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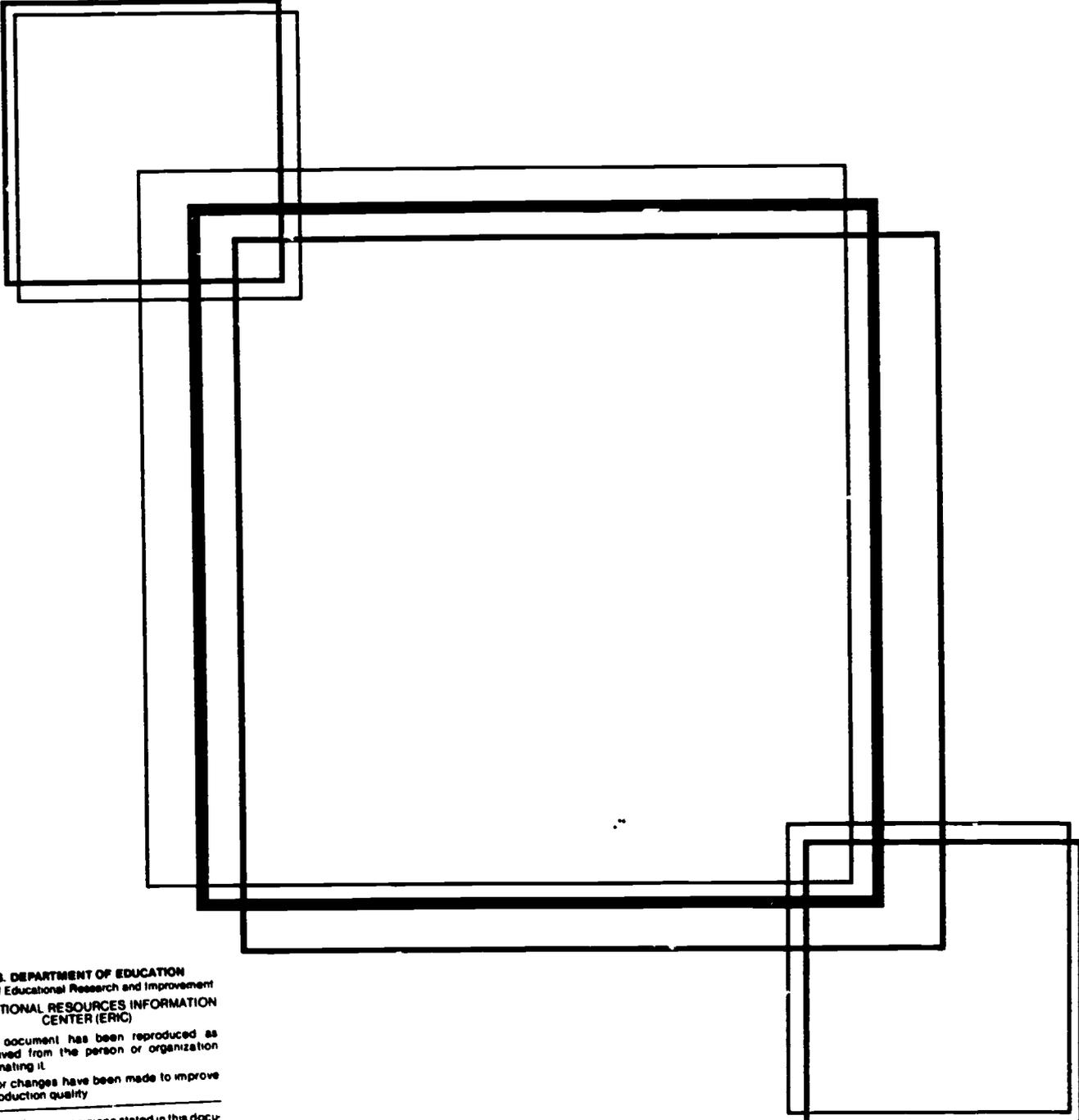
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ABSTRACT

The Kosrae (Micronesia) Department of Education operated a Title VII transitional bilingual education program from 1986-89, targeting the 1986-87 cohort of seventh graders. During the first 2 years, the students attended five village elementary schools, and during the third year attended the high school. This cohort had been targeted in previous bilingual education programs. The four program components were student achievement, material development, staff development, and parent and community involvement. A formative process and product evaluation was conducted by an evaluation team. This report contains the results of the evaluation both in summary form, including findings of program effectiveness and specific recommendations for program improvement, and in full report form. A section on student achievement looks at results in English speaking, listening, and reading; Kosraean reading comprehension; and supplementary English testing. Data on classroom observation includes information gathered on each teacher's performance and in ethnographic school observations. Staff development results include data on professional experience and attitudes from a survey of teachers and descriptions of 1989 staff development events. Parent and community involvement events and advisory council activities are described, and a section on material development outlines curricular materials in progress, completed, and purchased for the program. A transcript of the ethnographic observation is appended. (MSE)

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Final Program Evaluation Report Kosrae Title VII Bilingual Education Program

1986-1989

Salpasr Tilfas and Mary Spencer

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**Final Program Evaluation Report
Kosrae Title VII Bilingual Education Program**

**Grades 7-9
1986-1989**

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Final Program Evaluation Report Kosrae Title VII Bilingual Education Program

Grades 7-9
1986-1989

Summary and Recommendations

Summary

The Kosrae Department of Education operated a Title VII Transitional Bilingual Education Program during grant years of 1986-87, 1987-88, and 1988-89. The program design targeted students in the 7th grade for the first program year, 8th grade for the second program year, and 9th grade for the third program year. During the first two program years these targeted students attended the five village elementary schools of Kosrae. During the third program year, they were at the Kosrae Highschool. This same cohort had been the targeted program students of previous bilingual education programs. The program consisted of the following components: 1) Student performance; 2) Materials Development; 3) Staff Development; and 4) Parent/Community Development.

A formative process and product evaluation was conducted by an evaluation team consisting of an internal evaluator (Salpasr Tiifas) assisted by the Kosrae Evaluation and Testing Unit (Kalwin Kephass and John William) and an external evaluator (Mary Spencer, UOG). The summarized results are as follows:

Student Performance

1. When pretested for English speaking and listening skills, most students in the random sample (84%) were classified as non-English speaking, while a small proportion (11%) were classified as limited English speaking, and a very small proportion (5%) were classified as fluent English speaking.
2. When posttested for English speaking and listening skills two years later, this same random sample showed considerable improvement: Only 46% were then classified as non-English speaking, 25% were classified as limited English speaking, and 29% were classified as fluent English speaking. These posttest advances mark statistically significant improvement in English speaking and listening skills of students from all five village schools.
3. In spite of the strong improvement made in English speaking and listening, the program students remain predominantly limited English speakers in need of additional oral English instruction and development opportunities.
4. Posttest results on a test of five English reading comprehension skills revealed statistically significant gains relative to pretest results on main idea and sequence of events. Students did not make significant pretest-posttest gains on cause-effect, conclusion, and critical analysis skills.
5. At posttest, students achieved 57% correct on all English reading comprehension questions (about 11 of 20 questions). In their best skills (main idea, sequence, and cause-effect) they

obtained 60-71% correct. There is room for growth in the higher order thinking and reading comprehension skills involved in this test with 5th grade narrative story material.

6. There was no statistical difference found between pretest or posttest scores on any of the Kosraean reading comprehension skills nor on the total of all questions combined. However, pretest performance was high and there was little room for growth. Students obtained an average of 77% correct on the pretest and 78% correct (about 19 - 20 questions of a total 25 questions) on the posttest.
7. In an assessment of three classrooms of 7th grade students (nonprogram students in 1989) information was gained that is useful in determining textbook appropriateness for students of the age span addressed during the program years of the Kosrae Bilingual Education Program. Using the Degrees of Reading Power Test, it was found that by the 8th grade, it should be expected that the students could deal successfully only with U.S. basal reading books designed for first and second grade U.S. native English speaking students.

Classroom Observations

8. IOTA observations showed that the three items on which program teachers were rated in the lower range were: a) development and implementation of classroom objectives; b) establishing learning/interest centers; and c) individualization of instruction. Ninth grade teachers also showed problems with: d) engendering student initiative; e) use of materials for instruction; f) classroom control; g) providing opportunities for participation; h) school climate; i) assessing student achievement/comprehension during the lesson; and j) current application of subject matter.
9. Ethnographic observations showed that: -
 - a) The highschool buildings need a physical facelift that helps create a sense of student identity and pride of school;
 - b) Many students wander about outside the highschool without apparent academic purpose;
 - c) The proximity of the highschool to the central DOE offices could afford important opportunities for assistance and access to resources;
 - d) A unified curriculum philosophy and instructional approach across the various English language arts classes at the highschool seem to be missing;
 - e) A stimulating literate environment has not been created in the physical context of the highschool English language arts classrooms;
 - f) Most students, in most observed classrooms, appear bored and uninvolved with the English instruction. This triggers some minor management problems, but most importantly it is preventing student development of English academic skills;
 - g) English language arts activities in the highschool appear to be mostly textbook-driven. However, teachers appear to need training and coaching to know how to use these and other materials and techniques to best advantage;
 - h) Relatively greater attention is being given to studying fragments of English grammar and structure than to teaching the fundamental building blocks of oral English fluency, ability to read and comprehend English print (i.e., print written at junior or senior highschool level), ability to think about and intellectually utilize this content logically, and the ability to write cogently and creatively in English;
 - i) The DOE's commitment to purchasing books and materials for student use is evident in the highschool classrooms. Remaining, however, is a need for even better quantities and qualities of materials.

Staff Development

10. Teacher profile data shows that 34 of the 37 teachers are bilingual English/Kosraean, and three others are bilingual in English and another Micronesian or Asian language.
11. Teachers report in their profile data that on the average the 34 Kosraeans use Kosraean 37% of the time as the language of instruction, while using English 63% of the time.
12. Program staff attended six major staff development events during the 1988-89 program year. Four of these were off-island events attended by one to two program staff. A sixth event consisted of an on-site workshop for teachers, specialists, and administrators by the multifunctional resource center on integrating language arts and other curriculum areas.
13. It appears that existing resources for staff development are not being fully utilized. Perhaps there is a need to channel a greater amount of the training resources into local on-site events geared to address needs identified in this evaluation and by other analytic efforts (e.g., the annual IOTA results). Federal staff development provider resources are not being requested to the full extent possible. In addition, only small numbers of teachers are organized to attend these events when they are held. The amount of training time afforded is generally too short to allow full development of targeted skills.

Parent/Community Involvement

14. From the beginning of the grant period in 1986, and continuing through the end in 1989, seven major events were held which involved parents and community members in all five village school sites. A parent/community liaison worked for the program throughout most of this period.
15. The program's Advisory Council made valuable contributions during the early part of the program period, but seems to have phased out during the latter part of the program as efforts were made to remove financial incentives that would not be available once federal funding expired.

Materials Development

16. The quantity of Kosraean materials developed during the grant period has been disappointing. Although production activity has increased since the 1987 evaluation report, curriculum writers have not been focusing their work primarily on the program's target grades.

Recommendations

1. It appears to be time again to engage in a deep analysis of the language arts objectives, methods, and materials used in the Kosrae educational system from grades 1-12. At this time, more is known than ever before about student English and Kosraean language arts performance, about textbooks and materials, and about teacher training needs. 1990 is United Nations International Literacy Year and it is almost seven years since the Kosrae language arts curriculum framework was published. Perhaps it is time to address the following questions:
 - a. How many years of oral English are needed before the majority of children will reach a limited English speaking level? Before children reach a fluent English speaking level?

- b. Is an English Language Institute experience needed by some teachers who will teach oral English?
 - c. Is the development of a teacher's oral English instruction package needed, based on contemporary methods and activities of proven effectiveness? How should this vary for students in different grade groups and levels of proficiency?
 - d. Is a new course needed at the highschool which promotes oral English in a way that is appropriate to teenage interests and academic skills?
 - e. Is a new way needed of using the strong Kosraean reading comprehension skills in highschool as an avenue to promoting higher order thinking and written expression? Perhaps Kosraean writing could be integrated into social studies or in a cultural heritage framework. Student projects in Kosraean composition could be used as reading materials for students in earlier grades. Or, highschool students could be given assignments specifically designed to be used by children at specific earlier grades.
2. There is often a trend, in school systems worldwide, to make most school improvement efforts at the elementary level. Perhaps it is time in Kosrae to kick off a major school improvement program in the highschool. It could improve:
- a. Physical appearance - perhaps parents and students would all help paint the school and make other improvements. Perhaps a community effort could be mobilized to construct a comfortable student study area, perhaps constructing a large traditional thatch building for the purpose;
 - b. Create stimulating language arts activities that thoroughly engage student interest and effort;
 - c. Create stimulating literate environments in highschool classrooms, including classroom libraries, learning centers, bulletin boards, etc.;
 - d. Design and provide a system of teacher inservice which equips teachers with contemporary methods and materials for teaching oral English, and integrated reading/writing/content activities with meaning and with the use/development of higher order thinking skills;
 - e. Improve the highschool library and facilitate the development of activities for its active use by students and teachers.
 - f. Mobilize more active development of Kosraean material development for students at all points in the range of reading levels, and provide inservice to teachers in Kosraean orthography, grammar, and language arts activity options.
3. Improved planning for inservice teacher and school administrator training in language arts is needed:
- a. Clear objectives for training need to be established;
 - b. Improved training time and schedule formats need to be devised. Instead of short after school events, week-long or even longer summer events would be useful;
 - c. Ways of better utilizing existing training resources need to be established.

Final Program Evaluation Report Kosrae Title VII Bilingual Education Program

Grades 7-9
1986-1989

Introduction

Kosrae is one of the States of the Federated States of Micronesia (FSM), and is part of the former U.S. Trust Territory of the Pacific. It is about 42 square miles with a total population of approximately 6,000 people. Kosrae society is organized primarily around 5 separate village communities, each having an elementary school serving grades 1 through 8. An island high school is located centrally, adjacent to the central office of the Kosrae Department of Education.

Kosrae has a long history of bilingual education. In the early part of the century it was the site of one of the best documented missionary schools which was attended by students from several other entities in Micronesia as well as Kosrae. Students of this school usually learned one or more other Micronesian languages as they attended school together with students from the Marshall Islands, Truk, Pohnpei, and the Kiribati Islands.

The Title VII federally funded Bilingual Education Program in Kosrae has been in effect since an experimental program was created in 1975 at Lelu Elementary School, serving 274 students, grades 1-5. At the end of the experimental period, the program was continued and expanded to the other schools, beginning with grade 1 in 1980, and continuing with grade 3 in 1983. The Title VII program being evaluated in this report serves grades 7-9 at all five elementary schools. The design of the program throughout the years has been to focus on one grade each year, moving to the next higher grade the following year. As a result of this design, the program students tested and discussed in this report have been, for the most part, the focus of the Kosrae Bilingual Education Program since they were in the first grade.

The program serves all students in the focus grade each year, 100% of whom were estimated to be Limited English Proficient (LEP) at the beginning of the 1986-87 program year, with all coming from low-income families. The Title VII program includes the following major components: Student language arts performance in English and Kosraean, staff development, parent/community involvement, curriculum and instruction, materials development, and capacity building.

It is noteworthy to consider some of the gradual changes that have been taking place in the Kosrae Bilingual Education Program since the grant for grades 7-9 began in 1986, which was also the period of time in which the Compact for Free Association was developed and agreed upon by the Federated States of Micronesia and the United States. Prior to the Compact, Kosrae competed for Title VII projects and administered them in a manner very much like other LEAs in the United States. However, the terms of the Compact specify that there shall be a maximum amount of U.S. federal funding for education given to the FSM or a state within the FSM. If a state opts to apply for a Title VII grant, the amount of that grant will be a line item within the maximum amount, not an additional amount. With this funding background, the LEA's of the FSM naturally had to plan for a time when no special grant projects would exist; but rather, when a general integrated locally funded school program would be the norm.

