a timely manner so that costly mistakes can be headed off at the pass.

4.5.3 They must have translations from English to Urdu that accurately convey the intentions of the English writers.

In order to accomplish these things, I recommend the following:

A. Hire and train a full-time interpreter and translator. The academic and professional background should be in the field of education and if possible the mother-tongue (first language) should be Urdu.

B. Identify a group of English/Urdu speakers (as competent as we can find) who, on a casual hire basis, could read translations and on

occasion observe interpreters (as when we are pilot-testing lessons) and give us feedback on the messages that are being communicated. This "back-checking" process is cumbersome, but in my experience, in a situation like this where proficient translators and interpreters cannot be found, it is essential.

C. Provide Urdu software and training to translators and GCET staff to expedite production of photo-copy quality Urdu translations.

D. Make word-processing equipment and training to translators to expedite the production of English versions of documents.

4.6 Train LCDs, school principals and DEOs in the new methodology or graduates and inservice trainees will find that there is no support for their using more effective but non-traditional methods.

4.7 Turn the Lab Schools at Quetta and Mastung into model demonstration schools that show a practical ideal for average Pakistani classrooms. This requires first of all, training of their staffs and secondly small investments in materials.

4.8 Concentrate on reforming the teaching of Urdu language before worrying about any of the other subject areas. Math is in pretty good shape, since a sound methodology is fairly well established world around in that subject. However, the effective teaching of Urdu is the foundation upon which an efficient and effective school system depends. There are major problems that must be overcome in that area which I discuss in detail in Annex P.VIII.

4.9 Ponder carefully how and why you will use video.

4.9.1 On balance, I believe it was worth the investment to do the videos.

4.9.2 If you decide to continue with video, consider the following:

4.9.2.1 Find a hassle-free way to get an operational monitor on site for productions.

4.9.2.2 Hire Mr. Habib again.

4.9.2.3 Find a way to pay the instructors who take on the extra work entailed in helping with productions. I estimate that Ms. Nargis and Mr. Ratan put in at least 12 hours of unremunerated labor per week with us. It is true that for the most part they worked with us during school hours, but they were not relieved of other duties, so that they had to sandwich us in between class teaching periods, and help us at times when they could have been carrying out their non-teaching duties, which in their cases, are considerable. Nargis did a great deal of work outside of school hours preparing materials for pilot-teaching lessons and for television productions.

4.9.2.4 Establish a "viewing" classroom in the GCETs with noiseless generators and equipment always ready and set up for use. Include a chalkboard or white-board that does not have to be painted over with black ink each time you wish to write something different on the board.

4.10 Do not detract energy from training in Urdu language teacher until instructors are firmly grounded, and we have a solid package of tested, effective training protocols in that area.

5.0 Discussion and Further Elaboration

5.1 Process of Developing the Print Protocols

Working collaboratively, Becky and I followed this process to develop the print protocols:

- 1) Draft a lesson plan in English. (The plans got more and more specific and script-like, and shorter and shorter, as pilot-testing proceeded.)
- 2) Go over the lesson with an instructor. This was done through the interpreter since the GCET instructor's English is not at the functional level. As it turned out, as often as not, neither was the English of the interpreter.
- 3) Observe as the instructor taught the class.
- 4) Do a post-mortem with the instructor and revise the lesson.
- 5) Go back to Step #2 and repeat the cycle, and repeat the cycle, and repeat the cycle.

The outline of the GCET Training syllabus, was continually revised as work progressed and we learned more about the capabilities and training needs of GCET staff. We followed a "correct-on-course" or forward revision strategy. As we tested lesson-by-lesson, we modified our long-term plans to adjust to the realities as they became evident. Instead of the original 6 basic learning principles we had selected as the essential theoretical underpinning for a sound primary education program, we ended with four ideas that we felt were absolutely essential, operationally, if we were to impact on the present reliance on rote-memorization as the only method of instruction. The four concepts are (1) readiness, (2) and (3) practice with feedback, and (4) peer-learning or children-teaching/learning from-children.

