
LANGUAGE EDUCATION PILOT PROJECT

FINAL REPORT
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Brisbane Australia
CRICOS 00233E

GLOSSARY OF ACRONYMS

AusAID	Australian Agency for International Development
AFL	Assessment for Learning
BA(E)	Bachelor of Arts in Education
BA(LAL)	Bachelor of Arts (Language and Applied Linguistics)
BED	Basic Education Division
CAT	Course Achievement Test
CBI	Content-based Instruction (i.e., using English in an ESL context to teach other subjects and teaching English with the other subjects; e.g., teaching Science through English medium and teaching English through Science. Otherwise referred to as CLIL).
CDRC	Curriculum Development and Resources centre
CLIL	Content and Language Integrated Learning - same as CBI
DEO	District Education Officer
EFL	English as a Foreign Language
ELP	English Language Program or National In-Service Teachers English Language Teaching and Proficiency Development Plan or roll-out
ELPDC	English Language Proficiency Development Courses or ESL
EO	Education Officer
ESL	English as a Second Language
GU	Griffith University
ILS	ISLPR Language Services
ISLPR	International Second Language Proficiency Ratings
JSS	Junior Secondary School
KELPAT	Kiribati English Language Proficiency and Achievement Test
KIT	Kiribati Institute of Technology
KTC	Kiribati Teachers' College
L	Listening
LEPP	Language Education Pilot Project
MoE	Ministry of Education
NPC	National Project Co-ordinator (referred to in the original contract as the Local Project Co-ordinator)
PT	part time
R	Reading
S	Speaking
SEO	Senior Education Officer
SOS	Scope of Services
SPBEA	South Pacific Board for Educational Assessment
SSS	Senior Secondary School
TA	Technical Advisors
TESOL	Teaching English to Speakers of Other Languages
TL	Team Leader
TOT TESOL	Training of Trainers in TESOL or Certificate in Training (TESOL)
W	Writing

1. Executive Summary

The Language Education Pilot Project, funded by AusAID and managed by Griffith University, was set up in July 2009 to improve the capacity of Kiribati teachers to teach and assess English as a Second Language, and thereby to improve Kiribati students' proficiency and performance in English. The project finished in June 2010, having demonstrated that significant improvements could be made in the quality of English teaching and the teachers' proficiency in English specialist training in TESOL and English language. Through the Project, 20 lecturers of Kiribati Teachers College improved their English proficiency, 11 of these underwent training in TESOL and acquired significantly improved competencies in TESOL and Applied Linguistics, 83 teachers undertaking in-service training in KTC showed marked improvement in their English proficiencies, in their use of English, and in their capacity to teach English, and 100 pre-service teacher trainees commenced upgrading their English proficiencies and their training in TESOL. Twelve officers from the Ministry of Education Basic Education Division and the Curriculum Development and Resources Centre also participated in the TESOL training, but their participation was limited by their other duties.

Two courses were developed during the project, accredited by the KTC Approvals Committee, and recognized for credit towards undergraduate qualifications in Griffith University; viz., the Certificate in Training (TESOL), designed for training the lecturers in KTC, and the Certificate in TESOL, which trains teachers in the competencies of TESOL. English Language Proficiency Development Courses (ESL) were developed and continuously refined to upgrade proficiency in English language. As the Project proceeded, the KTC lecturers took increasing responsibility both for the teaching and for the development and refinement of the courses so that they could assume full responsibility on conclusion of LEPP.

The Baseline Data Collection assessed the English proficiency of teachers throughout Kiribati. Over 1100 teachers were assessed by ISLPR Language Services, which was contracted to Griffith University for this program and for testing the lecturers, teachers, and trainees both before they began their training and afterwards to assess their improvement. This testing program showed that more than 60% of teachers have a level of proficiency on the ISLPR¹ at or below 2+, compared with a desirable proficiency of 4.

In addition to the training in TESOL and ESL, selected lecturers and personnel from CDRC and the Examinations Unit were trained in course achievement testing and began developing the Kiribati English Language Proficiency and Achievement Test (KELPAT). This training and development have not been completed, but the test is designed to provide teachers and Head Teachers, Ministry personnel, KTC lecturers, and CDRC with model tests that can be used to monitor the quality of teaching and the standard of English language proficiency amongst students in the schools at all levels from Primary to Junior and Senior Secondary.

LEPP was a pilot project designed to demonstrate how the quality of teaching and of English language could be improved, and is expected to lead to the roll-out of the English Language Program across Kiribati. The overall proficiency of teachers in English is much lower than is necessary for good teaching of the language and there is much to be done if this is to improve. However, the pre and post testing of the lecturers, teachers, and trainees who undertook training with the LEPP team demonstrated that significant improvement could be achieved if there is appropriate training over a sufficient period of time, and with commitment on the part of both the trainers and the trainees.

¹ ISLPR is a registered trademark of ISLPR Language Services, Brisbane, Australia. ISLPR is the International Second Language Proficiency Ratings.

2. The Project

Development Goal: To improve Kiribati students' proficiency and performance in English. (Clause 3.1 of *Contract Scope of Services*)

Purpose: To improve the capacity of Kiribati teachers to teach and assess English as a Second Language and to introduce and use English as the medium of instruction across the curriculum. (Clause 3.3 of *Contract Scope of Services*).

Key Components

The key components of LEPP required by the Contract between AusAID and Griffith University (as amended in March 2010) were:

1. A program of language testing to determine:
 - a. the standard of English amongst the Kiribati Teachers College (KTC) lecturers, Ministry of Education (MoE) staff, and teachers in the schools at the beginning of the project;
 - b. the standard of English of those people involved with the project at the end of the pilot project to determine the effect of upgrading the quality of teaching on the standard of English and on the standard of education in the schools;
 - c. the standard of TESOL amongst the lecturers and the teachers in the schools; that is, how well KTC lecturers and the teachers teach English.
2. Upgrading the standard of English throughout the Education system, particularly of KTC lecturers, and the teachers in the schools (English Language Proficiency Development Courses – ELPDC).
3. Upgrading the quality of training in the Kiribati Teachers College through training the English lecturers, and training those lecturers who are using English to train students in other subject areas (Training of Trainers in TESOL program or Certificate in Training (TESOL).
 - a. This course should be internationally recognized, and provide credit towards undergraduate studies in Griffith University or elsewhere.
4. Developing a set of competencies in TESOL appropriate to Kiribati, and assessment instruments using these competencies to test how well teachers and lecturers are teaching.
5. Developing with the KTC lecturers a Certificate in TESOL to be taught to in-service teachers and also adapted to use with pre-service trainees in KTC as a part of the Diploma in Teaching course.
 - a. For the experienced in-service teachers, this certificate should be internationally recognized, and provide credit towards undergraduate studies in Griffith University or elsewhere.
6. Developing a Course Achievement Test that can serve as a model that the KTC and MoE personnel and school Head Teachers can use for future assessments of achievement in English in the schools.
7. Training personnel in the Basic Education Division and in the Curriculum Development and Resources Centre (CDRC) in curriculum development, language assessment, in the competencies of TESOL and assessment of teachers against these competencies.
8. Upgrading the competencies of the lecturers who are training students to teach Kiribati language (first language education).
9. Assessing the effectiveness of the pilot project in upgrading education in the schools, especially the standard of English.

3. What was done in the Project

a. Courses

The TOT course (Training of Trainers in TESOL) was initially prepared prior to commencement of the project for training the Kiribati Teachers' College lecturers and the personnel from the Ministry of Education (Basic Education Division) and the Curriculum Development and Resources Centre (CDRC) in the teaching of English to speakers of other languages. Subsequently it was renamed the Certificate in Training (TESOL), modified, and then accredited by the Approvals Committee of KTC.

The Certificate in TESOL was prepared by the KTC lecturers and personnel from CDRC and MoE, facilitated by the LEPP team, to train the teachers who had been brought in to KTC for in-service training in TESOL and English language during a 13 week program (subsequently increased to 17 weeks). Early in 2010 it was modified for teaching to the pre-service trainees in KTC over four terms in Years 2 and 3 of their Diploma course. The Certificate in TESOL was accredited by the Approvals Committee of KTC.

The English Language Proficiency Development Course (ELPDC, subsequently referred to as ESL courses) was developed prior to commencement of the Project based on the text *Face to Face* [Cambridge University Press]. Subsequently it has been progressively modified to take account of the Kiribati cultural context, the education context of Kiribati, and the wide range of English language proficiencies amongst the lecturers, the in-service teachers, and the pre-service trainees. Proficiency before and after various stages in ESL training is measured by the ISLPR².

b. Phases

The project was divided into four Phases as it operated from July 2009 to June 2010.

Phase 1 began in July 2009 and continued to September (9 weeks, reduced from the planned 13 weeks). During this Phase the LEPP team worked solely with the KTC lecturers, training them in TESOL, using the Training of Trainers TESOL course that had been developed in Griffith University prior to commencement of the project. In addition, all lecturers participated in ESL courses for a minimum of 8 hours per week. Personnel from the Basic Education Division and CDRC of the Ministry of Education were to participate in Phase 1 training for four hours per week, with a focus on curriculum development, language assessment, competencies of TESOL, and assessment of teachers' competencies.

Phase 2 began in September and continued to December 2009 (13 weeks). During this Phase the LEPP lecturers and the KTC lecturers team-taught the first cohort of in-service teachers in TESOL and English. In addition, all lecturers continued to participate in ESL courses for a minimum of 8 hours per week. The personnel from the Basic Education Division and CDRC were to participate also, but this did not happen because of clashes with other commitments until the last three weeks of the phase when a special program was run for the BED.

Phase 3 was a four week intensive course in TESOL and ESL for the KTC lecturers, conducted from 25 January to 19 February 2010, followed by a week for preparation for Phase 4. The DEO's from the Basic Education Division participated for four hours per day, when available, but the personnel from CDRC participated only in a concluding one-day workshop on the competencies of TESOL and

² ISLPR is a registered trademark of ISLPR Language Services, Brisbane, Australia. ISLPR is the International Second Language Proficiency Ratings.

assessment of teachers against those competencies. In addition, all lecturers participated in ELPDC courses for a minimum of 8 hours per week.

Phase 4 was a thirteen-week program of training for the second cohort of in-service teachers and Years 1, 2, and 3 of the pre-service trainees in TESOL and ESL. Subsequently the program for the in-service teachers was extended by four weeks, to be conducted as part of the extension of LEPP in July and August 2010. During this Phase the lecturers taught the courses and the LEPP team mentored and advised. In addition, all lecturers participated in ESL courses for a minimum of 8 hours per week.

Annex 3 shows a statistical analysis of the participation in the TESOL and ESL courses by the KTC lecturers, personnel from the Basic Education Division, and CDRC, the in-service teachers, and pre-service trainees.

c. Accreditation and International Recognition

The Certificate in Training (TESOL) has been accredited by the KTC Approvals Committee and is expected to be used on an ongoing basis for training new lecturers. A modified course was to be prepared, with a specialist focus on CLIL, for those lecturers who teach subjects other than languages through the medium of English. However, this has not yet been done and should be done before the roll out of the English Language Program across Kiribati. Griffith University has agreed to grant twenty credit points (20cp) towards the BA (Education) to those people who satisfactorily complete the Certificate in Training (TESOL). At the time of preparing this report, the University was also considering providing two years' credit towards the undergraduate degree to those people who had a teaching diploma from KTC and the Certificate in Training (TESOL)*.

The Certificate in TESOL has been accredited by the KTC Approvals Committee and is expected to be used on an ongoing basis for in-service training of teachers in TESOL. Griffith University has agreed to grant twenty credit points (20cp) towards the BA (Languages and Linguistics) to those people who satisfactorily complete the Certificate in TESOL. At the time of preparing this report, the University was also considering providing two years' credit towards the undergraduate degree to those people who had a teaching diploma from KTC and the Certificate in TESOL*.

The ESL courses have not been formally accredited, allowing flexibility in delivering courses relevant to the special needs of the lecturers, teachers, and trainees. However, while the courses are particularly tailored for the Kiribati context and for people who are working or will be working in schools, they aim to raise general proficiency levels. Assessment before and after each course has been carried out using the ISLPR. For participants to be awarded the Certificate in Training (TESOL) they must achieve a minimum score of 3+ on each of the four macroskills (Speaking, Listening, Reading and Writing). This requirement is seen as an interim standard, which will be reviewed in four or five years' time with a view to raising the minimum requirement to 4 on each of the four macroskills. In the case of the Certificate in TESOL, the minimum English proficiency level is 2X2+ and 2X3 on the four macroskills, though it is intended that this be reviewed in four or five years' time with a view to raising the minimum requirement to 4X 3+.

It has to be noted that no one in Kiribati is qualified to provide proficiency testing using the ISLPR or another internationally recognized protocol. Until this training is given and/ or arrangements made with the owners of the test, no further course participants who complete the strands and competencies required for the Certificate in Training (TESOL) or the competencies required for the Certificate in TESOL can be awarded the certificates as there is no one in Kiribati able to test their language proficiencies.

*Griffith International are currently in negotiation with the Faculty of Education regarding this matter and as such no guarantee can be given that credit will be awarded on this basis.

d. Baseline Data Collection and Proficiency Testing

The Baseline Data Collection involved testing more than 1000 teachers throughout Kiribati and personnel in KTC, the Basic Education Division of the Ministry of Education, and CDRC. (For more detailed information, see Annex 2). The testing was carried out by ISLPR Language Services (ILS), under contract to Griffith University. In addition, pre and post tests of the English proficiency of the lecturers, the cohorts of in-service teachers, and all the pre-service trainees in KTC were conducted at the commencement of their ESL training and at its conclusion to measure the change in their proficiencies. The changes are outlined in Section 3c below. The Baseline Data Collection is detailed in Section 3d.

e. Course Achievement Test (KELPAT)

Clause 9.9 and 9.10 of the *Scope of Services* of the contract with Griffith University required that a course achievement test be developed as part of the training for the participants in the Certificate in Training (TESOL). A counterpart was also to be trained to oversight the Achievement test's future maintenance, regeneration and implementation.

Training workshops were held in October, December, and February with 6 KTC lecturers, the Head of the Examinations Unit, and two CDRC officers, and specifications and model tests were prepared at Class 6, Form 3, and Form 5 levels. The model tests have been renamed KELPAT (Kiribati English Language Proficiency and Achievement Test). The purpose of KELPAT is to measure candidates' general proficiency in English, i.e. their ability to use English for everyday purposes in everyday practical language tasks in spoken and written English, within the context of the prescribed syllabuses at each level. This determines the content of the test and the tasks candidates are asked to carry out. As syllabuses change, the content of the test will change in accordance with the syllabus.

Because the training program was much shorter than it was first planned to be (9 days in total instead of three weeks), the tests have not been sufficiently trialled and more training is needed to be sure that there is a core of people in KTC, CDRC, MoE, and the Examinations Unit who can continue to regenerate KELPAT tests at all levels and use them to monitor the progress of school students on an ongoing basis. Additional work needs to be done on trialling the tests and developing the proficiency scale. Additional training is also needed in managing the tests and to develop tests at other levels of the Primary, Junior Secondary, and Senior Secondary Schools. Personnel in Basic Education Division, CDRC, Head Teachers and teachers in the schools should also be trained in how to use KELPAT to monitor the progress of the students in schools.

f. Steering Committee

The Steering Committee was chaired by the Director of Education, with members nominated from CDRC, the Public Service Office, KTC, the Kiribati National Union of Teachers, AusAID, and English teachers. It was serviced by the National Project Co-ordinator and the Team Leader. The Steering Committee met seven times during the Project, several times before the project commenced in July 2009, and once after it finished to "monitor progress, evaluate activities and provide direction" (Clause 16.6 of *Scope of Services*) and to "review progress and plan and steer the Project for the next quarter" (Clause 16.7 of *Scope of Services*).

4. What was achieved

a. Certificate in Training (Training) and Certificate in TESOL with KTC Lecturers

7 out of 11 participants achieved the Certificate in Training (TESOL). One participant withdrew in April 2010 and hence did not achieve all of the assessment criteria, and three other participants didn't meet all of the assessment criteria – two of these only because of English language proficiency levels. Of the eleven KTC Lecturers eligible for a Certificate in TESOL, nine were awarded. The remaining two lecturers were not eligible because of unsatisfactory teaching practice in ESL and TESOL lessons; one of those lecturers did not teach during the second half of Phase 4 due to medical reasons.

While 5 officers from CDRC and five from BED participated in parts of the TESOL training, and particularly in sections of the course to do with curriculum development and the competencies of TESOL, overall their level of participation was not sufficient to achieve measurable gains, for reasons already mentioned.

b. Certificate in TESOL with In-service Teachers and Pre-service Trainees

The following table indicates the number of in-service teachers who participated in 2009 (September to December) and 2010 (March to May), and the number of pre-service trainees who participated in 2010 (March to May).

NF= Results Not Finalised at time of preparation of report, NA= Not applicable

Year	Class	Code*	Number of Students	Achieved Competencies Studied	Achieved Minimum ISLPR	Achieved Certificate in TESOL
2009	Primary In-service 1	PIS 1	20	20	9	9
2009	Primary In-service 2	PIS2	19	16	10	10
2009	Junior Secondary In-service	JIS	19	8	9	6
Total Number of Trainees 2009			58	36	28	25
2010	Primary In-service	PIS	15	15	NA	
2010	Junior Secondary In-service	JIS	10	NF		
2010	Primary Pre-Service Year 3	PPS3	17	17		
2010	Junior Secondary Pre-Service Year 3	JPS3	22	21		
2010	Primary Pre-Service Year 2	PPS2	22	19		
2010	Junior Secondary Pre-Service Year 2	JPS2	18	10		
Total Number of Trainees 2010			104			
Total Number of Trainees 2010 (Results finalised)			94	82	NA	

It can be seen from the data above that the majority of trainees passed the majority of the competencies they studied; the majority also graduated with a Certificate in TESOL (in-service teachers only as the pre-service trainees are yet to complete all competencies as part of their courses) if they achieved the minimum ISLPR requirements. Unfortunately, approximately half of the 2009 in-service cohort were not awarded a Certificate in TESOL: although they had made considerable progress in improving their English proficiency during the 13 week course, they had begun from a very low proficiency base and had not achieved the necessary minimum proficiency of 2 X2+ and 2 X3 on the macroskills of Speaking, Listening, Reading and Writing by the end of the 13-week course.

Analysis of the data shows that there has been a rise in the number of students who are achieving the competencies: 76% in 2009 up to 87% in 2010. This may be due to amendments to the curriculum that were made in February 2010 and to clarification of the assessment criteria. But it may also be due to the increased confidence that the lecturers have in their knowledge of the content of the course and in delivering classes through the medium of English.

c. English Language Proficiency Development

The training programs in English proficiency for the 2nd cohort of in-service teachers and for the pre-service trainees (2010) will not be completed until later this year or next year. However, the following assessment from the report of the pre and post testing of the first cohort of in-service teachers (2009) shows the outcomes that can be expected.

The key findings of that report were:

- o The overall effect of the teachers' in-service program was very positive and demonstrates that a suitably designed "roll-out" program could have a very favorable impact on the English language proficiency as well as the ESL teaching skills of teachers across Kiribati.
- o Average increase during the 13 week course: Speaking: 0.81; Listening: 0.93; Reading: 0.91; Writing: 0.74
- o The excellent but still small average change of proficiency amongst the teachers should serve as a warning to the relevant authorities that raising all teachers' proficiencies to a level where they can successfully model and teach English and teach in English is a major and long-term undertaking.
- o A number of the teachers made outstanding progress, developing one or more macroskills by 3 steps on the ISLPR. (See Annex 4).
- o Whereas some 14 members of the group would have fallen into the 1/1+ category pre-course, none did so post-course, most being in the 2/2+ or 3/3+ categories.
- o Approximately two-thirds of the teachers improved their proficiency by from 1 to 3 ISLPR steps in one or more macroskill.
- o The largest improvement was amongst teachers at the lowest level of proficiency on entry to the course. This is not unusual since it is known that proficiency changes occur more slowly and stabilization and fossilization are more common, the higher up the proficiency scale learners occur.
- o Nevertheless, a pleasing number and proportion of teachers at the higher levels increased their measured proficiency, e.g. pre-course there were 4.2% of the macroskill scores at 4 or 4+ while, post-course, there were 6%. Pre-course there were 5% of macroskill scores at 3+ but post-course there were 9.5%. Pre-course there were 11.7% of macroskill scores at 3 while post-course there were 29.3%. Overall, there were 20.8% of macroskill scores at or above 3 pre-course, but post-course this had more than doubled to 44.8%.