Transitional changes in this direction have been taking place in Kosrae throughout the three year grant period being reported on in this document. Today, in contrast with the program reported on

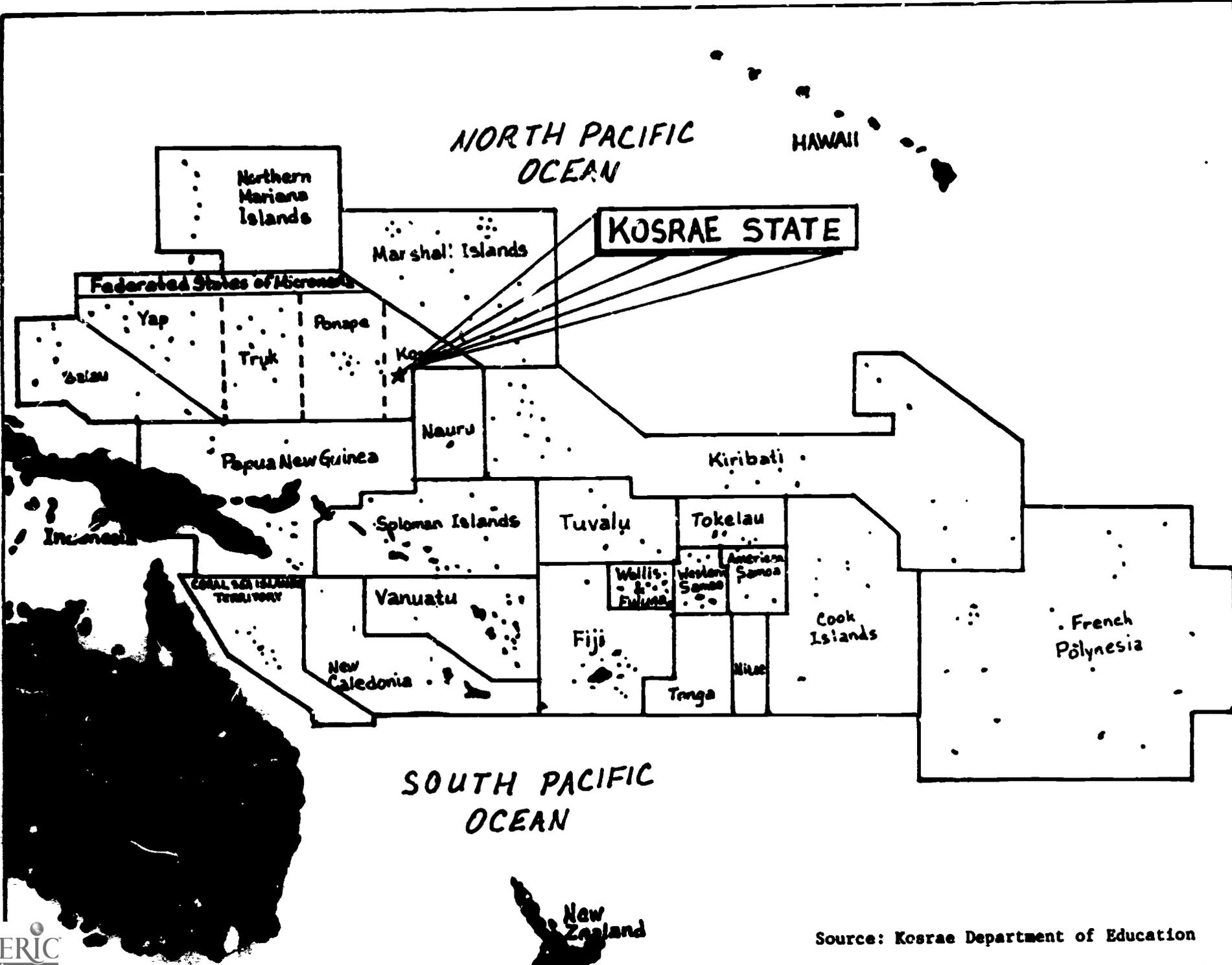
by these authors two years ago, the Kosrae Bilingual Education Program looks more like an array of only loosely connected educational components (e.g., a language arts program, a material development department, a parent/community liaison, and an array of staff development operations). Earlier, there was a separate, tightly associated cluster of program components. The death of Elmer Asher, the educator who directed the program for 14 years, and the changes brought about by the Compact with the U.S., have hastened the process of transition from a "project" to a series of functions that are integrated into the general fabric of the Kosrae Education Department.

Maps 1 and 2 are provided on the next two pages. They appeared in the project's 1986 proposal. They show Kosrae in its greater Pacific context and relative to other island entities in the Micronesian Region. Table 1 documents the primary language groups other than Kosraean at each grade level in Kosrae schools.

Basic Approach of the Evaluation

The evaluation design used in both the 1986-87 evaluation of the Kosrae Bilingual Education Program and the present report on 1988-89 is best characterized as a formative evaluation with both process and product evaluation components. Longitudinal student language performance data (English speaking and listening, five specific English and Kosraean reading comprehension skills) have been collected on a random sample of students from all schools served by the program. In addition, information has been collected on the other program components that will permit status documentation and description of each.

Information and data for both process and product evaluations for both reports were developed through a collaborative working process of the internal evaluation team (Salpasr Tilfas as the evaluation specialist for the Bilingual Education Program and members of the Kosrae Testing and Evaluation unit) and the external evaluator (Dr. Mary L. Spencer, Americas Pacific/University of Guam). One of the main intentions of this collaborative process has been to develop local capacity in Kosrae for conducting educational evaluations. The success of this endeavor can be judged from the fact that the Kosrae evaluation team leader is the first author of this report, and the external evaluator is the second author, a reversal of the 1987 authorship arrangement.



NORTH PACIFIC OCEAN

HAWAII

Northern Mariana Islands

Marshall Islands

KOSRAE STATE

Federated States of Micronesia

Yap

Tryk

Ponape

Kosrae

Palau

Nauru

Papua New Guinea

Kiribati

Indonesia

Solomon Islands

Tuvalu

Tokelau

CORAL SEA ISLANDS TERRITORY

American Samoa

Wallis & Futuna

Western Samoa

Cook Islands

Vanuatu

French Polynesia

Fiji

New Caledonia

Niue

Tonga

SOUTH PACIFIC OCEAN

New Zealand

Source: Kosrae Department of Education

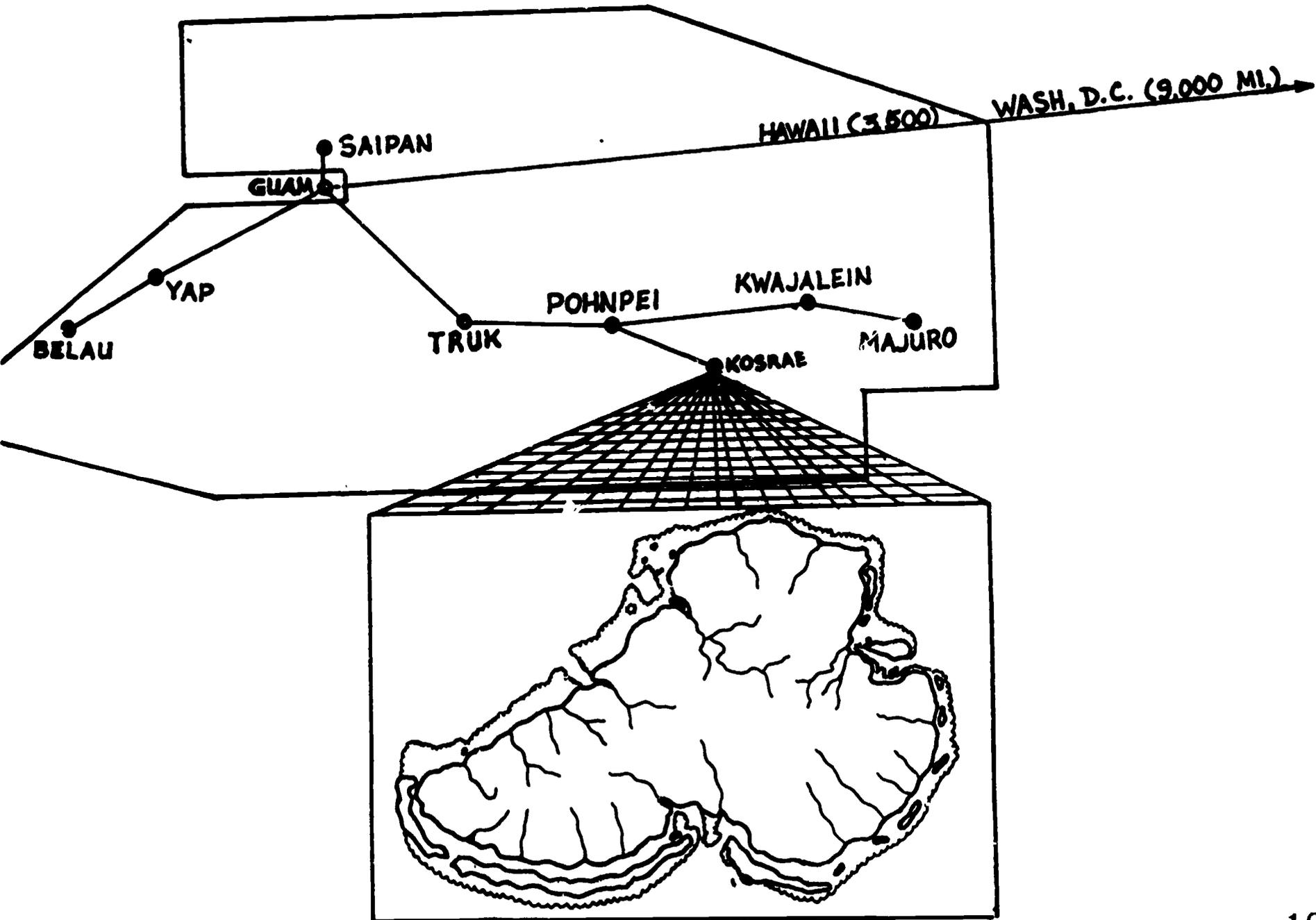


Table 1

Student Language Groups Other Than
Kosraean and English, 1987-88

Grade/ # Students	Sex	Age	Mother's Language	Father's Language	Language Spoken
Preschool	F	5	Kosraean	Trukese	Kosraean
Grade 1	M	6	Kosraean	Pingalapese	Pohnpeian
	M	6	Pohnpeian	Pohnpeian	Pohnpeian
Grade 2	M	7	Tagalog	Tagalog	Tagalog
	M	8	Pohnpeian	Mokilese	Pohnpeian
Grade 3	F	9	Ilokano	Ilokano	Ilokano
Grade 4	M	10	Tagalog	Tagalog	Tagalog
Grade 5	M	12	Pohnpeian	Pohnpeian	Pohnpeian
	M	10	Pohnpeian	Pohnpeian	Pohnpeian
Grade 6	F	12	Pohnpeian	Pohnpeian	Pohnpeian
	F	11	Kosraean	Pohnpeian	Pohnpeian/ Kosraean
Grade 7	M	13	Pohnpeian	Pohnpeian	Pohnpeian
	M	12	Pingalapese	Pingalapese	Pingalapese
Grade 8	F	12	Chamorro	Kosraean	Kosraean/ English
Grade 9	F	11	Tagalog	Tagalog	Tagalog
	F	14	Pohnpeian	Pohnpeian	Pohnpeian
Grade 10	M	13	Tagalog	Tagalog	Tagalog
Grade 11	M	14	Tagalog	Tagalog	Tagalog

Student Performance

In order to document and evaluate the language development of students in the Kosrae Bilingual Education Program, three tests were administered to program students on a pretest-posttest basis: 1) Individual administration of the English version of the Language Assessment Scales (LAS) to assess the English speaking and listening skills of individual students; 2) Group administration of a test of specific English reading comprehension skills using stories taken from a commonly used 5th grade U.S. basal reader series and modified somewhat to produce a 1-2 page story; 3) Group administration of a test of specific Kosraean reading comprehension skills using stories written to be appropriate to 7th grade students by the Kosrae Bilingual Education Program. The methodology for each of these testing approaches is described in the sections below, with results presented. In a section following these three, supplementary information on Kosraean students' skills relative to English textbooks is provided. Finally, implications and recommendations based on student performance data are discussed.

English Speaking and Listening - LAS

One of the Testing and Evaluation unit's efforts to document the English speaking and listening proficiency of students in Kosrae has been the administration of the LAS to 7th and 9th grade students in the Kosrae Bilingual Education Program. For some purposes in the past the estimation of student proficiency on oral language skills was determined by the Micronesian Achievement Test (MATS), which does not assess speaking proficiency, but which does have a listening section. The MATS will not be used in the present evaluation because of the need to directly assess both speaking and listening in English.

One of the obstacles to assessing English speaking proficiency in Kosrae and other jurisdictions throughout Micronesia is the fact that individual student assessment is necessary to the assessment of speaking. The time and skilled testing activity entailed in individual testing of speaking has seemed prohibitive to most local education agencies in the region. However, in the past three years, a number of teachers and specialists in Kosrae were trained by the external evaluator in the administration of the Language Assessment Scale. They also underwent a supervised testing experience. Within the last month of the 1986-87 school year, with the coordination of the recently established Testing and Evaluation unit of the Kosrae Department of Education, a group of testers administered 94 LAS individual tests to randomly selected 7th grade students, at the five elementary schools on Kosrae. The high quality of the test records, particularly the transcriptions of the spoken language samples, were indicative of professional standards. It was necessary for the external evaluator to lend only minimal technical assistance to the test administration effort. Once the internal evaluation staff sorted and verified test scores against tape recordings for completeness of transcriptions, the tests were transmitted to the external evaluator for scoring and analysis.

Two years later, at the end of the 9th grade for these same students, the LAS was readministered to the sample students by the Testing and Evaluation unit. The process of locating individual students from the pretest for posttesting is a difficult task. Many have changed their names, some have dropped out, and others are not anxious to be retested. The successful completion of this posttesting procedure and the development of the testing expertise needed to competently administer the LAS is one indication of capacity building in the Kosrae Department of Education.

During the 1986-87 school year the study sample was established by first obtaining a list of all 7th grade students at each of the five village schools of Kosrae. From this list, 20 students (plus 5 alternatives) were randomly chosen from each school list. An equal number of girls and boys were chosen. In Walung, the smallest school, there were only 13 students in the 7th grade. All of these students were included in the study. 7th and 9th grades were chosen as the focal

points of the study because the Title VII Bilingual Education Program in Kosrae serves grades 7-9 and was intended to give particular emphasis to the development of the 7th and 9th grade programs during the 1986-87 and 1988-89 school years, respectively.

During the posttest, 11 of the pretest students could not be posttested. This attrition was due primarily to students who dropped out of high school, with two students not tested because of administrative oversights during the testing. An examination of the pretest scores of the students not posttested suggests that their pretest scores were a little lower than average, and anecdotal reports from educators who know them suggest that they may have dropped out due to academic problems in school. A few students from Walung are reported to have dropped out due to the difficult distance and transportation problem entailed in getting from their home village to high school each day. We interpret the effect of the missing data to mean that the posttest scores shown in Table 2 may slightly overestimate what the results would have been had all 11 of the missing sample students been posttested. However, the mean pretest total score and proficiency level of the full sample is identical to the mean pretest total score and proficiency level of the portion of the sample who were posttested (Spencer and Tilfas, 1987).

Before we examine the results in Table 2, it may be of interest to the reader to know something about the language environment in Kosrae. The prevailing language in Kosrae is Kosraean, the language of the indigenous people of Kosrae. English is recognized as a major language for commerce and government, particularly in written formats. However, the predominant home and community language throughout the island is Kosraean.

For many years, the language arts curriculum of the schools has included a substantial commitment to the formal instruction of oral English, English grammar, and English literacy. The main instrument for this instruction has been the Tate Oral Language Programme and the correlated South Pacific Commission Reading Programme. Both of these sets of curriculum materials were developed by Gloria Tate, an Australian, English-as-a-second-language specialist, and published by the South Pacific Commission. They are based on a strict audiolingual approach to ESL (see the bibliography for recent research on these materials). It is accurate to say that all of the students tested with the LAS have had daily ESL lessons with the Tate Oral Language Programme for 8 years. At present, the newly revised Kosraean language development curriculum has expanded to include a more wholistic approach. This includes the introduction of writing activities, as well as activities which encourage student oral expression, in both the first language and in English. Some supplementary reading materials are being introduced and U.S. basal reader materials are being examined and tried.

The LAS test of English speaking and listening has a maximum possible score of 100. Students' performance may be classified into 5 levels of increasing proficiency. The publisher's research has provided 3 levels of English speaking/listening proficiency with which to interpret LAS scores. The LAS is the official test used to identify and assess English speaking and listening proficiency in many U.S. states. The results are then used to identify which students are eligible for language services designed for limited English proficient students. Table 3 presents a guide to test interpretation. Validity and reliability information on the LAS is presented in many research studies, and is summarized in DeAvila and Duncan (1982).

