

Final Report
(Period from October 1, 2004 - September 30, 2006)

Improving English Language Teaching and Learning in Mindanao
(IELTLM)
via Educational Radio, Audio, Print and Integrated Training

from

Real World Productions

for

The Real World Alliance

including

Ateneo de Zamboanga University
Notre Dame University of Cotabato
Mindanao State University at Tawi-Tawi
in cooperation with
USAID's AMORE Project (Office of Energy)
and
the Philippine Broadcasting Service

Award # 492-A-00-04-00031-00

submitted December 13, 2006 to

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Overview The *Improving English Language Teaching and Learning in Mindanao* project (IELTLM) was designed to provide high quality intercultural English teaching materials (audio and print) to elementary and secondary schools, to make them available for use by instructional managers with their students in non-formal (ALS) programs, and to make English learning experiences available to formal and non-formal students and to broad general audiences by radio. The project was granted funding for two years at a level of \$1,000,000 with Real World Productions as the prime grantee. After 24 months of operations, the project has met all of its objectives and, in a number of areas, exceeded them. As of this writing (12/12/06) we discuss the project in terms of “phases” since we have received positive indications of new funding for a second phase. Throughout Phase 1 of the project (FYs 2004-2006), we have provided quarterly reports detailing the project’s development, challenges, adaptations, lessons learned, etc. For full understanding of project activities we refer readers to those reports, which are available through the USAID-Manila Office of Education, and to the two independent evaluation studies of the project, copies of which have been submitted to the Development Experience Clearinghouse:

1. Independent Evaluation Document #1: *“Improving English Language Teaching and Learning in Mindanao, A Project Implementation Evaluation; Ateneo Research Center, Ateneo De Zamboanga University and the University Research Center, Notre Dame University, July 2006.* (includes Annexes with tables and photo documentation)
2. Independent Evaluation Document #2: *“Real World English: Made Real in Mindanao – Case Studies on Improving English Language Teaching and Learning in Mindanao (IELTLM) Project - Nuro Central Elementary School, Municipality of Upi, Maguindanao, and Autonomous Region in Muslim Mindanao (ARMM), Ateneo Research Center, Ateneo De Zamboanga University; University Research Center, Notre Dame University, June 2006.*

Here at the end of Phase 1, as required, our final report provides: 1) A financial report noting estimated leverage provided by each Alliance partner; and 2) a program report including

- a) A brief description of program accomplishments including an assessment of the impact of the program on the Agreement’s beneficiaries.
- b) A summary and description of activities that may be carried forward, which of these activities we think can be sustained, and which can be shared with other donor organizations.
- c) A summary of lessons learned from the program.

1) Financial Report Summary A detailed financial report showing spending on all project budget lines is provided as Appendix 4. This report also shows leverages by budget lines. The project spent the full amount available under the USAID grant: **\$1,000,000.00**. The total project cost was at least **\$1,901,682.01** as additional leveraged resources were made available to the project by the Real World Alliance member institutions and partners in the following amounts:

	Institution	Leverage Contributions
1	Real World Productions	822,671.13
2	Ateneo de Zamboanga University	10,147.20
3	Notre Dame University	3,793.55
4	Mindanao State University TCTO	336.00
5	Philippine Broadcasting Service	13,520.00
6	AMORE Project Communities/Schools	1,200.00
7	DepEd	49,910.13
8	Notre Dame Broadcasting Corporation	104.00
	Total Leverage Contributions	\$901,682.01
	Total USAID Grant Spending	\$1,000,000.00

2) Program Report

2.a.1.) Brief Description of Program Accomplishments

Building and Sustaining an Effective Alliance: The IELTLM project was conceived by Stuart Leigh of Real World Productions (RWP). Under the terms of the GDA / Public-Private Alliance project model, RWP's first task, and the first accomplishment we report here was to create a formal Alliance with a number of Filipino organizations. As of 12/06 the Real World Alliance consists of a single U.S.-based organization, Real World Productions, the Ateneo de Zamboanga University, Notre Dame University at Cotabato City, Mindanao State University Tawi-Tawi College of Oceanography and Technology, and the Philippine Broadcasting Service.

The initial Real World Alliance membership was revised during the course of the project. For example, while we began with a single teacher training partner in Zamboanga, we found we needed a second institution to train teachers in Central Mindanao and so we added to the Alliance Notre Dame University at Cotabato City. We also added Mindanao State University Tawi Tawi College of Technology and Oceanography (MSU-TCTO) for monitoring and support in the far-flung areas of Tawi Tawi. We also developed a relationship with the Philippine Broadcasting Service through an MOA so that they could provide counterpart contributions in the form of both production assistance in their Manila studios, and local program presentation and broadcasting over four of their Radyo ng Bayan radio stations (Tawi-Tawi, Zamboanga City, Jolo, and Marawi).

In Phase 2 their relationship will move from that of a service provider to a formal member of the Real World Alliance. In Year 2 we began to work in cooperation with Winrock's AMORE project (funded by USAID's Office of Energy). We have an MOU with AMORE to provide training and materials to 180-200 newly electrified rural schools. In Phase 1 we served 15 AMORE schools, all of which provided significant counterpart contributions in the form of full funding for CD players. We are particularly pleased the Real World Alliance-AMORE relationship demonstrates creative synergy between USAID's Energy and Education offices. We have created good working relationships with the central and division offices of the ARMM DepEd. And, essentially, we work in close cooperation with the Department of Education, especially through their National English Proficiency Program. Midway through the grant period we made a key agreement with their National English Proficiency Program (NEPP) to provide materials and training to hundreds of teacher mentors they have identified. We have trained 229 NEPP mentors in Phase 1. Our continuing service to NEPP is a feature of our plan for Phase 2.

Other key service providers: We also decided to work regularly with the Notre Dame Broadcasting Corporation (NDBC) to co-produce and broadcast radio programs over their very wide broadcast area in Central Mindanao. All active Alliance members and major service providers cited in this report are providing leverage contributions.

Not all changes in Alliance membership involved addition of members. While SEAMEO INNOTECH was an instrumental partner at the outset, helping especially with coordination and hosting of our lesson plan development workshop, over time we determined that their further contribution in Phase 1 would not be necessary. This resulted in a loss of an expected \$250,000 in leverage. Had this been finally available to us as we had planned and expected, the Real World Alliance would have substantially exceeded the 1:1 target leverage ratio. RWP remains open to working with SEAMEO and ELSA in Phase 2. In fact, as initially planned, we have begun to serve beneficiaries of ELSA's non-formal program supported by Consuelo Foundation at Notre Dame University at Cotabato City.

For training and implementation support in elementary and secondary schools the IELTLM project has relied on its Project Coordinator and on two main Alliance members: 1) Ateneo de Zamboanga University (ADZU), and 2) Notre Dame University (NDU). ADZU and NDU received subgrants from RWP based on approved budgets and scopes of work and provided RWP with liquidation statements reflecting expenditures monthly. Assisted by the local RWP Project Coordinator based in Cotabato, each Alliance member worked with the regional and divisional DepEd offices to identify schools, principals, supervisors and teachers for participation in the project. ADZU and NDU managed the trainings and distributed materials to teachers and schools. They tracked and maintained records of distribution of materials. The project relied to a much lesser degree on the services of Mindanao State University at Tawi Tawi, specifically for support to the 20 high schools and 1 elementary school in their network. All three universities also followed-up after the trainings with monitoring activities. These monitoring activities called for selected site visits to observe and provide teachers and principals with guidance; and they called for data collection via monitoring forms sent in from teacher to principal to superintendent and then to the Western and Central Mindanao project offices.

"After six months into it, the school administrators, teachers, and students already express very positive assessments. . . . They believe that the project has substantially helped improve English instruction and learning in their schools. All agreed that the implementation of the IELTLM in 2005 was a very timely project. Generally, all schools look forward with excitement to the second round of the project implementation. In fact, they have expressed willingness to sustain it through the coming years."

from Evaluation Document 2 - Case Studies "Real World English: Made Real in Mindanao" p. 42

This scheme of monitoring which was followed quite rigorously – together with intensive evaluation activities – evidently helped produce a perception among beneficiaries that IELTLM is a serious, committed, quality-conscious project. Now, at the end of Phase 1, the Alliance is in a strong position to continue serving the English language learning needs of students and teachers in Mindanao. Goodwill and shared purpose continue to animate the Alliance.

Successful Adaptation and New Production of Instructional Materials: The second major accomplishment of the project was the creation of a culturally-sensitive complete set of English teaching audio and print materials: *Tuning In to Language and Culture*. This was done through the successful adaptation of existing audio programs and Listener's Guides and the new development of four distinct Teacher's Guides.

Material 1 - Teacher's Guides: Work began with a Lesson Plan Development Workshop in late 2004 attended by 18 teacher-writers from Mindanao, and assisted by resource persons from the ACELT (English) program at the Ateneo de Manila, the DepEd, and by RWP consultants. The goal was to review existing Real World English materials for cultural acceptability so that they could be adapted, and to create four sets of 52 lesson plans, one for each of Elementary Grades 5 and 6, and one for each of High School Years 1 and 2. Audio programs 1-26 (language levels 1 and 2) provided 104 dramatic acts as a basis for 52 lessons for Grade 5 and 52 lessons for HS Year 1. Programs 27-52 (language levels 3 and 4) provided 104 acts as a basis for lessons for Grade 6 and HS Year 2. A total of 208 lesson plans were created.