In dealing with "readiness" we emphasized two classroom practices: (1) organizing and sequencing learning tasks to follow what we called "logical order", moving from concrete experience to abstraction, from familiar to the unknown, from simple to complex, and from easy to hard.

(2) insuring that children are "ready" for the next bit of instruction by having had relevant learning experiences in the past and mastered the prerequisites.

In a system that uses rote-memory, without attention to understanding, application or the development of independent learner skills these two concepts are irrelevant. Currently, materials are presented willy-nilly in well-nigh indigestible chunks of totally new content and the children memorize by heart as the teacher intones aloud (usually pointing at words on the board) and the children repeat. This process is reiterated as often as it takes for the children to be able to recite from memory whatever the material was for the day.

"Practice and feedback" were inseparable twins in our treatment. Lessons and activities demonstrated that the instructors (and primary teachers) must find ways to collect and act on feedback from the students/children, as to how they are doing. Similarly, children must be given feedback as they practice learning tasks, in order to improve on their performance. Some of the teaching problems we encountered and developed special activities to overcome were:

- trainees practiced activities that were peripheral to the lesson objective, and never had a chance to practice the skill that was the stated lesson objective.

- instructors "demonstrate" or have one student come to the front and demonstrate and consider that the students have "practiced".

- only a few of the students ever have a chance to respond to questions, or come to the board so that they get some kind of feedback from the instructor/teacher, (NOTE: as one might expect, the teacher practices of the instructors is an exact reflection of the teaching behavior of primary teachers.) and it is the same "capable" stars who are called on repeatedly.

- the only feedback we observed for those few instances of student practice was "wrong" or if correct, the instructor simply moved on to the next question.

- the only practice the majority of the students get is in copying something into their notebooks, or repeating in chorus something that the teacher has just said.

- the concept of "positive reinforcement" or of "spaced practice" is non-existent.

We concluded that in order to give students meaningful practice and feedback the teachers would have to be trained to use self-checking (self-feedback) materials and children-learning-from children working in small groups and pairs.

Hence, the rather disconnected sounding "basic principles" of readiness, practice, feedback and peer-learning.

One lesson often became three, as we had to back-pedal and teach more basic skills before we could accomplish the original training objective.

At the beginning, we were acting on the assumption that with minimal assistance, the GCET instructor in Urdu could develop model lesson plans for teaching Urdu, which would become part of the Lesson Planning and Practice Teaching Unit. This proved not to be the case.

I have worked through interpreters and translators to carry out curriculum development, training and instructional materials development in 12 languages before this attempt in Urdu. This has been by far the most difficult task. I believe that the difficulty lies in three areas:

The GCET instructors cannot function in English. Our full-time interpreter was not really a master of Urdu, but he was the most fluent in English that we could find and he had knowledge of modern educational jargon and concepts. A general problem was that he did not really want to interpret. He wanted to express his own viewpoints. Time-wasting and disturbing foul-ups in communication occurred because he often inappropriately put his oar into the water.

Secondly, the Urdu language (as transmitted through our interpreters and translators) does not permit the precision and distinctions that are to change the behavior of classroom teachers. The Urdu versions had an uncanny way of looking like "same old same old" in practice. For example, "read" in English had been translated into an Urdu word that really meant "recite from memory". In order to convey that there had to be meaning attached to the process, one has to add several words to a totally different word than the one for "read" that was in all the curriculum and textbook guides.

Our solution was to use the English word (italicized and pronounced Urdu-style) accompanied by concrete examples of what the word conveys to teach concepts that are obviously alien to this culture. Our observation was that our interpreter's attempts to define, explain and otherwise deal with the situation in Urdu only caused more confusion. However, this idea met with great resistance. Mr. Yousuf and Mr. Ishtiaque loved to debate for hours on how to say "feedback" in Urdu, and were quite unwilling to accept our proposed solution, "Just say feedback and get on with it."