Table 2 shows that the pretest mean for the LAS Total Score was 60.07 with a standard deviation of 13.14, whereas in the posttest Total Score of the LAS, the mean score was 74.01, with a standard deviation of 12.53

By looking at the pretest and posttest Total Score means for all schools, it can be seen that all of the schools made improvements on the oral English achievement of their students. However, students at Utwe Elementary School seem not to have improved quite as much as the other schools. The standard deviations of all schools have reduced, except for Utwe Elementary School, which

TABLE 2

**Pretest and Posttest
English Oral Language Proficiency (Speaking and Listening)
of Bilingual Education Program Students in Grades 7 and 9
of Kosrae, FSM, 1986-87 and 1988-89
Language Assessment Skills II (LAS-II)**

School	Spoken* Vocabulary (20 items) Pre/Post	Sentence** Comprehension (10 items) Pre/Post	Story*** Retelling (5 ratings) Pre/Post	Total**** Score (100 points) Pre/Post	Level***** (5 ratings) Pre/Post	Proficiency***** Categories Pre/Post
Lelu (N=20)	x =16.85/17.60 SD =2.08/1.90	y =5.95/7.30 SD =1.61/1.22	x =2.50/3.70 SD =0.83/0.92	x =61.05/77.50 SD =11.37/13.02	x =1.65/3.10 SD =0.67/1.41	NES =18/8 LES =2/5 FES =0/7
Malem (N=20)	x =13.50/17.45 SD =7.61/2.68	x =6.25/7.40 SD =2.17/1.35	x =2.90/3.70 SD =0.91/0.98	x =61.55/77.50 SD =15.37/12.35	x =1.90/3.15 SD =1.12/1.31	NES =15/6 LES =2/5 FES =3/9
Tafunsak (N=17)	x =16.12/17.24 SD =2.23/1.71	x =6.71/7.29 SD =1.45/1.76	x =1.71/3.00 SD =1.31/1.00	x =54.29/69.94 SD =14.87/14.71	x =1.65/2.35 SD =0.79/1.46	NES =14/10 LES =3/2 FES =0/5
Utwe (N=16)	x =16.19/15.81 SD =2.29/4.58	x =6.00/6.19 SD =2.45/2.26	x =2.50/3.00 SD =0.97/1.15	x =60.38/69.67 SD =12.45/11.37	x =1.63/2.13 SD =0.89/1.26	NES =14/10 LES =1/3 FES =1/3
Walung (N=10)	x =17.00/17.60 SD =2.54/1.78	x =5.60/6.60 SD =2.17/1.07	x =3.00/3.50 SD =0.00/0.53	x =64.50/73.50 SD =7.58/5.50	x =1.80/2.60 SD =0.63/0.52	NES =9/4 LES =1/6 FES =0/0
All Schools (N=83)	x =15.78/17.14 SD =4.34/2.78	x =6.14/7.02 SD =1.96/1.63	x =2.49/3.40 SD =1.03/1.00	x =60.07/74.01 SD =13.14/12.53	x =1.72/2.71 SD =0.85/1.53	NES =70/38 LES =9/21 FES =4/24

* Statistically significant pre vs posttest differences; 1 tail T = 2.224, p = .05

** Statistically significant pre vs posttest differences; 1 tail T = 3.845, p = .00

*** Statistically significant pre vs posttest differences, 1 tail T = 7.132, p = .00

**** Statistically significant pre vs posttest differences, 1 tail T = 7.457, p = .00

***** Statistically significant pre vs posttest differences, 1 tail T = 7.071, p = .00

***** Statistically significant pre vs posttest differences, 1 tail T = 6.778, p = .00

TABLE 3
LAS II Interpretation Guide

LAS II Score	Level	Proficiency Category*	Proficiency Description
92 - 100	5	FES	Totally fluent in English
82 - 91	4	FES	Near fluent in English
72 - 81	3	LES	Limited English speaker
62 - 71	2	NES	Non-English speaker; apparent linguistic deficiency
52 - 61	1	NES	Non-English speaker; total linguistic deficiency

- * *FES: Fluent English Speaking*
LES: Limited English Speaking
NES: Non-English Speaking

shows that the spread of posttest scores was generally narrower. This further shows that the degree of heterogeneity among the same students tested has narrowed over the two years. The overall mean of all schools combined shows statistically significant gains on each of the LAS subscales and total score from 1987 to 1989.

Table 2 also indicates that in the pretest, 70 students were in the category of Non-English Speaking (NES), but in the posttest, the number has decreased to 38. In the category of Limited English Speaking (LES), 9 students were counted in the pretest, but in the posttest, the number was increased to 21. For the Fluent English Speaking (FES), 4 students were counted in the pretest, but in the posttest 24 students qualified to be in this category.

In summary, we can conclude that two years ago most of these students were classified as Non-English speaking and few were in the other two categories. However, as the two years went by, 54% of 83 students tested climbed to Limited English Speaking and Fluent English Speaking categories. Although only 29% of the 83 students tested in the posttest reached the Fluent English Speaking category, definite and statistically significant improvement in English speaking and listening was made at all schools during the project year.

One conclusion to be drawn from these data is that even after seven or eight years of English instruction with the Tate Oral series, these students are still predominantly limited English speakers. Also in the past two years, the English curriculum has been enriched with teacher training and some new commercial materials. But this evidence would seem to be a clear call for even more change in the oral English instructional program. These changes would involve materials, curriculum, teacher training, teacher supervision, or a number of other factors. However, the external evaluator recommends that at the elementary level these improvements would yield higher English proficiency rates without the need for more class time on oral English. At the elementary level, the implementation of continually improved instructional methods is needed, but not more class time. At the high school level, it may be necessary to create new opportunities for oral English development, and by using instructional approaches which are intrinsically motivating to teenage students (e.g., public speaking activities, dramatic or role playing activities, etc.). With improved oral English instruction in the elementary grades, high school students in the 1990's may have stronger English oral speaking and listening skills and not need oral English coursework in the 9th, 10th, or higher grades. But at the present time, they do.

English Reading Comprehension

A criterion referenced test was developed by the external evaluator for the purpose of assessing several different reading comprehension skills with English text similar to what students might encounter in the classroom. The rationale was to select four stories from a typical basal reader series and truncate the stories to produce four one to two page stories that are complete and meaningful in that space. The GINN Reading Program (1982) was used as the source of these stories. Care was taken to select stories that might have some interest value to the students being tested. In a few cases, word changes were made to heighten relevance (e.g., trout was changed to tuna in order to use a fish familiar to Micronesian students).

Each of the four stories is followed by five multiple choice questions, the first on main idea, the second on sequence, the third on cause-effect, the fourth on conclusion, and the fifth on critical analysis. There are 20 questions in all and each is worth 25 points, for a total score of 500. This process of awarding more than one point per question was undertaken in order to have a scoring range comparable to the Kosraean Reading Comprehension test (discussed below), which has five stories.

TABLE 4

**Average Pretest and Posttest Performance
of a Random Sample of Kosrae Bilingual Education Students
while in Grade 7 and 9
on Five English Reading Comprehension Skills†**

Reading Comprehension Skills	Pretest Mean (SD)	Posttest Mean (SD)
	N=74	N=74
Main Idea*	55.74 (19.21)	60.47 (21.10)
Sequence**	59.80 (22.21)	68.92 (25.78)
Cause Effect	66.89 (26.21)	70.61 (26.93)
Conclusion	50.00 (28.07)	48.65 (23.73)
Critical Analysis	40.20 (22.60)	37.16 (25.59)
All Questions***	272.64 (64.66)	285.81 (74.03)

- * Statistically significant Pretest vs. Posttest difference; $T=1.624$, $p=.05$
- ** Statistically significant Pretest vs. Posttest difference; $T=2.544$, $p=.01$
- *** Marginally statistically significant Pretest vs. Posttest difference; $T=1.611$, $p=.06$

† The reading comprehension test is composed of four stories from the 5th grade GINN basal reading series, with one multiple choice question on each of the five reading comprehension skills for each story. In order to equate these with a vernacular test containing five stories, all scores were converted by giving 25 points per correct answer. Thus, 100 points are possible for each skill, and 500 total points are possible for the total score summed over all questions.

Table 4 shows the results of the English Reading Comprehension Test. This test of five different skills was used to test the same students who took the LAS test above.

On the main idea, the mean score in the pretest was 55.74, with a standard deviation of 19.21, but in the posttest the mean score rose to 60.47, with a standard deviation of 21.10. In the sequence of events skill, the pretest mean was 59.80, with a standard deviation of 22.21 whereas in the posttest, the mean was 68.92, with a standard deviation of 25.78.

On these two skills, the gains were statistically significant. The spread of scores was wider in the posttest for both skills.

For the other three skills (cause effect, conclusion, and critical analysis) students did not make statistically significant gains. In the analysis of all questions combined, students obtained a mean score of 64.66 in the pretest and 74.03 in the posttest. Although this is not considered statistically significant, it is nearly or marginally significant as evidenced by the p value of .06.

At posttest, students achieved about 57% correct on all English reading comprehension questions (about 11 out of 20 questions). In their best skills (Main idea, Sequence, and Cause/Effect), they obtained 60-71% correct. Thus, there is room for growth on all of these English reading comprehension skills, using 5th grade material. This should be a useful thought when the level of difficulty of U.S. textbooks is being considered and assigned at the high school for English reading, social studies, math, and science.

It might also be useful to remember that these children grew up at a time when English reading materials in elementary grades were scarce. SPC readers were the main materials present and they have been shown to have a small number of words per book, and few books in the entire series (Spencer & Langmoir, 1987; Moore, 1988). It is possible that the addition of more and better English reading materials to the elementary classrooms will cause the future 9th graders to score higher on this test.

It may also be important to realize that the statistical analyses of scores associated with gender or with schools failed to find statistical differences.

In conclusion, the English reading comprehension test results encourage a greater emphasis in English reading instruction on the higher order thinking and reading comprehension skills such as main idea, sequence, cause effect, conclusion, and critical analysis. Increasing writing composition activity in both languages will also aid development of reading comprehension, as will direct instruction of reading comprehension in Kosraean. The increased use of innovative and student motivating writing activities has been observed in classrooms by evaluators over the past few years (e.g., "write around" activities, journal writing, etc.), and this should continue.

Kosraean Reading Comprehension

The Bilingual Education Department developed five stories in Kosraean with a level of difficulty appropriate to 7th grade. Then a question representing each of the five reading comprehension skills used on the English test were developed for each story. Thus, the test contained five stories in Kosraean, with five questions each, with each correct answer worth 20 points. The test was administered on a pretest and posttest basis to the same sample of students tested with the LAS and the English reading comprehension test. The results of the Kosraean testing are shown in Table 5.

Table 5 shows that the mean pretest total Kosraean reading comprehension score was 383.27 with a standard deviation of 61.88 and the mean posttest score was 391.07 with a standard deviation of 56.04. There was no statistical difference found between pretest or posttest scores on

TABLE 5
Average Pretest and Posttest Performance
of a Random Sample of Kosrae Bilingual Education Students
while in Grade 7 and 9
on Five Kosraean Reading Comprehension Skills†

Reading Comprehension Skills	Pretest Mean (SD)	Posttest* Mean (SD)
	N=75	N=75
Main Idea	87.733 (16.072)	86.933 (16.272)
Sequence	85.667 (22.947)	87.333 (20.703)
Cause Effect	86.933 (18.742)	88.267 (19.198)
Conclusion	69.067 (18.097)	71.467 (17.14)
Critical Analysis	53.867 (19.721)	56.800 (19.183)
All Questions	383.267 (61.882)	391.067 (56.036)

* Paired T-test comparisons of pretest and posttest differences were calculated for each reading comprehension skill and the total of all questions. None of the comparisons showed a statistically significant difference between pretest and posttest. Unpaired T-tests were also calculated on pretest and posttest differences between boys and girls. No statistically significant gender differences were found.

† The Kosraean reading comprehension test is composed of five stories, each consisting of one or two pages of narrative (376-521 words). They were composed by Kosraean language arts specialists, designed to be at an appropriate reading level for students in the grade 7-9 range. Each story was followed by five questions, each testing one of the five reading comprehension skills. In order to equate the scoring system with that of the English reading comprehension test, each item was given 20 possible points. Thus, 100 points are possible for each skill, and 500 total points are possible for the total score summed over all questions.

any of the Kosraean reading comprehension skills nor on the total of all questions combined. This may have been because pretest performance was high and there was little room for growth. No student had a perfect score on the posttest, but several were close, having missed only one or two items.

These results suggest that Kosraean reading comprehension is a strong skill for most of the students in the sample. This important psycholinguistic tool should be considered as a means for developing greater depth with higher order thinking skills. At the posttest, students obtained an average of 78% correct (about 19-20 questions correct of a possible 25), and an average of 77% correct on the pretest. This compares to 57% correct on the English reading comprehension posttest. Yet, here again, conclusion and critical analysis comprehension skills proved to be the hardest, with students doing very well on main idea, sequence of events, and cause/effect. On their best skills students obtained about 86-88% correct, and on their worst, they obtained about 57-71%.

Supplementary English Testing Information on Bilingual Program Students

Degrees of Reading Power Results: 7th Graders

One of the pressing educational challenges facing the Kosrae Department of Education is the problem of how to make good decisions on textbook quality and how to select books which are well matched to student skills. This problem is prominent at the high school level of the Bilingual Education Program students because it is at this level that the curriculum is predominantly English and depends considerably on U.S. textbooks in both language arts and the other content areas. Thus, in order to provide some additional insight into the English reading skills of the Kosrae students within the age range covered by the Bilingual Education Program being evaluated, the P-8 form of the Degrees of Reading Power test was administered to students in Lelu Elementary School at the end of the 7th grade. The results are presented in Table 6.

The DRP score is meaningful only when it is compared to the DRP readability level of a particular book or written narrative that a student is expected to read. For example, if a student's independent reading DRP is 50, that student could be expected to read library books and other materials for independent reading that have a difficulty on the DRP readability scale of 50 or less. If a student has an instructional reading DRP of 55, that means that the student can be expected to work successfully, with the help of a teacher, on materials with a DRP readability value of 55 or less. However if a student has a frustration level of 60, we should expect that materials rated for DRP difficulty of 60 or more are really too hard for the student. To be given assignments in these materials will frustrate the student and the student will probably not be successful in completing such reading assignments.

The DRP instructional level for Kosraean students at the end of 7th grade was 32 for the boys and 33 for the girls. When we compare these levels to the DRP levels of two commonly used U.S. basal reader series, we find that by the 8th grade, we should expect that the students could deal successfully only with books in the grade 1 book of the HBJ *Bookmark* series, or the pre-primer (pre-first grade) of the Silver Burdett & Ginn *World of Reading* series. The classroom of Lelu students at the end of 7th grade that scored the highest had a mean DRP of 37.9 at the instructional level. This group could deal with the grade 2/1 book of the HBJ *Bookmark* series or the Preprimer 3 or the first grade reader in the Silver Burdett series. The DRP program, published by College Board, provides an encyclopedia of DRP values on virtually all U.S. published textbooks, including those in the content areas. Further DRP testing of Kosrae students, with matching of their scores to the DRP levels of textbooks being considered for use would be an effective step to take in trying to cope with the difficult question of which textbooks to choose for bilingual students with developing English reading proficiencies.

TABLE 6

**Mean Degrees of Reading Power Scores for Kosraean Students
Ending 7th Grade, 1989**

Gender*	Instructional Level DRP
Female	33.22 (SD = 6.28)
Male	31.85 (SD = 7.37)
All Students (N = 66)	32.50 (SD = 6.87)

* *T-tests for gender differences found no statistically significant differences.*

English Listening and Reading - SLEP

The Evaluation Unit in the Department of Education had selected the Secondary Level English Proficiency Test (SLEP), in the 1986-88 school years as a preferred measure of English skills because it can be readily group administered. The SLEP test contains only reading and listening comprehension skills. This year, 1988-89, the evaluation unit has begun to use the Stanford Achievement Tests as a replacement of the SLEP test; but since this test was not administered to any of the grade levels that the bilingual program is servicing, no SRA results are available for this report. However, the pre-test results of the SLEP are included for whatever interest readers may have in them since they are results on the same random sample (Table 7).

TABLE 7

**English Listening and Reading Proficiency
of 7th Grade Students of Kosrae, FSM, 1986-87,
Secondary Level English Proficiency Test (SLEP)**

School	Listening	Reading	Total
Lelu	M = 13.79 SD = 3.55	M = 17.74 SD = 3.02	M = 31.53 SD = 5.60
Malem	M = 13.47 SD = 4.54	M = 19.68 SD = 2.77	M = 36.16 SD = 6.22
Tafunsak	M = 14.80 SD = 4.32	M = 16.75 SD = 3.35	M = 31.60 SD = 6.34
Utwe	M = 12.65 SD = 4.15	M = 17.00 SD = 5.06	M = 29.65 SD = 8.66
Walung	M = 14.00 SD = 3.84	M = 15.92 SD = 2.91	M = 29.92 SD = 6.07
All School*	M = 14.36 SD = 4.24	M = 17.52 SD = 3.72	M = 31.89 SD = 7.00

* *Listening Mean is at 19th percentile relative to SLEP U.S. field tests;
Reading Mean is at 21st percentile relative to SLEP U.S. field tests;
Total Test Mean is at 21st percentile relative to SLEP U.S. field tests.*

Classroom Observations

IOTA Observations

The Kosrae Department of Education has adopted a teacher observational instrument called *Instrument for Observation of Teaching Activities* (IOTA) as its major program for instructional improvement. It assesses the performances of teachers on teaching activities that are generally accepted by the teaching profession.