Reports of the tests done in May 2010 with the KTC lecturers and with the 2nd cohort of in-service teachers and 2010 pre-service trainees have been released subsequent to the end of LEPP and so are included in full in Annexes 5 and 6 (less the detailed individual scores on the tests). The following summarizes the improvements that occurred in the participants' English proficiency:

Average change in proficiencies for KTC Lecturers (July 2009 – May 2010)

	Speaking	Listening	Reading	Writing
Average change over 16 lecturers	0.69	0.75	0.8	1

Average change in proficiencies for 2nd Cohort In-service Teachers (Feb – May 2010)

	S	L	R	W
Average proficiency change in ISLPR steps	0.25	0.33	0.25	-0.29

Average change in proficiencies for pre-service trainees (Feb – May 2010)

	S	L	R	W
All pre-service: Average proficiency change in ISLPR steps	0.72	0.76	0.8	0.46
3rd Year: Average proficiency change in ISLPR steps	0.9	1	1.1	0.48
2nd Year: Average proficiency change in ISLPR steps	0.78	0.65	0.84	0.7
1st Year: Average proficiency change in ISLPR steps	0.33	0.48	0.14	0.19

There are several important implications for future programs of ELPDC with KTC lecturers, in-service teachers, and pre-service trainees. These are detailed in the reports in Annexes 5 and 6. The following are some of the key recommendations from these reports:

1. The desirable minimum proficiency level for KTC lecturers is S:4, L:4, R:4, W:4 or higher. However, such a situation cannot be reached immediately and staff below this level will need additional programs. Priority should be given to those staff with proficiency below 3+.
2. Most lecturers have made commendable progress in their language proficiency since the pre-course tests. Though only 6 are at or above the desirable minimum in all four macroskills, another 5 are 3+ or higher in all (or all but one) macroskill with only one below 3 in all macroskills.
3. What the lecturers, in-service teachers, and trainees require, especially those with proficiencies of 3+ or more, is plenty of opportunity to use English, with any formal teaching being very specifically in response to need. This extensive use should include "community involvement" in as many forms as can be implemented, extensive reading using the growing resources of the Resource Centre, extensive listening, extensive writing, and numerous opportunities to use English in as many and different situations, both formal and informal, as can be imagined. Formal teaching retains a place in this approach but it must be in response to real, felt needs.
4. Many of the pre-service trainees lacked confidence in their ability to use English for communication purposes. This lack of confidence commonly arises from at least two factors: first, an over-focus in the teaching methods on errors, resulting in learners learning what they cannot do rather than what they can do in the language and, second, insufficient experience of using the language for communication purposes.
5. If learners are not actively involved in using the language, their practical proficiency can regress. Formal teaching should be in response to need, and increasingly so at higher proficiency levels.

6. The trainees, as with the lecturers and the in-service teachers, should be encouraged to read extensively. For this purpose, they should be strongly encouraged to make use of the books in the Resources Centre.
7. Learning a language involves learning the culture of the language since, in one sense, the culture is the meaning system that underlies language. Many students showed a lack of general knowledge which, in turn, implied a lack of cultural knowledge, which one would not necessarily expect I-Kiribati to have but which is essential in learning to operate in English.

d. Baseline Data Collection

Annex 2 provides a brief summary of the findings of the Baseline Data Collection, including the key statistical finding that over 60% of teachers in Kiribati score at or below 2+ on the four macroskills of Speaking, Listening, Reading, and Writing, a level of proficiency which is not adequate for satisfactory teaching of the language. The Report itself provides the individual scores of each of the 1044 teachers who were tested; however, they have not been detailed here. Annex 7 provides a summary of the key issues in the report; but for planning the roll out of the English Language program across Kiribati, it is essential that the full report be considered.

e. KELPAT and Comparative Study

The development of the KELPAT tests has been outlined in Section 2e above. Clauses 4.2a and 8.4 of the *Scope of Services* proposed that a Comparative Study be carried out to compare “an experimental group (randomly-selected student group which has the benefit of a teacher trained in TESOL) and a control group (randomly-selected student group which does not have the benefit of a teacher trained in TESOL)”. It implied that this Study utilise “a sound approach and appropriate, reliable and valid instrumentation that enable monitoring over time of student achievement in English through a realistic and informative pre- and post-test”, and that this Study would be managed by the Ministry of Education (Clause 4.2a of *Scope of Services*). KELPAT was designed for this kind of monitoring, but in fact there is still a lot to be done before it can be used by teachers, Head Teachers, and others for this purpose. Using it for the Comparative Study was another step towards this as it could be trialled in the Study and then refined for use in the schools.

Unfortunately, carrying out this Comparative Study proved to be impractical. The budget was not available to assess a reliable sample of the students of the 1st cohort of in-service teachers, and by the time the 2nd cohort finishes its training program, the LEPP project was finished before the teachers returned to their school. A small study was mounted on South Tarawa of the pupils of 6 of the 2009 cohort of in-service teachers and a similar number of control group teachers, with pre-testing in March 2010 and post-testing in May 2010 – a period of time much too short to show significant differences between the students of the two groups of teachers. In addition, the experimental teachers were observed and assessed for their competencies in TESOL and compared to the control group teachers. The problems in the Comparative Study are detailed in Annex 8. At the time of preparing this report (and after conclusion of LEPP), the KTC lecturers are grading the tests carried out in May and comparing them to the results obtained in March. However, because of the short time between the pre-test and post-test and because of several other variables in the research outlined in Annex 8, the differences between the two groups of students are too small to be significant. If LEPP had been extended for 12 months, it was hoped to be able to study a much larger number of students of a larger group of experimental and control group teachers over a longer period of time.

f. TESOL Resource Centre

A TESOL Resource Centre has been established on the KTC campus with the resources supplied as part of this project. Management of this Centre is the responsibility of the KTC English Language lecturers. The Resource Centre supplements the resources in the KTC Library and provides a range of

materials from Applied Linguistics texts to ESL learning resources, literature of various kinds and standards, including Pacific literature, and general reading and general information materials.

g. *Kiribati Teachers' Network*

The Kiribati Teachers' Network was established in April 2010 following lengthy discussions amongst the lecturers and LEPP team members. Its purpose is to provide a forum in which teachers and others can come together to discuss their teaching, exchange ideas and strategies in their educational practice, with a special focus on the teaching and learning of English, model successful strategies and activities, and generally encourage reflection on teachers' practice and continuing professional awareness and development. It also provides opportunity for the teachers to use their own spoken and written English.

h. *Assessment of LEPP against Planned Outcomes*

Each quarter the Steering Committee monitored progress in LEPP against the Implementation Plan that had been developed early in the Project and regularly updated. A Logical Framework Analysis also set out the outcomes and outputs to be achieved and assessed progress against it. Annex 9 sets out the final assessment against this and indicates how the outcomes and outputs have been achieved.

i. *KEMIS*

The results of the training provided to the KTC lecturers, in-service teachers and pre-service trainees have been provided to the manager of the Kiribati Education Management Information System (KEMIS) for inclusion in the individual personnel records; viz., their ISLPR scores and the awards that they have received (Certificate in Training (TESOL) and Certificate in TESOL). Unfortunately, at present the software in KEMIS can record this information, but will not allow it to be analysed.

j. *Achievement of the Development Goal and the Purpose of LEPP*

This report began with the Development Goal and the Purpose of LEPP. In fact, these statements did not consider the fact that LEPP was only a pilot project, designed to demonstrate the effect that special training in TESOL and English language could have on the quality of English and of English teaching in the schools. Between July 2009 and June 2010, the project worked with 20 KTC lecturers, 83 in-service teachers, and 100 pre-service trainees, apart from the Baseline Data Collection which tested nearly 1100 out of 1309 teachers and Ministry of Education officers. Hence, while the impact of the Project on those personnel with whom we worked was significant in upgrading their TESOL skills and their English language proficiency, its impact to date on the quality of English and of English teaching in the Kiribati school system is limited. However, it has demonstrated that the proficiency of teachers' English can be upgraded quite rapidly, though the Baseline Data Collection has shown that the standard of English language amongst the teachers in the schools is very much lower than is needed for effective language teaching.

LEPP has also shown that the teachers who have access to good training in TESOL do respond to the opportunity to upgrade their competencies. Anecdotal evidence indicates that many of those teachers who were trained in 2009 faced their classrooms with a renewed enthusiasm and have been catalysts for change in their schools. Many have reported that they are using English much more than they did before they were trained in TESOL and ESL: some report using it 90% of the time in their schools, compared with only 20% for those teachers who have not been trained.

The establishment of the Kiribati Teachers' Network in 2010 has also demonstrated the eagerness with which the teachers receive the opportunity to discuss their professional practice in English on a voluntary basis. In the meetings of the Network held in April and May, over fifty teachers attended the Network forum. It is planned to extend the Network to outer islands during the next 12 months.

While the Development Goal and Purpose were too much to be achieved in a limited pilot project, LEPP has provided the evidence to say that, with appropriate training in TESOL and ESL, significant change can be brought about in the education system and the Goal can be achieved; but this will need careful planning in the roll-out of the English Language Program across Kiribati.

5. What has yet to be done

LEPP was a pilot project and, as has been noted above, as such there was no expectation that it could achieve the very broad Development Goal and Purpose that had been stated for it. There was an expectation towards the end of the Project that LEPP would be extended to maintain the momentum of the Project and ensure the sustainability of its outcomes, as fragile as they were, until the Kiribati Education Improvement Project would commence, including the roll-out of the English Language Program across Kiribati. However, the project has not been extended and there are several aspects of LEPP in which there is much still to be done for it to be fully effective and sustainable. The following is a summary of the most critical of these.

a) Continuation of Training in KTC, MoE, and CDRC

- i. The *Report of the Review of the Courses* should be considered along with this report as it both contains a review of what was done in the various courses taught as part of LEPP and proposes recommendations for changes based on the experience of teaching the courses and working with the KTC lecturers, in-service teachers, and pre-service trainees.
- ii. The 2nd cohort of in-service teachers will undertake training in Assessment for Learning with the KTC lecturers in the first few weeks of Term 2 and then will recommence training in TESOL and ESL on 19 July, continuing to 13 August.
- iii. A 3rd cohort of 40 to 50 in-service teachers from Primary Schools and Junior Secondary Schools will commence on 16 August for training in TESOL and ESL. This will continue to 17 December.
- iv. The Cert TESOL course was reviewed at the end of Phase 4 by the Co-ordinator of TESOL and the TESOL counterparts. But the changes that have been recommended have yet to be incorporated into the course. This needs to be done before the course is taught to the next cohort of in-service teachers in August.
- v. The Certificate in Training (TESOL) course was reviewed by the Co-ordinator of TESOL and the TESOL counterparts in May and has now been upgraded with the inclusion of two new strands on Training and Assessment and on CLIL.
- vi. The English Language Proficiency Development Courses were reviewed in May by the Co-ordinator of ESL and the ESL counterparts, and recommendations were included in the *Report of the Review of the Courses* for amendments to them. But the changes have yet to be incorporated into the courses. This needs to be done before the courses are taught to the next cohort of in-service teachers in August.
- vii. As soon as the new lecturers who have been recruited to the staff of KTC commence, a training program in the Certificate in Training (TESOL) should commence. This would be best done on a part-time basis over the next 6 months so that the lecturers are required to apply what they learn in the course in their practice in the College. The previously trained lecturers could supervise, advise, and mentor these new lecturers in the same way as the LEPP team did in Phase 4.
- viii. The amended Certificate in Training (TESOL) should be modified to address the special training needs of the CLIL lecturers as a Certificate in Training (CLIL). Some of the more theoretical sections of the course could be reduced, and additional training provided in CLIL, further expanding the new strands on Training and Assessment and CLIL. It should then be taught to the content-based lecturers, both the current ones and those who have

- recently joined the staff. Again, it should be taught on a part-time basis, with the material taught being immediately applied in the practice of the lecturers in the College.
- ix. Special ESL training programs, with a strong emphasis on use of the language both orally and in writing, need to continue with all KTC lecturers who still require upgrading to at least 4 on the four macroskills. This should continue for an average of 6 hours per week until all lecturers have attained 4 on all macroskills.
 - x. It is unfortunate that it was not possible to incorporate training in Proficiency Testing using a recognised international protocol such as ISLPR into the training provided in the first stage of LEPP because there were insufficient lecturers or Ministry personnel available who had a level of English proficiency which allowed them to be trained and accredited for such testing. This was to be incorporated into the extension of LEPP, but since this is not going ahead it won't be possible until the roll-out of the English Language Program has been implemented. This creates a serious problem for KTC since there is no one in country able to carry out this testing with credibility, and so the essential assessment of English proficiency levels cannot be carried out unless KTC can negotiate special funding arrangements to bring experts such as ILS to Kiribati to provide the testing required. If this can happen, then the following will need to be done:
 - a. pre-tests for all new KTC lecturers;
 - b. pre-tests for those in-service teachers in the 3rd cohort who had not previously been tested;
 - c. post-tests at the end of 2010 for all the new lecturers, the 3rd cohort of in-service teachers and all pre-service trainees;
 - d. Post-tests may also be conducted in August with those in-service teachers from the 2nd cohort who had not achieved the minimum required level for award of the Cert TESOL when tested in May 2010;
 - e. Pre and post tests for any new intake of in-service teachers and pre-service trainees in 2011.
 - xi. There is a great deal of training and development work still to be done on KELPAT including training of Head Teachers, DEO's and CDRC in its ongoing use. This is further detailed below.
 - xii. Part-time, out-of-hours, and vacation courses should be arranged for those teachers who have previously undertaken training in the Certificate in TESOL but have not achieved all the competencies or the requisite English proficiency level so that they can upgrade and receive the Certificate.
 - xiii. Ensuring as far as possible that records of teachers' competencies in TESOL and proficiency in English language are kept in KEMIS.
 - xiv. Continuing to support the establishment of the Kiribati Teachers' Network.
 - xv. A special Cert Training (TESOL) course has to be delivered to the personnel of Basic Education Division and CDRC, preferably on a part-time basis, beginning no later than February 2011. These personnel have a critical role to play in supporting the upgrading of TESOL and ESL, and the use of English in the schools. Their participation in LEPP in 2009-2010 was less than was necessary for them to acquire a good background in TESOL and to upgrade their own English to ISLPR 4 on all macroskills. They have a critical role in the upgrading of the standard of English and English teaching in the schools and unless they have acquired the necessary competence and language proficiency before the roll-out of the English Language Program is implemented, the achievement of the Development Goal and Purpose will be very problematic.

b) KELPAT

There is a lot of development still to be carried out if Course Achievement Tests (KELPAT) are to be efficiently and effectively used throughout Kiribati. For various reasons, including because the original period for developing the Course Achievement Test had to be curtailed from 3 weeks to 9 days, and because of the language levels and Applied Linguistics knowledge of the personnel participating in the training program, there is still much to be done before KELPAT (Kiribati English Language Proficiency and Achievement Test) can be used as a reliable assessment instrument to assess students' proficiencies in English and to monitor their increasing proficiency. The former Director of CDRC expressed the wish for KELPAT to be used for English assessment in the STAKI testing in schools. However, it would be a long term project to develop KELPAT to this level as a standardized assessment instrument. Rather, it should initially be developed to be a useful tool for monitoring the progress of students in schools at Primary and JSS levels. It should be available for use by teachers, Head Teachers, KTC lecturers, DEO's, and CDRC personnel in monitoring student progress as well as the effectiveness of English language teaching. However, for this to happen, these must be done:

- i. Further training provided to develop a core of people able to regenerate tests and manage their implementation and interpretation throughout Kiribati.
- ii. Development of model tests for use at all levels from Class 3 to Form 7, with initial priority being given to its use in primary schools and JSS.
- iii. Trialling of KELPAT: There needs to be a proper trial of the tests for all macroskills including thorough observation of the test in administration and correction (grading). This will inevitably lead to review and revision of the specifications and tests.
- iv. Management arrangements will have to be established for KELPAT, including training procedures, training booklets and Test Manuals. Training is required for item writers, management personnel, and testers/assessors, including in-service teachers, Head Teachers, KTC lecturers, and CDRC personnel, to ensure that they understand what the test is for, what information it provides, and how to interpret and use the feedback it gives on student performance and stage of development and quality of teaching.

It is therefore proposed that the Director of ILS continue the training and development that has been done so far with KELPAT with a group of at least 10 participants from KTC, MoE, and CDRC³. Priority should be given to developing additional model KELPAT tests for use at Years 4 to 6 and Form 1 to 3 levels in Primary and JSS. Training programs should be held with Head Teachers, teachers, Heads of English departments in schools, as well as personnel from BED and CDRC to acquaint them with KELPAT.

During this training and development, a core group of at least 6 people should be identified to take control of KELPAT and Achievement Testing. This core group should be based in CDRC, but may also draw on the services of specialist KTC lecturers.

c) Senior Secondary Teachers

The Baseline Data Collection showed that there was little difference between the proficiencies of Primary, JSS, and SSS teachers. Nor does there appear to be much difference between the schools in the use of English: most teaching continues to be in Kiribati language and very little in English at all levels of the Education system. Yet all Kiribati students entering tertiary studies do so having spent between two and four years in SSS. If their proficiency in English is to improve, the English proficiency of the teachers in SSS and their competence to teach English must first improve.

³ Further development of KELPAT should continue as part of the roll-out of the English Language Program across Kiribati. Continuing development and training in the use of KELPAT should be led by a specialist in TESOL and ESL testing after carefully reviewing the development that has so far been carried out.

Hence it is proposed that in future at least 20 SSS teachers should be included in all cohorts of teachers brought in to KTC for in-service training. They should undertake the Certificate in TESOL along with the other in-service teachers, though part of the course should include a focus on teaching at the SSS level, including teaching English for special purposes such as for:

- the trades, commerce, etc;
- academic purposes and further education and training;
- employment, including business English, commercial English, trades English, etc.

d) Training in Proficiency Testing

Clause 1.5 of Schedule 1 *Scope of Services* of the contract between AusAID and Griffith University said that “the Project will also ensure that these same male and female lecturers have the skills to carry out language proficiency testing using a standardised testing protocol”. However, this was not possible because there were not enough lecturers in KTC with English proficiency at a level where they could be trained, and no allowance had been made in the design of the project for the cost and time involved to do this. However, it is important that there be people in Kiribati able to continue to provide proficiency testing services of tertiary students and teachers to monitor the standard of English in the schools and amongst tertiary students and staff. The problem that KTC now faces with LEPP not being extended in assessing the English language proficiencies of its lecturers, in-service teachers, and pre-service trainees has been discussed above (4.a(x))

Without a cadre of local testers, it will also be difficult and costly to monitor changes in the levels of English proficiency amongst teachers. Hence it is essential that, before implementation of the roll-out of the ELP, up to 12 lecturers, CDRC, and other personnel with proficiencies in English of no less than 4+ on all macroskills be trained to be accredited testers using ISLPR or another standard protocol. Arrangements will have to be negotiated with the owners of the test for its ongoing use and for ongoing standardisation and quality control. This will also require advising on the infrastructure to be set up to allow this group of people to provide continuing testing services to KTC, to the Ministry of Education, to other tertiary institutes, and any other interested parties.

In recruiting people to be trained, the priority should be given to KTC lecturers and Education system personnel; but if there are insufficient with an appropriate proficiency in English, others may be recruited from outside the Education system on specified conditions.

e) Roll-out of the English Language Program across Kiribati

Clause 2.1 (e) of the *Scope of Services* of the contract between AusAID and Griffith University requires that written advice be provided “to MOE that can be used to inform the future roll out of the in-service male and female teacher education program across the country under the Kiribati Education Improvement Program”. Clause 17.1(c)(i)(A) requests that “one annex of the Final Report is to provide ... thoughtful professional commentary that the Contractor believes would be of value to MOE and AusAID in the roll out of the program across the country.” This advice is in Annex 10.

f) Handover Plan

A Handover Plan was prepared to guide the handover of responsibility for the outcomes and outputs of LEPP to KTC. It includes several recommendations that should be considered and implemented during the takeover period and in the following months if the momentum in improved English teaching, in the use of English in KTC and in the schools, and in upgrading the quality of training provided by KTC is to be maintained and the achievements from LEPP sustained. The Handover Plan is included in Annex 12.

6. Additional Recommendations

There are many recommendations in this report concerning the outcomes of LEPP, sustainability of the benefits that have come from LEPP, and what needs to be done to extend the upgrade of English teaching and English language throughout the Education system. They won't all be repeated here, but rather some of the most important issues will be highlighted.