One example of how this worked was with the word "video". Now, clearly this is an imported concept, and the imported technology brought along with it the word "video" which is plastered all over town in both Urdu and Roman (our alphabet) script.

However, when I asked for a TV Visual that said, "STOP THE VIDEO TAPE AND DO THIS STEP" which was to follow each step demonstrated on one of the "How To Do It" videos, the card had about ten Urdu words on it, none of which were "video". The camera-man pointed out

that the card did not say what I had asked for. Ishtiaque insisted that we had to use the classic Urdu words for this, which roughly came out "pictures that move and are projected through boxes with electricity"... (Electricity is a classic Urdu word, I hear you cry?)

Thirdly, the concepts and behaviors that we are trying to introduce into primary classrooms are absolutely and totally alien to the instructors at the GCET and to most of the staff at the Bureau. Even when we found words in Urdu to describe what we were trying to do, no one could imagine it or demonstrate it

This meant that we had to replace the "draft in English, translate into Urdu, talk-through-the lesson with the instructor and watch the instructor pilot-test the lesson" with "demonstration-teach the lesson through an interpreter, then watch the instructor pilot-test the lesson, then translate into Urdu".

5.2 Process of developing the videos

First, as you know, the "actors" are real live GCET instructors, and classroom teachers, none of whom had any experience with television.

This created severe production problems, but I believe that the process accomplished one very important thing: the instructors came to understand and "own" methods that I was trying to demonstrate via TV. The production process was, in fact, a methods training strategy for GCET instructors.

Their and the camera-man's inexperience coupled with the lack of video editing equipment resulted in some pretty rough visual and audio transitions. The instructors did not feel confident to present more than one point at a time, without stopping for a rehearsal on the next point.

Nor could or would they ad lib, I believe this was due to two factors: (1) the methods and underlying principles we are introducing are totally new to the instructors and (2) Urdu is not their mother tongue and they are very insecure in using Urdu.

The instructors always wanted to see each segment before we went on to tape the next. This meant rewinding to show in the VCR and then trying to find the exact spot on the tape to begin the next segment...which our camera-man found next to impossible to do. One day we spent 4 hours to get 5 minutes of tape, because either the instructor would ignore signals and talk at the wrong times...or the camera-man would rewind and tape over the top of the closing speech of the previous segment.

After the second production I quit writing carefully worded scripts in English (which were translated by Ishtiaque or Mr. Yousef) and began working from a topic outline. The reason was that the actor/instructors would get into interminable arguments with the

interpreter about the Urdu wording that should have been used. It always ended up by the camera-man sitting and waiting while Becky and I tried valiantly to insure that the intent of the English version would not be lost in the shuffle. Then the actor/instructors would write word-for-word scripts in Urdu for their next segment...and thus it went. Because of the work-load schedules of the instructors and our own transportation arrangements, it was not possible, ever, to get these things sorted out ahead of time. Even the Urdu title cards and visuals had to be created on the spot with the participation of the instructors.

What would I recommend for next time? I am not sure.

If you look on this exercise as a form of micro-teaching for the instructors, I would recommend that in future you might want to have another go at a series to present another group of methods or principles.

I am sure that the instructors we have worked with will use these videos IF THEY CAN. However, at present neither GCET has a VCR or a TV monitor that can be used. Furthermore, the wiring and power situation makes it unlikely that videos or any kind of electrical apparatus will be depended upon by classroom teachers or GCET trainers on a regular basis in the foreseeable future.

Having said that, I believe that the process captured the interest of the instructors and got them to buy into methods they would have been dubious about otherwise. The TV was a "concrete" experience for them. Also, making the videos on-site, in make-shift circumstances, and with jerry-rigged equipment rather than in a professional studio with professional production people and equipment turned the exercise into a "peer-interaction" that was not too intimidating for the instructors.