"Teachers are competent in teaching. Students crave to learn. However, we can only do so much with minimal textbooks and low English proficiency. This project answers partly our main problem. The textbooks and materials, and the whole project itself, have offered great relief to our frustrating classroom situation. But it has also enticed us to expect for more."

IELTLM teacher quoted in evaluation Case Studies "Real World English: Made Real in Mindanao" p. 52

Cultural Sensitivity: A key feature of the Real World English Teacher's Guides is the Culture Notes that are embedded in each lesson. These notes are designed to stimulate classroom discussion of aspects of Mindanaoan life and culture that parallel or meaningfully contrast with those depicted in the US-based audio dramas. The lesson plans thus lay out a path for teachers to activate students' background knowledge related to the theme of each program. By highlighting cultural parallels, the Culture Notes offer teachers a ready means of contextualizing the contents of the lesson and creating conversations about our cultures. We know from evaluations that through the project, students are better able to understand the commonality of Philippine and American cultures as well as our distinctive and valued differences. This approach has been endorsed by Mindanaoan educators at all levels. They see it as affirming and promoting deeper appreciation of both local and U.S. cultures. We see this as a significant accomplishment of the project.

Material 2 - The Listener's Guides: Preparing the revised Listener's Guides was another major piece of work. The two 176-page guides had to be digitized from the original printed editions, edited based on commentary from the Mindanaoan lesson plan writers, and reformatted in Quark and as PDF files. New illustrations were found and new writing made many of the questions posed by the text more relevant to the needs of young Filipino learners. A high-quality, low-cost printer was identified in Davao (Cortess) with the important benefit that this major part of the project budget could be spent in Mindanao (while also reducing shipping fees). It is important to note that the Listener's Guides were produced in durable

'A teacher commented that the audio materials provide a kind of cultural exposure for students. She asserted: "I think students gain greater awareness of the fact that people outside of their communities have different ways of doing certain things. I think such exposure, even if only through audio programs, creates in them a sense of appreciation of their own cultural heritage. It also upgrades their knowledge of other cultures..."

Evaluation Document 2 - Case Studies "Real World English: Made Real in Mindanao" p. 21

"sewn signatures" instead of with "perfect binding". The latter relies simply on edge gluing of pages. This certainly leads to textbooks falling apart. Using thread and glue as we do, however, our books will give many years of service. The Teacher's Guides were also produced by the same printing company with the same attention to durability, attractiveness, and practicality. They are high-quality wire-bound editions with sturdy color covers that lie open easily on a teacher's desk.

Material 3- Audio Programs: The award-winning Real World English audio program series was digitized from original analog recordings and edited to meet the cultural sensitivities of Muslim audiences (though little change was required). Audio CDs were produced using commercial stamping processes (as distinct from computer-based data writing). This approach produces much more durable and more reliable copies. 1800 sets of four CDs (900 complete sets of eight CDs) were produced in the US or in Canada and shipped to Mindanao. They were packaged with a attractive color covers in soft plastic boxes holding four discs each, as four are needed by each teacher.

Official Approval of Materials: The materials were submitted in early 2005 to the DepEd and DepEd ARMM for approval. Former Secretary of Education, Fe Hidalgo, personally managed the approvals process. They were approved by the DepEd Bureaus of Elementary and Secondary Education. Due to delays in their own processes, the DepEd ARMM did not give formal approval in the first year, though they allowed us to operate through local permissions from their Divisions. After the first year of project implementation in schools, the ARMM DepEd asked us to hold a workshop with them to review cultural aspects of the Teacher's Guides. During this workshop their representatives made a number of adjustments to the Culture Notes and they finally gave their approval.

Materials Application: In line with the EQuALLS Intermediate Results and indicators, we can report strategic delivery of substantial quantities of these high quality learning materials to schools. With regard to the student books (Listener’s Guides), 75,100 units were distributed during Phase 1. 69,977 of these were delivered almost exclusively to teachers at trainings managed by IELTLM project staff, or in supplementary deliveries to the same schools. The remainder of the 75,100 Listener’s Guides distributed by the project in Phase 1 were used to equip resource centers in schools, to supply DepEd offices, to train teacher-mentors, to use as weekly prizes from radio stations for listeners who respond to English quiz questions, or to aid teacher educators in their respective Teacher Education Institutions. 9000 Listener’s Guides from the 84,000 purchased by the project in Phase 1 will be available to the project in Phase 2. (See Appendix 1: Materials Distributed)



We also provided CD players at no cost to 221 schools. A further 40 schools received CD players by participating in our subsidy fund, which was instituted in 2006 based on our view that the expansion of the project should require significant counterpart contribution; and on our learning that schools might need to be incentivized to tax themselves to acquire a CD player. Our model is to provide Php 1500 if schools will provide more than this amount to purchase a CD player. Note: Due to the strong social preparation work that is characteristic of the AMORE project the 15 rural schools from their project provided CD players without any subsidy from IELTLM project. They have committed to continue this model in Phase 2.

Training of Teachers, Principals and DepEd Staff: The third major accomplishment of the project was the training of many teachers, principals, and supervisory staff. With approvals from the national, regional and division DepEd offices, and from ARMM DepEd regional and divisional offices, *Real World English: Tuning In to Language and Culture* has been accepted across a very wide service area. (See map of project locations on the next page). This receptive environment has made it possible for the Real World Alliance member institutions and RWP staff to exceed the objectives of the original project plan with respect to teachers trained:

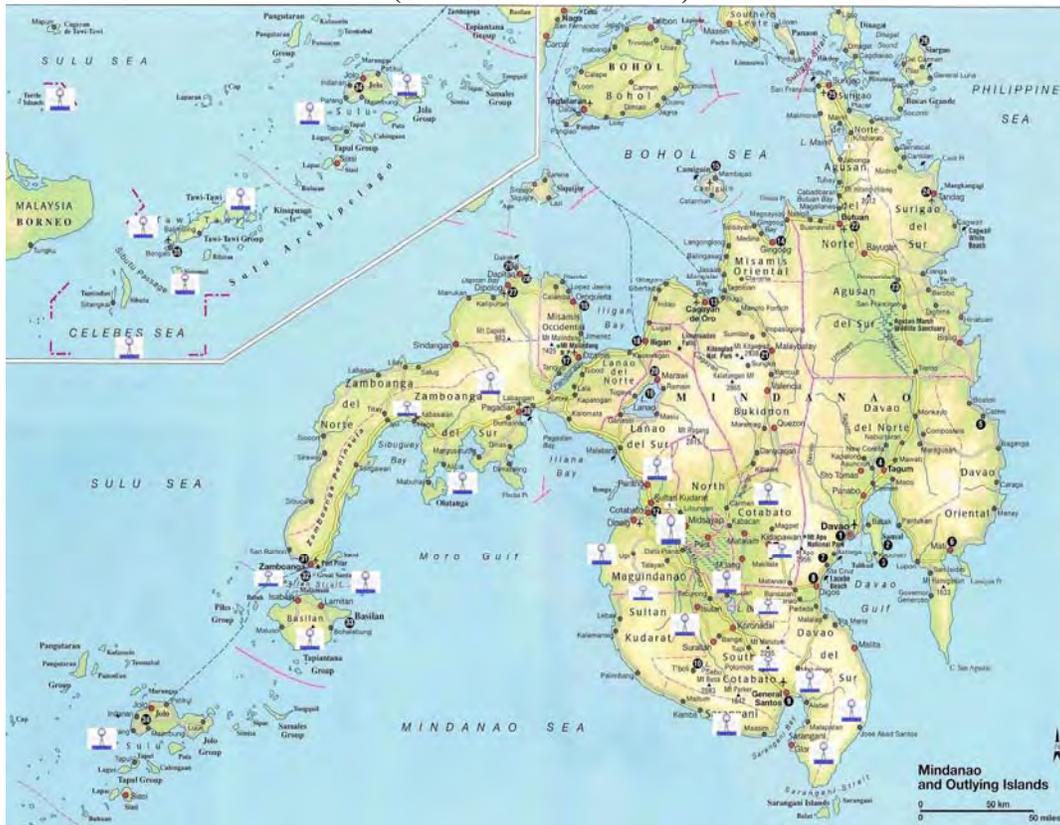
Table: IELTLM Phase 1 (Targets and Actual - Partial: Oct. 2004 - June 2006)			
	Teachers	Principals (Schools)	Supervisors & other
Target	540	270	
Actual (users)	419 +80+58+2= 559	212+40+29+ 1= 282	26 + 51 = 77
(via AMORE)	30	15	
(via TCP, oral proficiency)	166 (Teacher Caravan Program)		24 (3 day oral proficiency)
(via NEPP, co-trained)	229 (One-day training. We are not counting 47 we trained in ½ day “enhancements”.)	We are not counting 27 to whom we gave a short orientation on IELTLM.	
Totals	589 users + 166 + 229 = 984	297 user schools	101

In its first two years (Phase 1), the project set as its main objective the training of 540 teacher-implementers and 270 principals/schools. We actually exceeded these targets by at least the

numbers shown above (589 teachers / 297 principals verifiably implementing with materials). The number of additional teachers benefiting from the IELTLM project through peer training and use of our materials is unknown but likely significant.¹

After determining that the Real World English materials were appropriate both for teaching children in schools and for mentoring elementary teachers of all subjects and secondary teachers of English, the DepEd asked RWP to become a partner in the National English Proficiency Program. Between December 2005 and March 2006 we provided materials and a full day of training to 229 NEPP teachers. Another 47 NEPP mentors received ½ day orientation and materials to use with mentees. The project also worked with Notre Dame University’s Teacher Caravan Program to provide two-day oral proficiency training to 166 teachers. Further, we did a three-day training for supervisory level DepEd and project staff in assessment of student’s oral proficiency. Finally, we began a series of investigations of the use of IELTLM materials in pre-service teacher education programs, providing materials to Teacher Education Institutions and liaising with the academic heads of these institutions so they can develop patterns of use of IELTLM materials for English teaching methods, for teachers’ own language proficiency, and for improved skills in instructional media utilization.