- a. The benefits that have so far come out of LEPP must be seen as fragile. The most important reasons for this fragility concern the small number of people who have so far been trained, especially in KTC, the relatively low base of TESOL competence and English proficiency that existed in KTC and the schools, and the relatively poor practice of training that existed in KTC prior to LEPP. Evidence for this was in the declining standards of education in the schools and the low level of English proficiency amongst pre-trainees in Years 2 and 3 of KTC this year, contrasting with a higher level of English proficiency in Year 1. Unless pressure continues to be applied to upgrading the lecturers' abilities, there is a real danger that they could regress from the improvements that have been made. So it is important that the recommendations in Section 4a above be implemented.
- b. A system of Quality Assurance and Continuous Improvement, including Performance Appraisal and ongoing Professional Development should be implemented in KTC to continue ongoing enhancement of its operations and the performance of its staff.
- c. The professional standard of personnel in BED and CDRC, especially in terms of their ability to support the upgrade of English teaching and English language, also requires continuing upgrading. The recommendations that have been made in various parts of the Report above to provide the Certificate in Training (TESOL), in response to requests that were made by both CDRC and BED during consultations on the extension of LEPP, should be implemented as a matter of urgency before the roll out of the ELP across Kiribati. If the Development Goal and Purpose at the beginning of this Report are to be achieved through the roll-out of the ELP, there will need to be considerable support provided by CDRC, BED, and KTC to upgrading the quality of English teaching and English language in the schools.
- d. The present benefits of LEPP are fragile. This is in part due to the small number of personnel, especially in KTC, MoE, and CDRC who have been trained and who have improved proficiencies in English language. In fact, there are only two English language lecturers remaining on staff who were part of the LEPP training program. If one or both of these were to leave the College, then the training provided will have dissipated. While there are five others who took part in the LEPP training, their principal subjects are in areas such as Education and Social Science. Unless other lecturers are trained as soon as possible, there is a serious risk that that the expertise that has been gained from LEPP could be lost.
- e. As the Project developed, there was insufficient training provided to most of the content-based lecturers. This was largely a result of the resourcing of the Project, which was based on incorrect information about the qualifications and capabilities of the KTC staff. However, if English is to be the medium of instruction in the College, then further training of the CLIL lecturers is essential. The Certificate in Training (CLIL) should be developed to be used in this training.
- f. Sustainability is an urgent issue in all projects of this kind. A workshop was held over several days in October 2009 to consider sustainability issues and proposals were prepared to ensure that the benefits could be sustained. Some of these were for implementation during the project, and these have been implemented and reported on regularly to the Steering Committee. However, others were for implementation by agencies other than the LEPP team or after the Project finished. These have been included in Annex 11, and should be considered for implementation as soon as possible.
- g. The courses (Certificate in Training (TESOL), Certificate in TESOL, and the ESL courses) were reviewed on an ongoing basis throughout the Project and with a special focus by the Co-

ordinators and Counterparts in May 2010. The report of this review has been provided to the Steering Committee and to AusAID and its recommendations should now be implemented.

- h. It is proposed that in future at least 20 SSS teachers should be included in all cohorts of teachers brought in to KTC for in-service training. They should undertake the Certificate in TESOL along with the other in-service teachers, though part of the course should include a focus on teaching at the SSS level, including teaching English for special purposes such as for:
 - the trades, commerce, etc;
 - academic purposes and further education and training;
 - employment, including business English, commercial English, trades English, etc.
- i. Now that LEPP has finished there is no one qualified and accredited in Kiribati to provide English language proficiency testing using an internationally recognised protocol. It is urgent that temporary arrangements be made to continue this testing, especially in KTC where it is essential to monitor standards as well as for assessment of English proficiency prior to awarding Certificates. Training in proficiency testing will need to be provided as part of the roll out of the ELP to have a cadre of competent testers available to monitor English language proficiencies throughout the country and particularly in the teaching force. In the meantime, funds should be sourced to continue the services of an external agency such as ILS in providing proficiency testing across the country, but particularly in KTC, until a pool of qualified testers can be established.

7. Conclusion

In conclusion, the Language Education Pilot Project achieved many significant outcomes for education in Kiribati. However, most of these must be seen as fragile and it will be important to begin the next stage of the English Language Program as soon as possible. In saying that the Project has been successful, tribute must be paid to a number of people:

- The Acting Principal of KTC has been a great support to the Project, and saw the training of the lecturers in TESOL and English language as critical to the fulfilment of her vision for a high quality tertiary education institution, with highly professional staff.
- While there were many demands on the lecturers, who were the principal targets of the LEPP training programs, making it at times difficult for them to participate as well as the LEPP team would have liked, overall they were very responsive to the training and conscientiously sought to implement the training that they received in their practice. Since the finish of LEPP, the way in which they have responded to the challenge of carrying on the rising professional standards without the support of the LEPP team has been gratifying. New strategies have been implemented to ensure that the quality of teaching and assessment is maintained.
- Both the people who have served as Director of Education and Chair of the Steering Committee have been very supportive of the Project and concerned that it received all necessary support from the personnel of the Ministry of Education. Similarly, the Permanent Secretary has maintained a high level of interest in the project and a strong commitment to the outcomes that it was set up to achieve.

ELPDC PROGRAM REVIEW

This report summarises the English Language Proficiency Development Courses, hereafter referred to as ESL; the arm of LEPP responsible for improving the English proficiency and confidence of all participants in ESL classes held at KTC. The project was organised into four phases and designed to increase the ESL teaching responsibilities of KTC lecturers in correlation with their increased English proficiency and understanding of TESOL methodology. The following table outlines the four phases of LEPP.

Phase	Participants	Program	Taught / delivered by:
1	21 KTC lecturers	ESL	LEPP team
2	21 KTC lecturers	ESL	LEPP team
	58 In-service teachers – 1 st cohort	ESL	LEPP team with assistance from KTC lecturers
3	20 KTC lecturers	ESL	LEPP team
	11 KTC lecturers and 12 MOE and CDRC personnel.	Curriculum development	Led by LEPP team
4	20 KTC lecturers	ESL	KTC lecturers and LEPP team
	25 In-service teachers – 2 nd cohort	ESL	KTC lecturers, mentored by LEPP team
	101 Pre-service students	ESL	KTC lecturers, mentored by LEPP team

In Phase 1, lecturers studied both ESL (to increase their English proficiency and confidence) and TESOL methodology (to help them teach ESL more effectively). By Phase 4, lecturers taught the In-service and Pre-service courses by themselves guided only by out-of-class feedback and mentoring.

Phase 1: 27 July, 2009 – 25 September, 2009

Group	Course	Hours per week	Number of courses
KTC lecturers	KTC lecturers –Intermediate	10	1
	KTC lecturers – Advanced	10	1
	Total	20	2

At first all KTC lecturers were combined into one class; however, through Phase 1 the class was split into an intermediate and an advanced class. All classes were taught by LEPP team members.

Phase 2: 28 September – 18 December, 2009

Group	Course	Hours per week	Number of courses
In- service teachers	In-service teacher - Basic	7.5	1
	In-service teacher - Intermediate	7.5	1
	In-service teacher - Advanced	7.5	1
KTC lecturers	KTC lecturers - Basic	8	1
	KTC lecturers - Intermediate	8	1
	KTC lecturers - Advanced	8	1
	Total	46.5	6

In Phase 2 the KTC lecturer group was split into 3 small classes, according to proficiency, utilising a larger LEPP team. 60 In-service teachers also entered the program and were also streamed into 3 groups according to proficiency. The plan was for the KTC lecturer classes to be taught by LEPP team members and In-service classes to be team-taught by LEPP team members and KTC lecturers. The lack of preparation and ability of KTC lecturers to teach the In-service ESL classes, as well as concern over achievement of learning outcomes by the In-service group, led to a situation where all classes were effectively taught by LEPP team members, with only limited teaching done by KTC lecturers.

Phase 3: 25 January, 2010 – 19 February, 2010

Group	Course/Activity	Hours per week	Number of courses
CDRC, MOE, KTC lecturers.	ESL curricula development	10	1
KTC lecturers	KTC lecturers – Morning	7.5	1
	KTC lecturers - Afternoon	8	1
	Total	25.5	3

In Phase 3 ESL classes continued with the KTC lecturers, and the ESL curricula for both Phase 4 and beyond was developed by KTC lecturers, CDRC and MoE personnel. All KTC lecturers not involved in the development of the ESL curricula and TESOL competencies in the mornings had a 1.5-hour ESL class in the morning and in the afternoons all KTC lecturers had a combined class. All classes were taught by LEPP team members.

Phase 4: 1 March, 2010 – 28 May 2010

Group	Course	Hours per week	Number of courses
Pre-service teachers	1 st year pre-service - Intermediate	8	1
	1 st year pre-service - Advanced	8	1
	2 nd /3 rd year pre-service - Basic	8	1
	2 nd /3 rd year pre-service - Intermediate	2 (x2)	2
	2 nd /3 rd year pre-service - Advanced	2 (x2)	2
In- service teachers	In-service teacher - Intermediate	7.5	1
	In-service teacher - Advanced	7.5	1
KTC lecturers	KTC lecturers - Intermediate	8	1
	KTC lecturers - Advanced	8	1
	Total	63	11

These courses were organised into two 4-week blocks and one 5-week block, and each block was taught by a different KTC lecturer (the KTC lecturer classes had more than one teacher for each block). The initial plan for Phase 4 was for all eleven courses to be taught by KTC lecturers (including the 2 KTC lecturer classes). In response to requests for the LEPP team to teach the KTC lecturer classes, the LEPP team taught half the classes, with the added advantage of providing teaching demonstration lessons for the lecturers.

In Phase 4, LEPP team activities focused on observing and assessing lessons, as well as mentoring and providing feedback to the KTC lecturers in order to help them deliver better lessons and teach the curriculum with the best possible learning outcomes for their students.

Course content

The original requirement in the contract with AusAID was to base the ESL course on a standard textbook. ‘*Face2Face*’ (*F2F*) is an excellent resource that has been used since the beginning of the project. It consists of a student textbook, a teacher’s book, a workbook and audio activities – each available in five English proficiency levels. Initially the KTC ESL curricula were limited to specifically chosen units from the *F2F* resource.

The courses were criticized for being too Euro-centric and having little relevance to Kiribati. This was a fair criticism. Additionally the courses did little to address the vocational needs of the learners. However, the Chairperson of the LEPP Steering Committee disagreed with this and emphasized the importance of Kiribati personnel broadening their cultural experience, particularly to support their learning of English. Before Phase 2, the curricula were augmented with additional tasks and activities related to Kiribati and its near neighbours and provided with an education/teaching focus in order to make them more vocationally and culturally relevant.

In Phase 3, the curricula for the KTC ESL courses were further developed by the LEPP team in conjunction with the KTC lecturers, MoE and CDRC. This amended *F2F*-based curriculum, implemented from Phase 4, was supplemented with four essential elements – English for Academic Purposes (EAP), Vocabulary, Phonemics, and Grammar. These essential elements are broken down into smaller parts and scheduled into the curricula so the teacher knows what must be completed in any given time period - each fortnight or four-week block. KTC lecturers must teach these essential elements but there is a lot of freedom in setting the topics and functional tasks that provide the context for the essential elements. It is desirable that topics and tasks be chosen by the KTC lecturer in collaboration with their students to make the course as relevant to their students as possible in terms of student needs and interests. This will vary between the three main course categories (KTC lecturer classes, in-service teachers’ classes, and pre-service student classes), and with the proficiency level of the class.

The establishment of the TESOL Resource Centre on the KTC campus during Phase 2 made many more resources available to the lecturers and teachers, which they could use to supplement *F2F*.

EAP

EAP topics include communication techniques, citations and referencing, basic and advanced writing, logic, presentations, meeting language, reading skills, and paralinguistics. These topics focus on functions with special relevance for teachers.

Vocabulary

Vocabulary for each curriculum is broken down into vocabulary from two lists – the Academic Word List (AWL) and the Most Frequently Used Word List (MFUWL). The AWL contains 570 word families that occur with great frequency in academic contexts and so have special vocational significance to lecturers, teachers and future teachers. The MFUWL is a list of the most common 1000, 2000, 3000, 4000 and 5000 words in general everyday English. Vocabulary is not specifically taught in class, but out-of-class learning is facilitated by the introduction of the lists and testing of the AWL vocabulary.

Phonemic symbols

Phonemic symbols are taught in the ESL courses to enable learners to be able to read new words from a dictionary with correct pronunciation. The phonemic symbols also provide a system that facilitates the contrast of first and second language pronunciation.

Grammar

While teachers are encouraged to use task-based communicative teaching methodology, a number of grammar elements have been identified and listed to be taught specifically (although not necessarily in isolation). The list resulted from the main grammatical weaknesses that were identified from over 1000 unique interviews of I-Kiribati teachers and students by the LEPP testing team (ISLPR Language Services).

Selected *F2F*-based units

The last common element in each curriculum is a schedule of units based on the *F2F* resource. Teachers, who like *F2F* and feel that they get better learning outcomes when using it, are free to use activities from specified sections. On the other hand, teachers who would like to experiment with other texts or self-made topics/lessons now have the freedom to do so.

For more detail on EAP topics, vocabulary, phonemics, and grammar aspects of the current ESL curricula, see the “Abridged guide to KTC 2010 ESL curricula” in Appendix B.

These courses have been designed to maximise simplicity and support for KTC lecturers and relevance for students so that they can be used with minimum support from the LEPP team. Given the amount of KTC lecturer input into course design and the popularity of the courses with lecturers and students, it is likely that these courses will continue in more or less their present form (with regular revision by KTC lecturers) with or without the presence of the LEPP team.

Course Strengths and Achievements

- 1) The main goal of the course was to improve the English proficiency of all learners. The instrument used by LEPP to measure English proficiency is pre- and post-course participant ISLPR scores. The following table summarizes the change in ISLPR scores for each group in terms of levels or bands. ‘0.2’, for example, represents an average improvement of 1/5th of a band in that macro skill. The results of participants for whom either before or after scores were unavailable are not included in the data.

Group	Number of students	S	L	R	W
KTC lecturers	17	0.71	0.88	0.81	1.00
Pre-service students	97	0.72	0.74	0.77	0.46
In-service teachers (1 st cohort)	58	0.81	0.9	0.93	0.76
In-service teachers (2 nd cohort)	25	0.24	0.32	0.2	-0.32
Total	197	0.68	0.75	0.75	0.49

The table shows significant improvement in English proficiency for all groups – especially the first cohort of In-service teachers. This is likely due to having experienced teachers teaching a very motivated group. Overall the results were better than anticipated. The second cohort of in-service teachers experienced less of an improvement than other groups. Factors impacting the improvement of this group include being taught by inexperienced (even first time) English teachers from the KTC lecturers and group dynamics – the group seemed less motivated than the pre-service students or the first group of in-service teachers.

It needs to be remembered that the lower the initial English proficiency of the student the greater the increase in proficiency (in terms of ISLPR band) in a given period and with a given level of effort. Likewise, the higher a student’s initial ISLPR scores the less they can be expected to improve over a given period. The following table provides the initial and final average ISLPR scores for each group.

	Initial scores				Final scores			
	S	L	R	W	S	L	R	W
KTC lecturers	3.34	3.28	3.09	3.13	3.70	3.72	3.50	3.63
Pre-service students	2.06	2.00	2.01	2.02	2.42	2.37	2.39	2.24
In-service teachers (1 st cohort)	2.40	2.16	2.29	2.43	2.81	2.61	2.76	2.81
In-service teachers (2 nd cohort)	2.34	2.22	2.24	2.44	2.46	2.38	2.34	2.28
TOTAL	2.30	2.18	2.21	2.28	2.64	2.55	2.58	2.53

- 2) The following table summarises the survey results by over 120 students (Pre-service, In-service and KTC lecturers) on the ESL course they completed in Phase 4 (see ‘Survey of students on the ESL curriculum’ in Appendix A for a collation of the raw data from this survey)

Table 1 – Summary of agreement and disagreement percentages re ESL curriculum.

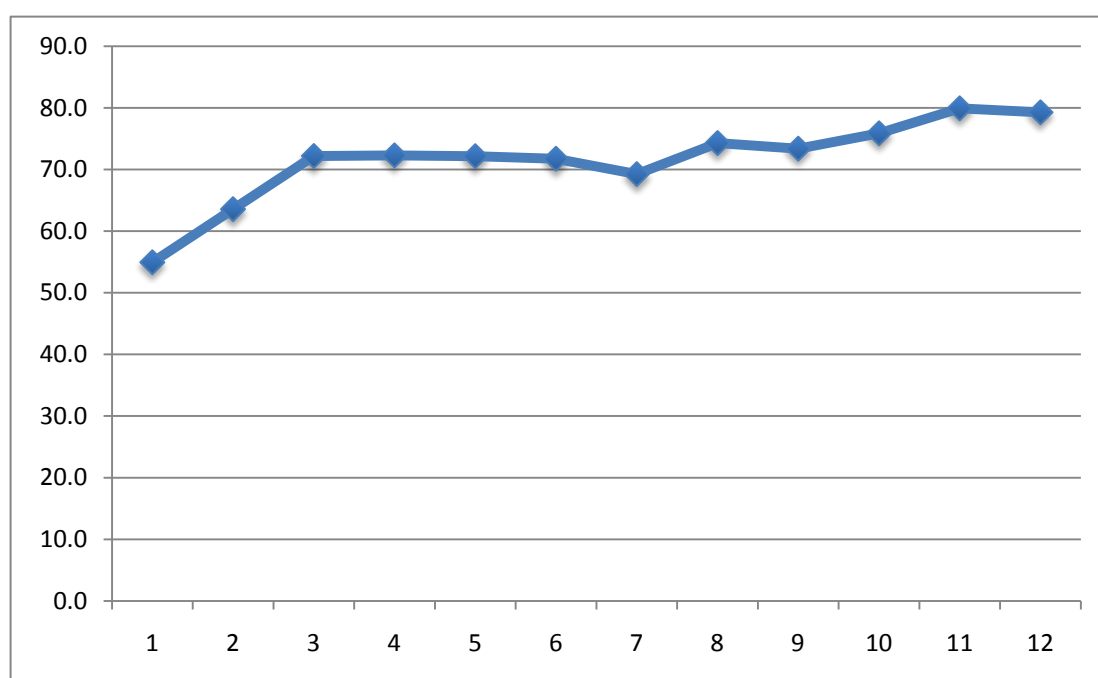
Statement	Disagree %	Undecided %	Agree %	Total number of respondents
I feel my English has improved	0.83	20.66	78.51	121
I feel more confident in using English	0.00	15.83	84.17	120
When I teach, I will use English all the time	0.00	7.83	92.17	115
I am satisfied with the ESL course	2.52	8.40	89.08	119
I am satisfied with the teaching in the ESL course	0.00	8.47	91.53	118
I feel my speaking has improved.	0.00	11.02	88.98	118
I feel my listening has improved.	4.17	23.33	72.50	120
I feel my writing has improved.	2.68	18.75	78.57	112
I feel my reading has improved.	2.65	15.93	81.42	113
I feel my grammar has improved.	5.22	20.00	74.78	115
I feel my vocabulary has improved.	1.75	10.53	87.72	114
My essays and presentations have improved.	3.39	16.10	80.51	118
I can now read the phonemic symbols.	3.42	11.97	84.62	117

It can be seen that approximately 78.5 % of respondents to the survey feel their English has improved and less than 1% feel that their English has not improved. About 84% of respondents agreed with the statement “I feel more confident in using English” and no one disagreed. Over 92% of those surveyed report that they will now teach exclusively in English.

About 89% of respondents agreed with the statement “I am satisfied with the ESL course” and only 2.5% disagreed.

- 3) Each course had the same uniform structure and there was a large area of commonality or overlap in terms of content between courses. This allowed new teachers rotating in, or substitute teachers, to take over with familiarity. Under the rotating teacher system, which commenced in Phase 4, ESL teachers teach one class for one block (4 or 5 weeks) and then move on to teach another class.
- 4) The curriculum struck a good balance of structure and support on one hand and flexibility on the other. Leaving *Face2Face* in the curriculum allowed teachers who feel more comfortable teaching from a text book (with all the support it offers such as premade activities with answers) to do so. All teachers at KTC have access to the *Face2Face* auxiliary materials such as student workbooks, teacher books and listening activities on CD. By not overemphasizing *Face2Face* in the curriculum, teachers are allowed the flexibility to make their own choices, involve the students in the choice of topics to be covered and prepare their own communicative activities/lessons. This is essential if teachers are to be given an opportunity to put into practice the full gambit of teaching skills and methods they have been learning.
- 5) The curricula were well organised and those who followed the curriculum were able to deliver a well-structured systematic course that was vocationally and culturally relevant.
- 6) The quality of ESL teaching by KTC lecturers was monitored by the LEPP team and was found to have improved over Phase 4. The following graph is a summary of the score given to all teachers in a given week. The upward trend in average score (based on a rubric of teaching performance – see rubric in the “Abridged Guide to the ESL curriculum’ in Appendix B) shows that, on the whole, as the courses progressed, better, more professional lessons were delivered.

Overall average score on the Lesson Assessment by week.



- 7) The following table shows that, although KTC lecturer attendance was relatively low,

attendance by pre-service students and in-service teachers was very high – implying satisfaction with the course. That is not to say that KTC lecturers were not satisfied with the course, but rather that other commitments interfered with their attendance; and, in fact, the survey shows that 83% were satisfied and no one was dissatisfied. Overall satisfaction with the course by all participants was a high 89.3% according to the survey. (see Appendix A for a for more).

	After 5 weeks	After 12 weeks
In-service	99%	99%
Pre-service	97%	92%
KTC lecturers	69%	50%

Extra-curricula English support

- 1) An association of teachers called Kiribati Teachers Network (KTN) has been established to provide (a) an open-access forum for giving and receiving professional development; (b) a networking opportunity to meet other educators from other organisations; (c) extra exposure to English (as KTN is conducted completely in English). KTN has already hosted three well-attended sessions hosted by KTC averaging 40 to 50 people in attendance per session, and has elected key committee members.
- 2) Once a week KTC hosts a movie/TV night where one or two episodes of a TV drama are screened for the pre-service students, most of whom live on-campus, and then discussed.