However, the technical quality of the videos is generally poor. If you want to produce professional "broadcast" quality videos you must hire professional production people and equipment. In particular, we would need a mobile production unit, with transportation generators, monitors, cables, tripods, Urdu character generators, and editing equipment. You probably would have to hire professional actors as well. The instructors we work with do not have the time that is needed to plan, rehearse and produce quality videos in addition to carrying out their regular tasks. Other interesting things you will note: light intensity and quality varies; instructors walk off camera, still talking; pick up visuals from a close-up shot and hold them out of sight of the camera; zooms are fuzzy and go out of focus; Urdu title cards look amateurish and are often poorly framed by the camera; just to mention a few obvious flaws. The videos were made in the Resource Room or classrooms at Mastung and Quetta, in tiny cubicle offices, in an echo-chamber dining hall and in a Lab School Classroom.

However, I am not sure that technical quality was or should be our primary concern. These training videos have already "trained" and can be used for future training. If we were more "professional" we would lose the training function of the production process.

Further Comments on Use of video for training

TV is a powerful teaching tool. Especially here in Pakistan it is especially important to show the target teaching behavior we are trying to achieve. This first pilot attempt to produce useful training tapes was, I am convinced, a success. I began with a "wish-list" of tapes I felt were needed, and I ended by producing serendipitously, the tapes I could, given the time and resources available.

The videos were a catalyst that engaged instructors and Bureau staff with the substance of primary education. Being able to watch a process close-up, and to question, and then to look at it again opened minds to new possibilities. The instructor/actors especially went through an "in-depth" experience. After planning, discussing, demonstrating and negotiating with me and my "English version" and then writing their own Urdu scripts they developed understanding of why we were teaching a methodology. Then came rehearsing, carrying out the teaching in front of the camera, watching themselves and groaning and then doing it all again, and again... practice and feed-back in action. Being the on-camera teacher is a powerful training strategy. Not only did the instructors acquire the ability to transmit new skills, but they are now committed to the basic concepts that they, in person, publicly, have recommended.

If the tapes are never looked at again, they were worth the investment for the new horizons that were gained by the instructors and others in the primary education field who have been involved in the productions.

In spite of all the hassles that were involved in doing these tapes, I believe that you should continue making them, and should continue using real teachers and real instructors with real trainees and children. The lack of "polish" is more than compensated for by the positive effects on the "actors" and the credibility that it lends to the videos.

But, those instructors helped us at great personal sacrifice. Their regular work-loads were not reduced and working with me to produce tapes added at least 10 hours per week of extra work. We cannot expect them to continue their enthusiastic cooperation over the long haul, given all of the conflicting demands on them, including the very real need to work at extra jobs to support families. With the experience they now have, they will be doubly useful in a variety of roles in the future. For the project's own self-interest, if not in the name of fairness, I strongly recommend that they be put on some kind of contract so that they can be reimbursed for their services.

You need to find some less cumbersome way to have a monitor on site when we tape so that camera shots can be rehearsed and directed. You also need to invest in editing equipment or else rent that capability. I hesitate to recommend using a studio. That would result in better technical quality, but a loss in flexibility and the sense of cinema verite we got from taping in the principal's office, a real Lab School Class II, the echoing dining hall at the Women's College, and suffocating little offices.

Contracting with Mr. Habib Ullal to serve as camera-man was a good move. He has a good camera and copying equipment and is honest, intelligent, cooperative and eager to learn. Like most of us in Pakistan, he had his off days when an ailment or an all-night moon-lighting, family or religious obligation put him off stride. But the overall quality of his work kept improving. He is genuinely interested in education and he is a joy to work with.

The question of appropriate technology should be considered, however, before establishing a training program that is heavily dependent on electronic equipment. During the 10 weeks I worked in Baluchistan, the electricity went off every morning around nine and stayed off until well after noon. The school day in the GCET's ends at 1:30. If electric-powered equipment is to be used by instructors it will be necessary to provide generators and to equip and wire at least one large classroom where equipment can be safely left hooked up and ready to go.