IELTLM Service Areas – Phase 1 (10/01/2004 – 9/30/2006)



 Denotes general locations of the 297 IELTLM schools

¹ The Case Studies evaluation document, “*Real World English: Made Real in Mindanao...*” reveals that 3 of the 4 schools featured chose to do peer training on their own so additional students and teachers could benefit from the project.

The geographical footprint of the IELTLM project is wide. We have schools in the Tawi Tawi archipelago at Mapun nearly in Malaysia, and we have substantial presence in communities throughout Tawi Tawi, Sulu, Basilan, Zamboanga Sibugay, Pagadian, and Zamboanga Sur. We also have schools reaching across Central Mindanao from North and South Cotabato, to Kidapawan, Tacurong, General Santos City, Koronadal, and Sarangani.

Informal Sector Service (Radio Audiences): Our fourth major accomplishment relates to radio. Following research and discussions with community, commercial and government radio station and network managers; we decided to conduct a two-month “pre-pilot” radio project in Tawi Tawi. We did this with radio station DXGD, assisted by Fr. Jonathan Domingo and the Tawi Tawi Family Life Association. The pre-pilot series was formally assessed by the Ateneo de Zamboanga’s University’s Research Center. Their Rapid Assessment indicated that the Real World English broadcasts with their core American audio content but presented as a series of locally contextualized programs, were acceptable to Muslim audiences in the region. Following this pre-pilot radio research activity, we decided to produce a longer series of 26 weekly hybrid multilingual programs to continue through September 2006.

Based on a subsequent Memorandum of Agreement with the Philippine Broadcasting Service (PBS), we then developed a new 28-minute radio format, which is described more fully below.

Development and Distribution of New Adapted Radio Programs: It is fortunate that in hiring Bruce Matabalao as Project Coordinator we hired someone who had already worked in radio. It

was also fortunate that Evelyn Agato of PBS agreed to assist us in a periodic consulting capacity. She and Bruce are now leading production and distribution of our radio series. The programs present the core Real World English audio in a culturally sensitive tri-lingual context. They aim to entertain as well as educate and appeal to a broad audience. Evelyn Agato cast two children and a female adult actor to work with Bruce as the characters in the programs. The cast, including Teacher Bruce, Teacher Daisy, Omar (10), Annie (10), allow both children and adults to identify with the hosts. The programs are useful for English teachers who may listen to hear exemplary teacher-student behaviors modeled on the radio. There is special focus in the programs to demonstrate how teachers may treat the Culture Notes and discuss cultural parallels with students.

2005 Pre-pilot Over-all Recommendations

Based on the initial gains generated out of its pilot implementation, the recommendations include: First, an extension in the implementation of the radio program. The extension period (at least 6 months) will provide ample time to fully realize the gains of the project. In addition, the added time will not only serve to support the implementation of the RWP-IELTLM project in the schools, but also serve as a venue for advocacy of the project itself. Extension in the implementation may also be in terms of the frequency of the broadcast, while maintaining the length of broadcast per episode....

Real World English: A Rapid Assessment of Program Implementation, p. 11.

Under the new format, RWP/PBS are providing the “core program” – a nearly 20-minute long section of the program containing the two three-minute acts of a single dramatic episode with two one minute language “Focus-In” segments and wraparound clarifying and contextualizing material voiced by the two teachers and two students (in Pilipino and English). While some might object that this demonstrates “code switching” in a way that teachers might over-use in their

classes, it is to be remembered that the programs have to be entertaining and comprehensible to a broad audience. We don't assume that teachers are the main audience; and we generally restrict use of Pilipino to sections that deal with the local cultural parallels to those in the U.S.-based audio dramas. The 20-minute program is sent to the radio stations with a "Sequence Guide" that assists the presenters in providing their own local language introductions and closings. They also

**From the 2006 Pilot Findings
On the Technical Aspects of the Localized
"Tuning In to Language and Culture" Programs**

Discussants were asked about the technical aspects of the program.

1. Airing time and frequency

Because of its usefulness, discussants suggested that the program's airing be increased from once a week to at least twice a week. In this way, interest is sustained and the audience get to develop their listening skills. Some discussants are interested in acquiring the audio-tapes so that they can replay the lessons, while others proposed that the program be produced for television.

2. On the anchors

To the discussants, having four characters and an anchor is not a problem. On the contrary, cultures and age groups are well-represented. As a discussant in the Cotabato FGD commented: " Na-localize siya [the program]...It shows partnership. Hindi ito American lang" (The program is localized. It shows partnership. It is not only American).

Evaluation Report: Real World English Program on Radio, by Evelyn Agato, pp. 7-8

all manage quiz contests at the end of each program. Between March and September the project produced and aired 25 of the 26 planned programs. One program, in which a grandfather and his grandson spend a night in a motel while traveling, was deemed possibly inappropriate since the word "motel" in the Philippines is likely to conjure illicit sexual alliances. On review of the issue, however, the producers think they may be able to properly contextualize treatment of this word in a future production.

Real World English is now being heard over the government's Radyo ng Bayan stations in Tawi Tawi, Sulu, Zamboanga City, and as of 11/06 also in Marawi. We are also on the air throughout Central Mindanao over the commercial air of the Notre Dame Broadcasting Corporation. (See Appendix 2: Map of IELTLM Radio Coverage as of July 2006.)

Service in the Non-formal Sector: A further project accomplishment was providing training, equipment, and instructional materials for Instructional Managers and as well as materials for use by 300 ALS students enrolled through the Notre Dame University's Community Extension Services (CES) program. This is one of the Integrated Technical Education programs supported under EQuALLS through the ELSA project. In an assessment of the project by the CES manager:

"I found the materials very good especially in developing the language proficiency of our OSYs. I also believe that these IELTLM materials are of great help to achieve our goal. but we lack the strategies and our trainers need to undergo comprehensive training and the CES staff also need to see clearly how we can make use of these materials - as we worked for vocabulary and comprehension competencies. Further training I think is necessary and a possibility of giving at least an hour for the important lessons in the modules can be studied to complement our existing English Refresher curriculum. Presently, we our training for 161 OSYs highschool undergrad and highschool graduate has just started. So, these materials could still be used by this batch."

Sheila Algabre, Program Manager - YOU (Non-Formal Integrated Technical Education at NDU, Cotabato, Maguindanao) – IELTLM Narrative Report, 2006.

For most effective use in non-formal programs, there is clearly more that the IELTLM project can do to adapt our training processes, and possibly some of our materials. Specifically, we believe there can be a useful multi-channel synergy between 1) use of our materials in face-to-face settings where Out of School Youth (OSY) are trained and 2) use of our materials and audio (via radio) in home study by these same OSYs. We are committed to exploring further how to best help Instructional Managers shape effective instructional ALS approaches using IELTLM materials. We think the multilingual *Tuning In to Language and Culture (TILC)* radio programs with their youthful Filipino actors and home language “scaffolding” may provide a better entry point for ALS students (and IMs) than the English-only CDs. Phase 2 will allow us an opportunity to study application of various forms of *TILC* media to the needs of ALS non-formal IMs and students. For example: IMs may be able to receive CD copies of the tri-lingual radio programs so they can present appropriately leveled English learning experiences at the training sites. Students can also benefit from access to the programs via radio at home. This can be supported further by students taking Listener’s Guides home with them (as personal copies or as loans during their enrolment in the ALS program).