This instrument is composed of two parts: the first part deals mostly with the observation scales for the observable classroom activities, and the second part emphasizes the interview scales of teaching activities that are not observable in the classroom.

There are additional scales which have been created by the Kosrae Department of Education. These were created to reflect the local needs to improve instructional activities. However, this section of the report will only concentrate on the 14 observable classroom activities that are listed below.

1. Development and Implementation of Classroom Objectives
2. Variety in Learning Activities
3. Use of Materials for Instruction
4. Learning/Interest Centers
5. Classroom Control
6. Individualization of Instruction
7. Learning Difficulties
8. Opportunities for Participation
9. Teacher Reaction to Student Response
10. Creative Expression
11. Student Initiative
12. School Climate
13. Assessing Student Achievement/Comprehension During the Lesson
14. Current Application of Subject Matter

In collecting the required data for the above observation scales, the Kosrae Department of Education Evaluation Unit, which employs three testing and evaluation specialists, observed in both primary and secondary schools. The principals of both levels assisted the Evaluation Unit in collecting these data. Once the data were collected, the principals and the testing and evaluation specialists analyzed and scored the data separately. Data were then compiled and kept confidential in the Evaluation Unit.

After the data collection was done in the classroom, the observers and the teachers sat together for the post conference as a way of consulting on the strengths and weaknesses identified by the IOTA. The IOTA process is done twice a year.

The teacher observation scales are rated on five performance levels with 5 the highest and 1 the lowest. Ratings of 5 and 4 are considered strong points, 3 is considered average, and 2 and 1 are considered weak points.

Following are IOTA results on 16 7-9th grade classroom teachers who have assisted in the Kosrae Bilingual Education Program. Table 8 presents a summary of the results by grade and observation category. This table is followed by results for each teacher rated, presented in rank order from strong to weak. Table 8 shows that, in general, the grade 7 and grade 8 teachers obtained considerably higher average scores than did the 9th grade teachers. Observation items 1

TABLE 8

Summary of Mean IOTA Results for 17 Grade 7-9 Teachers

IOTA Observation Scales	7th	8th	9th	Total
	(n=6)	(n=7)	(n=4)	(n=17)
1. Development & Implementation of Classroom Objectives	2.5	3.0	2.3	2.6
2. Variety in Learning Activities	5.0	5.0	4.0	4.8
3. Use of Materials for Instruction	4.5	4.4	3.0	4.1
4. Learning/Interest Centers	3.5	3.9	3.3	3.6
5. Classroom Control	4.7	4.8	3.8	4.4
6. Individualization of Instruction	2.0	3.0	2.0	2.4
7. Learning Difficulties	5.0	5.0	4.0	4.8
8. Opportunities for Participation	5.0	4.8	3.8	4.5
9. Teacher Reaction to Student Response	4.7	4.4	4.0*	4.4
10. Teacher Reaction to Student Response	4.8	4.8	4.0*	4.6
11. Student Initiative	5.0	4.4	2.8	4.2
12. School Climate	4.3	4.7	3.8	4.4
13. Assessing Student Achievement/Comprehension	4.5	4.9	3.5	4.4
14. Current Application of Subject Matter	4.3	4.8	3.5	4.2
Total Scores	59.8	61.0	47.5**	57.4**

* n=3 and 2 respectively

** Estimated by entering average of item 9 and 10 with n=4 (grade 9) for each.

(development and implementation of classroom objectives), 4 (learning/interest centers), and 6 (individualization of instruction) were the three items in the lower ranges for the group of 16 teachers as a whole. While these items definitely stand out as the key problem areas for the 7th and 8th grade teachers, the 9th grade teachers also showed problems with 11 (student initiative), 3 (use of materials for instruction), 5 (classroom control), 8 (opportunities for participation), 12 (school climate), 13 (assessing student achievement/comprehension during the lesson), and 14 (current application of subject matter).

TEACHER/SCHOOL: Lelu A
 GRADE: 7th
 SUBJECT: Mathematics

OBSERVER: Salpasr Tilfas
 DATE: September 20, 1988

<u>Observation Scales</u>	<u>Performance Level</u>
1. Development and Implementation of Classroom Objectives	3
2. Variety in Learning Activities	5
3. Use of Materials for Instruction	5
4. Learning/Interest Centers	5
5. Classroom Control	5
6. Individualization of Instruction	5
7. Learning Difficulties	5
8. Opportunities for Participation	5
9. Teacher Reaction to Student Response	5
10. Creative Expression	5
11. Student Initiative	5
12. School Climate	5
13. Assessing Student Achievement	5
14. Current Application of Subject Matter	4
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 4.79

TEACHER/SCHOOL: Lelu B
 GRADE: 7th
 SUBJECT: Science

OBSERVER: Salpasr Tilfas
 DATE: September 20, 1988

<u>Observation Scales</u>	<u>Performance Level</u>
1. Development and Implementation of Classroom Objectives	3
2. Variety in Learning Activities	5
3. Use of Materials for Instruction	5
4. Learning/Interest Centers	5
5. Classroom Control	5
6. Individualization of Instruction	5
7. Learning Difficulties	5
8. Opportunities for Participation	5
9. Teacher Reaction to Student Response	5
10. Creative Expression	5
11. Student Initiative	5
12. School Climate	5
13. Assessing Student Achievement	5
14. Current Application of Subject Matter	4
	<hr style="width: 10%; margin-left: auto; margin-right: 0;"/> 4.79

TEACHER/SCHOOL: Lelu C
GRADE: 7th
SUBJECT: Science

OBSERVER: John William
DATE: February 2, 1988

Observation Scales

Performance Level

1. Development and Implementation of Classroom Objectives	3
2. Variety in Learning Activities	5
3. Use of Materials for Instruction	5
4. Learning/Interest Centers	5
5. Classroom Control	2
6. Individualization of Instruction	1
7. Learning Difficulties	4
8. Opportunities for Participation	5
9. Teacher Reaction to Student Response	3
10. Creative Expression	3
11. Student Initiative	5
12. School Climate	4
13. Assessing Student Achievement	5
14. Current Application of Subject Matter	5

3.93

TEACHER/SCHOOL: Lelu D
GRADE: 7th
SUBJECT: English Composition/
Writing

OBSERVER: John William
DATE: February 2, 1988

Observation Scales

Performance Level

1. Development and Implementation of Classroom Objectives	3
2. Variety in Learning Activities	5
3. Use of Materials for Instruction	5
4. Learning/Interest Centers	5
5. Classroom Control	5
6. Individualization of Instruction	3
7. Learning Difficulties	5
8. Opportunities for Participation	5
9. Teacher Reaction to Student Response	5
10. Creative Expression	5
11. Student Initiative	5
12. School Climate	5
13. Assessing Student Achievement	5
14. Current Application of Subject Matter	5

4.71

TEACHER/SCHOOL: Malem A
GRADE: 7th
SUBJECT: Science

OBSERVER: Salpasr Tilfas
DATE: February 24, 1988

Observation Scales

Performance Level

1. Development and Implementation of Classroom Objectives
2. Variety in Learning Activities
3. Use of Materials for Instruction
4. Learning/Interest Centers
5. Classroom Control
6. Individualization of Instruction
7. Learning Difficulties
8. Opportunities for Participation
9. Teacher Reaction to Student Response
10. Creative Expression
11. Student Initiative
12. School Climate
13. Assessing Student Achievement
14. Current Application of Subject Matter

3
5
5
5
5
2
5
5
5
5
5
5
5
5

4.64

TEACHER/SCHOOL: Malem B
GRADE: 7th
SUBJECT: Social Studies

OBSERVER: John William
DATE: October 4, 1988

Observation Scales

Performance Level

1. Development and Implementation of Classroom Objectives
2. Variety in Learning Activities
3. Use of Materials for Instruction
4. Learning/Interest Centers
5. Classroom Control
6. Individualization of Instruction
7. Learning Difficulties
8. Opportunities for Participation
9. Teacher Reaction to Student Response
10. Creative Expression
11. Student Initiative
12. School Climate
13. Assessing Student Achievement
14. Current Application of Subject Matter

3
5
5
5
5
3
5
5
5
5
5
5
5
5

4.71

TEACHER/SCHOOL: Tafunsak A
GRADE: 7th
SUBJECT: Social Studies

OBSERVER: Salpasr Tilfas
DATE: February 9, 1988

Observation Scales

Performance Level

1. Development and Implementation of Classroom Objectives	3
2. Variety in Learning Activities	5
3. Use of Materials for Instruction	5
4. Learning/Interest Centers	4
5. Classroom Control	4
6. Individualization of Instruction	4
7. Learning Difficulties	5
8. Opportunities for Participation	5
9. Teacher Reaction to Student Response	4
10. Creative Expression	5
11. Student Initiative	5
12. School Climate	5
13. Assessing Student Achievement	5
14. Current Application of Subject Matter	5

4.57

TEACHER/SCHOOL: Malem C
GRADE: 8th
SUBJECT: Mathematics

OBSERVER: John William
DATE: February 24, 1988

Observation Scales

Performance Level

1. Development and Implementation of Classroom Objectives	3
2. Variety in Learning Activities	5
3. Use of Materials for Instruction	5
4. Learning/Interest Centers	5
5. Classroom Control	5
6. Individualization of Instruction	5
7. Learning Difficulties	5
8. Opportunities for Participation	5
9. Teacher Reaction to Student Response	5
10. Creative Expression	5
11. Student Initiative	5
12. School Climate	5
13. Assessing Student Achievement	5
14. Current Application of Subject Matter	5

4.86

TEACHER/SCHOOL: Malem D
GRADE: 8th
SUBJECT: English Grammar

OBSERVER: John William
DATE: February 16, 1989

Observation Scales

Performance Level

1. Development and Implementation of Classroom Objectives	3
2. Variety in Learning Activities	5
3. Use of Materials for Instruction	5
4. Learning/Interest Centers	5
5. Classroom Control	5
6. Individualization of Instruction	5
7. Learning Difficulties	5
8. Opportunities for Participation	5
9. Teacher Reaction to Student Response	5
10. Creative Expression	5
11. Student Initiative	5
12. School Climate	5
13. Assessing Student Achievement	5
14. Current Application of Subject Matter	5
	<hr/>
	4.86

TEACHER/SCHOOL: Tafunsak B
GRADE: 8th
SUBJECT: Science

OBSERVER: Salpasr Tilfas
DATE: March 2, 1988

Observation Scales

Performance Level

1. Development and Implementation of Classroom Objectives	3
2. Variety in Learning Activities	4
3. Use of Materials for Instruction	3
4. Learning/Interest Centers	3
5. Classroom Control	5
6. Individualization of Instruction	1
7. Learning Difficulties	4
8. Opportunities for Participation	5
9. Teacher Reaction to Student Response	5
10. Creative Expression	4
11. Student Initiative	4
12. School Climate	5
13. Assessing Student Achievement	5
14. Current Application of Subject Matter	5
	<hr/>
	4.00

TEACHER/SCHOOL: Tafunsak C
GRADE: 8th
SUBJECT: English Reading

OBSERVER: Salpasr Tilfas
DATE: February 11, 1988

Observation Scales

Performance Level

1. Development and Implementation of Classroom Objectives	3
2. Variety in Learning Activities	5
3. Use of Materials for Instruction	5
4. Learning/Interest Centers	5
5. Classroom Control	5
6. Individualization of Instruction	5
7. Learning Difficulties	5
8. Opportunities for Participation	5
9. Teacher Reaction to Student Response	4
10. Creative Expression	5
11. Student Initiative	5
12. School Climate	5
13. Assessing Student Achievement	5
14. Current Application of Subject Matter	5

4.79

TEACHER/SCHOOL: Urwe A
GRADE: 8th
SUBJECT: Reading

OBSERVER: Salpasr Tilfas
DATE: October 14, 1988

Observation Scales

Performance Level

1. Development and Implementation of Classroom Objectives	3
2. Variety in Learning Activities	5
3. Use of Materials for Instruction	5
4. Learning/Interest Centers	5
5. Classroom Control	5
6. Individualization of Instruction	5
7. Learning Difficulties	5
8. Opportunities for Participation	5
9. Teacher Reaction to Student Response	5
10. Creative Expression	5
11. Student Initiative	5
12. School Climate	5
13. Assessing Student Achievement	5
14. Current Application of Subject Matter	5

4.86

TEACHER/SCHOOL: Utwe B
GRADE: 8th
SUBJECT: Social Studies

OBSERVER: Salpasr Tilfas
DATE: October 12, 1988

Observation Scales

Performance Level

1. Development and Implementation of Classroom Objectives	3
2. Variety in Learning Activities	5
3. Use of Materials for Instruction	5
4. Learning/Interest Centers	5
5. Classroom Control	5
6. Individualization of Instruction	5
7. Learning Difficulties	5
8. Opportunities for Participation	5
9. Teacher Reaction to Student Response	5
10. Creative Expression	5
11. Student Initiative	5
12. School Climate	5
13. Assessing Student Achievement	5
14. Current Application of Subject Matter	5
	<hr/>
	4.86

TEACHER/SCHOOL: Lelu F
GRADE: 8th
SUBJECT: Fast Science

OBSERVER: Salpasr Tilfas
DATE: October 10, 1988

Observation Scales

Performance Level

1. Development and Implementation of Classroom Objectives	3
2. Variety in Learning Activities	5
3. Use of Materials for Instruction	5
4. Learning/Interest Centers	5
5. Classroom Control	5
6. Individualization of Instruction	5
7. Learning Difficulties	5
8. Opportunities for Participation	5
9. Teacher Reaction to Student Response	5
10. Creative Expression	5
11. Student Initiative	5
12. School Climate	5
13. Assessing Student Achievement	5
14. Current Application of Subject Matter	5
	<hr/>
	4.86

TEACHER/SCHOOL: Lelu G
GRADE: 8th
SUBJECT: Social Studies

OBSERVER: Salpasr Tilfas
DATE: February 4, 1988

<u>Observation Scales</u>	<u>Performance Level</u>
1. Development and Implementation of Classroom Objectives	3
2. Variety in Learning Activities	5
3. Use of Materials for Instruction	5
4. Learning/Interest Centers	5
5. Classroom Control	5
6. Individualization of Instruction	4
7. Learning Difficulties	5
8. Opportunities for Participation	5
9. Teacher Reaction to Student Response	5
10. Creative Expression	5
11. Student Initiative	5
12. School Climate	5
13. Assessing Student Achievement	5
14. Current Application of Subject Matter	5
	<hr/>
	4.79

TEACHER/SCHOOL: Lelu H
GRADE: 8th
SUBJECT: English Reading

OBSERVER: John William
DATE: February 21, 1989

<u>Observation Scales</u>	<u>Performance Level</u>
1. Development and Implementation of Classroom Objectives	3
2. Variety in Learning Activities	5
3. Use of Materials for Instruction	5
4. Learning/Interest Centers	5
5. Classroom Control	5
6. Individualization of Instruction	5
7. Learning Difficulties	5
8. Opportunities for Participation	5
9. Teacher Reaction to Student Response	5
10. Creative Expression	5
11. Student Initiative	5
12. School Climate	5
13. Assessing Student Achievement	5
14. Current Application of Subject Matter	5
	<hr/>
	4.86

There were 35 teachers who have had the chance to teach in these three grade levels (7-9). However, only 16 of them are included in this report because the IOTA observation was not yet completed by the time this report was compiled. However, we expect that the performance of the teachers will resemble that of teachers represented above.

The data collected on the teacher observations showed a greater improvement than in earlier years. We have found that 88% to 100% of the 16 teachers who were observed performed in the highest category of this IOTA instrument on most of the scales. On the other hand, we found that only 43% of them performed in the highest category in the Individualization of Instruction, which simply tells us that the teachers should do some activities that involve grouping of students in their classrooms.

Although the IOTA data gives important insights into 14 generally accepted indicators of effective teaching, it does not provide information on classroom factors that have a direct bearing on language development. We recommend that some of the critical instructional variables involved in bilingual development be included in future observation formats. These would include: 1) Daily time allocated to first language reading and writing; 2) Daily time allocated to English oral language, reading, and writing activities; 3) Description of first language activities; 4) Description of English oral activities (e.g., amount of interactive English activity, ratio of teacher talk to student talk, efforts to reduce or prevent the development of an affective filter against speaking experimentation, creation of comfortable listening and speaking opportunity, amount of comprehensible English input); 5) Description of English reading and writing activities and attempts to integrate these with oral language; 6) Description of first language materials in the classroom, quantity and quality; 7) Description of English language materials in the classroom, quantity and quality; 8) Description of how first and second language skills are encouraged to develop within the other curriculum areas.