The PED Project has provided UPS and stabilizers to both GCET's to support the computers and other equipment which is envisioned for the future. In spite of Becky's and PED's efforts to orient staff, we never found the UPS charged so that we could use it as a back-up power source. It will not be easy to provide operational and maintenance skills at the GCET's that is necessary to keep the equipment operational.

The problem of using the videos in the field may be more simply solved by purchasing or building a mobile unit that has its own generator, VCR, monitors, switcher, tape-decks, and so on.

5.3 Staff Training

Copies of the videos and guides were distributed to the two GCET's, to the Instructors who assisted in the productions, and to the Bureau of Curriculum. I will also mail copies to FSU and AED for their archives. Bill Fanslow's office has the two original tapes containing all of the videos and 9 individual videos.

The sessions when videos were planned, scripted, taped and evaluated by GCET and Bureau staff members provided the best opportunity for training in basic principles and specific methodologies. As

individuals reacted to something connected with the video demonstration, I leaped through the "window of teaching opportunity".

The topic of "cheating" when using self-checking materials was universally cited as a potential problem, which enabled me to lead discussions on the purpose of "practice" vs. "testing", and methods for developing self-responsibility in learners (or even the desirability of doing it). As with a lot of abstract notions people were generally in favor of developing "independent learners" until they saw a few in action. It also led to learning about the need for spaced practice over a period of time to master a skill, of the need for "feedback" and what the heck is that anyway, and how can each child get enough of it in the usual classroom of 30 or more children and maybe even several different classes.

"Peer-learning" (children-teaching-children) came in for its share of doubting Thomases. The usual objection that was initially raised was that the "teacher" child would be wasting her time helping the others. This again gave an opportunity to get into the learning benefits to the teacher-children who are reinforcing by practice and application, something they have learned; of long-term memory vs. short-term, of rote memory vs. application of skills, and also the social and character building benefits of having a classroom where children cooperate and take responsibility not only for their own learning, but for helping others.

"Selecting content" based on readiness of children and logical order was an especially hot topic in the Urdu language related materials lessons. This led to several beneficial, but time-consuming additions to the training program. For example, most children come to school with a mother-tongue other than Urdu, but the medium of instruction from Kachi onward is, by mandate, Urdu. In developing the sets of writing exercise materials we ran smack up against the "concrete before abstract" and "familiar before unfamiliar" principle. As a result of working with Ms. Nargis, she and her trainees developed charts comparing Urdu with Pashto, Brahui, and Baluchi in which they identified the "familiar" that can be used to first introduce Kachi and Grade One children to the mysteries of reading. (Thank goodness I found the copies of Elena Bashire's works of Comparative Analyses of Urdu, with Pashto, Brahui, and Baluchi, which is where I got the guidance to be able to do this.) They have made charts that show the phonemes and common words in Urdu that also occur in the other languages. They are developing beginning reading lessons which use those familiar sounds (with related alphabet) and words (to be used as both guide words and sight-word vocabulary).

Another example: when viewing the video on how to make Math Practice Cards Ms. Mumtaz questioned the mixing of one-digit addition problems with one-digit subtraction problems. I demonstrated to her, using real objects, how children should be taught with concrete objects to understand the concept of how addition and subtraction are related. I opined that they should learn the set of four related

facts at the same time. (i.e. $2 + 3 = 5$; $3 + 2 = 5$; $5 - 3 = 2$; and $5 - 2 = 3$). We then discussed the fact that teaching addition and subtraction facts as two sets of totally unrelated facts is congruent with rote memorization without meaning, but that if we want children to understand the processes of mathematics, it might be better to connect the two.

We also played the Matching Pairs Card Game with them, and examined the ways in which the cards can be "self-teaching" in that some sets contain all the information children need to figure it out for themselves, and then by playing the game several times they can master the material. On the other hand, some of the card games require that collectively the group must already know most of the material. Then each one learns from the others what they didn't already know. Once again, dearly beloved, this seems like a simple enough notion, but the idea of setting the stage so kids can figure things out instead of just memorizing it in a lump is a new and odd-seeming notion.