2.a.2.) Impact of the Program on the Agreement’s Beneficiaries

We have woven discussion of impact through our discussions above of project accomplishments. To quantitatively highlight our contributions in terms of EQuALLS IRs, we can report:

IELTLM - Indicators / Intermediate Results 10/01/04 - 09/30/06	
IR 1.2. Increased learning materials/equipment	
1.2.1. Number of students provided with textbooks	17668 (West) + 14079 (Cent.) = 31747
1.2.2. # of schools provided with reference and supplementary materials	297
1.2.3. # of schools provided with educational technology equipment	297
IR 2.1. Enhanced teaching capacity in English, Science and Math	
2.1.1. # of primary teachers trained	518
2.1.2. # of secondary teachers trained	466
2.1.4. # of alternative learning program teachers or facilitators trained	7
IR 2.2. improved teaching curriculum/materials	
2.2.1.# of teachers using revised or new teaching materials	589
2.2.2. # of teachers using educational technology/multi-media as instructional tool	589
IR 4.1 Increased institutional support	
4.1.3. # of school managers trained	398

Of course the impact story is more fully told in the reports of the users themselves. These emerge through the series of evaluation studies² which have provided the project and its stakeholders with a thorough assessment of the vitality and effectiveness of the IELTLM project. The two sizable studies produced by the ADZU and NDU Research Centers focused on the conduct of the IELTLM project in the elementary and high schools, making limited reference to the outcomes in the informal

² *Real World English: A Rapid Assessment of Program Implementation*, by the Ateneo Research Center, two extensive studies by the Ateneo Research Center and the Notre Dame University Research Center (“*Improving English Language Teaching and Learning in Mindanao, A Project Implementation Evaluation*”; and “*Real World English: Made Real In Mindanao – Case Studies on the IELTLM Project*”); a report of a study by Evelyn Agato of the Philippine Broadcasting Service (*Evaluation Report: Real World English on Radio*); and a brief report by the director of Non-Formal Integrated Technical Education at NDU

and non-formal sectors. This was necessary and appropriate since the latter two project components had not yet begun at the time of the design of the evaluation of the project in schools. These

ADZU/NDU evaluations employed a descriptive qualitative research design with embedded quantitative elements. (*Selected findings are included as Appendix 3.*)

With regard to radio, following the Ateneo Research Center's Rapid Assessment of our pre-pilot radio project, quoted above, a more time-extensive evaluation of the subsequent 6-month radio pilot project was conducted a manager at the Philippine Broadcasting Service who is now completing a PhD in radio and community media research. This study was in two parts – a series of focus groups and informant interviews on the one hand, and a content analysis on the other.

2006 Radio Pilot - Conclusions

There is no doubt as to the value of the program. It is an effective vehicle not only for teaching English, but for exposing the listeners to American culture and the understanding their own culture. It is a well-thought of program that is both educational and entertaining.

The awareness level is high in Cotabato where all the discussants have awareness of the program as aired on radio. In Zamboanga, there is an almost equal number of those who are aware (4) and unaware (5) of it.

From the discussants' point of view, there is nothing in the content of the program that contradicts Filipino cultural norms and values.

Further, the program has shown that despite different lifestyles, there are many similarities between American and Filipino culture, and that the values which Filipinos uphold are shared by Americans.

Learning about American culture also widens the horizons of listeners.

The lessons are easy to understand as well. Though pupils and the discussants may not be familiar with some idiomatic expressions and words, these are explained within the program.

Evaluation Report: Real World English Program on Radio, by Evelyn Agato (PBS), p. 15.

2.b.1.) Summary and Description of Activities That May Be Carried Forward

We believe that all of the project components designed and piloted in Phase 1 may be carried forward. We are pleased to be asked to continue in the context of EDC's EQuALLS 2 design. EQuALLS 2 is moving from a "supply model" toward a "demand model" whereby communities will take greater responsibility for shaping the way they receive services from USAID education projects. The Real World Alliance can say with confidence that there is clearly great "on-the-ground" support for the IELTLM project. The evaluations reveal that the formal, non-formal and informal aspects of our work all are either powerfully appropriate in their current form or they are promising enough to warrant continuing refinement. To summarize, we would propose to carry on with:

Formal Programs: For Teachers and Students in Elementary and High Schools

- Direct Training of Teacher Implementers, Orientation of Administrators

Our one day orientations for principals and two day trainings for teacher-implementers have proven to be a cost effective way to get schools started in using our English language audio and print. We propose to continue with this model. It should be understood that training under IELTLM does not stop when teachers return to their classrooms. By their agreement to participate in the project and use the materials throughout the year, teachers will experience up to 52 hours or more of additional practice of effective English teaching as guided by the materials. Further, those who train peer teachers on returning to their schools will gain further skills through their leading IELTLM training sessions, These require at least two days to complete.

- Peer Training through School-Based Training (SBT)

We have proven in Phase 1 that peer training can work. We propose codifying an approved peer training process in the form of a School based Training Guide and providing this to all schools.

- DepEd Division-Assisted Peer Training

Recognizing the new emphasis to be placed in EQuALLS 2 on the role of the Division Supervisors, we propose involving these front-line DepEd staff in our trainings so that they may better support schools in expanding trainings to new teachers and in maintaining and monitoring effective applications of materials and trainings in schools.

- Materials Provisioning of Schools

We propose that we continue to provide the same materials to schools in the same or very similar quantities per school as in Phase 1 (Listener's Guides, Teacher's Guides, Audio CDs), augmented by the School Based Training Guide. We will not provide CD players at 100% of cost to schools but rather provide them with a Php 1500 subsidy toward verified purchase of a CD player of adequate quality for use in IELTLM classes.

- Training in Collaboration with AMORE for Rural Electrification Schools

We can continue to give support to those schools in rural communities that have been newly provided with electricity through the solar power projects of AMORE. We see this as a good way to bring USAID benefits to those who may need them most, and to demonstrate effective convergence between USAID's Education and Energy portfolios.

- Follow-Up Trainings (for Teachers of IELTLM Schools)

To a limited degree we can provide follow-up training as needed to teachers we have previously trained, but only where there are unusual problems that need to be addressed. This will only be done through the Teacher Caravan Program model of ultra low cost training with no costs to the project for trainees' food and accommodation (which they provide as leverage), and because trainings can often be done on a "live-out" basis.

- IELTLM Integration in Teacher Education through Teacher Education Institutions (TEIs)

We have already begun to work with a few TEIs and we propose to continue to do so by holding a workshop on developing patterns of use of IELTLM materials for preservice teacher education so that teachers emerging from TEIs 1) have better practical skills in English teaching methods in general, 2) can effectively use Real World English audio in classrooms, 3) have an understanding of how to use audio resources in the classroom, and 4) while still enrolled in pre-service programs can use the materials intensively to improve their own English skills.

- IELTLM Strengthened NEPP Integration (National English Proficiency Program)

We propose to continue providing support to the NEPP program in keeping with their new emphasis on developing the English language skills of lower elementary teachers. We will do this through a revised training that emphasizes equipping and provisioning English resource

corners in schools, and fostering teachers' intensive use of the Real World English materials in new ways we can specifically suggest to improve their own English language skills.

We also propose that even outside any trainings we may do officially with the NEPP program, all schools using IELTLM materials should establish such resource corners; and all principals and IELTLM teacher-implementers should be made aware that they should assist all elementary teachers in the school who have such needs to make full use of the IELTLM materials for their own language development.

Non-formal: Support Programs for Alternative Learning System programs

- Training and Support Instructional Managers

We propose to continue to refine our trainings for Instructional Managers so that they are able to enrich their English teaching using IELTLM materials, hopefully in concert with our radio broadcasts.

- Targeted application of Real World English materials in ALS programs

We can provide print and audio materials and equipment to ALS program sites so that students may borrow books while enrolled in ALS courses on site or use them while listening to the *"Tuning in to Language and Culture"* radio programs at home.

Informal Programs: Radio Education

- Contextualized *"Tuning in To Language and Culture"* Radio Broadcasts

Based on an evaluation completed in September 2006, we intend to meet with the station managers and plan our activities under Phase 2 of the project. We expect that this will result in modification to the programs to make them more accessible to audiences with slightly lower English capacities so we can better serve the needs of certain of EQuALLS 2's target groups. Production will continue in Phase 2 with counterpart contributions from PBS for both production services and broadcast airtime.

- Materials for Radio Stations

Based on the effectiveness of the Real World English on-air quiz-contests and the giving away of Listener's Guides as prizes, we propose to continue providing radio stations with enough books to award 2 prizes per week.

- Radio for ALS

To serve ALS students and their IMs, we plan to refine our training design for Instructional Managers so that they are better able to 1) use the materials for their own English skills development and 2) for the development of the skills of their students. As noted above, we plan to provide ALS programs with Listener's Guides so that their students may have them as long-term loaned books during their enrollment in the ALS program for use at home while listening to IELTLM radio.

- Radio Spots

We will also produce short pieces to build awareness of the broadcast times of the “*Tuning In to Language and Culture*” programs. We can also use the radio to promote other EQuALLS activities.

Project-Based Monitoring

- Integrating the DepEd in Monitoring and Support

Having completed a major project evaluation in Phase 1, we will use this year to train and work systematically with the DepEd staff so they integrate IELTLM monitoring in their regular activities. We propose providing travel support to the DepEd Division Supervisors and to the Regional and Division English Language Supervisors for this purpose.

- Database System

We also propose that we invest resources in a developing a database so that we can have ready accurate information about our user communities at all times.