Problems and obstacles with the ESL course and its delivery

- 1) One of the largest problems that occurred was KTC lecturers not following the curriculum schedule – not teaching what they were meant to. Lecturers sometimes taught topics that had already been taught or were not scheduled to be taught until later. Often lecturers taught lessons that had nothing to do with the curriculum, leaving no time for essential elements in the curriculum to be covered adequately. This problem was addressed both in individual feedback/mentoring sessions and workshops with the KTC lecturers. Adherence to the curriculum increased as the term progressed and the issue was addressed, but the problem remained at some level through to the end of term, indicating the cause was only partially a lack of understanding of the curriculum schedule (or its importance). It appears that a number of lecturers are more likely to teach something if they have a lesson planned in their minds (perhaps a lesson they saw a LEPP member model) rather than something that is from the curriculum where they need to prepare the lesson themselves.
- 2) An equally large and related problem was disorganisation and lessened accountability that comes from one course being taught by at least three teachers. With every rotation (at the end of block 1 and 2 in Phase 4) there is the confusion of changing classes and chasing up and passing on attendance and assessment records. Changeovers brought many potential hand-over problems and were apparently seen as an opportunity to pass the blame for tests that were not administered, topics that did not get taught, and records that did not get filled out or passed on.
- 3) Despite workshops and efforts such as the ‘Genre Diversity Checklist’, it was clear that not all Macro-skills were covered equally (writing and listening tasks were especially under-represented) or with enough variety of genre. The ISLPR results showed that writing did not improve as much as the other macro skills. This is probably because writing was not taught enough, perhaps because marking writing tasks is more labour intensive for lecturers, leading to writing, as a macro skill, to be

under-represented in the courses.

- 4) The Academic Word List (AWL) tests were either not all given to students or not given at the set regular intervals prescribed in the curriculum. Tests were sometimes not given for 4 weeks then 2 or 3 were given together. This does not encourage efficient out-of-class study. The AWL tests were also often poorly written.
- 5) Lecturers often seemed to be lost with respect to how to teach and integrate grammar. Explanations of grammar points were often unclear or inaccurate. Also, the level of grammar taught often didn't match the proficiency level of the students. Lecturers need to be better at explaining grammar points and better at designing functional tasks that highlight areas of grammar. Ideally teachers will identify grammar problems for their class through tasks that test various grammar points and teach these class-specific grammar points in a functional context.
- 6) The vast majority of 2nd and 3rd year pre-service students requested, in the surveys they filled in, to have more time allocated for ESL than the current 2 hours per week. This is an administrative issue of KTC's and therefore should not be addressed in this report. However, it is a recommendation that has been made to the Principal of KTC, but whether or not she is able to increase this time will depend on the time required for other subjects.
- 7) More of a delivery problem than a curriculum problem, the KTC lecturer classes, especially in Phase 4, were lacking in continuance and follow up. This is almost certainly due to the combination of less than satisfactory attendance and frequent teacher rotation. Improvement will be difficult unless these two causes can be addressed.
- 8) Absenteeism by KTC lecturers also negatively impacted the ESL classes they taught. This issue perhaps needs to be addressed at a level where excessive absenteeism is penalized financially.

Lessons learnt

Other than the problems and obstacles listed above, an important lesson learnt in this pilot project concerns the way the course is delivered. In Phase 1 the lecturers essentially were passive learners of English and teaching methodology. When teachers actually taught ESL classes themselves (in Phase 4) it became clear that the teaching methodology covered in Phase 1 had not been integrated into practice to the level assumed. In the very least there was a gap between cognitive understanding and application. This is not surprising, since Phase 1 was reduced from the intended 13 weeks to a very intensive 9 weeks due to delays in commencement of the Project and the need to fit in with KTC's term dates. It would have been better if each area of teaching methodology were applied in teaching real lessons immediately after they were taught. Many lecturers are on a short-term contract and so do not think too far into the future – a kind of 'let's learn about crossing that bridge when we come to it' mentality. Therefore LEPP should make the need to apply course content immediate and assessable so that lecturer proficiency can be monitored. This matter has been taken up in the proposals for extension of the Project.

Phase 2 was designed to introduce lecturers to team teaching. Lecturers were very reluctant and underprepared to teach ESL classes in Phase 2. In hindsight the LEPP team's ESL teachers were too protective of the learning outcomes of their group of in-service teachers. ESL teachers were reticent to let lecturers, with less than adequate preparation, loose on classes. Of course KTC lecturer preparation and attendance of lecturers in planning meetings are matters that need to be continually managed, but it would have been better to force the lecturers to teach or team-teach a percentage of classes whether they were prepared or not. It is likely that lecturers would have increased their effort and preparation once they realized

that no one would take over for them if they were ill-prepared.

In summary, in future programs of this kind, lecturers need to begin teaching as early as possible in order to create an immediate need for help with English. This way teaching methods and methodology will increase KTC lecturer learning outcomes and participation. The need for all students to demonstrate that they have achieved the learning outcomes is something the LEPP team has continually emphasized in lesson feedback in Phase 4. In hindsight, LEPP courses need to apply the same principles at an earlier stage, and this has been built into the operations of the ESL courses with new lecturers if the proposed extension goes ahead.

Recommendations for amendments to curriculum, curriculum delivery and teacher support.

The following list of recommendations is derived from discussions among the LEPP ESL team and the KTC lecturer ESL counterparts based on observation of how the ESL curricula were taught in Phase 4. All of these recommendations that can be addressed at a curriculum level (4-9) are currently being written into the next version of the ESL curricula. Recommendations 1-3 have implications for KTC timetabling and therefore need to be discussed together with KTC management, who will determine them.

SCHEDULE, TIMETABLING ISSUES

- 1) Instead of having two 4-week blocks and a 5-week block with three teachers for each course, rotating every block, it is recommended that each course have only one teacher. This would place more accountability on the teacher to follow and complete the curriculum and the class assessments. It would also help ensure a better balance of macro-skills and genre exposure. This will require coordination in scheduling with KTC and other areas of LEPP.
- 2) It is recommended that KTC move to a 4 teaching-period-a-day format to enable more flexibility with timetabling. With the current 3-period day, KTC lecturer classes are conducted in the afternoons. This means that no content based subjects or TESOL subjects can be taught after lunch. Consequently, TESOL classes needed to be condensed into just two periods. This system took LEPP team members away from ESL observation and placed severe restrictions on what KTC lecturers would be available for teaching. A 4-period day would go a long way to solving these issues.
- 3) The only second- or third-year pre-service students to be afforded more than two hours per week of ESL classes were those in the lowest of five classes; the basic class. If it is not possible to increase ESL contact for all second- and third-year students, then the number of students in the basic class should be increased to about 20 or 25 students to increase ESL contact hours among those who need it the most.

CURRICULUM ISSUES

- 4) The grammar component of the essential elements could be more detailed and broken down into levels of proficiency. This would give teachers a better understanding of the grammar component, and of how to teach it.
- 5) Phase 4 has revealed an imbalance in the grammar schedule. The grammar sections need to be reorganised so they will all take about the same length of time to complete.
- 6) The International Phonetic Alphabet (IPA), also referred to as phonemics or phonemic symbols, could be scheduled to be completed more quickly – all in one block (4 weeks). This would allow the phonemics to be used in context much faster. Words in phonemic symbols and other in-context examples could be provided to teachers to support them in creating their own in-context IPA materials.

- 7) The MFUWL vocabulary has been neglected and a MFUWL test could be scheduled into each course – perhaps to be done en masse.
- 8) To make sure enough writing tasks are given, it should be a curriculum requirement to teach a different and specified genre of writing each week – letter, newspaper article, note, essay, etc
- 9) Included with each curriculum should be more specific benchmark goals that the teacher needs to help the students achieve. These goals could be both functional (taken from the ISLPR indicators) and grammar related. They could be given as a list of competencies.
- 10) Not this year but at some point in the future, it is recommended that breaking the curriculum down into separate ESL classes for each macro skill (speaking, listening, reading and writing) be considered. Changing to a macro skill based course will be a decision that needs to be made in consideration of all the issues. The next section details the pros and cons of this approach.

RESOURCE ISSUES

- 11) Lecturers need to have better access to the EAP materials. Also more EAP materials need to be created. A more complete set of EAP materials needs to be created and a number of copies placed in the Resource Centre.
- 12) To ensure better AWL tests are administered, it is suggested that two or three AWL tests be created for each of the ten AWL sublists and made available for KTC lecturers to use in the classes.

DELIVERY FACILITATION ISSUES

- 13) In Phase 4, lecturers were required to copy all the elements of the curriculum they needed to cover on the back of their attendance sheets. This was not always done or done accurately. It is recommended that teachers are provided with the complete breakdown of the curriculum on the back of the attendance sheet.
- 14) A tally of the 4 macro skills needs to be added to the detailed curriculum list on the back of the attendance sheet and checked each lesson to help lecturers make sure how much of their teaching has been devoted to each macro skill so that they may address any imbalance.
- 15) It is suggested that teachers be encouraged to organise their curriculum components to be covered under a number of topics to make the courses more interesting and communicative. Example topics could be provided in the curriculum documents and/or pre-course orientation sessions with teachers, and could include content based topics for the lecturer class.
- 16) Teachers need to develop skills that allow them to 1) identify problem areas for their class and 2) design vocationally-relevant functional tasks that provide practice in those problem areas. KTC Lecturers teaching ESL need to have a regular time scheduled to meet with the LEPP team outside of feedback and ESL lessons to receive professional development in areas such as that mentioned above.

Pros and Cons of a Macro Skill based course

Pros

- 1) Isolating the 4 macro-skills provides a clear, unambiguous structure in the curriculum that will be easy for teachers to follow – very important when we have a group of relatively unskilled teachers who, without strong direction, will choose lessons on personal whims.
- 2) We can use the ISLPR assessment to stream learners according to proficiency in each

macro skill. This means we can focus assistance on weak areas.

- 3) Learners are often interested in working on one or two macro skills more than the others.
- 4) Learners may be excused from lessons in macro skills they are strong in – reducing wasted time and resources.
- 5) Progress can be easily and objectively assessed and reported with ISLPR.
- 6) An isolated macro-skill course is likely to result in greater improvement in ISLPR score over a given (especially short) period because lessons/courses focusing on individual macro skills are more likely to approximate the actual test - providing valuable practice in both test content and format. Research into testing shows that subjects who take a number of tests achieve higher scores even when the variable being tested has not (or in cases such as IQ in intelligence tests, could not have) improved. In this way students' ISLPR scores would reflect a combination of both an improvement in English proficiency and an improvement in test-taking skill.

Cons

- 1) Isolating macro-skills goes against the notion of integration – combining macro skills in tasks as they would naturally be. A 'listening class', for example, will usually consist of activities such as listening to an audio segment and then answering comprehension questions. This is very artificial and is not representative of how the learner will use the language.
- 2) A popular trend in language teaching is '**task based teaching**' where learners are encouraged to use the language to accomplish a task. Nearly all modern textbooks and language syllabi (including the Australian school system LOTE syllabi) are organised according to language functions (often called a functional/notional syllabus). Focusing on a task or a function is realistic, enables learners to quickly feel progress as they can see how the language is applied, and is more enjoyable for learners. This can be seen as part of a broader approach called **the communicative approach**, which has dominated language teaching pedagogy for the last 30 years. In this approach, language is used in realistic situations where the learners are required to use the language to accomplish a realistic, real-world task. Focus is on placing the learner as one of the parties involved in an exchange of information and allowing them a degree of control over the exchange. Isolating macro-skills into separate classes or courses doesn't preclude task-based, communicative or student-centred teaching but there will usually be a trade-off between how well isolated the macro skill is in an activity and how communicative it is. The more innovative teaching approaches are very difficult to accommodate in an isolated macro-skill course
- 3) TESOL training focuses on communicative and student-centred teaching, not only because it is widely considered superior to other methods, but also because it lies in contrast to the inferior chalk-and-talk approach that has dominated teaching in Kiribati. An isolated macro-skill course will likely make it more difficult to demonstrate these modern approaches.
- 4) An isolated macro skill based course will make it difficult for a wide variety of genres to be present as each genre usually contains two or more macro skills – usually both speaking and listening appear together and often reading and writing go together.
- 5) Important elements of language learning such as grammar and vocabulary cannot be naturally classified into just one macro skill.
- 6) While "Speaking" or "Speaking and Listening" classes are often seen as fun, Reading and Writing classes are often seen as boring.
- 7) "Writing" or "Reading and Writing" courses, because of the marking involved, require much more time from the teacher – especially for larger classes. This may be seen as unfair if this workload isn't shared equally among KTC lecturers.
- 8) An isolated macro-skill course that assesses students with ISLPR and is evaluated for effectiveness by improvement in student ISLPR results opens itself to criticism of 'teaching to the test' – focusing on upgrading ISLPR scores rather than general proficiency or ability to accomplish vocation-related tasks.

Summary

In summary, the courses, after a few teething problems, are working relatively well and students, on the whole, are satisfied with their courses and the teaching. From a course administration perspective, however, there have been a number of failures occurring in the delivery of the ESL courses and it is felt the recommendations above will go a long way to addressing them.

Regarding the current course, it has a good balance of support, structure, and flexibility. It is recommended that changes made to the curriculum be in the form of amendments rather than wide sweeping changes for two reasons: (1) the curriculum seems to be working well and is generally popular with lecturers and students, and (2) continuation and lecturer familiarity with the courses are very important in the KTC context as the major obstacles of the project relate more to curriculum delivery (unfamiliarity with the course etc) than curriculum content.

SURVEY ON ESL CURRICULUM

The following table is a collation of the data from all the ESL curriculum surveys completed by KTC lecturers, pre-service students and In-service teachers.

Statement	Completely False	Mostly False	Undecided	Mostly True	Completely True	TOTAL
I feel my English has improved	0	1	25	52	43	121
I feel more confident in using English	0	0	19	57	44	120
When I teach, I will use English all the time	0	0	9	29	77	115
I am satisfied with the ESL course	1	2	10	36	70	119
I am satisfied with the teaching in the ESL course	0	0	10	46	62	118
I feel my speaking has improved.	0	0	13	58	47	118
I feel my listening has improved.	1	4	28	58	29	120
I feel my writing has improved.	1	2	21	59	29	112
I feel my reading has improved.	1	2	18	52	40	113
I feel my grammar has improved.	1	5	23	58	28	115
I feel my vocabulary has improved.	1	1	12	65	35	114
My essays and presentations have improved.	2	2	19	66	29	118
I can now read the phonemic symbols.	0	4	14	40	59	117

ABRIDGED GUIDE TO KTC 2010 ESL CURRICULA

Vocabulary

The vocabulary to be introduced comes from 2 sources:

A) A list of the 2000 (also 3,000 or 4,000) most frequently used words. **The Most Frequently Used Word List (MFUWL)** employed has been compiled by Paul Nations from the British National Corpus. Words of the same family (other than the headword) are omitted such that, for example, 'check' is present but 'checking', 'checked' and 'checks' are not. The words are listed in order of frequency of occurrence in the corpus.

B) **The Academic Word List (AWL)** was developed by Averil Coxhead and contains a list of 570 academic word families that occur with great frequency in academic texts but yet do not appear in the 2,000 most frequently used word list (2000 MFUWL). The academic word list, is, therefore, an extremely useful addition to the 2000 MFUWL for teachers and students. The AWL is conveniently broken down into 10 sublists according to frequency.

While it is expected that nearly all of the memorisation of the vocabulary will be done out-of-class, testing of each sublist will occur at the end of each unit. Classroom activities assisting with identifying other word-family members or clarifying definitions would also be appropriate.

Breakdown of vocabulary lists to be taught by learner group:

In-service

	InServ. beginner	InServ. intermediate	InServ. advanced
AWL	All 570	All 570	All 570
MFUWL	2000	3000	3000
Course length	91 hrs	104 hrs	104 hrs

Pre-service

	PreServ. beginner	PreServ. intermediate		PreServ. advanced	
		1 st yr	2 nd /3 rd yr	1 st yr	2 nd /3 rd yr
AWL	All 570	All 570	All 570	All 570	All 570
MFUWL	2000	3000	3000	3000	3000
Course length	182 hrs	182 hrs	182 hrs	182 hrs	182 hrs

KTC lecturer

	Lecturer - A group	Lecturer - B group
AWL	All 570	All 570
MFUWL	5000	4000
Course length	208 hrs, then ongoing	208 hrs, then ongoing

Grammar

LEP project's testing team, after conducting about a thousand ISLPR interviews of current teachers throughout Kiribati, identified a number of problem areas that repeatedly surfaced.

These problem areas are detailed in the latest Baseline Data report. The following list of grammar points have been pulled directly from that report. This grammar is to be taught over and above the grammar that appears in the core text to a level of detail determined by the teachers in consideration of class proficiency, familiarity with given grammar points, and the time constraints of the particular course.

Grammar Section	Grammar Points
Section 1	• Punctuation • Apostrophe use • Adjectives versus Nouns • Adjectives versus Adverbs • Proper Nouns
Section 2	• Nouns versus Verbs (don't mix them up) • Articles (don't leave them out) • "be" verb • Abbreviations and Acronyms
Section 3	• Common non-countable nouns • Plural marking of non-countable vs countable nouns • Singular versus plural forms and their spelling • Modifiers/Qualifiers
Section 4	• Discourse markers • Connectives • Verb tenses • Subject/Verb Agreement
Section 5	• Pronouns and longer sentences • Conditional Forms • Modal verbs (especially for requests)
Section 6	• Preposition choice/prepositional phrases • Word and sentence stress, rhythm and intonation • Idioms/Phrasal Verbs

EAP etc

1	Communication Techniques Communication techniques focuses on the basic functions of language: a) giving feedback as an active listener, b) interrupting, c) asking for repetition, d) asking for meaning and e) checking. Listener responses, such as how to hold your turn when you need time to think, is also covered in this topic.
2	Citations and Referencing In this unit Citations, Referencing and Plagiarism will be covered. APA referencing for books, journals and websites will be taught as well as the difference between ‘in-text citations’ and ‘end-of-text citations’. At the end of this unit students will be able to produce basic APA style referencing for their essays/reports.
3	Basic Writing This unit looks at the basics of writing with a focus on sentences and paragraphs. Areas of focus include: sentence level - capitalization, full stops, spaces after full-stops. At the paragraph level – indentations and page layout, spaces after paragraphs, topic sentences and supporting sentences.
4	Logic This unit teaches students how to organize the content of what they want to say or write so that it is logical, clear and easy to understand.
5	Advanced Writing Students apply the principles of logic to writing various pieces of text with citations (1-2 pages long). These pieces should be marked and returned with feedback based on grammar, comprehensibility and cohesion.
6	Presentations Students apply the principles of logic (such as introduction, body and conclusion) to speaking. Principles are taught in gradually increasing depth, followed each time with a practice-heavy lesson. Rubrics are used to enable students to get and give specific feedback.
7	Meeting Language This unit introduces the basic language functions that are needed to participate in meetings: giving and asking for opinions, agree and disagreeing, making suggestions etc. If time permits, agendas, minutes and the types of meetings could be covered.
8	Reading Skills Here skills such as skimming, scanning and understanding vocabulary through its context are taught and practiced.
9	Culture/Paralinguistics This unit focuses on the paralinguistic (non-language) aspects of communication in an international-English culture. Students will contrast Kiribati culture with a generally accepted international culture in order to highlight differences and to enable more culture-appropriate paralinguistic behaviours in different registers/situations.

Phonemics

Phonemic Symbols

Consonant sounds

/p/	/b/	/f/	/v/	/t/	/d/	/k/	/g/
park soup	be rob	face laugh	very live	time white	dog red	cold look	girl bag
/θ/	/ð/	/tʃ/	/dʒ/	/s/	/z/	/ʃ/	/ʒ/
think both	mother the	chips teach	job page	see rice	zoo days	shoe action	television
/m/	/n/	/ŋ/	/h/	/l/	/r/	/w/	/j/
me name	now rain	sing think	hot hand	late hello	marry write	white we	you yes

section 1

section 2

section 3

Vowel sounds

/ə/	/æ/	/ʊ/	/ʊ/	/ɪ/	/i/	/e/	/ʌ/
father ago	apple cat	book could	on got	in swim	happy easy	bed any	cup under
/ɜ:/	/ɑ:/	/u:/	/ɔ:/	/i:/			
her shirt	arm car	blue too	born walk	eat meet			
/eə/	/ɪə/	/ʊə/	/ɔɪ/	/aɪ/	/eɪ/	/əʊ/	/aʊ/
chair where	near we're	tour mature	boy noisy	nine eye	eight day	go over	out brown

section 4

section 5

section 6

The above chart (adapted from *Face2Face*) breaks the phonemic chart into six sections. A unit in the curriculum will contain a maximum of one section. If a unit in the curriculum specifies a section of the phonemic chart, the whole section must be taught and tested within the timeframe of the unit. The goal of teaching Phonemic Symbols in the ESL course is to enable English learners to use a pronunciation guide in a dictionary in order to learn how to pronounce a word. Little time should be spent on pronunciation unless the sound is not present in Gilbertese.

Self-developed units

Giving learners the opportunity to develop part of their own course helps them to put into practice what they are learning in TESOL (and to integrate ESL and TESOL) and helps to make the curriculum more student-centred and relevant. Students are encouraged to use materials other than *Face2Face* from the wide selection now in the Resource Centre.

KTC lecturers and 2nd and 3rd year pre-service students will be responsible, under guidance, for developing some of their own course. This will replace the core *Face2Face* centred unit.