One of the "ice-breaker" activities that I always used was to have instructors and video-viewers work one of the Math Templates and check their own answers by turning it over and using the Answer Key on the back. They were all fascinated by the Math Templates and especially by the fact that "cheating" requires a great deal of thought. In fact, strangely enough, no one figured out how to do it. Are you asking yourself how this was discovered?

5.4 Improving the system of Urdu instruction in the first three years of school must be a top priority.

Failure to learn to read dooms a child to complete failure in the school system. As I indicated elsewhere, the Math program is not in such disarray, and improvement in general teaching skills will solve their problems, since sequencing and appropriate models from which to copy instructional materials abound. However, the teaching of Urdu is a total disaster and needs urgent attention.

The related factors are:

A. Ineffective methodology

- Rote memorization, and meaningless recitation is the prevailing method of instruction.

- As Mr. Malik pointed out, many staff members of the Bureau and the GCETs can quote theories underlying more efficient methods of teaching. They do not know how to operationalize the theories.

- Student materials and teacher guides do not lend themselves to methods for developing necessary language arts skills. The only way most of them could be used is for memorization and copying. There is no developmental sequencing so that children are systematically taught one skill after the other.

B. Urdu is the mandated medium of instruction from Kachi onward and in Baluchistan most of the children and teachers do not speak Urdu as their mother-tongue. Secondly, the teachers have not become fluent enough in Urdu to use it comfortably in teaching. Third, none of the teachers have been taught methodology for teaching a second language to little children. Fourth, none of the instructional materials were designed to take into account the learner for whom Urdu is a foreign language.

Points for discussion:

- The immersion method cannot work in an environment where immersion is impossible. The children cannot be "immersed" in Urdu when another language is the pervasive language of the environment, the streets and shops, and of their homes and when none of the other children speak Urdu.

- The direct method works when the teacher is comfortable and totally fluent in the target language and knows the skills of teaching second language to young children. The other requirement is a quantity of concrete, hands-on materials in the classroom, as well as a wealth of visual material.

- Learning the process of reading is a complex and difficult task. Not all humans can master it, even when totally familiar with the language they are trying to learn to read. The prevailing opinion among psycholinguists today is that in order to facilitate mastery of a second language, the best approach is to teach children to read in their own language first. Then they learn that these marks on the paper not only have sounds connected to them, but that they convey meaning. They truly learn the "process" of reading. In the case of Urdu and the mother-tongues in the area, the alphabet characters are not different. Some even represent the same sounds in both languages. The transfer of the reading skill would be easy to accomplish, after children have learned to read and write in their own mother-tongue. At the same time, during Kachi and Class I the emphasis should be on expanding the children's oral/aural recognition vocabulary in Urdu. They should be taught songs, stories, games, and do oral drills connected to concrete activities (of the "My hand is on my head, What have I here? That is my head thinker, Mama my Dear..." variety.)

After they have acquired a small speaking and aural comprehension vocabulary and have learned to read their own language, then they are ready to learn to read Urdu more easily and to begin having some of their subjects taught in both languages, (Late Class I and Class II). As they proceed through the school system, the amount of Urdu as the medium of instruction should gradually increase, and the amount of the mother tongue should decrease BUT NEVER DISAPPEAR ENTIRELY FROM THE SCHOOL CURRICULUM. Even through secondary school the curriculum should include at least one subject that is taught in the mother-tongue, that encourages creative writing, study and practice of traditional arts,

music, and oratory, as well as the study of the history of one's own people.

Innumerable case studies exist to show that mandating the medium of instruction in a foreign language not only is unsound educational practice, but is a socially unsound practice as well, with inevitable unpleasant backlashes.

While it's beyond the ability of this project to change official policy, in good conscience, as an advisor, I must at least offer good advice. And to the extent that we can, we should introduce methodologies that have the best chance of succeeding. Hence the advice to at least train people here in methods of bilingual education, and get some appropriate materials developed.