2.b.2.) Sustainable Activities

Unlike some other programs that are largely dependent on face-to-face training to provide value, our project is based on a materials and training package to deliver value. The IELTLM materials endure and will give service over years. Our trainings are effective. And because we have shown that IELTLM teachers are able to train other teachers at the school level, should an IELTLM teacher leave service, the tools and skills will be there at the school so the school staff can create a successful new IELTLM teacher-implementer, unaided by outside project or DepEd assistance. This is the core concept of our School-based Training Program, and a decidedly low-cost training strategy.

Based in years of similar experience in audio-assisted English instruction in developing countries, it is clear that when teachers are comfortable with and frequently use certain materials that call for progressive teaching strategies, they widen their repertoire of teaching skills, and they become more conversant with effective communicative language teaching strategies and more confident in their ability to teach a subject that too often has presented them with great difficulties.

Of course, sustainability of a materials-based project depends on the quality of the materials – both in terms of their pedagogical quality and their physical durability. It also depends on materials costs.

The pedagogical quality and cultural appropriateness of the materials have been established, as evidenced by the external evaluations. Furthermore, we have chosen to invest resources to attain durable quality in the print and audio materials so they can remain in service for many years. The Listener’s Guides are not currently being given to the students to keep but are rather a school asset. With sewn and glued bindings they should outlast “perfect-bound” books by many years. The wire bound Teacher’s Guides are similarly durable. Both Teacher’s Guides and Listener’s Guides are printed on heavy 60 lb. book paper rather than on semi-mechanical bond.

Based on evidence in the evaluations, we have already established support for IELTLM in DepEd offices. We will continue to promote understanding of the IELTLM approach by the DepEd so they may contribute to sustaining use of the materials and the methods they promote, and to expanding the project to new schools.

We are now providing the Teachers Guides to the DepEd for free in the form of PDF files on CD so that either individual lessons or entire Teacher's Guides may be reproduced (at whatever level - national, regional, division, school) should DepEd administrators and teachers wish to do so.

To summarize: we expect that the project can sustain itself in schools and communities where it is already active through (among other things):

- durable high quality materials that are valued by teachers;
- Teacher's Guides that may be duplicated freely by the DepEd or other approved agencies;
- School-based Training by teachers and principals aided by the Real World English School-Based Training Guide;
- moral and practical support from DepEd administrators in monitoring and training
- cost sharing (already demonstrated) whereby schools provide counterpart contribution (for a while) for CD players and eventually full funding for CD player acquisition and maintenance;
- the fact that Real World English audio provides a motivating element for students and their demand and the demand of their parents will become a factor in sustainability;
- raised awareness of the project and its relationship to other valued USAID-EQuALLS services – such awareness being promoted through wide radio distribution of our radio programs

Under EQuALLS there is no cost to the schools or to DepEd for the instructional materials. But it is currently the case that Real World English Listener's Guides and audio CDs cannot be freely duplicated, as is the case with the Teacher's Guides. Consequently, for expansion of the project to new communities beyond the EQuALLS territories or more widely within them (for example, to high schools where evaluations of over 100 schools has shown that the materials and training are highly effective and deeply appreciated), resources will have to be identified. We are committed to keeping the materials available in the Philippines wherever they are wanted.

2.b.3.) Activities That Can Be Shared With Other Donor Organizations

We would be pleased to work with USAID or to be guided by them in approaching other donors or corporate sponsors for support of any aspect of the project. We see possible roles for other donors in:

- provision of CD players or deep discounts on CD players, or possibly in being full funder of the CD player subsidy fund;
- full or partial IELTLM program support in other geographical areas of the Philippines outside of the three EQuALLS regions target municipalities of Mindanao;
- if partial support, we can package one or another component of our project (e.g. NEPP support activities outside the EQuALLS 2 territory) for support by another donor;
- purchase of additional instructional materials for program expansion or return of the project into High Schools

We firmly believe that our project is immediately applicable to significant and diverse needs in English language education throughout the Philippines.

2.c.) Summary of Lessons Learned from the Program.

Processes of Project Development: The GDA / PPA process by which this project came into being was well-suited to stimulating a great deal of innovative thinking. This resulted in number of highly leveraged discreet project investments by the U.S. Government, coordinated by a new USAID Office of Education in Manila. This approach produced a variety of fruits that would never have been developed had a single large contractor been brought in to design and mount an educational program through a single standard RFP. The diverse players involved in EQuALLS 1 each came with a distinct institutional perspective informed by various local and international experiences and interests. This diversity is a healthy and organic aspect of the EQuALLS project.

Frontloading Investment: RWP utilized expert foreign and local TA at the outset – especially during the Lesson Plan Development Workshop. This resulted in a stimulating and productive workshop with many Muslim educators that gave confidence to key Alliance associates and to many of the workshop participants. The outcomes - the draft lesson plans - were then edited and given careful quality control by the same expert RWP consultants. The result was a set of high-quality lesson plans that ultimately met the rigorous demands of the DepEd and DepEd ARMM.

We also invested heavily in the adaptation of existing materials, for the first time building computer files of the Listener’s Guides and the audio from the original print and analog audio tape masters. This has enabled the project to remain flexible and adaptable to new demands - such as when we were required to adjust to Muslim sensitivities by editing certain audio references and remove a drawing of a pig in a barnyard scene, or when we improved the quality of many of the questions posed by the Listener’s Guides, or when the “march of science” required a change to an illustration in the Listener’s Guides when Pluto was removed from the list of planets in 2006!

Barriers to Entry: An “enrichment course” may have a lower barrier to entry than a course that seeks to supplant another instructional material or course book already in service. While an enrichment course implies further costs in obtaining a second set of materials to enrich the same subject, the competitive and often corrupt aspects of educational publishing may also prevent a new complete alternative offering from being incorporated into a school’s provisioning.

U.S. Cultural Content in International Education: There was some initial hesitation among some Filipinos about schools using international (U.S.) content for English education. We have demonstrated that international content need not be an impediment to adoption of an English course. Even in this especially difficult time for the U.S. on the global stage, our culture remains attractive. Perhaps it is another accomplishment of the project to cite that we have shown that educators in Mindanao, Christian and Muslim alike, remain open to having their children learn English presented by native speakers from the U.S. when that course respectfully acknowledges the integrity of Muslim cultures and helps students appreciate commonalities and distinctive aspects of our humanity.

Cooperation with the DepEd and DepEd ARMM: Close cooperation with the education authorities at all levels is essential. Where the DepEd ARMM was also initially hesitant to endorse our course, we respectfully sought their inputs at the outset, and returned to them for their participation in a special conference in 2006 about the Culture Notes so that they could edit any problematic text, and so that we could earn their official approval.

Staffing: We hired a very skilled training designer early in the project. As it happened, he did not remain with us for longer than 6 months, but in that time made significant contributions to our training design. More importantly, we hired a second coordinator from Muslim Mindanao with strong social skills and useful connections in the target communities. Bruce Matabalao is a young

and energetic Muslim with a range of experiences that make him a solid generalist well-suited to development work. IELTLM's success has been furthered tremendously by Bruce's skillful and dedicated work.

Establishing Credibility through Alliances: The project has benefited greatly by being co-managed by two very credible Alliance partner institutions – Ateneo de Zamboanga University and Notre Dame University of Cotabato City. They have helped give the project a strong institutional and professional profile in their regions – adding credibility to the project's efforts in teaching training and school support.

Flexibility in Building an Alliance: It has been important for us to remain open to new participation in our Alliance. By adding new members after the initial group was formed, we gained necessary institutional support in Central Mindanao and in Tawi Tawi. And when we were ready to begin the radio component we developed a further formal relationship with the Philippine Broadcasting Service. This enabled the project to have “local institutional vitality” in each new area of activity.

Prime Grantee Offices: There has been a necessary learning curve for RWP in terms of Alliance management. We did not at first fully understand that the Alliance members would not be able to or wish to fulfill all the functions that we assumed they would. We initially thought that all local staff could be housed within and answer first to one of Alliance members. However, we were well advised to manage the project more conventionally by hiring our own Project Coordinator(s), and base them in Mindanao. An independent staff, with a strong collaborative ethic but ultimately responsible to RWP as the prime grantee, has been an essential condition of our success.

Social Preparation: We have found that we have been very successful when working with partners who do their own thorough advance social preparation with beneficiary communities. For example, when we followed the AMORE project, at their invitation, into communities where they had already done significant preparation, the reception was particularly strong. Through their having already introduced barangays to counterpart contributions for a solar battery replacement fund, communities were not surprised that IELTLM might require that they provide a CD player in order to receive books and CDs and training.

Need for Seeding Counterpart Participation: We also learned that absent such advance preparation, schools might need to be incentivized to provide the majority of the cost of new equipment required by the project. Thus we developed the CD player subsidy fund midway through the project so that each school could receive Php 1500 toward the cost of a CD player.

IELTLM Peer Training Works: One frequently encounters an orthodox judgment that in order for teacher training to be effective it must be done by external project staff or other experts; in short, that peer training cannot be effective. While this conventional view may be true for many other projects that do not have a comprehensive set of media materials and teaching aids to leave behind after training, in the case of IELTLM this orthodoxy does not apply. We have demonstrated that peer training – unaided by project or external staff – can work well, allowing additional teachers to use and benefit from shared materials in schools. Any analysis of the adequacy of peer training must take into account the particularities of the project and training system in question. In Phase 2 of the project, with a new School-Based Training Guide we expect to widely implement school-based training with additional mechanisms for quality control of peer training.