Ethnographic School Observations

In the spring of 1987 the external evaluator made site visits to four of the five schools in Kosrae. She visited numerous 7th and 8th grade classrooms in an effort to document instruction in the classrooms designated for the Bilingual Education Program. The naturalistic observations gained from these visitations were presented in the 1987 evaluation report and are provided in Appendix A of this report.

In the fall of 1989, at the very end of the funded program period, the external evaluator made a series of observations at the Kosrae highschool, the focus of final year program activities. The English reading and writing classes were observed. Although 9th grade was the program target grade, classes in higher grades were also observed in order to obtain a more rounded view of the highschool English program. A synopsis of these is presented below, and followed by a few general conclusions.

Observations of the Overall Highschool Situation. The Kosrae Highschool is located in the same compound of buildings as is the Kosrae Department of Education's central administrative offices. On the days of observation the external evaluator was struck by a few general impressions, both positive and negative, about the highschool:

1. The proximity of the highschool to the central DOE offices facilitates the interaction of highschool teachers and administrators with the resources of the central office (e.g., curriculum specialists, materials, equipment). It might be beneficial for highschool faculty and administration and DOE central office staff to brainstorm ways that this advantage can be fully utilized (e.g., classroom demonstrations, mentoring between teachers and specialists, after-school workshops, etc.).
2. The highschool buildings are in need of a physical facelift. Perhaps it would be beneficial to paint them in colors and design that give the highschool a distinct and unified "image"...an "identity" of which students can feel proud. Students could be asked to vote for the colors to be used. Opportunities like this, even though small, need to be created so students can have a greater sense of ownership and a sense of purpose and pride with their highschool. Indirectly, these affective developments help school attendance and academic involvement.
3. There were many students wandering around the campus, or sitting or laying on the ground outside during school hours. Few seemed to be engaged in any kind of academic activity. Questions to students and faculty about this yielded explanations that: the students might be on their homeroom time, they might be there because they are hot, or some might be there because they want to skip a class for some reason.

Some direct attention is needed to this problem. It may be beneficial to institute a student pass system in which any student outside a classroom must have a pass for a specific purpose with a time limit. It may also be the case that students need a cool quiet place in which to study. Perhaps this need could be inexpensively served by constructing a large traditional house on campus which would provide shade and the circulation of breezes. In such a building students could cluster on mats or at tables for either collective or individual study, with adult supervision to maintain an academic atmosphere and give academic help. If students and community were involved in the construction the process would heighten ownership and pride in the highschool and in the highschool's purposes and activities.

Class #1, 9th Grade English Reading and Writing. This class is scheduled for 8:00 to 9:45. On the morning of observation it did not begin until approximately 8:45 due to a student election. The classroom is clean and well organized, but rather sterile. There are a few displays on the walls, such as pictures with captions ("*We can learn from each other.*" under a picture of children working together.)

The instructional activity is centered on a story titled, *Temper*, which appears in a book called: *Journeys to Fame* which is published by Globe Book Co. Apparently the student reading of the story had already taken place and during this observation the teacher was asking questions about events in the story, drawing attention to various vocabulary words. Using English, teacher asked students to read paragraphs aloud and asked students to give the main idea of a particular paragraph. Teacher called on one student and then allowed the whole class to answer a question about which sentence support the main idea.

The external evaluator observing these activities had the impression that the teacher's successive questions were too rapid. Insufficient "wait time" was allowed between teacher question and potential student response. Also, students seemed not to grasp the meaning of the question about supporting sentences for a main idea. Perhaps more explanation and an example is needed to help students participate in such an activity. Teacher asked a question about the meaning of another paragraph in this story of a basketball player. Students made partially correct attempts to answer this time. The affective tone of the activity is low, one of apparent disinterest and boredom. Perhaps greater student involvement and motivation could be elicited if students had a classroom library and were allowed to select their own reading material, and could then work in pairs or small groups to determine for themselves answers to questions such as: "What is the main idea?" "What was the sequence of events?" "What were the cause-effect relationships?" "What do you think is the conclusion of this story?" "What do you predict will happen in the future with these story characters?" In short, perhaps a "literature based" language arts program approach would help with the motivation of these teenage students. Nevertheless, the teacher's attention to reading comprehension is commendable, as the test results reported earlier show that direct instruction of English reading comprehension skills is needed.

Teacher ended by passing out a ditto with exercises on the story that had been discussed. Teacher reported that students like this book and that it is used as a supplement to the Harcourt Brace and Jovanovich (HBJ) materials.

Class #2, 11th Grade English. The classroom is clean and completely devoid of displays or other materials that would contribute to a "literate environment" except for the stacks of textbooks.

As the observation began, the teacher wrote five sentences on the blackboard and announced that students must diagram them. The Silver Burdette text titled, *Effective English Workbook* was being used. From page 12, teacher gave the following activities:

1. Underline adjectives in each sentence;
2. Determine if the adjective underlined is a proper adjective, demonstrative, numeral, possessive, or interrogative;
3. Using a paragraph with blanks, students were asked to write the kind of adjective called for in parentheses.

The teacher interacted with students as they tried diagramming the sentences on the board. Some students were quite good at the activity, but most seemed unsure of how to approach the task. However, they tried. Many students seem barely engaged in the classroom activity. The teacher announced, "If you don't agree with what these students did, put your own diagram on the board." Students seemed resistant to going forward but several said they saw a problem with the work on the board.

A test was then given on sentence structure. Students were required to label sentences listed on a handout as either simple, complex, or compound.

The room contained the following other materials:

1. HBJ, *Journeys: Cascade, A Reading and Literature Program* ;
2. Scholastic, *Go, Reading in the Content Areas* ;
3. Scholastic, *Scope English Anthology, Level 4* ;
4. Harstad & Harstad, State of Hawaii DOE, Hawaii English Program, *Asian and Pacific Literature, Vol. 1, Vol. 2* ;
5. Dixon English, *Modern Short Stories* ;
6. Globe, *A Matter for Judgment, Stories of Moral Conflict* ;
7. an unabridged dictionary and several other small dictionaries.

Although these materials may not all have been chosen for this particular class, they are in the classroom and could conceivably be used in instructional activities if appropriate.

Class #3, 9th grade English Reading and Writing. This class was held in the same classroom as Class #1.

As the observation began, students were engaged in a sustained writing activity. The story starter on the blackboard was: "Last night I went to visit my friend. As I opened the door of his bedroom..."

The teacher called "time" and students exchanged papers. They read the stories written by their predecessors and then continued writing their own additions. Student engagement and motivation appeared relatively high.

Class #4, Ninth Grade English Reading and Writing. This class was held in the same classroom as Class #2.

The instructional activity for this period was for students to read and work on exercises in the HBJ *Cascades* book on the story titled, *How the Leopard Got its Spots*. During the observation there were some minor classroom management problems (several boys giggling and moving about) from students who seemed unengaged in this whole-class assignment.

The teacher of this class described in detail to the external evaluator how this U.S. Mainland literature book is used. When asked whether the level of the book is well matched to the students, teacher answered, "yes." Teacher then explained what seemed like a laborious process to make the stories understandable. On the one hand, teacher feels the stories are interesting to the students. An examination of the book reveals it to have beautifully drawn, brightly colored illustrations. Teacher says, "They love them." However, teacher reports retelling the story repeatedly during the week in order for students to understand it. Teacher notes that when the 9th graders first come to class in the fall they really cannot speak English very well, that their English writing seems better than their oral English, and that they often want to speak Kosraean in class. When asked if teacher could just assign the story and have students read it on their own with the expectation that they would comprehend it, teacher was definite in saying, "no."

Teacher reports trying to create opportunities for students to practice oral English, such as giving reports or responding with answers to questions. Teacher reports that it is necessary to retell these stories over and over to students in order for them to understand what has happened in

the story (as they apparently cannot read the book). The teacher finds this personally exhausting by the end of five classes each day.

Class #5, 12th Grade Writing Composition. This classroom is devoid of displays. A literate environment has not been created.

The instructional activity consists of an assignment to students to write an explanatory paragraph. Three useful steps are listed. Students are to use a transitive verb. Teacher tells students to take the sentences given to them and to go to the board and write them in the form of an explanatory paragraph. The teacher seems a little confused about the assignment being given and students seem quite puzzled about what is expected. None of them begin to engage in the requested work. Teacher then says, "Underline the sentence, circle the transitive verb, and put supporting details in sequential order." After a little time has elapsed, teacher asks for the finished papers. A student asks for clarification on the task.

It may be that the long and rather rambling explanation, which used metalinguistic terms that students seem not to understand, obscured student understanding. With a long interval of teacher talk, at the same time that students were expected to be writing, students seemed confused about whether they should listen to the teacher or try to perform a timed activity that they did not clearly understand. Several problems seem to exist in this classroom. Writing, a potentially exciting and enjoyable activity, has been made extremely laborious, confusing, and probably unpleasant. Second, the apparent confusion and frustration of students soon leads to classroom management problems. Students give up on the academic activity at hand and begin playing around in pairs and clusters.

Conclusions Regarding Ethnographic Observations. Observations took place during only one day at the highschool. For conclusions with greater certainty of validity and predictive value, several other observations should be made at intervals of a month or so. Nevertheless, many interesting and indicative things were observed during this one day. The comments and conclusions below are made with the intention of pointing out areas that deserve closer observation and attention, and in the hope that the associated suggestions might stimulate further discussion and innovative ideas for addressing the needs of the highschool English language arts program. Teachers and school personnel are to be congratulated for their commitment to their students and work, and hopefully involved in planning reform and inservice training opportunities. Summing across all five classrooms observed above, the external evaluator has come to the following conclusions:

1. It is difficult to see a unified curriculum philosophy or instructional approach across the various English language arts classrooms;
2. A stimulating literate environment has not been created in the physical context of the classrooms involved;
3. Students in most of the classrooms, during most of the observation time, seemed bored, uninvolved, and at times presented management problems. These management problems, though minor in nature, are significant because they seem triggered by lack of student engagement and failure to engender students' motivation for academic work;
4. Classroom activities typically appear to be textbook-driven. However, teachers often seem not to know how to use these materials for best effect. The level of the English appearing in some of these materials is too difficult for students to read, as

evidenced by the stories in the literature book which the teacher had to tell over and over in order for the students to understand the storyline because students could not read the words of the printed story.

Teacher training with the specific materials selected for the highschool English language arts program is needed. In addition, teachers would benefit from coaching on many teaching approaches (e.g., wait time, teacher talk patterns, and methods for eliciting student involvement).

5. Relatively greater attention is being given to studying fragments of English grammar and structure than to teaching to the fundamental building blocks that, in the external evaluator's opinion, are needed to develop full English proficiency for these students. These fundamental building blocks needing more attention are: oral English fluency, ability to read and comprehend English print written at junior or senior highschool level, and to think about and intellectually utilize this content logically, and the ability to write cogently and creatively in English.

The external evaluator recommends that the question be considered of why teachers are spending so much time in activities such as:

- labeling sentences as simple, complex, compound;
- diagramming sentences;
- underlining one part of speech or another in a series of unconnected, almost meaningless sentences;
- finding transitive or intransitive verbs.

The answer to this question is important in view of the pervasive lack of engagement and motivation of students for their English studies. Would it not be better to focus more on meaning and practical use of English speech, reading, and writing for these students, the majority of whom have been shown through the evaluation testing to be lacking in fundamental English proficiency? If some of these students eventually go to college, they will have additional opportunities there to learn the metalinguistic aspects of the English language. But if they do not develop basic English proficiency in highschool, it is likely that college will be out of reach or exceedingly difficult. Moreover, those who are not college bound will have spent many years studying English without having ever achieved the benefits of English proficiency.

6. In contrast to observations of grade 7 and 8 English language arts classrooms in previous evaluation years, these observations of highschool language arts classrooms find less that is exciting and highly effective. In all grades - 7th, 8th, and highschool - teachers are dedicated and are working hard. However, the 7th and 8th grade instructors may have received greater inservice training opportunities in whole language approaches.

Another important factor in this difference is probably the fact that historically, elementary grades have received greater attention for purposes of developing innovative instructional methods. In Kosrae, as in most of the region and the U.S., it is time to refocus attention to the highschool level as well... time to create energy and innovation in highschool language arts as well as at the elementary level.

7. The availability of books and material resources cannot be taken for granted anywhere in Micronesia. It is therefore noteworthy that these observations discovered an array of English language arts materials in the classroom. Clearly,

though: has been given to selecting materials that will appeal to teenage interests (e.g., sports stories, career awareness themes, well illustrated stories of myth and legend), and an important financial commitment has been made to obtaining these by administration. However, in light of the rather considerable student disinterest observed, even more attention is needed to selecting more materials and different types of materials. Why not involve students in the process of selecting materials? Moreover, teacher inservice training is much needed on effective ways of using individual materials and in sequencing and combining them during the semester.

Staff Development

The documentation and description of Staff Development activities of the Bilingual Education Program in Kosrae were developed from information gathered in the following ways:

1. Teacher Survey Results

The teachers in grades 7-9 were given teacher profile surveys which asked them to indicate the years of their teaching experiences, degree status, language proficiencies, and use of Native and English in the classroom.

They were also asked to indicate the specific activities they feel they "are very good at" and those which they feel they "need most help in."

2. Descriptions and Evaluations of Staff Development Events

In gathering the information on staff development activities, each staff member of the Kosrae Bilingual Education Program during the program years was asked to provide information on the date of event, purpose of activity, nature of each event, and to discuss its benefits or problems, making recommendations for future training of this type. In some cases, other event descriptions and evaluation information was available from service providers.

The results of the staff development data gathering effort are provided below.

Teacher Survey Results

The teacher survey results are presented on the following pages. The results show that of the 37, 7-12 grade teachers surveyed, there are 6 seventh grade teachers, 8 seventh and eighth (combined) teachers, 9 eighth grade teachers, 11 ninth grade teachers, 1 tenth grade teacher, 1 eleventh grade teacher, and 1 twelfth grade teacher. The tenth through twelfth grade teachers were included because they are teaching language arts in the highschool program where program students are now or will soon be involved. The years of their teaching experience range from 2 months to 22 years, which shows that there is only one completely inexperienced teacher. Out of these 37 teachers, 14 have associate degrees (generally 2 year degrees), 10 have 60+ credits (two or more years), 11 have baccalaureate degrees, and 1 has 123 credits (senior level in college).

Table 9
Summary of Teacher Experience, Degree Status,
Language, and Instructional Language Use
(1987-89)

<u>Teacher's Name</u>	<u>Grade</u>	<u>Years Teaching</u>	<u>Degree</u>	<u>Language</u>	<u>%Eng</u>	<u>%Native</u>
1. Alexander Sigrah	7, 8th	14	A.A.	Kos/Eng	75%	25%
2. Richard Tolena	8th	15	A.A.	Kos/Eng	80%	20%
3. Clarenson Taulung	7th	4	A.A.	Kos/Eng	50%	50%
4. Fletcher Tulensru	7, 8th	9	60+	Kos/Eng	50%	50%
5. Ranson Tilfas	8th	6	A.S.	Kos/Eng	80%	20%
6. Takeo Likiaksa	8th	6	B.A.	Kos/Eng	75%	25%
7. Sepe Kilafwasru	7, 8th	15	A.S.	Kos/Eng	80%	20%
8. Randolph Jonathan	7, 8th	8	B.A.	Kos/Eng	81%	19%
9. Jacob Lonno	8th	9	60+	Kos/Eng	25%	75%
10. Scott Sigrah	7th	5	A.A.	Kos/Eng	50%	50%
11. Nena Nena	7th	22	A.A.	Kos/Eng	50%	50%
12. Sloving Tilfas	7th	9	60+	Kos/Eng	50%	50%
13. Kingsley Sigrah	8th	12	B.A.	Kos/Eng	25%	75%
14. Adelyn Noda	7th	16	A.A.	Kos/Eng	25%	75%
15. Abraham Anton	7, 8th	21	A.S.	Kos/Eng	50%	50%
16. Talutson Isaac	8th	16	A.S.	Kos/Eng	75%	25%
17. Robert Jackson	7, 8th	5	60+	Kos/Eng	60%	40%
18. Chang William	8th	4	A.A.	Kos/Eng	30%	70%
19. Junius Palik	7th	10	A.A.	Kos/Eng	75%	25%
20. Judeson Tilfas	8th	2	60+	Kos/Eng	25%	75%
21. Peter Noda	8th	9	60+	Kos/Eng	50%	50%
22. Winston Clarence	7, 8th	11	A.A.	Kos/Eng	40%	60%
23. Arthur Jonas	7, 8th	15	60+	Kos/Eng	60%	40%
24. Josaiiah Waguk	9th	3	123 crs.	Kos/Eng	80%	20%
25. Milaflor	9th	3	B.S.	Tag/Eng	100%	00%
26. Gibson Siba	9th	3	B.A.	Kos/Eng	65%	35%
27. Pipiana Mongkeya	9th	16	B.A.	Truk/Eng	100%	00%
28. Akiyusi Palsis	9th	18	60+	Kos/Eng	90%	10%
29. Waiwai Than Pe	9th	9	B.Ed.	Burm/Eng	100%	00%
30. Johnston Albert	9th	9	60+	Kos/Eng	60%	40%
31. Johnny Sabino	9th	8	B.A.	Kos/Eng	80%	20%
32. Gerson Mongkeya	9th	7	60+	Kos/Eng	75%	25%
33. Phillip Skilling	9th	16	60+	Kos/Eng	70%	30%
34. Mathias Mongkeya	9th	14	B.A.	Kos/Eng	95%	05%
35. Jackson Skiller	10th	2	---	Kos/Eng	40%	60%
36. Semeon Phillip	11th	2.5 mos	B.A.	Kos/Eng	85%	15%
37. Fastino Likiak	12th	11	B.A.	Kos/Eng	25%	75%

4a. Specific activities teachers feel that are very good at.