For 2nd and 3rd year pre-service students, as they have only one lesson per week and must cover the other areas (vocabulary, grammar, EAP and phonetics), will not have much time to implement their self-developed unit but they should have time to teach four mini-lessons in class.

With 4 lessons per week and 4 weeks set aside for self-developed units, KTC staff will have more time to include a greater proportion of self-developed material in the curriculum. The course teacher will be responsible to provide guidance in the preparation and teaching of these units; for example, to make sure that each unit is balanced with respect to the four Macro-skills or that the lesson tasks include a variety of genres.

Genre diversity

The Genre Diversity Checklist below is used to help teachers to provide students with exposure to a variety of genres in each Macro-skill. A checklist is connected with each class and passed from one teacher to the next when the class teacher changes. This enables the incoming teacher to continue to provide genre-diversity without duplication.

Teachers are also encouraged to keep a personal checklist for their own teaching with the goal of helping teachers to recognise any shortfall in genre-diversity in

their own teaching and to encourage them to branch out into using tasks with less-familiar genres.

Speaking	Listening	Reading	Writing
Leaving and taking a message (phone)	Leaving and taking a message (phone)	Novels	Invitations
Cancelling and rescheduling appointments (phone)	Cancelling and rescheduling appointments (phone)	Book, Movie, TV show synopses (summarizing)	Book, Movie, TV show synopses (summarizing)
Taking and Placing an order (phone)	Taking and Placing an order (phone)	Poetry	Poetry
Presentation - a proposal	Critiquing/Accepting a proposal	Newspaper Articles	Newspaper Articles
Meeting	Meeting	Classified Ad	Classified Ad
Making, Accepting and Declining Requests	Songs/Music	Pacific Island literature	Email - requests
Mini-lesson	News reports	Kiribati Literature	Kiribati Literature
Job Interview	TV show	Non-fiction	Non-fiction
Giving and Following instructions	Giving and Following instructions	Catalogues	Reports for work.
Discussion	Discussion	Newsletter article	Newsletter articles
Impromptu Speeches	Famous speeches	Formal vs Casual letters	Formal vs Casual letters
Q and A sessions	Q and A sessions	Casual letter	Casual letter
1 on 1 interviews	1 on 1 interviews	Emails	Emails
Summarizing	Documentary	Pamphlet/brochures	Pamphlet/brochures
Reporting	Movie Segments	Postcard	Postcard
Job Performance Evaluation	Talk-back and international radio	Job application cover letter	Facebook, My Space
Shopping	Dialogue	Letter of Apology	Letter of Apology
Giving a tour	Monologue	Letter of complaint	Letter of complaint
Reciting poetry	Poetry	Instructions	Instructions
Introductions	Speeches	Recipes	Recipes
Setting up lesson activities.	Introductions	Book and Movie reviews	Book and Movie reviews
Debate	Debate	Short Stories	Short Stories
Making complaints	TV Commercials	Script/comics dialogue	Script/comics dialogue
Singing	Music	Memos and notes	Memos and notes
Story Telling	Audio Books/Stories	Essay - argumentation	Essay - argumentation
Joke telling	Home made video on You-tube	Essay – persuasive	Essay – persuasive
Skits/Drama	Guest Speakers	(auto)biography	Chat programs (google chat etc)
Explaining lesson topics	International radio broadcasts (BBC etc)	Product labels (medicine etc)	Posters

Lesson Assessment Rubric

The Lesson Assessment Rubric below is completed by LEPP team members during lesson observations. It is used in providing feedback to help teachers understand what their weak areas are and to provide motivation through an objective assessment of their teaching that is transparent, easily addressed and quantifies and highlights areas of improvement.

		Area	Pts	Score
Professionalism	A	Punctuality: Were you on time?	4	
	B	Preparation: Did you prepare your materials and teaching aids before the lesson and have them ready so that you could start on time?	4	
	C	Subject knowledge: Did you have a very good understanding of what you were teaching?	4	
Learning	D	Did you tell students what the learning outcomes of the lesson were at the beginning?	2	
	E	Did the learning outcomes come from, or relate to, the curriculum content?	3	
	F	Did you sufficiently test the learning outcomes to see if students have achieved them?	3	
	G	Did students demonstrate they achieved the learning outcomes ?	10	
Explanation	H	Was there a clear and simple explanation/demonstration of the key points of the lesson? (modeling etc)	4	
	I	Were you able to clearly set up activities and practice? Did students understand your instructions?	3	
Feedback	J	Did you identify problems and give enough constructive feedback (to individuals/whole class etc)?	3	
	K	Did you give specific positive feedback ?	2	
Lesson Tasks and Activities	L	Explain/Do balance: Did the students spend most of the lesson actively using the language? How much did they actually get to speak?	5	
	M	Difficulty level: Was the task/practice at the right level for the students? Not too easy or too hard?	3	
	N	Did the tasks move students from supported practice to independent language use ?	6	
	O	Did students find the tasks/practice interesting and enjoyable ?	4	
	P	Level of Engagement: Were most students actively engaged in the tasks most of the lesson?	5	
	Q	Was there a strong relationship between the activities and the lesson objectives/key points ?	3	
	R	Did your lesson include activities and tasks from a variety of activities/genres ?	3	
	S	Was there a balance of Macro-skills in the activities?	3	
Management	T	Was there effective group/pair work maximizing communicative language use?	5	
	U	Did you use adequate behaviour management techniques to keep the class on task?	2	
	V	Time management: Did you get through everything you wanted to at a good pace?	3	
Approaches and	W	Were the lesson and materials student-centred ? Did learners have enough influence over content?	4	
	X	Was the lesson communicative ? Did the students get to use the language in realistic situations to communicate what they wanted to?	4	
	Y	Was the lesson task-based ? Was the end-activity (and feedback) focused on completing (and helping the students to complete) a real world task?	4	
HW	Z	Did you assign enough homework to facilitate out-of-class learning?	4	
		TOTAL	100	/100

Assessment

Vocabulary

AWL – summative assessment. Knowledge of each sublist will be tested during the course (AWL mini-test) with the whole AWL tested in part A of the end-of-term vocabulary exam.

The MFUWL test will be tested in a part B of the end-of-term vocabulary exam.

Phonemics

To be tested formatively after each section. There are 6 sections based on the phonemic symbols charts in the back of the *Face 2 Face* textbooks. As the bank of phonemics builds, teachers can move from testing for knowledge of individual phonemics to the reading and writing of actual words in phonemic symbols.

EAP etc

This is to be assessed formatively during the unit it is presented. Ideally the teaching of the EAP group of functions will occur early in each unit to enable formative assessment to identify areas requiring further explanation during the unit.

Grammar

Formative assessment of grammar will occur in the unit in which it is taught. Grammar could be assessed at this point in an isolated fashion (using a multiple choice test etc). It can also be tested here within an integrated task such as the EAP tasks.

Macro Skills

An end-of-term exam for each Macro Skill (Reading Writing, Speaking and Listening) will be conducted by KTC lecturers for the pre-service students. An end-of-course ISLPR test (conducted by the testing arm of the LEPP team) will serve as assessment of the Macro Skills. The KTC lecturers will take measures to put together their own testing team to ensure sustainability after all technical advisors have left.

BRIEF SUMMARY OF BASELINE DATA COLLECTION REPORT

The following table shows the number of teachers indicated in the 2008 Educational Statistics and the actual number of teachers tested.

NUMBER OF TEACHERS IN KIRIBATI (by 2008 Educational Statistics)		NUMBER TESTED
Teachers on South Tarawa	510	520 ¹
Teachers on the Islands	799	524
TOTAL NUMBER OF TEACHERS IN KIRIBATI	1309	1044 (80%)
Total number of Primary School teachers	645	
Total number of Junior Sec. School teachers	375	
Total number of Senior Sec. School teachers	289	
TOTAL NUMBER OF TEACHERS IN KIRIBATI	1309	
Number of KTC staff tested		19

[See Republic of Kiribati Ministry of Education. 2008. *Digest of Education Statistics 2008*, pp. 43-55, 73-39, 89-95]

- The report of the Baseline Data Collection (January 2010) provides the baseline information needed to plan the roll-out of the English Language Program across Kiribati. It includes several recommendations that should be considered at that time, including the most urgent upgrading to be undertaken.
- Ideally, teachers would score at least 4 on the ISLPR scale for each of Speaking, Listening, Reading, and Writing. However, the following indicates the percentage of teachers tested who were at or below 2+:
Speaking 61.08%; Listening 73.62%; Reading 70.13%; Writing 57.24%
- The percentage with scores at 3 and 3+ were: Speaking 28.8%; Listening 21.06%; Reading 22.89%; Writing 35.28%.
- The percentage with scores at or above 4 (the desirable minimum score for a teacher of English) were: Speaking 10.12%; Listening 5.31%; Reading 6.98%; Writing 7.48%.

¹ This number includes 6 CDRC staff and 4 Ministry staff.

PARTICIPATION IN COURSES

Participants in the Courses provided under LEPP

The following table shows the number of personnel who have undertaken training in TESOL and ESL during the first stage of LEPP (27 July 2009 to 28 May 2010).

Personnel	TESOL 2009	ESL 2009	TESOL Jan-May 10	ESL Jan-May 10
KTC lecturers	17	20	11	19
Inserv Primary	39	39	15	15
Inserv JSS	19	19	10	10
Inserv SSS	0	0	0	0
Preserv prim			49	49
Preserv JSS			51	51
Preserv SSS	0	0	0	0
CDRC	5	0	5 (Phase 3 only)	0
BED	5	0	5 (Phase 3 only)	0

In this table, the training in TESOL for the KTC lecturers included the TOT course in Phase 1, the training provided during team-teaching in Phase 2 and during the mentoring program in Phase 4 (Certificate in Training (TESOL)). It also included four weeks intensive training in Phase 3 in January – February 2010. Of the 20 lecturers on staff during Phase 1, only 11 were seen to have had a level of English proficiency and an interest to allow them to continue in the formal TESOL training program throughout the Project. This underlined the need that has been recognized for specific training in CLIL to be provided to the non-language lecturers who are now being expected to teach their specialist subjects through the medium of English.

It should also be noted that the participation of most of the personnel from CDRC and MoE was not considered to be adequate due to clashes with other duties (their attendance averaged less than 50% overall). For this reason, in the next stage of the English Language Program, a special Certificate in Training (TESOL) course should be provided to them at a time that fits in with their other commitments as it is now recognized that these personnel are at the front line in the schools in raising the standard of English teaching and the standard of English proficiency. For this, they require a broader background in Applied Linguistics and TESOL if they are to support the improvement in the English language attainment of the students.

SUMMARY OF IN-SERVICE TEACHERS SCORES IN ENGLISH LANGUAGE PROFICIENCY

CANDIDATES' PROFICIENCY INCREASE IN ISLPR STEPS (e.g. 1 to 1+ or 2+ to 3)						
MACROSKILLS	By 3 steps	By 2 steps	By 1 step	By 0 steps	By -1 step	TOTAL
Speaking	1	10	26	19	2	58
Listening	2	11	27	17	1	58
Reading	4	13	20	18	3	58
Writing	2	12	19	19	6	58

Average increase: **S:** 0.81; **L:** 0.93; **R:** 0.91; **W:** 0.74

Review of the Certificate in Training (TESOL) - July 2009-June 2010

The Training of Trainers (TESOL) course was originally developed by Dr Indika Liyanage, Griffith University. Subsequently it was developed further and re-named the Certificate in Training (TESOL), accredited by the Approvals Committee of the Kiribati Teachers' College, and carrying credit towards the BA(Education) in Griffith University. Throughout this report it will be referred to as the Certificate in Training (TESOL).

Participants

Initially in Phase 1, there were 14 participants ie KTC lecturers; 4 English Language lecturers, 1 Kiribati Language lecturer and 9 Content Based Instruction (CBI) lecturers (2 Education, 2 Social Science, 2 Performing Arts, 1 Science, 1 Home Economics and 1 Industrial Arts). Subsequently, 11 lecturers were chosen to continue as participants in the Certificate in TESOL (Training) and Certificate in TESOL Trainers for Phases 2-4.

Achievements of participants

7 out of 11 participants achieved the Certificate in Training (TESOL). One participant withdrew in April 2010 and hence did not achieve all of the assessment criteria and three other participants didn't meet all of the assessment criteria [Refer to Appendix 3 'Certificate in Training (TESOL) Assessment'].

Evidence gathering of achievements and feedback

A number of strategies were used to gather evidence of the effectiveness of the course. These included:

- Assessment of the participants through discussions, Practice Teaching, Assignments, Examinations, Oral presentations, Peer/micro teaching plus teaching observations and mini-practicums.
- See Appendix 3 for the criteria used to assess the lecturers for award of the Certificate in Training (TESOL) at the end of Phase 4.
- The LEPP TESOL and ESL teams worked together to ensure that the KTC lecturers were assessed for TESOL competencies in both their ESL and TESOL lessons delivered in Phases 2 and 4, thus ensuring that those lecturers eligible for a Certificate in TESOL and/or Certificate in Training (TESOL) are able to graduate.
- Formative and summative feedback was obtained at the end of Weeks 2, 5 and 9 in Phase 1 and at the end of Phase 3 through consultations with KTC Principal and Lecturers, CDRC and MOE; workshops, stakeholders' forums, and questionnaires.
- "Can do" self-assessments were used to facilitate the participants in each course assessing their own competencies both before and after each training program.
- At the end of Phase 4, a feedback questionnaire was completed by the KTC Lecturers. Analysis of the feedback as well as a meeting with TESOL Counterparts allowed for changes in the review of the Certificate in TESOL as well as the Certificate in Training (TESOL).

Attendance

Phase 1: (27 July to 25 September 2009)

Participants: 14 KTC Lecturers

Average attendance overall = 65.7%

English Language Lecturers' average attendance = 88.7%

Kiribati Language Lecturer and CBI Lecturers' average attendance = 56.5%

It should be noted that the CBI Lecturers also had teaching commitments at KTC or outer island commitments which clashed with classes. For some CBI Lecturers the course was far too difficult, which resulted in poor attendance and some not being selected for future Certificate in Training (TESOL). Those that had high attendance rates as well as good programme completion and ISLPR levels were considered and chosen for future Certificate in Training (TESOL) classes as well as Certificate in TESOL training.

Phase 3: (27Jan - 26 Feb, 2010)

Participants: 11 KTC Lecturers, 8 MOE and 5 CDRC personnel

Phase 3 was conducted with daily sessions with KTC Lecturers, Ministry of Education (MOE) and Curriculum Division Resource Centre (CDRC) personnel.

Overall goal: To prepare KTC Lecturers, MOE and CDRC personnel for Phase 4 and beyond with the effective review, design and timetabling of TESOL Curricula, assessment tasks and testing for pre-service and in-service teachers in Kiribati.

- KTC Lecturers' Overall Attendance = 82%

All KTC Lecturers attended a one-day workshop on Competency Based Assessment during this phase (Feb 15).

- MOE Personnel's Overall Attendance = 50%

6 MOE personnel attended the one-day workshop on Competency Based Assessment during this phase.

- CDRC Personnel's Overall Attendance = 43 %. The CDRC Personnel did not attend until week 2.

4 CDRC personnel attended the one-day workshop on Competency Based Assessment during this phase.

NB The attendance of MOE and CDRC personnel was very low due to clashes with other commitments. This made it extremely difficult to work collaboratively with KTC Lecturers and the LEPP team in reviewing the TESOL Curriculum. A commitment needs to be made by all parties to discuss pertinent issues relevant to the sustainability and accountability of this project. The timetable had been scheduled to account for availability of all stakeholders concerned.

Course Development, Review and Amendment

- The Certificate in Training (TESOL) curriculum was first developed by Dr Indika Liyanage of Griffith University prior to commencement of the project. It was reviewed by the TESOL team and the Team Leader prior to commencement of Phase 1, and again after Phase 1.
- Further design, development and review of the program were based on feedback given by participants (ie KTC Lecturers). This will be implemented in future delivery of the course.
- The course was accredited by the Approvals Committee of the Kiribati Teachers' College and was also given credit towards the BA(Education) in Griffith University.

- During Phase 1, a Certificate in TESOL was developed by the LEPP team, together with the KTC Lecturers, Ministry of Education and CDRC personnel, and was implemented in Phase 2; ie Oct-Dec 2009. The course was approved by the LEPP Steering Committee and accredited by the Approvals Committee of KTC.

Strengths and outcomes of course

- **Relevance of course to the needs of the KTC lecturers, CDRC and MOE**

The Certificate in Training (TESOL) programme was 20 hours per week full time over nine weeks in Phase 1. Most outcomes were achieved as prescribed in the curriculum, which consisted of 4 strands: Psychology of Language Teaching, Learning and Acquisition; Linguistics for Language Teachers; Second Language Curriculum Development; Language Teaching in Practice. Due to time constraints (originally a 13 week course condensed to a 9 week course), those outcomes that were not achieved were done in the first 4 week period of 2010 (Phase 3).with the KTC lecturers as well as through on-the-job training during Phases 2 and 4.

In Phase 3 the TESOL Competency Based Assessment Form was reviewed and finalised based on the 16 competencies from the Certificate in TESOL Curriculum. Generic competencies and Performance Indicators were also added to assess presentation skills, tools and classroom management skills in teaching practicums for the KTC Lecturers, pre-service and in-service teachers.

- In Phase 3 a one day Competency Based Assessment Training Workshop for KTC Lecturers; MOE and CDRC personnel was held. Goals of the workshop were:
 - (i) To become familiar with the Certificate in TESOL curriculum used for pre-service and in-service teachers;
 - (ii) To have a greater understanding and application of competency-based assessment;
 - (iii) To become familiar with the Certificate in TESOL competency-based assessment form to be implemented with KTC Lecturers, pre-service and in-service teachers;
 - (iv) To implement the TESOL competency-based assessment form in the future; eg in practicums and for teacher observations and assessments in Kiribati schools, and for the Comparative Study;
 - (v) To become familiar with a wide range of assessment tasks for all TESOL competencies.
- An extensive range of resources suitable to the TOT course was purchased and catalogued in the new KTC Resource Centre ie modern and up to date textbooks (theoretical and practical), readings, CD-Roms, DVDs, exposure to internet resources and technologies as well as curricula, session outlines, lesson plans and other teaching resources.
- Quality assurance, including evaluation of TOT lessons and giving constructive feedback and mentoring on teaching practice, assessment, and moderation of assessment.
- During Phase 4, the TESOL team actively observed, mentored and gave feedback to the KTC 11 (11 lecturers trained in TESOL and responsible for training the in-service teachers and pre-service trainees) for most lessons taught in the Certificate in TESOL Programme to the pre-service and in-service teachers. A planned weekly schedule was designed for this to be facilitated.

- One critical aspect of the feedback was that the KTC 11 felt that they needed more teaching, modelling and demonstrations from the LEPP team. Although Phase 4 was designed with the KTC 11 doing all the delivery, the KTC 11 and LEPP team felt that some lessons needed to be taught by LEPP Team members as well as having workshops modelling best practice to the pre-service and in-service teachers. This was implemented and well received by the KTC 11 and trainees. Similarly, best practice models were provided at the *Kiribati Teachers' Network* meetings.
- Strengthening the training provided on assessment of English proficiencies, including training in the development and use of Kiribati English Language Proficiency and Achievement Tests (KELPAT).
- Professionalism in practice, including ongoing professional development in TESOL and ESL, personal self development including access and utilisation of TESOL/ESL websites and organisations to access resources, readings, utilising ESL software to improve English proficiency; reflection, accountability and performance appraisal.
- Development of resources and materials for TESOL and the use of the local environment to support classroom teaching.

Weaknesses of course: solutions and recommendations

- The original Training of Trainers (TOT) Course was meant to be delivered over 13 weeks full-time. Most of the lecturers who took part felt that it was too intensive over 9 weeks. Extra time was given in Phase 3 to review it and complete gaps from Phase 1. The language level of some of the lecturers was not adequate to meet the language level of the course. International Second Language Proficiency Ratings (ISLPR) levels of trainees should be given consideration in determining eligibility to do the course. Candidates who do not have adequate proficiency in English should do an intensive ESL course prior to the Certificate in Training (TESOL).
- The recommended texts and readings in Phase 1 proved to be too advanced for some and more suitable texts and readings will be recommended for future courses.
- Regular meetings with TESOL Counterparts were implemented with a firm commitment from counterparts and duties were carried out effectively. These meetings were an ideal opportunity for TESOL Counterparts to be trained and be given responsibility for the overall review and development of the Certificate in Training (TESOL) program as well as the Certificate in TESOL program. Sustainability will be very much dependent on this; especially when the LEPP team depart from Kiribati.

Sustainability and application of Certificate in Training (TESOL) course after LEPP finishes

The Certificate in Training (TESOL) programme and Certificate in TESOL programme were approved by the Steering Committee. With modifications as recommended below, the course will be much more relevant and applicable to the Kiribati socio-educational context and candidates undertaking the course.