Customs and VAT Agreements: While USAID has agreements with the Philippine government that projects should not pay customs duties and VAT, the mechanisms for smoothly and quickly getting shipments through need to be further developed.

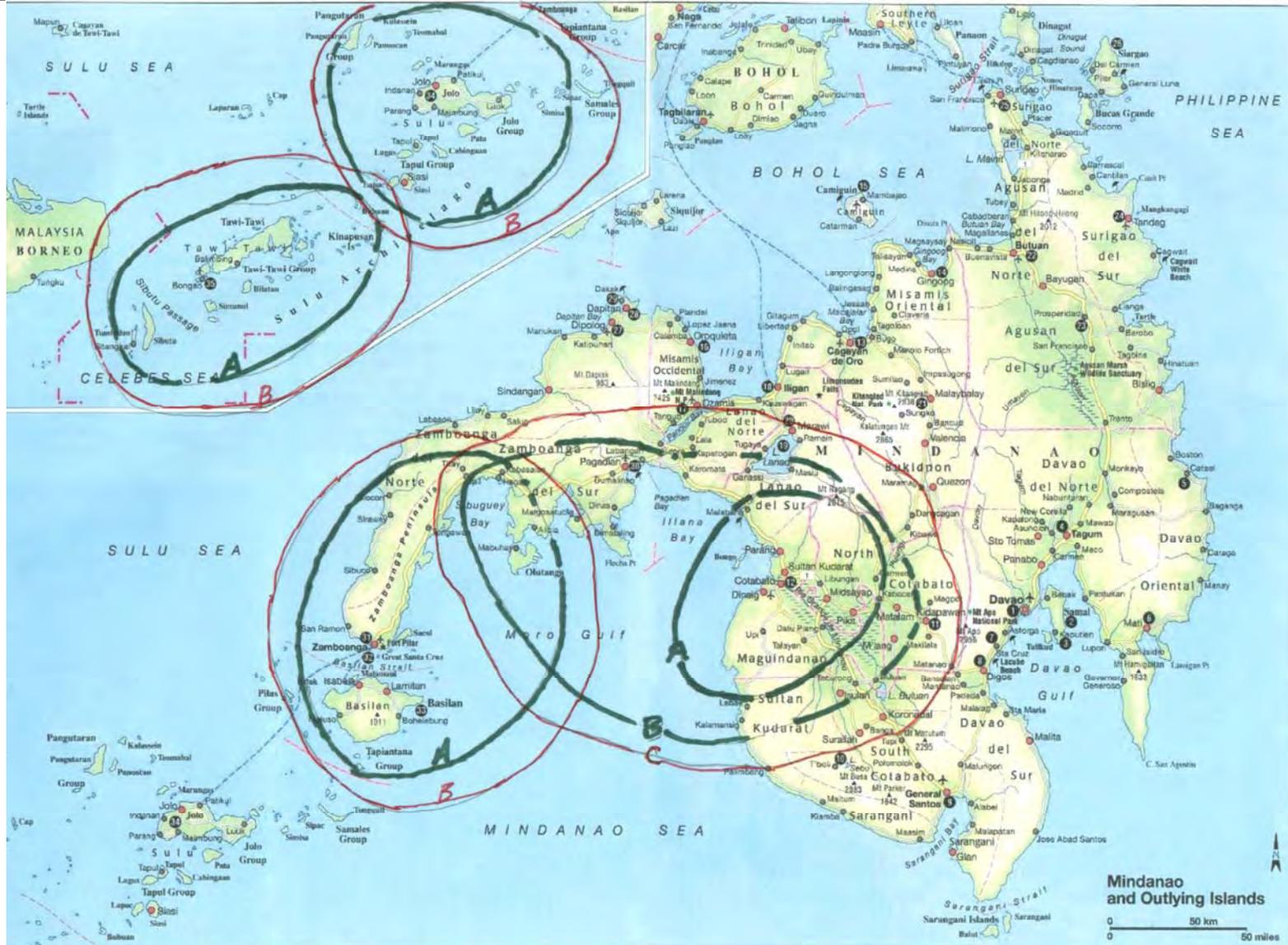
Appendix 1: Instructional Materials Distributed

REAL WORLD ENGLISH MATERIALS

IELTLM Phase 1 (10/04-9/06)

Status	LG 1	LG 2	TG 5	TG 6	HS 1	HS 2	CD 1	CD 2
	Red	Blue						
Purchased by project	42000	42000	750	750	750	750	900	900
Distributed at trainings	35307	34670	552	561	379	372	667	668
Distributed through DepEd offices	2340	2300	77	71	137	141	4	4
Distributed to Radio Pre-pilot team	61	61	1	1	1	1	1	1
Distributed to Educators/EQuALLS	181	180	13	13	20	20	38	38
Total Distributed	37889	37211	643	646	537	534	710	711
Water damaged (Zamboanga flood)	260	13	2		103	75		
Total Project Use Accounted For	38149	37224	645	646	640	609	710	711
Balance Expected	3851	4776	105	104	110	141	190	189
Unavailable (transit, training loss)	0	0	53	17	82	72	62	57
Surplus from RWP resources	166	207						
Actual inventory available for Phase 2	4017	4983	52	87	28	69	128	132

Appendix 2: Map of IELTLM Radio Coverage as of July 2006



Stations: Bongao, Jolo, Zamboanga City, Cotabato. Reported areas of "A" and "B" (and for DXMS Cotabato "C") coverage. Marawi not shown.

Appendix 3: Selected Findings of the Evaluation Studies

Part 1 – Excerpts: From *“Improving English Language Teaching and Learning in Mindanao, A Project Implementation Evaluation; Ateneo Research Center, Ateneo De Zamboanga University and the University Research Center, Notre Dame University, July 2006.* (includes Annexes with tables and photo documentation)

CHAPTER 4 - FINDINGS

The teacher respondents disclosed that the audio materials and programs were the keys to the sustained interest of the students. In the survey conducted among the teachers, all the Central Mindanao respondents gave a rating of 3.00, the highest, to the item “the audio programs are interesting to the students”, while the Western Mindanao respondents gave an average rating of 2.86.

The teacher respondents also overwhelmingly supported the usefulness of these instructional materials. The survey results showed that in both regions all the instructional materials such as audio dramas, listener’s and teacher’s guide and CD player were very useful in the implementation of the project. With the rating of 7 as most useful, all the instructional materials were rated 6.43 to 6.68. These ratings show significant agreement to the usefulness of the instructional materials.

The teacher implementers were in agreement in terms of IELTLM having achieved its two-fold objective of improving English teaching and learning as well as developing an understanding of both the Filipino and US culture.

When asked how the culture notes were taught, almost 75% of the teacher-implementers claimed to have taught the notes as presented in the instructional materials. Moreover, more than half of the teacher-implementers tried to contextualize the lesson by using local practices. For instance, a class visited in Tawi-Tawi, using the lesson ‘A Song from Long Ago (Program 30, Act 1), the teacher in her motivation used pictures of local instruments, e.g., agong, kulintang, etc., instead of piano, flute, guitar, etc.; the lesson on birthday celebration was contextualized by using parallel occasions such as the celebration of *kanduli*, a thanksgiving ritual.

A teacher commented that the audio materials provide a kind of cultural exposure for students. She asserted: *“I think students gain greater awareness of the fact that people outside of their communities have different ways of doing certain things. I think such exposure, even if only through audio programs, creates in them a sense of appreciation of their own cultural heritage. It also upgrades their knowledge of other cultures such as the American culture.”*

Case Study: Notre Dame of Kidapawan College, Cotabato

Benefits Reported by the Teachers

Among the teacher-implementers, two major approaches were employed to help them enhance their skills in teaching and learning the English language. These were the training on the use of IELTLM materials and their actual implementation in English classes. On the part of the students, the IELTLM materials such as the Listener’s Guides (LG) and Audio Dramas were the main sources of learning English language with the assistance of the teacher-implementers.

The survey revealed that a big majority (98% in Central Mindanao and 92% in Western Mindanao) of teacher-respondents believed that the training on the use of the IELTLM materials helped improve their skills as teachers of English language. When asked which skills had been improved by the

training, a good number of them stated that it enhanced their (a) communication skills: speaking, listening, vocabulary, and writing; and it helped them (b) learn different strategies in teaching English. Some teachers in Central Mindanao and in Western Mindanao said that the training had created in them interest in the English language, understanding individual differences, enjoyment in teaching English, and others not related to the items mentioned above.

Almost all teacher-respondents (98% in Central Mindanao and 96% in Western Mindanao) expressed that the use of IELTLM materials helped improve their teaching of the English language. The IELTLM materials enhanced their skills in the areas of: (a) communication – vocabulary, listening, reading, and writing; (b) in the use of varied teaching strategies such as cooperative learning and other activities indicated in the Teacher’s Guide and (c) that they learned how to use audio materials. Of the four communication skills, teachers in Central and Western Mindanao said they improved most in speaking. In Western Mindanao, teachers claimed that their vocabulary has likewise been enriched.