<u>Teacher</u>	<u>Comments</u>
1.	No comments
2.	I am good in English, Social Studies, and Physical Education.
3.	No comments
4.	I am good in English, Vernacular, Science, and Social Studies.
5.	No comments
6.	I am good at helping out teachers on cooperative teaching.
7.	I am good in developing learning centers that would enhance learning through using instructional materials.
8.	I am good in doing activities on Social Studies and Reading.
9.	I know how to prepare students to get better grades.
10.	I am good in using materials for instructions, good in using varieties of learning activities, and developing students to become initiative in their learning activities.
11.	No comments
12.	No comments
13.	No comments
14.	I am good in providing learning centers which are related to subject learned, make use of common instructional materials, and providing activities which are challenging and encourage students creativity.
15.	I am good in providing activities that would enhance students initiative.
16.	I am good in explaining and elaborating concepts in Social Studies.
17.	I am good in teaching activities that would develop skills of locating the main ideas of reading passages, listening, and arranging of events.
18.	I am good in generating student/teacher discussion, reading comprehension skill, writing skill, and testing skills.
19.	I am good in teaching English skills.
20.	No comments
21.	I am good in making games for students, arranging field trips, and story telling.

22. I feel that I am good in writing up a complete lesson and getting the lesson registered in the learner's mind. I am also good in getting the attention of students, and keeping them attentive.
23. I am good in teaching reading and oral communication.
24. I honestly do not feel that I am not good in any particular activity. However, at times I feel the best way I evaluate myself in terms of my teaching activities is the result of my students performances. I try to establish a closer relationship with my students at any given time, so that a teacher-student relationship could be based on it. At modest, I think I am fairly good in opening up a situation where the students and myself could communicate freely.
25. I am good in giving out practice sets, where students are busy doing their work or their seat work on the objectives while I am assisting with problems/questions and checking individual work.
26. I feel very well and comfortable during my teacher performances on activities such as lecturing, elaborating sequential ideas, and operations (according to applied math), and providing visual aids in times of teaching.
27. I am capable in pinpointing out the students' weaknesses. I can cope with their needs in one class period either in group work or individualized activities. I know when teaching strategies are private.
28. I know how to identify students' weaknesses and utilize teaching approaches as needed, provide workable disciplines, prepare long and short lesson plans, and identify interested subject matters.
29. I am good in classroom management and teaching.
30. I am good in comprehension skills and vocabulary skills.
31. No comments
32. I am good in developing appropriate lesson plans, elaborating concepts theories, making appropriate evaluation, and controlling students behavior.
33. I know multiple meaning activities.
34. I am good in pinpointing students weaknesses, applying appropriate discipline techniques, and diagnosing student academic problems.
35. The only activity that I think I'm a bit better off at is the Reading and Comprehension Activity. Most students feel that reading is very hard, and as for me it is true, but if we put out ourselves to it, we could make it. I think I like Language Arts Activities.
36. I am good in preparing lessons, foretelling points that would be difficult for my students to master and making efforts to explain such points.
37. I am good in teaching vocabulary terms, and programmed reading skills.

4b. Specific activities teachers feel they need most help in.

Teacher Comments

1. No comment
2. I need assistance in classroom management and teaching of English.
3. No comments
4. None
5. No comments
6. I need some techniques or skills in getting discussion going since our materials are limited on activities to be given to students.
7. Most times I set my objectives for each lesson taught. Almost never involve students in developing/implementing objectives. I need more on activities that would allow individualization.
8. I wish I can have the potential to utilize instructional materials properly to the individual student and cope with slow learners.
9. I need skills in teaching reading comprehension and identify parts of speech.
10. I might need help in providing learning interest centers, skills on individualization of instruction and most help in activities on current application of subject matters.
11. I need assistance in classroom management.
12. No comments
13. I need skills that are appropriate for Social Studies and Sciences.
14. I need assistance on individualization of instruction, providing and arrange different learning experiences for each student need. I also need assistance in providing learning opportunities for identified learning difficulties for each student.
15. I need reading and writing skills that can improve my students who score low on criterion referenced tests.
16. I need assistance in teaching skills for vocational subject areas, and the use of vocational materials.
17. I wish I could teach the language arts classes better.
18. Applying concepts taught in the real situation, and using local environment more.
19. I need assistance in controlling students' behavior.
20. Controlling 25 students in one class is not easy.
21. I need skills or techniques in providing good instruction on locally developed materials.

22. I wish I could teach better than last year and speak better English than what I speak today.
23. I need writing skills.
24. I certainly need help in organizing a lesson plan. I think I need more help on this one. Another area I believe I am lack at is testing. Some times I am not so sure that the right type of questions are appropriate after a certain unit or chapter covered.
25. I need computer training and also want to improve myself on accounting.
26. I wish I could attract more attention from my students. I mean to get my students to become serious about the subject taught. Many times I feel uncomfortable about such matter, but I think I am getting better and better.
27. I need more help in the writing skills, which would enable me to teach writing composition, short paragraphs and listening skills effectively.
28. I need help in English grammar, selecting main topic from a passage, and writing interesting themes.
29. I need help in Home Arts and Economics.
30. I need assistance in oral communication skills, developing questions for higher order thinking skills.
31. I need help in operating and using audio visual aids in my classroom.
32. I need assistance in setting up scientific experiments and in using prewritten simulation games.
33. I need help on critical reading or thinking skills. I also need help in providing suitable reading experiences for individuals of widely different learning abilities.
34. I need help in formulation appropriate materials that could be used as learning reinforcers to enrich peers' mastery level. Also to relate materials to learners' learning abilities. Also to attain different strategies for different grade levels.
35. I need more skills in teaching the skills in reading and to help students to know how to comprehend with what they are reading. To help the students have a better understanding in writing or summarizing short stories they have read. Need more skills to explain materials in reading text to the needs of each student.
36. Soliciting students' active participation and disciplining.
37. To provide related and adequate learning experiences in the classroom and outside it, too. To keep the students interested in learning at all times (classroom, particularly).

Out of the 37 teachers surveyed, 34 are bilingual English and Kosraean speakers, 1 is bilingual English and Tagalog (Phillipine) speaker, 1 is bilingual English and Trukese speaker, and 1 is bilingual English and Burmese speaker. Each of the teachers surveyed estimated the percentage of their instructional time delivered in English and Kosraean. The teachers who spoke Burmese, Tagalog and Trukese use English as their medium of instruction 100% of their teaching time. The 34 Kosraeans use 5% to 85% Kosraean as the medium of instruction. The average estimated percentage use of Kosraean is 37% and is 63% for English.

The teaching behaviors in which they feel confident included a wide array of classroom management techniques, content area topics, and teaching methods. Of the activities cited as their future professional development needs, numerous activities related to effective classroom management were cited (e.g., learning centers). Also cited were subject area needs in language arts (e.g., student oral expression, reading/writing, responding to student writing, critical reading and thinking), and in math and science (e.g., setting up experiments).

In general, the teachers who give services to this program are confident and have language skills which permit bilingual instruction. They were able to provide constructive and specific information on their areas of instructional strength, and on the areas of teaching which they feel need further development.

Staff Development Events, 1989

The staff development component of the Bilingual Education Program has given most of the program personnel the opportunity to upgrade their knowledge in their professions through workshops, conferences, and other appropriate training events in the Pacific region as well as at the U.S. mainland events. The Bilingual Education Program has also given opportunities for training to other Department of Education staff and regular teachers who have been working collaboratively to support and implement the project at the schools and in the community.

The selection of who is to be given these training opportunities is made by the Bilingual Education Program Director. He has been utilizing the federally funded service providers, such as the Title VII multifunctional resource center (Project BEAM) and the federally funded Center for the Advancement of Pacific Education (CAPE) of Northwest Regional Laboratory. Both of these providers schedule multiple training events each year from which the Director may select activities which are compatible with his training priorities. However, this process is not over at this point. The final selection is usually recommended and approved by the top officials such as the Kosrae Federal Programs.

Kosrae state also has a human resource (man-power) program that has been working closely with the Department of Education. Education Department staff have been fortunate to obtain training opportunities abroad through this program. The Kosrae State Training Officer, who heads this program, selects the participants. The personnel in the Bilingual Education Program are not only benefitting from the training opportunities available in the Title VII programs, but also from other training opportunities in the Education Department's programs. If training events offered for the Bilingual Education Program are not completely filled with program staff, the Department of Education works collaboratively to utilize the event for other staff with relevant training needs.

The following reports substantiate the training events that have been executed by the Kosrae Bilingual Education Program during the 1989 project year.

1. Date of Event: April 2-6, 1989. Location: Culver City, California.
Participant: Hanson Sigrah, Acting Director for Kosrae Bilingual Education Program.

Presenters: OBEMLA, Washington, D.C.

Description of Event: A management institute for Title VII Project Directors.

Purpose of Event: To share important programmatic information that will enhance the role of project director.

Topics of Event:

- a) program management strategies and support services
- b) technical amendments in the law
- c) staff development
- d) parent involvement and training
- e) program evaluation

Problems with the Event or Recommendations for Future Training:

The only recommendation I would make at this time is that these meetings continue to be conducted on a regional basis and that the sites of the meetings be rotated to include Hawaii and other locations that are closer to Micronesia.

2. **Date of Event:** January 30 to February 3, 1989. **Location:** Guam.
Participant: Hanson Sigrah, Acting Director for Kosrae Bilingual Education Program.

Presenters/Sponsors: It was sponsored by Project BEAM, College of Education, and the University of Guam.

The presenters: 1. Developers of orthographies and dictionaries in the Micronesian region.
2. Mrs. Barbara Moore, University of South Pacific on materials development.

Description of Event: Presentations on materials development, development of dictionaries and orthographies, panel discussions and brainstorming of possible solutions to future materials development efforts, and resolution sessions.

Purpose of Event: To share information on dictionary and orthography development of the indigenous languages and materials development for the improvement of language.

Topic of Event and Statement of Benefit for B/E Project: Orthography, dictionary, and materials are being developed to be utilized by the project.

Problems with the Event or Recommendations for Future Training: No comments made.

3. **Date of Event:** April 24-28, 1989. **Location:** Guam.
Participants: Gibson Mongkeya, Math Specialist, Kosrae DOE; Robert Talung, Science Specialist, Kosrae DOE.

Presenters/Sponsors: BEAM staff and UOG faculty.

Description of Events: Science and Math Education Conference for the Micronesian region, where educators from this region gathered and presented topics that are related to this region and that will have an impact on its environment.

Purpose of Event: It was focused on Math and Science Education, which could bring in the cultural and language connection of Math and Science. It was also made to address the

potential impacts of the Greenhouse Effect. It was also focused on the counting system within the region.

Topics of Event and Statement of Benefit for B/E Project:

- a) culture and language connection between science and math
- b) integration of traditional scientific methods into existing curricula
- c) science-math education and teacher training in Micronesia
- d) natural environment in your schoolyard
- e) cultural ways of counting
- f) greenhouse effect and sea level rise

The above topics will enhance the curriculum and instructional activities of the Kosrae Bilingual Education Program. We have put information from these sessions into use by making modifications to our curriculum.

Problems with the Event or Recommendations for Future Training: I feel that the mini-sessions were not scheduled appropriately. For example, two or three science sessions were conducted simultaneously. Most sessions (concepts) were for science, lesser percentage for mathematics. Participants should have been allowed to attend all sessions addressing concepts within his/her content area. Limited use of options.

4. Date of Event: August 7-9, 1989. Location: Koror, Belau.
participants: Hanson Sigrah, Acting Director for Kosrae Bilingual Education Program and Salpasr Tilfas, Internal Evaluator for Kosrae Bilingual Education Program.

Presenters/Sponsors: Noel Scott, from New Zealand; David Evans from Washington, D.C.; John Kofel from CAPE (PREP); and many others who made presentations at the mini-sessions.

The conference was sponsored by the Belau Bureau of Education, Micronesia Occupational College (MOC), and CAPE in Hawaii.

Description of Event: It was a three day conference where many Pacific islanders and many others from the mainland United States attended. General sessions and concurrent sessions were held. During the general sessions the keynote speakers talked about the issues leading to the Pacific child cultural literacy and how federal programs being funded by Washington people. In the concurrent sessions, those who attended picked whatever sessions they saw as appropriate to their work situation.

Purpose of Event: The theme of the conference was: The Pacific Child: Quest for Literacy. This conference allowed people in the Pacific nations to get together and share issues and problems and ways of leading the Pacific children to become literate.

Topics of Event and Statement of Benefit for B/E Project: The Pacific Child: Quest for Literacy. This theme made possible that many other subtopics were discussed. Promising approaches to literacy for the Pacific child were discussed. Teachers and other bilingual education staff who attended brought with them many promising practices to be tried in the Kosrae Bilingual Education Program.

Problems with Event or Recommendations for Future Training: Sessions were promising and the speakers had opened up what we had not known about their own bilingual education programs in their own jurisdictions.

5. Date of Event: February 13-17, 1989. Location: Kosrae, FSM.

Participants: Specialists, administrators, and teachers in the Kosrae School System.

Presenters/Sponsors: This workshop was sponsored by Project BEAM, and presented by Alvios William and Debbie Tkel, who are employed by the BEAM project in Guam.

Description of Event: A workshop type which was conducted by the BEAM staff to personnel in the Kosrae Department of Education on materials development and strategies for integrating language and content/subject areas.

Purpose of Event: It was designed to introduce to teachers, curriculum writers, principals, and other administrators in the Kosrae Department of Education some of the strategies for integrating language and content areas when developing curriculum materials or lesson use for the classroom.

Topic of Event and Statement of Benefit for B/E Project:

- a) process for materials development
- b) theory of language learning versus language acquisition
- c) strategies for integrating language and content instructions
- d) how the whole language approach can be used in integrating language learning

Problems with the Event or Recommendations for Future Training: Some participants did not come on time because of the distance of where they live to where the workshop was.

6. **Date of Event:** August 31-September 7, 1989. **Location:** Guam.
Participant: Salpasr Tilfas, Kosrae Bilingual Internal Evaluator.

Presenter/Sponsor: This technical assistance was sponsored by the REAM project and consulted by Dr. Mary Spencer, Director of Project BEAM in Guam.

Description of Event: The internal evaluator had some intensive training on program evaluation, which he actually did some of the writing done in this very report and had some training on how to use programs like statistical analysis and data processing by using Macintosh computer.

Purpose of Event: It was arranged that the internal evaluator be given technical assistance for capacity building in the evaluation area at the local education agency level.

Topic of Event and Statement of Benefit for B/E Project: The program evaluation report writing and technical assistance. This is a local capacity building method, which will improve the skill of report writing and the use of sophisticated computer programs.

Problems with Event or Recommendations for Future Training: There was no serious problem cited.

The Kosrae Bilingual Education Program has met some of the major intentions underlying the staff development objectives provided in the project proposal. To the extent that variations have occurred, the following are the possible causes: a) some bilingual education personnel were not given training opportunities because their professional development needs were not emphasized in the training schedules of the federal service providers; b) some of the teacher aides for this project were not teaching in the target grades at the time the training opportunities were available; c) both teacher aides and target teachers have participated in the University of Guam and College of Micronesia extension programs at the time the training opportunities were available; and d) because better selection of teachers from the Title VII designated classrooms and overall training coordination is needed for training events occurring on-site in Kosrae.

It is a Kosrae State Law that these teachers participate in the Teacher Certification program, which requires a teacher to acquire an associate degree (minimum of 60 credit hours) or satisfactory progress toward an associate degree in a three year period. University of Guam and College of Micronesia have offered their extension programs on Kosrae during the summer since 1980. Each teacher could take either two or three courses depending on the course schedule each summer. However, if a teacher takes one course he/she should work at the working station to fulfill the full work day load.