Recommendations for modifying the Certificate in Training (TESOL) course for future use

- 10 hours/week to be dedicated to Certificate in Training (TESOL) in future phases.
- Based on what was taught in Phase 1, an analysis and review of the content taught (ie the four strands) has been done by the TESOL Programme Coordinator, assisted by the Counterparts. An additional strand on 'Training and Assessment' and 'Content Language Integrated Learning' have been added. These will strengthen training for lecturers in Content Based Instruction (CBI) ie for those lecturers who are teaching other subjects through the medium of English and teaching English through the medium of other subjects eg teaching Science through English and teaching English through Science. This will also respond to the needs expressed by the lecturers and personnel from Basic Education Division and Curriculum Development Resource Centre (CDRC).
- Focus on Content Based Teaching and CLIL (Content Language Integrated Learning) and familiarisation with resources and websites which show approaches, methodologies, strategies in teaching content based subjects through the medium of English. The TESOL team has developed this further in the review of the Certificate in TESOL and the Certificate in Training (TESOL) and the TESOL team has purchased more resources to accommodate this need. A proposal to meet this need has also been included in proposals for the extension of the LEPP program.
- Additional training on observation of teachers; assessment and moderation of assessments, especially for practicums, including refresher workshops on 'Competency Based Assessment'.
- Additional training on planning and scheduling activities in a work-plan, including accountability, periodic assessments and record-keeping.
- Additional training in grammar that will lead participants to a greater understanding and application of English grammar.
- Incorporating reflection skills (action  reflection  renewed action) for analysing one's own performance, learning from it and implementing improvements.
- A focus on the teaching of young children, including the initial learning of English in Years 1 and 2.

Mid-Course (end of week 5) Summary on TOT (Training of Trainers)

Feedback Questionnaire (Phase 1)

(based on 16 completed questionnaires)

The questionnaire was designed around what had been completed so far in the TOT Course. A self-rating system of 1-5 was used to ascertain trainees' sense of accomplishments. Written comments were also used to assess the strengths, weaknesses, opportunities and threats (SWOT Analysis) of the TOT Course.

Overall, the comments were very positive and constructive showing many signs of satisfaction by the trainees. The ratings on average were between 4 and 5 i.e. agree and strongly agree - hence a very positive outcome so far. From the overall comments received, these can be summarised in the following SWOT analysis.

Strengths:

Course Content/Delivery/Knowledge/Application:

Refreshing, motivating, quite enjoyable lessons; helps us become better teachers; different teaching approaches/techniques and methodologies-can now apply it in teaching; theory consolidated with practical activities/lessons; importance of being a facilitator in teaching; learnt how to teach phonetics, pronunciation and grammar effectively; trainees able to assist teachers teach English and Content Based Instruction (CBI) more competently and confidently; textbooks and handouts very useful; enjoyed workshop discussions; able to assess students; real-life situations; visuals; clear explanations; trialling new methodologies learned and working with in-service and pre-service students an advantage- worked well!; addressing the needs of each faculty; an understanding that lecturers are responsible for upgrading the literacy level and CBI; beneficial for professional and personal development; content is good; the recognition that CBI lecturers need to have an understanding of teaching English as well and using it as a medium of instruction; convincing pre-service and in-service students to use English as a means of communication and mode of learning on campus and especially in the classrooms; learning from trainers and trainees; fun, effective, student centred ways of presenting a new concept/topic; practical teaching lessons/activities; we learn from our mistakes; peer teaching enables the application of the teaching methods delivered in class; greater speaking of English to students in class; improved English language learning; lessons are contextual i.e. KSEC (Kiribati Socio-Educational Context); know how to use games for students to learn English; improved knowledge and application about curriculum and curriculum development; helps to address present literacy problem; no longer feel shy or ashamed to speak English; improved self-esteem; know how to deliver in a non-threatening environment; greater confidence in demonstrating the teaching approaches studied; can select appropriate methodologies for CBI; enhanced knowledge of different assessment instruments; able to promote literacy and fulfil KTC and MOE missions/visions.

Trainers:

Friendly, helpful and punctual, enthusiastic, motivated, considerate, supportive, hard-working, confident and competent, effective in their teaching, well prepared and organised, good models, committed, give opportunities for trainees to become involved in the teaching process, deliver topics

in interesting and simple ways, enjoy the learning atmosphere they create-fun and positive all the time, trainers customise the course to the Kiribati Socio-Educational Context, considerate about lecturers' commitments.

Weaknesses:

Sometimes the pace of lessons is too fast; difficult readings; some difficult vocabulary; afternoon classes need less teacher talk and more activity; teacher-centred approach-too much sitting down; intensive and short time to complete course; difficult to follow lessons-jumping from one topic to another, back and forth, not much continuity; more on communication skills so trainees can express themselves more clearly.

Opportunities:

Trainers to provide a lesson demonstration on using the methodologies and different approaches; more on teaching techniques, grammar and vocabulary; improve confidence in teaching Content Based Instruction; teach students of different levels, e.g. for Senior Secondary Students (poetry, academic writing, expositions etc.); to enable all Kiribati teachers to become competent in using the English language effectively in schools and make students more proficient in using the English language, leading to higher achievements; review content-based and task-based teaching and communicative approaches; to explore classroom management topic; more on questioning techniques; look at formal/informal language.

Threats:

Number of absences, hence missing out on work/activities/catching up; clashes with lecturers' classes. Preparation for lecturers' classes takes time. Unable to complete tasks/homework etc. Trainers pressurising trainees to catch up on work, to be sensitive to trainees' needs.

End of Course (end of week 9) Summary on TOT (Training of Trainers)

TESOL Programme Feedback Questionnaire (Phase 1)

(Based on 13 completed questionnaires)

An end of TOT TESOL Programme Feedback Questionnaire was utilised for trainees (KTC Lecturers) to self assess their knowledge, skills and understanding prior to the course and at the end of the course. This was a useful means of measuring progress and the effectiveness of the TOT Course both pre and post course.

The questionnaire was designed around what had been completed throughout the 9 week TOT Course. A self-rating system of 1-5 was used to ascertain trainees' sense of accomplishments.

- 1 = very poor
- 2 = poor
- 3 = satisfactory
- 4 = good
- 5 = very good

Written comments were also used to assess the strengths, weaknesses, opportunities and threats (SWOT Analysis) of the TOT Course.

Overall, the comments were very positive and constructive showing many signs of satisfaction by the trainees. The post-course ratings on average were between 4 and 5 ie good and very good - hence a very positive outcome. This was a large improvement from the majority of pre-course ratings which were between 1 and 3 ie very poor and satisfactory. From the overall comments received, these can be summarised in the following SWOT analysis.

Strengths:

Course Content/Delivery/Knowledge/Application:

Variety of teaching strategies, good methodologies used, learnt many teaching approaches and techniques including Content Based Instruction (CBI), can integrate English with CBI, learnt more about lesson planning, practical, fun lessons and making our own lessons fun, know how to motivate students, improved confidence in teaching ability, enjoyed using games/music in teaching/learning, applications can be used in teaching pre-service students, lively lessons, learnt how to design courses, beneficial to KTC and Kiribati education as a whole, developed competencies, designed curriculum, interesting and relevant to topics, always relevant to the Kiribati Socio-Educational Context (KSEC), enjoyed practical applications eg peer teaching, practicum etc.; enjoyed peer observations and feedback, communicative approaches-more fun and enjoyable, rather than being teacher-directed or centred, learnt how to improve weaknesses.

Trainers:

Strengths:

Professional, punctual, helpful, effective, efficient, very good, well prepared, patient, committed, good knowledge, explained theory and practice well with examples also, good personality, behaviour and model teacher, motivational, use straight forward and constructive feedback, informed trainees of lesson objectives, provided strategies on how to maintain an active classroom, addressed individual issues, positive relationships, taught us as adults, good facilitators, attentive to students, created a positive learning environment, provide interesting discussions and alternative methodologies eg video-clips and field excursion, respected our cultural values,

Weaknesses:

Some concerns were expressed about attitude and behaviour, negative feedback, need to understand trainees' needs, being treated as young people, can get angry with trainees, lose temper, very firm and strict, trainees felt fear at times, need more demonstrations of tasks, could be more helpful.

Too many handouts and readings, at times readings/texts were challenging, difficult and technical; at times pace was too slow and too fast, short supply of textbooks-each student to get a copy, readings should be assessed or have questions based around them and to be marked, would have liked more on how to teach grammar, too many handouts and tests at times.

Opportunities:

Content of programme needs to be covered adequately-this will be done in 4 weeks available in Jan/Feb 2010

Threats:

Timing of classes, missed certain classes due to teaching commitments, a lot to complete in a short space of time, too rushed.

Certificate in Training (TESOL) Assessment

Essential Criteria: Candidates must have successfully completed *all five criteria* listed below to gain the Certificate in Training (TESOL).

1. Average Attendance > 80% [Phase 1 (TOT) and Phase 3 (TESOL)]
2. ISLPR Minimum of 3+ in all of the four macro-skills
3. Phase 1 TOT: Attendance > 80%

Theoretical and Practical Assessments in the 4 Strands:

❖ Psychology of Language Teaching, Learning and Acquisition

(i) *Theoretical Assessment Tasks*

Reading Comprehensions

(ii) *Practical assessment tasks*

Workshop discussions/activities

Mini-lessons/presentations

❖ Linguistics for Language Teachers

(i) *Theoretical Assessment Tasks*

Tests

Reading Comprehensions

(ii) *Practical assessment tasks*

Workshop discussions/activities/summaries

Micro-teaching

Mini-lessons/presentations

Practicum

Peer Feedback

❖ Second Language Curriculum Development

(i) *Theoretical Assessment Tasks*

Formative assessment tasks

Presentation

Workshop involvement

(ii) *Practical Assessment Tasks*

Reflection on Curriculum Development

❖ Language Teaching in Practice

(i) *Theoretical Assessment Tasks*

Formative assessment tasks

(ii) *Practical assessment tasks*

Informal assessment

Discussions

Practice Teaching

Practicum

4. Satisfactory teaching practicum in the delivery of Certificate in TESOL and ESL in Phases 2 and 4.
5. Written Submission (under supervised conditions) which outlines trainees' practical application of the Certificate in Training (TESOL) and the Certificate in TESOL theory. If further evidence required, an oral cross-examination may also be implemented.
6. If evidence is strong in point 5, this can be used in addition to evidence in point 3, especially if there are deficiencies in point 3.

NB Certificate in TESOL Assessment

1. Average Attendance > 80%
2. ISLPR Minimum of 2 x 2+ and 2 x 3 in all of the four macro-skills
3. Successful completion of all 16 competencies in the Certificate in TESOL as a participant as per the Competency Based Assessment form.

Report compiled by Steale Fournakis (Coordinator of TESOL).

Certificate in TESOL Review: July 2009 – June 2010

The Certificate in TESOL was developed during Phase 1 of the Project by the KTC lecturers and personnel from the Ministry of Education and Curriculum Development and Resources Centre (CDRC), facilitated by the LEPP team. It was delivered to in-service teachers and pre-service trainees during Phases 2 and 4 of the project; it has been reviewed at the end of each phase and feedback has been collected and collated regarding the strengths and weaknesses of the content, assessment, and trainers involved. During Phase 3, the curriculum and assessments were reviewed, and during Phase 4 the revised curriculum and assessments were delivered by the KTC Lecturers with the guidance of the LEPP team. Following is a breakdown of the developments, achievements, strengths, weaknesses, delivery issues, relevance, post LEPP usability, and recommendations for the course in the future.

1. How the course has been developed, reviewed and amended

- 1.1. During Phase 1 (Training of Trainers course, now called the Certificate in Training (TESOL), the KTC lecturers, under the guidance of the LEPP team, identified the competencies of TESOL and then developed this into the Certificate in TESOL, which was accredited through the KTC Approvals Committee. 15 broad competencies were identified, each of which consisted of three or more elements. An additional competency, *Teach Literature*, was added when the course was reviewed in Phase 3 (January – February 2010).
- 1.2. The elements and assessments were revised in Phase 3 during a review of the TESOL Curriculum document; the document was proof-read, edited, reformatted, detailed assessment tasks added, appendices added which include detailed assessment criteria and Teacher Observation and Assessment forms. Assessments were aligned with the elements within each competency to ensure each element was assessed a minimum of twice. This gives students more than one opportunity to prove competence in each element before the practical application of the skills in a practicum.
- 1.3. *Finalisation of Assessment Tasks for all 16 competencies from the TESOL Curriculum*: KTC Lecturers, MOE & CDRC personnel all had a role in reviewing, adapting and designing assessment tasks for successful implementation in Phase 4 and beyond.
- 1.4. Reviewed and finalised *TESOL Competency Based Assessment Form* based on the 16 competencies from the TESOL Curriculum. Generic Competencies and Performance Indicators were also added to assess presentation skills, tools and classroom management skills (see *Certificate in TESOL Curriculum*).
- 1.5. The course content and assessments have been modified to suit both Primary and Secondary teaching environments; lecturers have been mentored before, during, and after delivery of classes on how TESOL content can be applied in a CLIL context; and LEPP TESOL trainers have been given brief demonstrations and provided with examples during classes .
- 1.6. Purchase of new resources: An extensive range of resources was purchased and implemented in the Certificate in TESOL course, including up to date textbooks (theory and practical), including Primary and Secondary resources suitable for CLIL, readings, CD-ROMs, DVDs, exposure to internet resources & technologies. Lists of internet resources have also been developed which can help in ESL and CLIL environments. It is intended that the resources will be workshopped with the lecturers and teachers to give them further resources that they can use and disseminate once back in their classrooms.
- 1.7. Positive and constructive feedback was received from in-service teachers, KTC lecturers and stakeholders throughout the course; i.e., through consultations, workshops, stake-holders forum and questionnaires. The end of term course questionnaire given to in-service and pre-service teachers was designed around what had been completed in the Certificate in TESOL Course, including aspects such as course content & delivery, effectiveness of trainers, knowledge, skills, understanding and application of the TESOL competencies. As a result of this questionnaire, the feedback has been used to identify actions to further improve the program. See the following sections for a breakdown of the feedback.

- 1.8. During Phase 4, the TESOL team actively observed, mentored and gave feedback to the KTC 11 (11 lecturers trained in TESOL and responsible for training the in-service teachers and pre-service trainees) for most lessons taught in the Certificate in TESOL Program to the pre-service and in-service teachers. A planned weekly schedule was designed to facilitate this. As classes were taught by three lecturers over thirteen weeks, various paperwork was developed to ease the transition from one lecturer to the next. Paperwork created with the collaboration of the KTC 11 included assessment schedules, curriculum schedules, and proformas which detailed outstanding content and assessments to be delivered. Workshops were held where these proformas were designed, developed, and implemented, thus ensuring smooth transitions from one teaching block to the next.
- 1.9. During Phase 4, fortnightly planning sessions were also initiated whereby trainers and lecturers could work together to plan the following two weeks' content and assessments. Combined with daily pre and post teaching mentoring sessions, the lecturers gained more confidence in their teaching and ability to plan effectively.
- 1.10. One critical aspect of the feedback was that the KTC 11 felt that they needed more teaching, modelling, and demonstrations from the LEPP team. Although Phase 4 was designed with the KTC 11 doing all the delivery, the KTC 11 & LEPP team felt that some lessons needed to be taught by LEPP Team members as well as having workshops modelling best practice to the pre-service and in-service teachers. This was implemented and well received by the KTC 11 and trainees. Similarly, best practice models were provided by the LEPP team at the *Kiribati Teachers' Network* meetings.
- 1.11. Regular meetings with TESOL Counterparts were implemented with a firm commitment from counterparts and duties have been carried out effectively. These meetings are an ideal opportunity for TESOL Counterparts to be trained and be given responsibility for the overall running of the TESOL Program.
- 1.12. *Review of content in Certificate in TESOL Curriculum* It was decided to integrate aspects of the KTC English Course Outlines with the Certificate in TESOL. Competency 16, 'Teach Literature' (including Pacific Literature) was incorporated into the Certificate in TESOL Programme for pre-service and in-service teachers. There is a strong need in Kiribati for pre-service teachers and in-service teachers to be up-skilled and have further professional development in the teaching of literature in PSS & JSS. Literature workshops were also held for the KTC TESOL programme lecturers.
- 1.13. A one-day Competency Based Assessment Training Workshop for KTC Lecturers, MOE & CDRC personnel was held in February 2010. The goals of the workshop were:
 - (i) To become familiar with the curriculum of the Certificate in TESOL (Teaching English to Speakers of Other Languages) used for pre-service and in-service teachers;
 - (ii) To have a greater understanding and application of Competency Based Assessment in general;
 - (iii) To become familiar with the Certificate in TESOL Competency Based Assessment form to be implemented with pre-service and in-service teachers;
 - (iv) To implement the TESOL Competency Based Assessment form in the future; e.g., practicum and for teacher observations and assessments.
 - (v) To become familiar with a wide range of assessment tasks for all TESOL competencies
- 1.14. *Programmed Certificate in TESOL Course 13 week timetable for Phase 4 and beyond* i.e., for in-service teachers & pre-service teachers PSS (Primary) & JSS (Junior Secondary). The In-service timetable is based on a 13 week program to complete the Certificate in TESOL. The Pre-service timetable is based on completing the Certificate in TESOL over 4 terms over 2 years; i.e., Term 1 & 2 in 2010 for Year 2 pre-service teachers, Term 1 & 2 in 2011 for Year 3 pre-service teachers. The 2010 cohort of Year 3 pre-service teachers will complete the Certificate in TESOL over 2 terms as it is their final year. The pre-service teachers have a longer period of time to complete the Certificate in TESOL as they have fewer hours per week (i.e. 6 hrs/wk) compared to 10 hrs/wk for the in-service teachers). Also, they don't have the teaching experience, knowledge and skills that the in-service teachers have.

- 1.15. *Programming the implementation of 4 practicums at primary and junior secondary schools for both pre-service and in-service teachers. A new initiative in 2010 was to allow pre-service teachers to observe in-service teachers in the first practicum - a great learning experience which prepared the trainees for their first practicums.*

2. Number of participants, achievements and evidence.

2.1. Number of Participants:

NF= Not Finalised, NA= Not applicable

Year	Class	Code*	Number of Students	Achieved Competencies Studied	Achieved Minimum ISLPR	Achieved Certificate in TESOL
2009	Primary In-service 1	PIS 1	20	20	9	9
2009	Primary In-service 2	PIS2	19	16	10	10
2009	Junior Secondary In-service	JIS	19	8	9	6
Total Number of Trainees 2009			58	36	28	25
2010	Primary In-service	PIS	15	15	NA	
2010	Junior Secondary In-service	JIS	10	NF		
2010	Primary Pre-Service Year 3	PPS3	17	17		
2010	Junior Secondary Pre-Service Year 3	JPS3	22	21		
2010	Primary Pre-Service Year 2	PPS2	22	19		
2010	Junior Secondary Pre-Service Year 2	JPS2	18	NF		
Total Number of Trainees 2010			104			
Total Number of Trainees 2010 (Results finalised)			76	72	NA	

- 2.2. Evidence for awarding the Certificate in TESOL for in-service and pre-service trainees was gathered through the following ways:

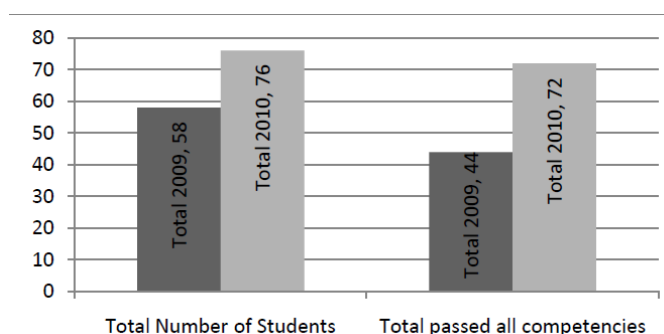
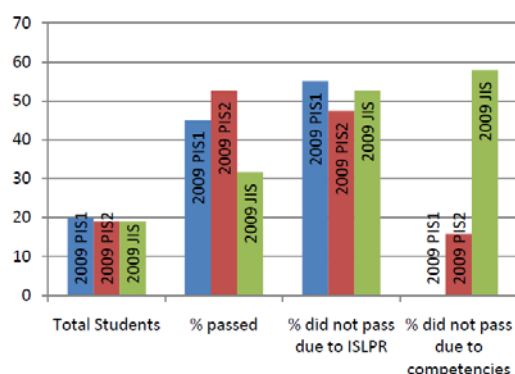
2.2.1. Assessments within the competencies (including mini-lessons, lesson plans, essays, presentations, group research assignments, portfolios and practicums).

2.2.2. ISLPR scores for English language proficiency (post-course results).

- 2.3. Evidence for awarding the Certificate in TESOL for KTC lecturers was gathered through the following ways:

2.3.1. Satisfactory teaching practice in ESL and TESOL lessons: The TESOL and ESL teams also worked together to ensure the KTC lecturers were assessed for TESOL competencies in both their ESL and TESOL lessons, thus ensuring that those lecturers eligible for a Certificate in TESOL were able to graduate. Without this co-operation it would have been difficult for the project to achieve its goal of graduating KTC lecturers with the Certificates they have been working towards.