Some teachers in both Central and Western Mindanao claimed that their teaching skills were enhanced with the use of the IELTLM materials.

Other benefits cited were that they learned more about culture, gained confidence in teaching the English language, and improved their skill in the use of the CD player.

The interviews with the school principals supported these findings. They pointed out that the IELTLM materials did improve the teaching skills of teachers particularly in reading and listening. It also developed the creativity of teachers making their lessons interesting (as in the case of Western Mindanao).

The focus group discussions conducted among teachers in the two areas during the mid-term evaluation showed almost similar findings on the benefits derived from the IELTLM such as: (a) the teachers gained new and exciting experience in teaching English language through the use of the Teacher’s Guide and the audio dramas; (b) it improved the teachers’ strategies that enabled them to create interest among their students, thus making students participate actively in class activities; (c) the inclusion of the culture notes gave the teachers opportunities to learn and compare the American and Filipino cultures, and in the process, generated appreciation of other people’s culture; (d) some teachers used the materials in the preparation of their long tests in English; (e) the monitoring and the evaluation conducted encouraged teachers to perform well; and (f) the new teaching and learning styles provided by the IELTLM materials have boosted the morale of both teachers and learners.

Using a scale of 1 to 3, where 1 is the lowest rating and 3 is the highest, the teachers were asked to rate the extent on how the IELTLM enabled them to enrich their teaching of the English language. The results showed a big majority who gave a rating of 3 in all communication skill areas. Among the five communication skills, listening and vocabulary skills have the biggest percentage of teachers who gave a rating of 3.

Benefits Reported by the Students/Pupils

The data on the benefits derived by the students were taken from two sources – the FGDs conducted among them and their teachers during the mid-term evaluation and the key informant interviews with the school principals. Common benefits from the use of the IELTLM materials mentioned by the students and their teachers during the FGDs were the following: (a) these materials helped build the students’ listening, speaking, and vocabulary skills, and (b) they widened students’ knowledge about the culture of Americans and of their own. The inclusion of the culture notes in the Listener’s Guide

helped the students understand and appreciate some of the customs and practices of Americans, although some expressed difficulty in relating them to their own culture. In addition, the audio dramas have developed their critical thinking and tickled their imagination. For instance, they were able to travel with the character (Richard) to the different parts of the United States as they listened to the audio dramas.

Students particularly in Western Mindanao articulated that “the materials developed positive values within them”. In Central Mindanao, the students believed that the IELTLM provided them a new experience in learning the English Language. This was because of the use of both print and audio materials in learning the language. They were able to listen to native speakers. Moreover, the activities gave them the opportunities to work with their classmates either in pairs or in small groups. The school principals in Central and Western Mindanao observed that the IELTLM project generally motivated students to learn English. As a result the students’ communication skills improved, specifically in speaking, vocabulary, and comprehension (only for the Western Mindanao). In the case of Central Mindanao, the principals noted that there was an improvement in the academic and other skills such as inter and intra personal relationship and other intelligences. In Kidapawan National High School (Central Mindanao), for instance, the participants in a speech festival held in the school drew the admiration of the crowd, some of whom were DepEd officials. They noted the adeptness of the students on the use of the language particularly in the role plays that they presented.

Benefits Reported by the Schools

Interviews with the school principals yielded data on the benefits that schools derived from the project. In both areas, the principals expressed that the IELTLM project helped solve the problem of the lack of teaching materials in English, particularly in the public schools. It also enriched the core curriculum in English because of the inclusion of activities and culture notes in the Teacher’s and Listener’s Guides and most important, the materials were useful tools in teaching the language.

In Polomolok, South Cotabato (Central Mindanao), the Department of Education Division Supervisor viewed the project as having improved the teaching of English language in public schools through the provision of teaching materials. In Western Mindanao particularly in Pagadian City Division, the project is seen to have been able to contribute to the regional development of syllabi for English that responds to the Revised Basic Education Curriculum (RBEC). Some lessons from the IELTLM materials have been adopted and integrated into the English syllabi.

CHAPTER 5 - CONCLUSIONS AND RECOMMENDATIONS

The following lessons stand out as we review the implementation of the IELTLM project:

Opportunities for professional growth. The principals and the teacher-implementers expressed gratitude for the opportunity to participate in the training and learn new strategies in teaching English and integrating culture notes.

Availability of instructional materials. This is considered to be very helpful given the scarcity of instructional materials and resources in the public schools. The availability of the IELTLM instructional materials provided additional resources for teaching and learning.

Relevant teaching strategies. It is acknowledged that the project provided through the training of teachers new and relevant strategies of teaching. The implementation of the project gave the teachers an opportunity to apply what they have learned from the training and this honed the skills they have learned.

Confidence in speaking the English language. It is observed that after a few months of implementation both the teachers and students have developed confidence in speaking the English language.

Parents' participation. Parents became more active in the learning process of the students especially in Western Mindanao. This was made through their supervision and follow-up of assignments given to their children. In the few instances when students were allowed to bring home the listener' guide and where the parents found the opportunity to either observe IELTLM classes or discuss the lessons with their children, the parents' feedback revealed that they too, have learned from the IELTLM lessons, especially the culture notes.

Appendix 3 – Part 2 – Excerpts: From “*Real World English: Made Real in Mindanao – Case Studies on Improving English Language Teaching and Learning in Mindanao (IELTLM) Project - Nuro Central Elementary School, Municipality of Upi, Maguindanao, and Autonomous Region in Muslim Mindanao (ARMM)*”, Ateneo Research Center, Ateneo De Zamboanga University; University Research Center, Notre Dame University, June 2006.

1. The Case of Nuro Central Elementary School (*Upi, Maguindanao, ARMM*)

Principal Mr. Romulo Cristobal Jr., “frankly expressed that, ‘The lack of textbooks for the use of students is a perennial problem of our school’. A teacher added: ‘It is very frustrating to give assignments to students without the materials from which they may work out those assignments.’ In the beginning of 2005, Mr. Cristobal brought the matter to the attention of the Parents, Teachers, and Community Association (PTCA)¹.... All are agreed that the implementation of the IELTLM in 2005 was a very timely project. A PTCA officer said: ‘With the English textbooks provided by the program, our organization can now focus its resources on the acquisition of more science textbooks for the school.’ The school looks forward with excitement to the second round of the project implementation. In fact, they have expressed their willingness to sustain it through the coming years.” p. 4-7

All teacher-implementers attest that after six months of project implementation, students have begun to show impressive improvements in vocabulary and grammar. Their participation in class discussions, group work, and class recitation has dramatically increased. p. 10

A boy said: “We like it when it’s Wednesday because of that activity. We enjoy it and we learn a lot. We enjoy following the story in each Act”. Another said: “We learn about the way of life of other cultures”. “I like it because I learn more new terms, proper pronunciation, and appropriate expressions in English”, asserted one student. p. 10

The school administrators and teachers have devised a scheme to ensure that no IELTLM program is missed in spite of the chronic disturbances in the schedule. They extended the time engagement for 30-minutes in English classes to compensate for the lost time and to cover missed topics and activities. p. 13

Saying, “The perennial problem the school confronts is the lack of textbooks for the use of students”, Mr. Cristobal articulated, quite unwittingly perhaps, the collective despair of school heads in the ARMM. It has been a persistent problem, which the communities have come to accept as matter-of-course in the DepEd ARMM. However, school heads have been confronting this problem in many creative ways. For his part, Mr. Cristobal employed a very strategic approach to the problem. He involved the Parents-Teachers, and Community Association (PTCA) and the Upi Teachers, Employees, and Retirees Association (UTERA) in finding ways to address the lack of instructional materials. They are highly supportive of the project and are also recommending that it should be sustained. p. 13

2. The Case of Notre DAME Kidapawan College Integrated Basic Education (No. Cotabato)

After six months, students are now manifesting dramatic improvement in sentence construction, and confidence in class recitation and class reporting activities. The enthusiasm is partly borne by the thrill of following the story in each Act, the joy of knowing about the way of life of other cultures, and the desire to know more terms, proper pronunciation, and appropriate expressions in English. These are the initial reasons that render positive reception about the whole program.

Furthermore, the audio programs facilitate in-depth learning of the subject because these entice students to listen intently and to follow instructions faithfully. Having been used to the conventional teacher-centered strategy, both teachers and students, perceive it as new and exciting approach in the delivery of lessons. Indirectly, the program also upgrades teachers' English facility and cultural intelligence. p. 14

Mrs. Aleman asserts that Students who have had IELTLM learning in the elementary will have another opportunity of upgrading the same when they reach high school". p. 17

Recess time is a big distraction to IELTLM classes because noisy students along the corridors easily drown-out the audio program. Some CDs are not very audible. Added to it, high school and elementary levels do not share common recess time. This aggravates the situation because they alternately disturb each other's classes during recess. To address this problem, a karaoke system is also setup beside the CD player. Then the teacher places the microphone in front of the CD player and proceeds to manipulate both electronic systems in order to amplify the sound and make the audio programs audible to students.