Regardless of the factors that affect this program, Kosrae Bilingual Education Program personnel and teachers who have participated in the training opportunities, according to interviews, have recognized the vital role that this training component has played. It has given them chances to upgrade their professional skills and they also have implemented and applied what they have learned from the training opportunities.

Parent/Community Involvement

The parent/community involvement program of the Bilingual Education Project was actively operated and managed in the schools and in the five communities in the first 1 1/2 years of the project. The project staff worked collaboratively with the Department of Education to elaborate the effectiveness of this component which has been neglected by a great number of parents as well as some Department of Education personnel. Emphasis has now transferred from students of the bilingual education program age (grades 7-9) to pre-school parents during the 1988-1989 project year. These will be the target parents of the 1989-90 year.

Because of the parent workshops conducted by consultants contracted by Project BEAM two years ago, this component has progressed effectively. Parents who participated in these workshops became aware of their roles and responsibilities in school as well as in the home. They have come to realize that they should play a big role in getting their children to work toward their highest potential.

These workshops have also encouraged the parents to become consultants to other parents who did not attend these workshops. Bilingual Education staff and some regular classroom teachers and teacher aides were also given an opportunity to disseminate parent/community information to interested parents in Kosrae for 10 hours during a five-day workshop.

From 1987 to 1989 the Bilingual Education Project has continuously facilitated the development of parent/community and school involvement in Kosrae. The following activities substantiate the development of the parent/community and school component in the Kosrae Bilingual Education Program.

1. January 7 to 12, 1987, a mass education of the new orthography was conducted by an outside consultant to parents in all five communities on Kosrae.
2. July 2 to 12, 1987, a parental mini-workshop was also conducted by an outside consultant to interested parents on Kosrae. It was on the roles and responsibilities of parents in school, community, and home.
3. October 6 to 10, 1987, a parental workshop was conducted by an outside consultant about additional roles and responsibilities of parents in school, community, and home.
4. January, 1988, 2nd and 3rd weeks, an Open House which allowed parents to visit schools was conducted by Bilingual Education Program staff in all the elementary schools, excluding the private schools.
5. March, 1988, 2nd and 3rd weeks, the Bilingual Education Community Liaison, accompanied by the Pre-school Coordinator, held meetings with parents regarding the drop-out situation in the school system.
6. July, 1988, the Bilingual Education Community Liaison visited resource people to get stories, legends, and information on traditional culture of Kosrae.
7. September 15 to 19, 1988, the Bilingual Education Community Liaison made a follow-up on the parental workshops.

Presently, the Project's Community Liaison has been involved with the pre-school and grade one parents in regards to decreasing the drop-out rate on the island. It has become a major problem

on the island, and as an ideology to prevent this, this component has switched its focus toward the lower grades.

Advisory Council

The Advisory Council originally consisted of 13 members, and was composed of a chairman, a vice-chairman, and 11 members, who represented the 5 communities on Kosrae.

They were actively involved in all of the components of the Kosrae Bilingual Education Program. However, this committee has become inactive for many reasons. In the previous funding periods, this committee was recognized in terms of their authority. They had the authority to place a hold on materials being developed if they felt that the material was not compatible with the culture. Travel opportunities were also given the members of this committee, as they were given a fair share of the travel costs in the program. During their meetings each was compensated about \$10.00 per meeting with meals purchased by the program.

Then the Kosrae Department of Education became concerned that this practice would influence other agencies or programs in Kosrae, causing a great demand for funds of this type. The Kosrae Department of Education has been concerned that once the federal funding is phased out, the state would not be able to continue practicing what has been done for these committee members. Therefore, this committee has become inactive in all the components in this program because their benefits in the previous years were taken away from them.

However, the Kosrae Bilingual Education Program will continually utilize this committee, but the number of committee members was reduced to five people, each of whom represents one of the five communities on Kosrae. They will meet at least four times a year to carry out the responsibilities vested in them.

In summary, this component has been a vital unit to this project. It broadened the knowledge of parents of Kosrae on the roles and responsibilities they ought to practice for the betterment of the school system as well as the improvement of their children's achievement.

In terms of the Advisory Council, they have not been actively involved during the last project year, but the operation of this program was not in jeopardy. It is the internal evaluator's speculation that with or without this committee, the program will be operated in the same manner as in the previous years.

Material Development

The language arts curriculum for grades 7 and 8 is described in the Department of Education Curriculum Framework as requiring instruction in reading, following up on the curriculum used in grades 1 through 6. Writing activities which link to the vernacular reading curriculum are also specified. The curriculum for grade 9 represents the earliest phase of the high school curriculum, and therefore gives a greater emphasis to English literacy activities and de-emphasizes the development of Kosraean materials. As the students progress into higher grade levels, the percentage of instructional time for English increases and the commercial materials needed to supplement the regular language arts program are also increased.

Status of Kosraean Materials

In order for the curriculum to proceed effectively, there must be a sufficient number of educational materials available in both Kosraean and English. Teacher guides for the utilization of the material must also be available. In addition, these materials should be educationally effective in the sense that the structure and complexity of the text of the materials should be suitable: a) for the level of student reading skill for students in these grades; b) for the purpose of reading; and c) for the subjects of the reading text (e.g., stories or expository material such as that usually used in the content area subjects).

Since the expiration of the Pacific Area Language Material (PALM) Center at the University of Hawaii, materials development has been a problematic issue in Kosrae. There is no printing press in Kosrae. However, the Kosrae Department of Education has managed to make arrangements to use a printing press in Pohnpei for the publication of its local materials.

As of 1987, after the first evaluation report, 16 books were being developed. Of these 16 local materials, 1 was published, 2 are ready for publication, and 13 are under development. There has been some improvement since the first evaluation report in terms of quantity; however, curriculum writers have not been focusing primarily on the target grade levels (7-9).

The following chart shows the status of the materials developed since 1987.

<u>Title</u>	<u>Grade</u>	<u>Status</u>
1. History of Education (Kosrae)	Reference	Under development
2. Macruht	7th & 8th	Under development
3. Sitsit ac Inut	2nd & 3rd	Under development
4. Vocational Ed. Work Book	9th & 10th	Under development
5. Government (Kosrae)	4th	Under development
6. Kuht Imac	5th	Under development
7. Alik el tuhlihk na fokoko se	4th	Under development
8. Mwet Misac	7th & 8th	Under development
9. Shrue Olahfohkfohk	3rd	Under development
10. Vocational Education (Construction/Home Ec.)	9th & 10th	Under development
11. Alyalu	9th	Under development
12. Driving	9th & 10th	Under development
13. Facsin Sasuc Se	9th	Under development
14. Acn Sihk	3rd	Ready for Publication
15. Standardized Spelling System (Kosraean)	Reference	Ready for Publication
16. Sramsram Fototo Ahkosr	7th	Published

The material on the History of Education (#1 on the above list) has been the main focus in the Curriculum Development Division in the Kosrae Department of Education. This is a collection of facts dating back to the beginning of formal education in Kosrae. The development of this material was begun about three years ago and continues to be the main task of the curriculum writers. It is hoped that this piece of material can be used as a reference for all grade levels.

The material on the Standardized Spelling System (#15 on the above list) is also one of the main focuses in this division. Since there has not been a language policy adopted by Kosrae, it has been a controversial issue between the Church leaders and the Government leaders. This controversy has played a role in the delay of publishing this document. Nevertheless, since the materials being used in the public schools were written in the new orthography, there is no doubt that this document will be published. Eventual publication of the other material listed above is expected.

Discussion on the Material Development Component

In the Kosrae Department of Education, there are different programs being operated with the same types of responsibilities. For instance there are the Bilingual Education Program, Chapter I and II programs, Special Education Program, and the regular Science, Mathematics, and Social Studies programs. In these different programs there are evaluation specialists, curriculum writers, secretaries, etc. More or less, these people are carrying out the same responsibilities in the Department of Education.

As a result of this duplication of responsibility, the Director of Education organized these different responsibilities into task-specific divisions. In these divisions, the Bilingual Education staff are situated according to responsibilities. In these different divisions they may either be the supervisor or be supervised by others. This reorganization was needed in order for DOE to make the transition from an organization with various sources of extramural federal funding to one with a more limited local budget.

The Bilingual Education Program curriculum writers are being supervised by the Kosrae Department of Education Curriculum Supervisor. They do not control their own tasks, nor does the Kosrae Bilingual Education Program Director control their work. The idea of centralization may have jeopardized the effectiveness of the program's materials development component because of the following reasons: a) bilingual education curriculum writers are developing materials in the untargeted grade levels; b) other responsibilities, such as taking minutes, are taking up their time; c) priority of materials to be developed is established by the supervisor based on the needs of other programs; and d) recruitment of new curriculum writers has not been allowed. Another possible factor in the slowness of materials development may be a perception that as students reach highschool, English will become the main medium of instruction. This ideology decreases the need to develop Kosraean materials.

Although vernacular materials were not developed abundantly, many commercial materials were bought during the program operation period. The following are the commercial books and materials purchased during the year.

Title

1. Real Stories book 1
2. Real Stories book 2
3. Forms in Your Future
4. Real Stories book A
5. Let's Face It (Young Thinkers Explore Series)

6. Monday Morning Magic
7. Tuesday Timely Teasers
 - A Show of Hands
8. Entice Their Imaginations
9. Adventures in Reading
10. Adventures for Readers book 1
11. Adventures for Readers book 2
12. People and Places
13. Circle of Stories
14. The Temple and the Ruin
15. Taking Flights
16. Present and Future
17. Vocabulary and Comprehension Practice Book
18. Four Novels for Adventure
19. Five World Bibliographies
20. Short Short Stories
21. The Peaceable Kingdom

The above materials purchased during the operational period were designed by the publishers for grades 5-10. However, as the Kosrae Bilingual Education Program examined these books and materials, they determined that the standard of English used in them was too high for the grade for which they were purchased (grade 7). As a result, most of these were used in grades 8 and 9.

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**Appendix A:
Ethnographic Classroom Observations, 1987-88**

Ethnographic Observations in Project Classrooms

In April, 1987, the external evaluator made classroom visits to many of the 7th and 8th grade project classrooms in the Kosrae Bilingual Education Program. Four of the five elementary schools were visited (Malem, Lelu, Utwe, and Tafunsak). Walung was not observed during this visit because it would have required a boat trip which neither time nor weather favored. The highschool classes were not visited on this trip because the focus of the program during its first year of operation is on grade 7. The on-site visitation opportunity occurred sudderly, making it unfeasible to make advance preparations with teachers. Thus, teachers permitted the evaluator to observe, photograph, and videotape in their classrooms even though there had not been a moment of advance notice to them; a very generous gesture on their parts. The evaluator attempted to schedule visits to teachers charged with teaching language arts to the 7th and 8th graders during the periods where most emphasis would be placed on language arts. In some cases this worked well, and in some cases less well. The nature of the lessons being taught are identified in each of the following observations. Several language arts classes are reported, as well as some content area lessons (science, math).

What follows below is a presentation of some documentary information found on-site (such as dai'y school schedules), as well as a summary of the evaluator's observation notes while in the various classrooms. Contained within these notes are comments on instructional practices which have implications for language development and educational effectiveness in general, and related recommendations.

Malem. The following daily schedule of classes for Malem is on record at the Kcsrae Department of Education:

Time	7th A	7th B	8th
8:00- 8:40	Reading	Math	English Grammar
8:40- 9:20	English Grammar	Reading	Science
9:20-10:00	Math	Social Studies	Reading
10:00-10:15	Recess	Recess	Recess
10:15-10:55	?	English Grammar	?
10:55-11:35	?	?	Math
11:35-12:35	Lunch	Lunch	Lunch
12:35- 1:15	Oral Communication	Journal & Health/Nut.	Oral Communication Vernacular
1:15- 1:55	Journal & Health/Nut.	Oral Communication	Health/Nut.
1:55- 2:30	2 days oral comprehension and 2 days vernacular		Home Ec. or Mechanics Journal

Teachers: Sepe Kilafsrus, Language/Reading/Home Economics
 Abraham Anton, Math/Oral Communication/Vocational Ed.
 Solomon Talley, English Grammar/Journal/Health & Nut.
 Shiro Timothy, Vernacular/Social Studies
 Rusty Anton, Science/Health

Observations in Sepe Kilafsrus's Grade 7A Class. Yesterday the students in this class worked in pairs to develop English dialogues on certain themes, such as travel. In today's class each pair acts out its dialogue for the benefit of the other students. At the time of the observation there were 9 boys and 11 girls in the classroom with their teacher.



TWO 7TH GRADE ENGLISH DIALOGUE PARTNERS

This classroom is noteworthy for the efforts of the teacher and students to create a "literate environment." Colorful displays are attached to the walls of the classroom, illustrating student progress, concepts being studied, and many interesting examples of student writing. For example, students have made and colored comic strips based on their own stories. A large bulletin board area displays these. Some of the materials displayed on the walls were written in English and some in Kosraean.

The classroom is an open air room with screens rather than glass on the windows. This is conducive to cross ventilation which cools the room with a nice breeze, but it does leave the classroom environment vulnerable to rain, wind, noise, and intrusion. The most negative aspect of the physical environment of the classroom is that it is subjected to a great deal of external noise. Although the sounds of other students in adjacent open air classrooms is unavoidable, it did not seem necessary that the instructional activities should have to compete with a motorized weed cutter being operated in the center yard of the school. Perhaps such noisy maintenance jobs could be scheduled for hours outside of instructional hours. This classroom serves also for home economics, so contains three sewing machines. There is an electric pencil sharpener, but more importantly, there is a file cabinet in which valuable instructional materials may be made safe from rain or loss. Bookshelves are also available. The teacher has a desk in the front of the classroom, with student tables arranged on the other three sides to form a square so all students more or less face the teacher and each other.

The materials made available to this teacher demonstrate one of the important capacity building features of the Title VII Bilingual Education Program in Kosrae. The federal funds have been used to purchase new materials which have just been delivered to her classroom. She has received new English reading comprehension materials with tape recordings and an activity book. Oral workbooks were also provided. The South Pacific Commission Intermediate English Reader IV was delivered by the Title VII project recently. About 20 more copies are needed so at test time all students will be able to study it. In addition, the Scott Foresman social studies text is used. The classroom is equipped with a very worn but very useful set of encyclopedias. Title VII also provided notebooks, tape, chalk, and other basic supplies. Harcourt Brace & Jovanovich Publishers have given some sample books which are also available to this classroom.

Let us focus now on language development activities in this classroom. During the observation, the students delivered their original English dialogues to the class. The preparation of the dialogues required them to interact with one another verbally. When the evaluator first arrived in the room, some students were still discussing the dialogue content with their partners. This discussion seemed to be primarily in Kosraean. The dialogues were written in English by the students. When they presented



7TH GRADE GIRL READING HER DIALOGUE ROLE

them, they depended heavily on reading the dialogue rather than really acting it out or ad libbing. However, students had been observed practicing with one another in an attempt to speak the dialogue as smoothly as they could.

It was the evaluator's impression that with so many students, the presentation of two-student dialogues took a bit too much time and began to lose the interest of other students as the session went on. Perhaps it would be better to have three or four students work together to create a three or four way communication piece. Student "responding" (peer feedback) to the student presentations could be developed as another facet of this process, facilitating more involvement in the communication pieces by all students and helping to polish the communication of all students. Of course, students must be taught how to be helpful and tactful "responders." Using a feedback checklist and having feedback rules often helps this process along. Perhaps teacher training on these processes should be arranged.

It was apparent at the time of the observation, and also from the videotape of this classroom session, that there is great variety among the students in their skill and comfort in speaking English. The LAS scores would indicate that many are functioning at low levels of speaking proficiency. However, a few are near fluent. Activities such as this dialogue assignment, especially if greater involvement of the whole class throughout the class period can be developed, represent good choices for rapidly developing the English speaking skills of all of the students in this class. It should be remembered that in a group situation like this one, students who are already the most proficient might tend to dominate the conversations. Therefore, the teacher should give careful thought to structuring working pairs and small groups in which the less proficient students will have comfortable, encouraging, and non-stressful English speaking opportunities. In fact, the teacher may want to experiment with an English oral communication period in which students are strongly encouraged to speak only English with one another and with the teacher. Likewise, it would be appropriate to have vernacular language arts periods in which only Kosraean is spoken, read, and written.

The teacher did a nice job of creating this opportunity for student talk...the only way students will really learn to speak a new language, while keeping her own talk down to an economical level. She gave useful monitoring suggestions on their English usage. For example, at one point she had them brainstorm better ways of expressing a question from an airport ticket agent to a customer. Instead of asking, "What are you doing here?", the grammatically correct but abrupt student dialogue statement, the students decided it would be more polite to say, "May I help you?"