2.3.2. ISLPR scores (May 2010 results) showing their English language proficiency.



- 2.4. It can be seen from the data above, and more comprehensively in Figure 1A (see Appendix 1) that the majority of trainees passed the majority of the competencies they studied; the majority also graduated with a Certificate in TESOL (in-service teachers only as the pre-service trainees are yet to complete all competencies as part of their courses) if they achieved the minimum ISLPR requirements. Unfortunately approximately half of the 2009 in-service cohort were not awarded a Certificate in TESOL: although they had made considerable progress in improving their English proficiency during the 13 week course, they had begun from a very low proficiency base and had not achieved the necessary minimum proficiency of 2 X2+ and 2 X3 on the macroskills of Speaking, Listening, Reading and Writing by the end of the 13-week course.
- 2.5. Analysis of the data shows that there has been a significant rise in the number of students who are achieving the competencies: 76% in 2009 up to 95% in 2010. This may be due to the revised curriculum and assessment criteria and also due to the lecturers who are now more confident with the content and delivering classes through English.
- 2.6. Of the eleven KTC Lecturers eligible for a Certificate in TESOL, nine were awarded. The remaining two lecturers were not eligible because of unsatisfactory teaching practice in ESL and TESOL lessons; one of those lecturers did not teach during the second half of Phase 4 due to medical reasons.
- 2.7. A 'Record of Skills Development' was initiated to give lecturers the chance to track their progress in terms of developing best practice teaching skills. Most of the lecturers succeeded in building on their skills over the length of Phase 4 and this is documented in their teaching files.
- 2.8. Teaching files were constructed for each lecturer so that there is a definitive record of their theoretical and practical assessments, teaching practice and skills development.

3. Strengths, Weaknesses and Recommendations for the course Content and Delivery, Assessments, Timetabling and Practicums

- 3.1. **General Comments:** The Certificate in TESOL Course Feedback Questionnaire was utilized by trainees and KTC lecturers to self-assess their knowledge and skills prior to the course and at the end of the course, and to give recommendations for modifications to the course. The majority of the in-service and pre-service teachers and the KTC lecturers rated their Certificate in TESOL Competencies at 4 and 5 (very good), hence a very positive outcome. From the KTC Lecturers' feedback questionnaire, it is clear that the majority feel their skills, knowledge, understanding and application of most of the competencies are either 'good' or 'very good'. There were no responses of 'very poor' and the 'did not respond' category indicates responses from lecturers who had not yet taught the corresponding competency. The responses indicating 'poor' were in relation to the following competencies: 'Use Music in the ESL Classroom', 'Teach Writing' and 'Teach Reading and Vocabulary', which may indicate the need for further workshops in these areas. See Appendices 1 and 2 for a more detailed and visual breakdown of the feedback. Overall the comments were very positive and constructive showing many signs of satisfaction by the trainees and lecturers.

This evaluation was also done through '*Can Do*' statements where the trainees have identified those competencies they had prior to training and those they have achieved as a result of the Certificate in TESOL training.

- 3.2. **Content and Delivery:** Responses indicate a high level of satisfaction especially in terms of demonstrations by LEPP members, feedback and mentoring sessions, the revised assessments crosschecked with the elements, the English immersion experience, and the relevance and practical nature of the content (with the exception of 'Demonstrate Practical Grammar Usage' and 'English for Academic Purposes' as they were considered more appropriate in the ESL course). Areas for improvement included more demonstrations by LEPP members especially in Content Based subjects,

primary school classes and for the theory based competencies. It was also expressed that it would be beneficial for lecturers to have a chance to teach all competencies.

- 3.3. **Assessments:** It was generally reported that the assessments were relevant, consistent, a good indication of competence of the elements, the set out was fair and clear to both trainees and lecturers alike, and that they consolidated trainees' learning in a practical, 'hands on' way. Areas for improvement included mainstreaming and integrating the number of assessments and rubrics and removing excess theoretical assessments (essays).
- 3.4. **Timetabling:** Timetabling was generally regarded as fair, clearly identified, and gave ample time for reflection, mentoring, preparation and feedback. Both lecturers and trainees commented that they would prefer each competency to be started and finished by the one lecturer within a four-week block to avoid confusion surrounding undelivered content and assessments after a handover between blocks. Many comments reflected that not enough time was given to the in-service teachers (very intensive 13 week program covering all 16 competencies) and that there was too much time given to Year 2 pre-service trainees (only doing five competencies over 13 weeks). Lecturers voted with a clear majority to keep three blocks of four weeks as opposed to one block of 13 weeks or two blocks of six weeks.
- 3.5. **Practicums:** Many comments were received in relation to how practical, consolidating and well organized the practicums were. Recommendations included: the schedules being checked with the schools well in advance so that lecturers can integrate assessments into the practicums (lesson plans and mini-lessons) to ensure real life practical application of assessment tasks; a schedule allowing more time to give feedback between classes; workshops for moderating lecturer feedback; and a rule to be implemented stating that trainees must submit lesson plans before practicums to avoid sub-standard lessons.

4. Attendance

4.1. Attendance during Phase 3

Average Attendance of KTC Lecturers 82%

Average Attendance of MOE 50%

Average Attendance of CDRC 42%

Low attendances and lateness by some of the above staff made it very difficult to plan during this phase and achieve the/deadlines for the outcomes of the TESOL Programme as well as the Comparative Study.

4.2. Attendance during Phase 4

During Phase 4, however, attendance and punctuality by KTC Lecturers significantly improved with the majority of lecturers having very good attendance to the classes they were teaching. Attendance at fortnightly planning workshops was satisfactory although lateness somewhat reduced the productivity and morale of these sessions.

5. Professional and personal development opportunities

- 5.1. *Community Language Learning Experiences* were implemented through Hash House Harriers meetings, movie nights, yoga nights, cultural and social activities, *What's on in Tarawa Newsletter* activities etc. These helped towards achieving the goals of increasing the use of English and thus improving ISLPR scores within the college. This not only further improved the skills of the lecturers and teachers but also gave more opportunities for community language learning.
- 5.2. *Workshops based on the resource 'Treasure Trove of Tricks for TESOL Teachers'* were implemented twice weekly for in-service and pre-service trainees and attended by KTC lecturers. This gave an opportunity to learn innovative practice activities in an ESL, TESOL or Content Based environment. These included appropriate extensions of the activities for a Content Language Integrated Learning (CLIL) teaching environment.

- 5.3. Daily pre and post lesson mentoring sessions, coupled with fortnightly planning sessions, enabled lecturers to work with the LEPP TESOL trainers to develop their teaching and planning skills.
- 5.4. The creation of rubrics helped in the moderation of assessments and ad hoc moderation meetings were called as the need arose. Lecturers commented that they would like the rubrics to be condensed and mainstreamed even further to assist in this process and it is one of the recommendations for modification of the course.
- 5.5. Whilst an experienced primary teacher was visiting Kiribati, a demonstration lesson was organized by the LEPP TESOL trainers with a Primary 3 class from Tebontemaneaba Primary School, which was observed and workshopped by over eighty pre- and in-service teachers.
- 5.6. Feedback also suggests there is a need for reflection on teaching practice to further enhance professional and personal development. This is also included in the recommendations.

6. Relevance of the course and usability after LEPP

- 6.1. It was noted through formal feedback sessions and informal conversations that the KTC Lecturers feel that the course is not only relevant to them as lecturers, but also to the trainees and the education system of Kiribati. Evidence suggests that the course content is relevant but also needs to have a much stronger focus on Content Based Instruction so that those teachers who are not primarily English teachers can apply the skills and knowledge they have learnt to their content-based classes.
- 6.2. It was also noted that the lecturers feel confident that they can continue teaching in English and through the communicative approach, and that they see the benefits over teaching in the previous, more teacher-centred approach. Trainees also commented that they much prefer this style of teaching and can see how the new approach will benefit their students and lead to a much more conducive learning environment.
- 6.3. It was also noted that further development of the content needs to include a focus for Senior Secondary teachers and this is also a recommendation for modification of the course.

7. Recommendations

7.1. Points recommended for continuation:

- 7.1.1. The pre- and post lesson mentoring sessions and fortnightly planning sessions by LEPP members with the lecturers should continue.
- 7.1.2. Workshops where practice activities and resources are explored and practical usage demonstrated should continue.
- 7.1.3. Workshops need to continue on those competencies the lecturers still do not feel confident delivering.
- 7.1.4. The lessons conducted by LEPP team members in TESOL classes to demonstrate strategies and techniques should continue.
- 7.1.5. There needs to continue the regular meetings between the LEPP team members and TESOL counterparts
- 7.1.6. Community Language Learning opportunities need to be identified and continue to encourage the lecturers, the in-service teachers, and the pre-service trainees to use English in a variety of contexts.
- 7.1.7. Teaching schedules need to be organized so that lecturers have a chance to teach a variety of competencies. This may be best done with four week teaching blocks over a 12 week course.

7.2. Recommendations to be considered for future implementation of the Cert TESOL Course:

- 7.2.1. Revise the curriculum to include focuses on CLIL and Senior Secondary.
- 7.2.2. Timetable the course to allow more demonstration lessons by the LEPP TESOL team members.
- 7.2.3. Review the English for Academic Purposes Competency (Competency 13), especially its relevance and applicability to Primary and Junior Secondary contexts
- 7.2.4. Include a maximum of three assessments for each competency, not including the practicum.

- 7.2.5. Consider the consolidation of assessments for trainees in the in-service program considering their experience as classroom teachers and the intensity of the course.
- 7.2.6. Review the practicum Competency Checklist and the relevance of the elements contained therein.
- 7.2.7. Review the wording of the elements and assessment criteria to ensure assessability and scaffolding in line with Bloom's Taxonomy.
- 7.2.8. Integrate and scaffold mini-lessons, lesson plans and practicums.
- 7.2.9. Remove excess essays and mainstream assessments in Competency 2 and 3.
- 7.2.10. Clarify whether assessments are competency based (achieved or not achieved) or have a grading system and how a lecturer arrives at a final 'mark' for each student.
- 7.2.11. Modify the teaching schedule so that one competency is started and finished by the one lecturer; ie, nominate the competencies to be completed within each four week block.
- 7.2.12. Have schedules for practicums organised well in advance; schools involved, schedules (in line with school timetable), classes to be taught and trainees teaching the classes; have the counterparts discuss with the Principals the schedule to avoid any confusion on the day; allow students and lecturers at least a week's notice so that assessments preceding the practicums can be integrated.
- 7.2.13. Require the students to submit their lesson plans before their practicums to enhance the quality of the lessons produced.
- 7.2.14. Arrange regular moderation meetings for assessments and content delivery with the lecturers and LEPP team, including the assessment of practicums.
- 7.2.15. Conduct regular meetings for professional skill development to review the reflective writing kept by the lecturers and trainees and to review the journals that they have maintained throughout the course.

Figures

Figure 1A:

Summary of course participants and achievements

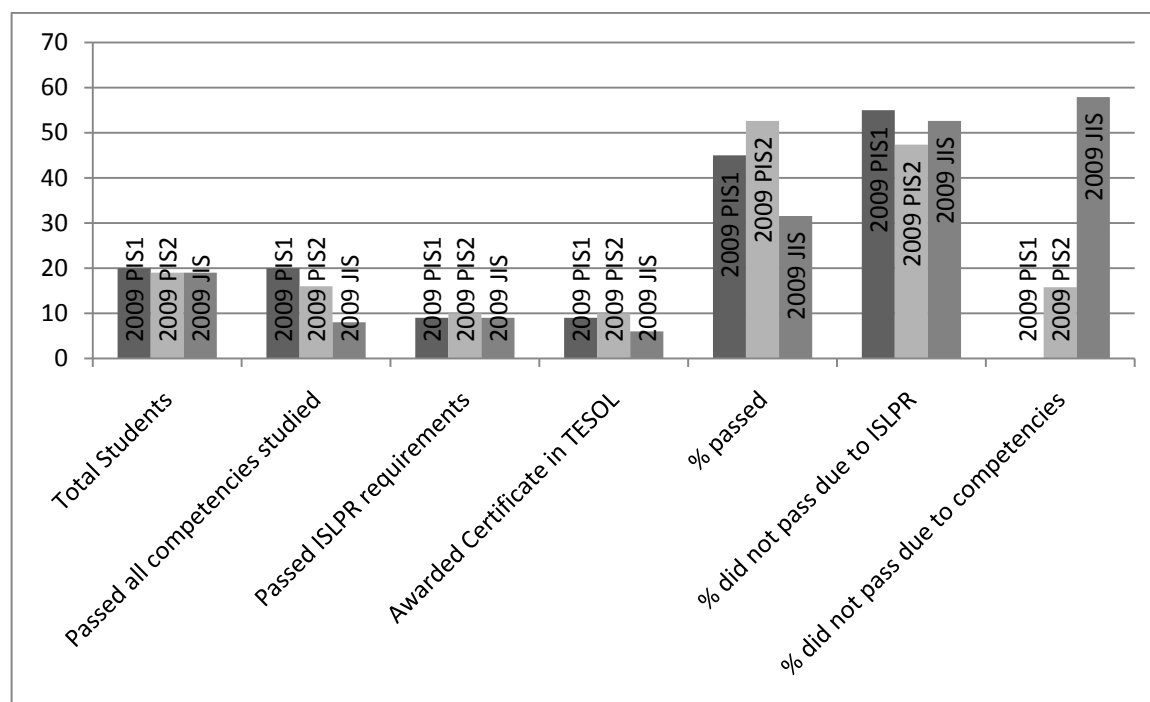


Figure 1A

Figure 1B:

Total number of Responses to the question:

‘After teaching the Certificate in TESOL course, my knowledge, skills, understanding and application of the following competencies are...’

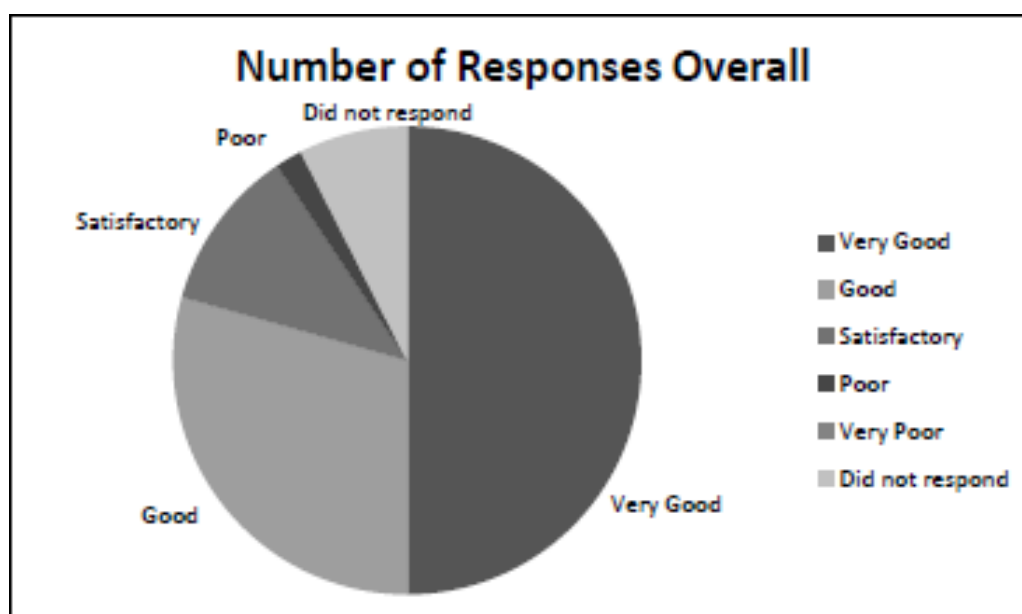
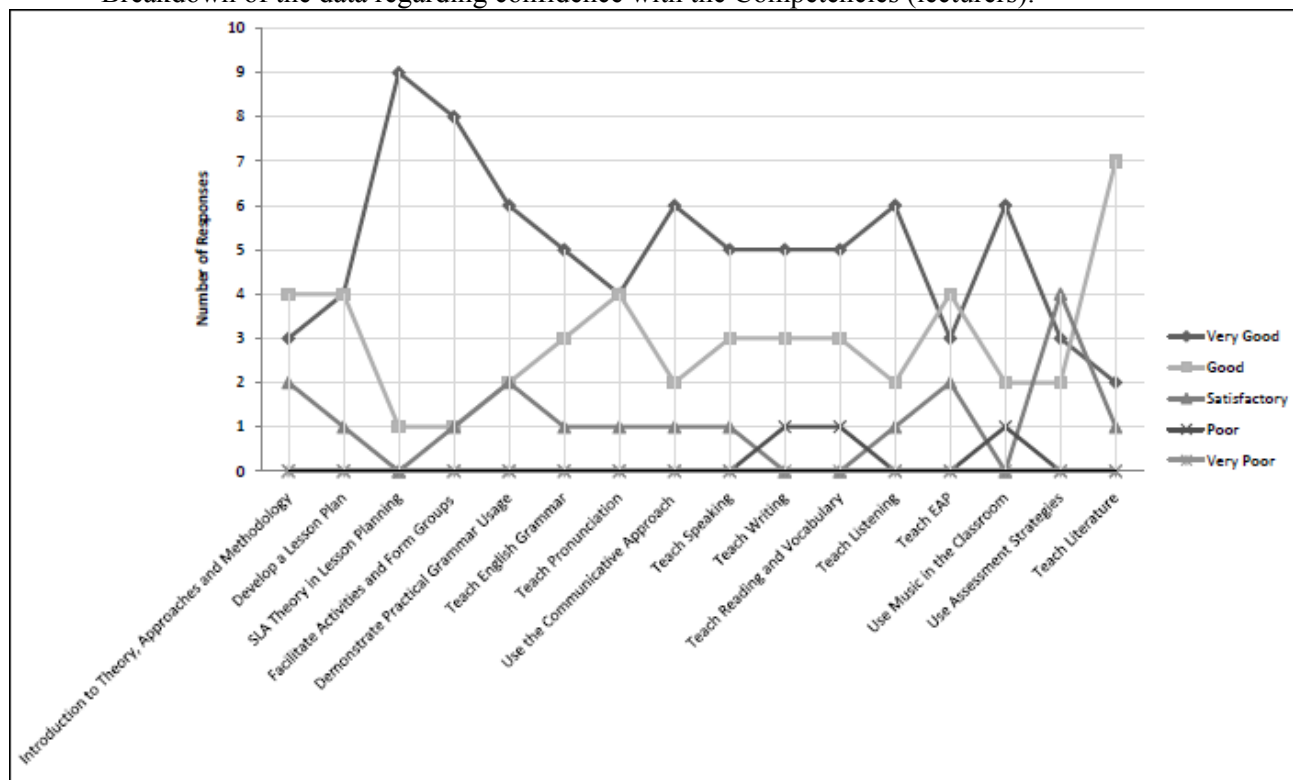
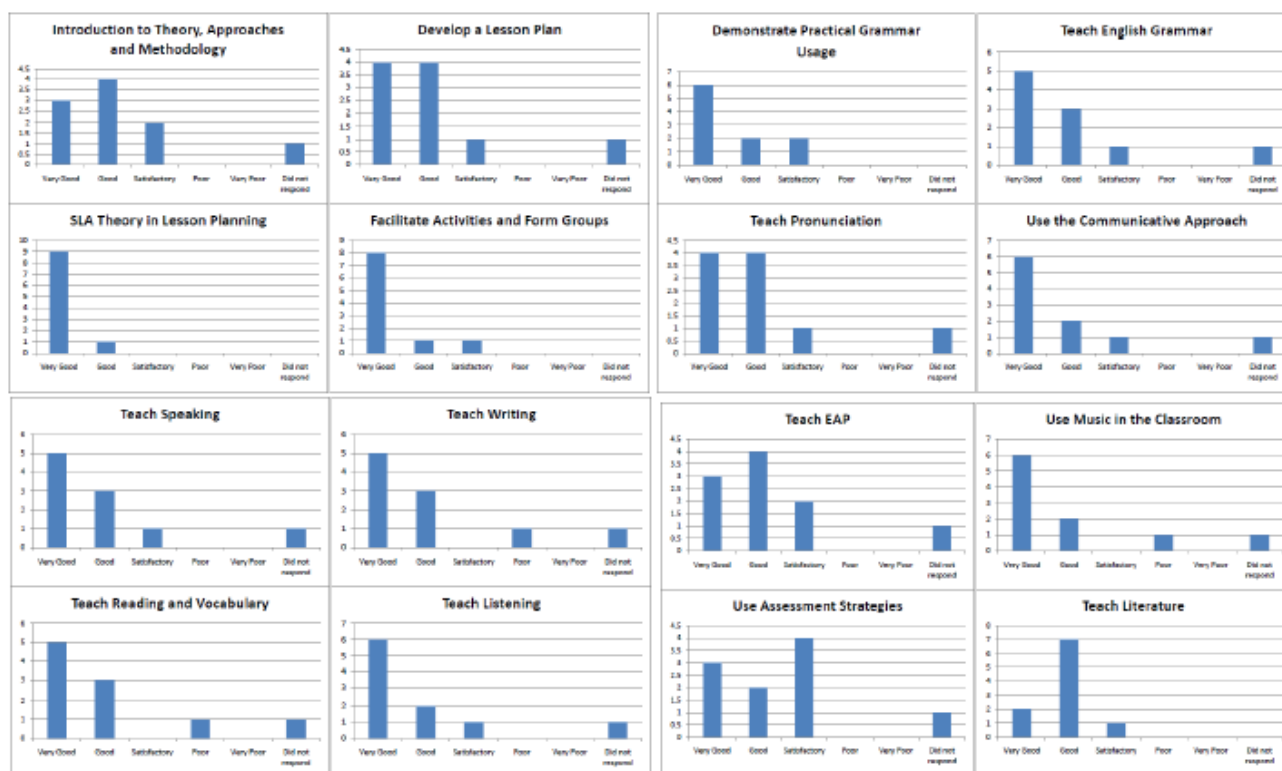


Figure 1B

Figure 1C and 1D:

Breakdown of the data regarding confidence with the Competencies (lecturers):

**Figure 1C****Figure 1D**

Summary of Feedback from the KTC lecturers and trainees via the End of Course questionnaire and feedback/review workshops in regards to Content and Delivery, Assessments, Timetabling and Practicums:

1. Strengths, Weaknesses and Recommendations for the Course Content and Delivery (a compilation of feedback from the trainees and KTC lecturers):

2.