When this particular situation was brought to the attention of parents, a decision was reached during a meeting to purchase high-powered CD players. So far, only the second year level has been provided with another unit because each of their parents immediately contributed 30 pesos in order to raise the needed amount. They used the money to buy the CD player for second year classes. The other grades and year level are still waiting for their parents' donation. Mrs. Neri intends to bring out the issue in the upcoming PTA General Assembly. p. 19

Inside the classroom, teachers and students tackle the lessons with enthusiasm and focus. Mrs. Aleman explains: "The drills and strategies that engage them into group work or board demonstration connect strongly with their interest. The game aspect of learning is what gets them hooked into the lesson. Of course, the game strategy is included among the standard repertoire of teachers. Nevertheless, many English books today simply contain English lessons with minimal suggested delivery strategies. Teachers are left to strategize on their own. Consequently, when teachers run out of strategies, students' interest gradually wanes" p. 20

Mrs. Neri agrees that the program is very easy to implement because it is 'teacher friendly'. p. 20

Miss Yecyec, who handles the English classes of first year students, is very happy that the module presents a ready-made set of lesson plans complete with strategies for every lesson. According to her: "It is wonderful because it offers a new approach. It also provides new topics and upgrades the

vocabulary of students. It is like a new menu served on the table. It really is a big help to our English classes”. p. 20

A teacher commented that the audio materials provide a kind of cultural exposure for students. She asserted: “I think students gain greater awareness of the fact that people outside of their communities have different ways of doing certain things. I think such exposure, even if only through audio programs, creates in them a sense of appreciation of their own cultural heritage. It also upgrades their knowledge of other cultures such as the American culture” p. 21

This early, the administration has already expressed a commitment to sustain the program and is trying to find ways to formally integrate DepEd and IELTLM content and design. This is in anticipation of future implementation of a uniform program to all grade levels and not just among selected sections. p. 22

Even though the program was originally intended for pilot sections, the administration decided to include the other sections as well, in order to maintain among students a uniform academic input in English. That decision expanded the scope and parameter of the implementation to include the smart students on one end and the intellectually-challenged students on the other. The result has been very revealing as regards the effectiveness of the intervention because all students who have been engaged to the program exhibit continuous improvement in their English grades. In addition, they have also improved their competency in recitation, class discussion/sharing, class reporting, and board-work. p. 22

Furthermore, they consider it innovative because it balances-off different cultural issues and expressions, which widens students’ inter-cultural exposure, upgrades their cultural intelligence, and strengthens appreciation of their own cultural heritage. They also find it highly effective because it has dramatically improved students’ proficiency, on the one hand, and upgraded teachers’ English competency, on the other. p. 23

3. The Case of Don Pablo Lorenzo Memorial High School (DPLMHS) (Zamboanga City)

... the teacher-implementers shared their experiences with their colleagues, and this informal sharing of the technical know-hows of the RWP-IELTLM encouraged other English teachers to also utilize the instructional materials of the said project. p. 30

This sense of appreciation has been crucial to the continued use of the instructional materials. It has also become instrumental in the advocacy to other English teachers on the use of such modules. One teacher implementer said: *“During the first and second grading period, I used the modules exclusively because all lessons and activities I needed were provided by the teaching materials of the IELTLM.”* p. 32

The school’s administrative support, mainly through the school’s Principal is perceived by teacher implementers to be a facilitating factor in the success of the implementation of the project. As verbalized by the teacher implementers, *“the administration recognizes that we have our needs to be able to successfully implement the project, like the equipment, and the administration is willing to help in looking for other sources of support”*. It is noteworthy that the School Principal has personally contributed to the provision of some materials and equipment for classroom use, still related to the IELTLM. p. 32-33

Although there are no concrete steps undertaken to procure additional equipment (e.g. audio-CD player) yet, the Principal said that the administration, through her office, intended to include RWP-IELTLM as part of the school’s agenda in the sourcing for support to sustain the project. p. 33

Monitoring and feedback mechanisms – both formal and informal, are also deemed instrumental to the success of the project implementation in the school. In this respect, at the level of the institution, there is an expressed desire to continue implementing the project, especially when a promising source for sustainability of the project is foreseeable.

4. The Case of Mohammad Tulawie Central School (MTCS) (Jolo)

Although the program is intended for sections A and B only, Ms. Dedoro tries it with her other students. She admits that there are difficulties in the implementation of the program due to slow comprehension of students and their difficulty in phonetics. The teacher had to unlock so many English terms using translation method to help create a mental picture of the scene in the program. However, the pilot sections under Mrs. Carpizo, have had minimal problem since they easily understand the lessons.

Generally though, both students in the pilot and non-pilot sections exhibit great interest to learn. It is one big contributing factor to the success of the project implementation. p. 37

The reporting process of the project implementation follows a specific system. Teacher-implementers submit their individual monthly report to the school principal. Then the school principal consolidates and evaluates the reports and meets with the teachers before submitting it to the focal person. From the focal person the report is forwarded to the area coordinator the program. p. 38

When asked whether the program enhanced value formation and cultural appreciation of the students, the teachers agreed that the materials are rich in values formation and intercultural appreciation. However, one teacher claimed that there is minimal cultural appreciation since the context is American. p. 40

After months of implementation of the program, both teacher-implementers and students have developed positive attitudes toward it. The teachers find it very easy to teach the English language to the students with the aid of the RWP-IELTLM program. They may lack visual aids, but the audio materials certainly help the students pronounce the words correctly and comprehend the lessons well.

Far from the traditional method which is more book-centered, the suggested activities provided the teachers innovative strategies that will suit to the needs of the students. As a result, the students enjoyed and appreciated the English language more. Each act they have read and listened to enabled them to gain a deeper knowledge on the English language. The students have also acquired new skills on how to pronounce words correctly and how to use appropriate words and expressions in written and oral communication situations. p. 41

Synthesis

A teacher added “It is very frustrating to give assignments to students without the materials and the assurance that they understand what is written in English through which they may work out those assignments.” p. 43

The teacher-implementers attest to their positive initial impression of the project. Accordingly, the way the modules are packaged - containing specific topics, activities, evaluation, and follow-up programs - convinced them that the project was for real and sincere. After six months into it, the school administrators, teachers, and students already express very positive assessments.

They believe that the project has substantially helped improve English instruction and learning in their schools. All agreed that the implementation of the IELTLM in 2005 was a very timely project. Generally, all schools look forward with excitement to the second round of project implementation. In fact, they have expressed willingness to sustain it through the coming years. p. 43

One of the contributing factors to the success of the IELTLM project comes from the distinctively supportive attitude rendered by the school administrations to the project itself. Some administrators displayed their support right at the start. Principals immediately saw that their schools could benefit largely from the project in terms of curricular content, module design, and logistical enhancement. They were greatly impressed by the content format of the lessons and considered its having both audio and textual components very innovative. p. 43-44

Generally, the administrators want the project to be sustained and expanded within their schools. This early, some have already expressed their commitment to continue the project and are in fact trying to find ways to formally integrate DepEd and IELTLM contents and designs. This is in anticipation of future implementation of a uniform program for all grade and year levels. Others have encouraged their teacher –implementers to advocate to other English teachers the use of IELTLM modules in their classes. So far, this advocacy serves as informal orientation and training to other English teachers. p. 44

The result has been very revealing as regards the effectiveness of the intervention. Both groups of students exhibit continuous improvement in their English grades. In addition, they have also improved their competency in recitation, class discussion/sharing, class reporting, and board-work. All these substantiate the teacher-implementers' claim that the project is indeed very beneficial. These are also the same reasons supporting their recommendation for expansion and sustained project implementation. p. 45

... both teachers and students favorably appreciate the program. The other teachers who are not implementers of the program have also expressed their positive impression about it. They too have observed the improving performances of students and teacher-implementers alike. p. 46

Culture Notes:

The inclusion of the culture notes in the IELTLM materials balances differing cultural issues and expressions, which widens students' inter-cultural exposure, upgrades their cultural intelligence, and strengthens appreciation of their own cultural heritage. p. 47

The Parents

Initially, there has been no comprehensive campaign towards the parents as regards the IELTLM project. Yet, even with minimal information, they unreservedly lend support to it. Some have taken the initiative to enhance the logistical aspect of the project by purchasing additional CD players so their children could benefit from the project. All are generally supportive of the project and recommend that it should be sustained. p. 48

CONCLUSION

The openness and over-all support of administrators, the receptiveness of teachers, the readiness of students to learn , support of parents, and the creative design and approaches of the IELTLM materials comprise the necessary components to make the IELTLM project work very effectively. Through its dynamic collaboration with the different schools in Mindanao, the IELTLM project has achieved a high level of success. p. 49

To cap it all, the case studies put forward the general assessment that the IELTLM Project is the academic intervention needed in Mindanao. A fitting conclusion can be gleaned from a teacher's comment: "Teachers are competent in teaching. Students crave to learn. However, we can only do so much with minimal textbooks and low English proficiency. This project answers partly our main problem. The textbooks and materials, and the whole project itself, have offered great relief to our frustrating classroom situation. But it has also enticed us to expect for more." p. 50