The students in this class are receiving a truly dual language curriculum. As the wall displays and other classroom materials show, students are involved in vernacular book making.

Evidence of both English and Kosraean oral language and literacy activity was clearly visible. The teacher reports using Kosraean as her predominate medium of instruction, except in the English session observed in which she seemed to speak primarily in English.

Lelu. The following daily schedule for Lelu Elementary School is on record at the Kosrae Department of Education:

Time	7th	Time	8th
8:00- 8:30	Oral Communication Prep Oral Communication Oral Communication	8:00-10:00	English Reading Language Study Mathematics Prep
8:30-10:00	Handwriting English Reading Math Prep		Prep English Writing Social Studies Science
10:15-11:30	Handwriting Grammar Math Prep Science Prep English Reading Social Studies	1:10-2:30	Health & Nut. Vernacular Vocational
12:30- 2:30	Health & Nut. Prep Grammar Health & Nut. Vocational Science Prep Social Studies Health & Nut. Vocational		

Observations in Angelina Sigrah's Grade 8 English Reading Class. During the time of this observation the students were engaged in an English reading activity. The first language of the teacher of this class is Marshallese and she explained to the evaluator that she is not fluent in Kosraean. Thus, she tries to maintain a strictly English medium of instruction in this class. However, since the students are not fluent in English, there is much student conversation in Kosraean and an obvious need for some explanations to them in their first language. Shortly after this observation was made, the Kosrae Department of Education assigned a Kosraean speaking aide to assist with this classroom.

There were approximately 18-20 students in the classroom on the day of the observation.

This is also an open air classroom. Student tables are arranged to face the front of the classroom and the teacher's desk, with other student tables facing inward being placed along the sides of the room. The classroom has metal cabinets for instructional materials, a height and weight scale for health, and many a variety of simple supplies such as bottles, cotton, and other items for science activities. Although there are a few displays on the walls of this classroom, much more could be done to create a literate environment in which student writing is displayed in rotating bulletin board displays and in which areas are organized for keeping language arts resource materials that students can have access to and keep in order.

On the day of the observation the class was studying from SPC readers. They were writing answers to the comprehension questions accompanying the story: A Samoan Wedding: Family Gatherings and Other Stories. Once students have finished answering these questions their assignments will be turned in and graded. According to the teacher, they had read The Fish Trap: Island Events from another SPC Intermediate Reader the preceding week. The book, Alike but Different by Globe Book Company is also used in this classroom. Another Globe publication, All in a Day's Work, intended for career awareness, is always used on Mondays. Easy Reading Selections in English by Dixson and Real Stories by Globe are also used. The evaluator was somewhat surprised to find the SPC Readers in this and other 7th and 8th grade classrooms because Kosrae curriculum specialists have reported that the SPC readers will be used only in the grade 1-6 range. These materials generally have low readability levels and if used need to be supplemented amply since they are quite short and thus do not provide enough text over a school year for effective reading instruction (Spencer and Lang, 1987).

This observation was short, partly because the nature of this lesson involved primarily individual seat work on the part of the students. Thus, after watching the assignment being set up and observing the teacher circulating as students worked quietly by themselves at their seats, there was little else to observe. Also, the school schedule for 7th and 8th grade clusters topics together, making it a little difficult for an outside observer to know where to go to observe the greatest dose of language arts instruction in English and in the vernacular. It would be better during the next observation opportunity to follow certain children through their entire day at Lelu school, selecting days of the week which include major language arts instruction.

Observation of Takeo Likiaksa and Peace Corps. Aide Alice Gross, 8th Grade, Language Study. This lesson was conducted entirely by the Peace Corps. aide with the teacher circulating around the room making sure that students understand her instructions by repeating instructions and answering questions in

Kosraean and English. The purpose of the lesson was to teach students how to use their English dictionaries by using guide words and other reference devices in the dictionary. Ms. Gross comes to this class for 40 minutes on Wednesdays, Thursdays, and Fridays. She is able to understand some of the students' Kosraean comments and reinforced some of her comments by using a few Kosraean phrases. Use of Peace Corps. volunteers in the Kosrae schools raise some capacity building questions and these will be addressed more fully in the final section of the evaluation report. Although their use can be problematic in several ways, one beneficial outcome was seen during this observation: the American Peace Corps volunteer provided a model of a native English speaker to the students and this gave them an opportunity to experience and think about native-like pronunciation and usage. This same effect can be arranged by having students interview or engage in other activities with native English speakers residing in Kosrae, or by exposing them to appropriate audio or video tape selections.

This classroom is spacious and naturally well ventilated. It contains many language arts materials, but these need to be organized in shelves or learning centers so they are accessible to students to use. Since the windows are not closable, the protection of the materials is a problem and that probably accounts for the fact that many of them are in boxes. The room could also be improved as a literate environment if more colorful bulletin boards were created for the walls, displaying student writing and principles of the lessons being taught in Kosraean and English. Although the sound of students from other classrooms engaged in rote recitation of English grammar lessons could be heard during the instruction of this 8th grade classroom, the sounds were not really disruptive.

Ms. Gross's dictionary lesson was well organized and students worked intently on it. They responded to her requests for the next word as she wrote a list of words on the board in alphabetical sequence. The evaluator had the sense that students understood fragments of what she said, but not the full discourse. Since every student has a copy of the well illustrated children's dictionary that she used for demonstration, they were able to follow her well by watching her actions. The teacher circulated to give additional help in the first language. Students felt comfortable with the assignments given on the dictionary and worked well with the teacher aide. This particular lesson might well be given to students in earlier grades so they may use the Kosraean and English dictionaries earlier in their school careers. Once these skills have been established earlier, language classes for students as old as the 8th grade may be utilized for more advanced assignments.

Mr. Likiaksa and Ms. Gross organized the class into a cooperative learning activity in which an inner circle of students faced an outer circle of students, forming a working pair from the inner and outer students who faced one another. Once one answer was obtained by the working pair, the outer

circle was asked to step to the right, thus forming a new working pair. In design, this would seem like a good activity, and it certainly is desirable to use cooperative learning activities that get students intimately involved in a learning task. In reality, however, this activity did not work out well because girls and boys do not like to be paired with one another. Throughout their schooling, Kosraean girls and boys are seated in different parts of the classroom and operate more or less gender separately. The 8th grade may not be an ideal time to switch this practice since the students are very aware of their adolescence and more aware than ever of the discomfort of working one to one with a student of the opposite sex. It might be a very good idea, however, to arrange gender mixed working groups in the classrooms of younger children so girls and boys can learn how to work cooperatively and effectively in an educational or work setting with classmates of the opposite gender.

Before leaving Lelu Elementary School, the external evaluator looked into some other classrooms as well. One finding of note was a particularly spacious early elementary class. Part of this classroom was used for several tall book storage shelves which revealed the school's effort to have a larger collection of instructional materials on-site. In another part of the school there is a reading room which contains many books intended for independent student reading. The language arts specialist reports plans to train and use aides to organize these materials for student use and to make a set available to each classroom. This plan will have important implications for advances in student language arts performance if it is actually implemented. Therefore, it should be monitored by evaluators in future years.

Tafunsak Elementary School. A daily schedule of classroom subjects was not available for Tafunsak at the central Department of Education offices. The following content area subjects were observed because the language arts classes for the observation day had already finished.

Observation of Isaac Jackson's 7th Grade Science Class. This class consisted of approximately 16 students and their teacher. The teacher passed out a science handout and read it aloud to the students. The topic was, "Beyond the Earth" and dealt with how scientists study objects in the sky.

This is a spacious classroom with students organized in a U-shaped configuration in front of the teacher's desk. The most prominent educational materials in the room are containers of plant materials used in science activities. Much more could be done to develop bulletin boards and learning or interest centers which present some of the science information in the curriculum and student science project activities. Developing classroom displays this way could provide students with opportunities to "write across the curriculum," using their vernacular and English

skills to express and explore science concepts, to summarize and to integrate material from their science lessons. Metal file cabinets are present in the room for the storage of science equipment and instructional materials. A small supply of science texts and activity books were visible on an unenclosed shelf.

During this lesson the teacher read portions of the handout in English, discussed key concepts in English and Kosraean, and asked students questions about the content of the handout (as listed in the handout). He seemed to be using a concurrent bilingual instructional method in which several sentences of instructional content would be stated in English first, followed by a translation and elaboration in Kosraean. A few modifications in this technique might improve its effectiveness. Perhaps the teacher should assign the questions to a few students who then find the answers to them and report back to the whole class. This or other approaches might help improve the degree of active engagement that the students exhibit in the lesson. Also, the teacher might try waiting longer to see if students will try to answer questions. Research has found that teachers are often not aware how rapidly they answer their own questions, but that increasing the "wait time" often results in students trying harder to develop answers and learn the material. In addition to the concurrent bilingual method of presentation, the teacher might try making "word bank" lists of the terms he introduces in his lessons. These lists can be put on the wall so students can draw from them as they attempt to talk, discuss, read, and write about the science concepts they are studying. He might also experiment with bilingual methods such as preview/review or even try phasing in some alternate period (science in English one day/science in Kosraean the next, etc.) presentation techniques. This should help him cover more content material with less repetition in a given amount of class time, while aiding the students in their development of English. In their next grade, grade 9, they will be expected to participate in all-English instruction. Another idea for facilitating engagement in the lessons and for promoting language development would be to use cooperative learning techniques to group students and activate their work on reading/writing/discussion assignments on science concepts. When students do not know the answer to questions about the lesson, their learning would be facilitated if they were given assignments either individually or as small groups to research and discover the answers. The handout material used in this lesson could provide one source of such information, but it would be important for them to have - and be expected to use - many other science resource books in their classroom or school.

Observation of Reynold Seymour's Class, 8th Grade Math. This class had approximately 13 students and their teacher. The main subject of the lesson is the calculation of long division problems by the teacher, with student guidance, at the blackboard.

This classroom is pleasant and equipped with modern student desks. It does not feature bulletin board material featuring either student work or mathematical concepts. Silver Burdett

math books (red level) are used in this class. The teacher performs confidently as he carries virtually all students through the lesson in an engaged manner. At one point a student is asked to come to the blackboard and demonstrate the calculation. Other students can be seen discussing the calculation process among themselves, showing widespread interest in the lesson.

The teacher's main focus in this lesson is on the mathematical concepts. He uses Kosraean predominantly as the medium of instruction, switching to English as needed to reinforce mathematical terms. He may feel that to make the lesson understandable he must use the primary language most of the time. This is, in the external evaluator's opinion, probably true. However, since these students will be experiencing all English mathematics classes in their next academic year, it might be well to begin phasing in more English vocabulary and discussion in a content area class such as this one. One productive way to do this would be to create some lessons which require students to work together in pairs or small groups. Language policies for some days of work could be developed so these discussions, and the written and oral presentation assignments based on them, could sometimes be done in the vernacular and sometimes in English. The ability of the students to do mathematics lessons in English will become increasingly important because virtually all of their math texts are written in English and word problems are reputed to be very difficult for them. Also useful would be the development of lower level math materials in the vernacular. The external evaluator is of the impression that long division problems such as those addressed in this lesson might well be presented several grades earlier if it could be presented in the vernacular. That would free 7th and 8th grade students to undertake higher levels of math, and thus be better prepared for highschool and college work in math.

Utwe Elementary School. The following daily schedule for Utwe is on record at the central Department of Education office.

Time	7th A	7th B	8th A	8th
8:00-8:30	Eng. Writing	Oral English & Comp.	Social Studies	Writing
8:30-9:15	Social Studies	Eng. Writing	Writing	Oral Eng. & Comp.
9:15-10:00	Math	Science	Health/Nut. Voc. Ed.	Vernacular
10:00-10:15	Recess	Recess	Recess	Recess
10:15-10:45		Math	Health/Nut. Voc. Ed.	Social Studies
10:45-11:15		Social Studies	Oral Eng. & Comp.	Math
11:15-11:30	Lunch	Lunch	Lunch	Lunch
11:30-12:30	Health/Nut. Voc. E.	Writing	Science	Vernacular
12:30-1:00	Science	Vernacular	Math	
1:00-1:15	Writing	Health & Nut. Voc. Ed.	Vernacular	Science
1:15-2:15	?	?	?	?

Observation of Jacob Lonno's Grade 8B English Reading Class.
 The focus of this lesson is the reading and discussion of a story chosen from an English reader. There were approximately 16 students in this class, and their teacher. The teacher has the assistance of a Peace Corps volunteer a few days a week.

This rustic classroom has the warm, lived in look of a classroom in which much student and teacher work has gone into the wall mural and the many colorful wall displays. Although it is a little cramped for space, it is orderly and has many stimulating educational materials. There is a cabinet full of reading books, including multiple copies of several of the SPC



**JACOB LONNO AND 8TH GRADERS WORKING ON
AN ENGLISH READING COMPREHENSION ASSIGNMENT**

Intermediate Reader issues, copies of Real Stories (Globe), and Easy Reading Selections in English (Dixson), and some others. The teacher reports that the class has just begun to read stories from Real Stories. This classroom has benefited from the purchase of supplies and materials by the federally funded Title VII program. The teacher would like to have reading materials in English which are more closely related to the culture and Pacific environment in which his students live.

The teacher began the lesson by starting a brief pre-reading discussion on the subject of the assigned story. "Do we play a game to win or to be a good sport?" Students gave some answers in both directions. The teacher used some structural analysis with students as he put a few new vocabulary words on the blackboard. He conducted a discussion of the meaning of the words in Kosraean. The teacher is successful in engaging and keeping the students' attention and task orientation. The discussion is authentic interactive communication on a reading selection. Kosraean is the main medium of conversation for these discussions, even though the reading assignment is in English. Then students were told to read three pages, and then: "Now stop your reading. Turn over your book. Try to think about the story you're reading." More discussion between the teacher and a range of students follows the reading. This is a good example of a reading comprehension lesson. The degree of student participation and verbal expression is commendable.

One of the interesting linguistic phenomena of Kosraean students and schools is demonstrated in this lesson. English reading is being taught via Kosraean oral language interactions. It appears that students are developing literacy skills in English at a pace preceding their development of English oral skills -- at least in the case of some students. This could be substantiated by the low LAS oral English scores, but we do not yet have sufficient information on English reading and writing skills to verify the hypothesis. If it is true, it gives us an important clue about how to make modifications in the language arts curricular emphases, particularly in the earlier grades, to accelerate the development of English speaking skills so they keep better pace with English listening, reading, and writing proficiency. The more balanced development will result in greater overall use and growth in the full complement of English language skills.

Observation of Randy Edmond's Class, Grade 7A Oral English and Composition. The main activity in this class consisted of students creating short original compositions in English. There were 10 boys and 6 girls in this class, with their teacher.

This classroom is spacious. The teacher and students have made some displays for the walls, although more could be done to develop a "literate environment."



**7TH GRADER WORKING ON ORIGINAL COMPOSITION
BASED ON A CUT-OUT ILLUSTRATION**

For their assignments, students have cut out pictures from magazines or newspapers, labels, etc. and pasted them to their papers. Then they have composed an English story based on the illustration. On the day of the observation, each student comes individually to the front of the room and reads their composition aloud. The stories seem to range between about 10 to 20 handwritten lines. Students are encouraged to ask relevant questions in English about the compositions of their classmates, and they are active in doing so. This lesson plan works well for about 15 minutes, but then students begin losing attention. Perhaps this activity would benefit from grouping students into sharing and response groups so their attention could be engaged by more livelier and more personal conversations about the assigned tasks. This could include instructions about how to edit stories and lead to the work on improved drafts or extensions of the stories. Nevertheless, writing activities such as this are very important to the English (and vernacular) language development of the students. Teachers should be encouraged to develop many variations on such activities because they are excellent "holistic" instructional approaches which will result in student progress in all of the language skills - speaking, listening, reading, and writing. It would be well if teachers would think carefully about bilingual instructional strategies as they plan these lessons. It is possible to design some lessons so they are more facilitating of vernacular language development, while designing others that are more facilitating of English language development. Development in both languages is needed.

Walung Elementary School. Although no observations were conducted at Walung this year by the external evaluator, the following daily schedule for Walung was on record at the central Department of Education office.

Time	Grade 7 and 8 Subjects
8:00- 8:20	Oral Communication
8:20- 9:00	Math
9:00- 9:40	English Reading
9:40-10:00	Oral English
10:00-10:15	Recess
10:15-10:55	Science
10:55-11:15	Vocational Education
11:15-11:30	Health & Nutrition
11:30-12:15	Lunch
12 15- 1:00	Social Studies
1:00- 1:30	English Writing
1:30- 2:00	Vernacular Reading
2:00- 2:30	English Spelling
1:30- 2:30	Physical Education on Thursday
1:30- 2:30	Assembly, Mus'c, Cleanup on Friday
2:30- 3:00	Prep on Monday through Friday