2.1. Strengths:

- 2.1.1. Very supportive (x3)
- 2.1.2. Helping teachers to solve the declining level of literacy - content is very relevant (x2)
- 2.1.3. Demonstrations by the LEPP team (TTTTT workshops) a fantastic idea (x2)
- 2.1.4. Feedback on lessons very constructive; really helps us gain confidence in delivery (x5)
- 2.1.5. Elements are very clear, checked against the assessments; much easier to teach, much more confidence to teach when it's broken down like this (x3)
- 2.1.6. Teaching these competencies now makes the theory from the first phases make sense – it has been consolidated through practical application
- 2.1.7. English immersion really helps develop English language skills

2.2. Weaknesses and Recommendations:

- 2.2.1. Want more demonstrations on how to teach to primary aged students
- 2.2.2. Want more demonstrations by the LEPP team; theory based competencies
- 2.2.3. Want to use more authentic resources
- 2.2.4. Want a chance to teach all the competencies
- 2.2.5. Competency on Teaching English for Academic Purposes should be removed since it is also done in the ESL. Students in JSS did not really need this. It is just for the Teachers' professional development so it should be taught in ESL classes.

3. Strengths, Weaknesses and Recommendations for Assessments (a compilation of feedback from the trainees and KTC lecturers):

3.1. Strengths:

- 3.1.1. Improves my teaching styles and strategies (x3)
- 3.1.2. Assessments really tests students' understanding of the elements/competencies (x3)
- 3.1.3. Very clearly defined and set out for both the lecturers and the students, consolidates what has been taught and is consistent for all lecturers (x3)
- 3.1.4. Good to have so many practical assessment tasks; more practical less theoretical (x2)

3.2. Weaknesses and Recommendations:

- 3.2.1. More assessment should be carried out on KTC lecturers
- 3.2.2. Too many assessments for the students (x4)
- 3.2.3. Number of assessments should be equal for each competency
- 3.2.4. Rubrics need to be consistent across the competencies
- 3.2.5. Should be some reflective writing after practicums
- 3.2.6. Number of assessments for each competency should be equal: three per practicum
- 3.2.7. Rubrics for assessments need to be streamlined
- 3.2.8. Assessments for mini-lessons, lesson plans and practicums should be integrated
- 3.2.9. Competency 2 and 3: assessments should be integrated and mainstreamed.
- 3.2.10. Practical tasks preferred over theoretical tasks for assessments (excess essays should be removed)
- 3.2.11. Mini-lessons should be at least 15 minutes each.

4. Strengths, Weaknesses and Recommendations for Timetabling/Scheduling (a compilation of feedback from the trainees and KTC lecturers):

4.1. *Strengths:*

- 4.1.1. Was very good, fair load, consistent, clearly identified, gave time and allowances for preparation, very good constructive feedback (x7)

4.2. *Weaknesses and Recommendations:*

- 4.2.1. Lecturers should not have to teach ‘half’ of a competency: one teacher should teach the whole competency (x3)
- 4.2.2. More time should be given to In-service (more competencies to teach), Year 2’s don’t need as much time as Year 3’s; time allocated to classes should be in line with how many competencies need to be taught (x6) [too much time given to Year 2’s; not enough competencies for them to do in 13 weeks]
- 4.2.3. 4-week blocks are good so that we can have a chance to teach different subjects. The change in teachers is good for the students.
- 4.2.4. Each ‘block’ of teaching should cover complete competencies: ie, one lecturer is responsible for covering ALL content AND assessments in each competency; ie, ONE whole competency should NOT be the responsibility of more than ONE lecturer.
- 4.2.5. Competencies should be started and finished before the next competency begins. Competencies should not be taught a bit in week 2 then again in week 8 then finished in week 13.
- 4.2.6. Would prefer a 12 week schedule to be split into 3 teaching groups (ie 3 lecturers teach one group over 12 weeks) A vote was taken:
 - 7 lecturers voted for 3 blocks of 4 weeks, (same as Phase 4)
 - 3 lecturers voted for 2 blocks of 6 weeks,
 - 0 lecturers voted for 1 block of 12 weeks.

5. Strengths, Weaknesses and Recommendations for Practicums (a compilation of feedback from the trainees and KTC lecturers):

5.1. *Strengths:*

- 5.1.1. Good for students to apply and practice what they’ve been taught in a real life situation, really consolidates theory (x6)
- 5.1.2. Very well organised by the LEPP team, always well briefed before we go, clearly defined and timetabled (x2)
- 5.1.3. Good number of different schools
- 5.1.4. Good for us to give feedback – we learn from it and can help our students in class (x3)

5.2. *Weaknesses and Recommendations:*

- 5.2.1. Should be more practicums.
- 5.2.2. Should be less practicums.
- 5.2.3. Difficult to observe and give feedback to all students if the timetable is too tight (x3).
- 5.2.4. Some lecturers didn’t understand the assessment criteria; more workshops needed (x2).
- 5.2.5. Check the timetables with the schools (x4).
- 5.2.6. More content based classes should be taught.
- 5.2.7. Inform the students of their classes at least one week before the practicum so their assessments can coincide and they have enough time to prepare (x4).
- 5.2.8. Students need to be informed of what they can/cannot do (repeat the same lesson/changing responsibilities).
- 5.2.9. Students should have to submit their lesson plans before they teach to avoid sub-standard lessons being taught.
- 5.2.10. Some teachers of the classes at the schools don’t bother to observe (especially JSS). They should be encouraged to stay in their classrooms during the practicum.

Report compiled by Steale Fomakis, Co-ordinator of TESOL, and Maria Doyle.

BRIEF REPORT ON THE PRE- TO POST-COURSE TESTING OF STAFF OF THE KIRIBATI TEACHERS COLLEGE, JUNE/JULY, 2009 TO MAY, 2010¹

ISLPR Language Services

Testers: Elaine Wylie (Pre-Course)
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I PURPOSE OF THE REPORT

This report provides data on the English language proficiency of lecturers in the Kiribati Teachers College and the changes that have occurred in their proficiency between the initial testing in June and July, 2009 and May, 2010. Proficiency is seen as the ability to carry out practical language tasks in real-life situations and the form of the language used in carrying out such tasks. The test used to assess the staff was the *International Second Language Proficiency Ratings* (ISLPR^{®2}). The results are expressed in terms of the ISLPR[®] proficiency scale.

As noted in Appendix One, the ISLPR[®] is an adaptive test. In testing teachers for teacher registration in Queensland, listening and reading texts, part of the conversation in assessing speaking proficiency, and the tasks in writing involve language that is used in the teaching context. Similarly in testing the KTC staff, both the everyday language of general proficiency and the language of education were invoked. In listening, reading and writing, generally one text was of a more general nature while one was more related to education or, at least, involved or elicited more complex forms of the language.

II Desirable Teacher Proficiency Levels for KTC Lecturers and the Difference from Course Goals

KTC has adopted a policy requiring all teaching and other interaction on the KTC campus to be conducted in English. This policy matches that in Kiribati schools where teaching from Class 4 upwards should be 50% of the time in English rising to 80% by Form 1. Some schools have also adopted the policy that all interaction on the school campus be in English. If this is so for the schools, then it is appropriate that a similar policy be implemented in KTC with seriously beneficial effects on the English language proficiency development of the students and future generations of teachers in Kiribati schools. Consequently, all KTC teaching staff must be seen, not only as teachers of the relevant fields of teacher education (not least TESOL) but also as teachers of English.

Following a major study of the quality of language teachers in Australia, the desirable minimum proficiency level for teachers of a foreign language has been authoritatively set at S: 4, L: 4, R: 4, W: 4 by the Australian Language and Literacy Council, which, at the time, was the principal advisory body on language policy to the Minister for Education in Australia [see Australian Language and Literacy Council. 1996. *Language Teachers: The Pivot of Policy*. Canberra: Australian Government Publishing Service]. This might suggest that a practical compromise would be to set the initial target proficiency for KTC lecturers at S:3, L:3, R:3, W:3, which is approximately the level set by Education Queensland (the Department of Education in Queensland) for foreign language teachers. The Australian Language and Literacy Council also reluctantly acknowledged that ISLPR[®] 3 was probably as much as could be expected in the short term of a majority of Australian foreign language teachers. However, since KTC staff are expected to teach in English and to use

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English in all other interaction on campus, their needs are not just those of a foreign language teaching programme since, as already noted, they are essentially to be regarded as teachers of English and they must be proficient, not just in everyday English (i.e., with high general proficiency), but they must also be capable of teaching in the special purpose register of the language relevant to their own specialist field of education. This significantly increases the proficiency demands on the lecturers and their language needs cover a greater range of genres, registers, functions and tasks than a teacher in a foreign language programme would usually require. Thus, the situation for KTC lecturers is more analogous to that of a foreign trained teacher registering to teach in an Australian school. In most States of Australia, the English proficiency requirement for overseas trained, non-native speaking teachers is S: 4, L: 4, R: 4, W: 4 though Queensland will accept W: 3+. An alternative analogy is with teachers teaching in foreign language immersion programmes in Australian Schools (commonly Secondary Schools), where a similarly high proficiency level is required and where native speakers of the foreign language who are also trained to teach in the various subject areas are preferred.

However, it must also be realised that it is difficult and time-consuming for adult learners even in a second language context to reach 4 in all four macroskills and even more difficult and time-consuming in a foreign language context such as in Kiribati with some but limited opportunities to use English with native speakers. In addition, it is not reasonable to set an arbitrary minimum English proficiency target for lecturers in the courses that have been run during the LEP project without taking account of the proficiency levels that they had at the start of the project. In other words, it is necessary to differentiate between the English proficiency required for work as a KTC lecturer and what, for course achievement purposes granted each individual's entry level, is a reasonable achievement in a particular course. **This implies that supplementary English courses may be required for lecturers who made satisfactory progress granted their entry proficiency levels but who still have not reached the desirable minimum proficiency for their role as KTC lecturers.**

In considering whether lecturers have made satisfactory progress in developing their English proficiency in the LEP Project, it is necessary to consider what "satisfactory progress" might be. Rate of language learning depends on a great number of factors, making it difficult to generalise about how rapidly any learner or group of learners will progress through the proficiency levels, e.g., aptitude, attitude, motivation, language experience, social and psychological distance, the teacher's competence, language learning experience, extent of use made of the language, and so on. Few tables of anticipated rates of language learning are available, the most reputable being those published by the Foreign Service Institute School of Language Studies in the United States and the Department of Foreign Affairs and Trade in Australia, which propose similar rates. However, these tables (especially the FSI tables) are mainly based on out-dated teaching methods and courses and relate to the rate of learning by well educated native speakers of English learning other languages in full-time, intensive courses. In Australia, a common rule of thumb used in ELICOS Centres for international students learning English (all four macroskills) in full-time intensive courses in an English Second Language environment is that they will progress by one ISLPR[®] step (e.g., 1 to 1+) in a 10 week, 25 hours a week course, i.e. in 250 hours of course work. Hence, for

instance, lecturers who entered the LEP programme at S:3, L:3, R:3, W:3 would, conservatively, have required at least 500 hours of course work to achieve 4 in all four macroskills.

However, such an estimate is highly optimistic since the rate of proficiency change is slower the further up the proficiency scale a learner is; so, for example, the DFAT scales for speaking and reading show that, in Group 2 (the nearest group analogous to I-Kiribati learning English), it takes an estimated 140 in-class hours to go from 0 to 1/1-, 60 in-class hours to go from 1/1- to 1 but 370 hours to go from 3 to 3+ and 650 hours to go from 3+ to 4. Put differently, lecturers who entered the LEP programme at S:3, L:3, R:3, W:3 would, conservatively, take 1020 hours or 34 weeks in English classes for 30 hours a week to go from 3 to 4. This is a highly conservative estimate since the DFAT figures are based on Speaking and Reading only and the KTC lecturers had other on-going duties which meant that their English tuition was for much less than 30 hours a week.

In addition, it has to be realised that it is normal for adult learners' language to stabilise or even fossilise before they reach 4 and almost always before they reach 5 especially in a foreign language learning situation but, as thousands of immigrants in Australia illustrate, it is rare for adult learners even in a second language context to achieve proficiency levels beyond 4.

One has to conclude that the progress made by most of the KTC lecturers when one considers their various entry proficiency levels in June/July 2009 was commendable.

It bears reiterating that one should clearly distinguish what is evidence of acceptable course achievement (i.e. the proficiency level achieved in a course considering the learner's entry level) from whatever level an employer might set for the work situation. Where lecturers enter an English course with low proficiency, the level to be achieved to meet the course requirements would reasonably be lower than the proficiency goals set for learners entering at higher levels. To meet the needs of the employer (i.e. KTC and the Ministry), those entering at a lower level may very well need additional English training beyond the set course.

Considering the issues considered so far and the exemplar standards that operate in Australia, the desirable minimum proficiency level for KTC lecturers is S:4, L:4, R:4, W:4 or higher. However, such a situation cannot be reached immediately and staff below this level will need additional programmes. Priority should be given to those staff with proficiency below 3+.

III Some Observations from the Testing

1. The table below shows the initial and final proficiency levels of the KTC lecturers.
2. It has to be realised that test results are based on candidates' performance on the day. In the ISLPR[®], as in all other tests, a candidate's health, focus of attention, attitudes, motivation and many other variables can intrude on test performance. One matter that was reported to the testers by lecturers could also

have intruded: some commented that they had been put into “good” or “bad” groups following an earlier test, as a result of which some approached the test with considerable trepidation fearing that they had already “failed” or would again “fail”. In such circumstances, their emotional condition could intrude on their test performance or it may have affected their concentration during the test with adverse effects on, especially, listening and reading where memory plays some part in performance. Such categorisation also raises other important learning issues including motivation, social and psychological distance, and attitudes, all of which are known to have serious implications for language learning.

3. **Most lecturers have made commendable progress in their language proficiency since the pre-course tests. Though only 6 are at or above the desirable minimum in all four macroskills, another 5 are 3+ or higher in all (or all but one) macroskill with only one below 3 in all macroskills.**
4. Accents remain quite strong and, since the lecturers have to serve as models for the students who, in turn, will be models for the students in schools, there may be some value in additional specific pronunciation teaching including drawing their attention to the formation of the phonemes of English as well as to the English suprasegmentals. In addition, some still require practice in fluent speech in which unaccented vowels tend, in Australian English, to be reduced to /ə/ or, in some cases, to the short /i/ in British English. Linking is also an issue in some of their speech.
5. In reading, some weakness was recurrent in scanning, possibly as a result of excessive attention in the past to intensive reading and few opportunities to read extensively.
6. Similarly, perhaps again as a result of an over-emphasis on intensive reading, most lecturers were able to respond to questions related to factual meaning but many were less secure in understanding implied meaning, attitudes, purpose, humour or irony. Similar comments apply to listening.
7. In listening, there persists a desire to hear texts twice, a reliance that is strengthened by the common practice in teaching of playing recordings or reading texts twice or more rather than insisting that learners try to understand on the first hearing. This also reflects a lack of confidence, which the unnecessary repeating of texts in listening exercises aggravates. Very often when candidates ask to hear a text a second time but are forced to answer questions on it, they suddenly realise that they can cope better than they expected.
8. Idiom and idiomatic forms remain sources of difficulty. Though some of these are routinely taught in courses, ultimately the only way in which learners will become sensitive to these is through extensive use of the language both in interaction with native speakers, by listening to English as used by native speakers (e.g., on the radio, on TV, on DVDs and other movies, and so on) and using English in interaction with sympathetic native speakers in speaking and writing, face to face, in emails and other correspondence, and over the internet.

9. There is little point in identifying detailed grammatical problems though common areas of weakness included prepositions, verb forms and tense sequences, countables and non-countables (especially the use of articles and singular/plural markers with them), articles and when to use them or not to use them, and the various forms of agreement, especially subject-verb agreement.
10. However, the lecturers, especially those at and above 3, have already “learned” English grammar for many years and undoubtedly have most of English grammar stored somewhere in their memories. What they have lacked is the opportunity to use English sufficiently frequently and purposefully that they readily mobilise the language and its various grammatical, register and other forms. It is unlikely that further arbitrary formal teaching of “grammar” will have much beneficial effect on their English. **What the lecturers need is plenty of opportunity to use English in class, on campus and in oral and written interaction with native and other fluent speakers with formal teaching of grammar (in the broadest sense, not just syntax) being in response to need. “Need”, as used here, refers to both developmental need and the needs that arise from attempts to use English for communication purposes.** “Community involvement” in all its diverse forms as discussed in other reports, in the original technical proposal for the LEP project, and, especially in the key reference [Ingram, D. E. *et al.* 2008. *Fostering Positive Cross-Cultural Attitudes through Language Teaching*. Tennyson, Brisbane: PostPressed] remains of vital importance and is entirely implementable in Kiribati in many of its forms as well as in Australia, Asia or other countries.
11. It is unlikely that the practice which some of the lecturers informed the testers about of having “good” lecturers (i.e., those with the highest proficiency) tutor the “bad” lecturers (i.e. those with proficiencies below 4) will yield any beneficial result, especially when such tutoring entails the formal teaching of arbitrarily chosen grammar and the memorising of equally arbitrary word lists. **What these lecturers require, especially those with proficiencies of 3+ or more, is plenty of opportunity to use English with any formal teaching being very specifically in response to need as discussed above. This extensive use should include “community involvement” in as many forms as can be implemented, extensive reading using the growing resources of the Resource Centre, extensive listening as referred to above, extensive writing, and, as already emphasised, numerous opportunities to use English in as many and different situations both formal and informal as can be imagined. Formal teaching retains a place in this approach but it must be in response to real, felt needs.**

IV RECOMMENDATIONS

Many recommendations are implicit in what has preceded and won't be repeated here other than in summary.

1. The desirable minimum proficiency level for KTC lecturers is S:4, L:4, R:4, W:4 or higher. However, this high level can be reached only over an extended period. The nearer a person's proficiency is to this level, the longer it will take to progress

to higher levels and the more likelihood there is that the person's language will stabilise or fossilise before this level is attained.

2. Language is learned through use and the lecturers, especially those whose proficiency is at or above 3 in the various macroskills, need many opportunities to use English for real communicative purposes and in all four macroskills. For this purpose, there is value in insisting that all teaching in KTC be conducted in English (with real benefit for the students' proficiency as well) and that all communication on campus be in English. This is not an unreasonable expectation when the Ministry's education policy requires that Secondary School students be taught in English for at least 80% of the time.
3. Formal teaching, especially for those with proficiencies at or above 3, will not achieve rapid proficiency change unless it is in response to real need. Curricula should be designed around activities that encourage the use of English in a wide range of activities and formal teaching should be in response to need identified in preparing for such activities and in the activities themselves.
4. Arbitrary teaching of "grammar" according to its sequence in an equally arbitrarily chosen course book or selected on some basis other than need will be of minimal benefit. Equally futile will be other arbitrary activities such as arbitrary word lists to be memorised unless there is real, felt need for the words.
5. In summary, it bears reiterating that language is learned through use and every possible step should be taken to encourage staff members to use English in all four macroskills. Individual staff members must be encouraged to take responsibility for their own language development and find ways in which to increase their use of English both on campus and outside and to follow that up by using grammars, dictionaries and other resources to fill in any deficiencies they experience. In particular, there is ample evidence to indicate that vast reading and listening encourage language development and this is readily achieved by individuals' listening to English speaking radio (e.g. Radio Australia), watching English language DVDs or TV (if possible with sub-titles so as to maximise both listening and reading and facilitate comprehension), and continual reading. Though the KTC Library and Resource Centre at present do not hold many general books, there are some, others can be obtained (as the present writer has discussed with the Principal), and staff should read both books in their field and other general reading matter. In many ways, for language development purposes, what is read does not matter so much as the quantity and that the books, magazines, newspapers or journals that are read are of interest to the reader (and so motivating). Amongst the many hundreds of teachers and students the present writer has tested in Kiribati, those who show exceptional proficiency have either spent time in English speaking countries or they read copiously. Too often, others have said they don't read because they find reading boring or they "aren't interested". It is not reading that is boring but the document chosen to read and a motivated learner can find plenty of interesting material amongst the vast stockpile of written material.
6. One has to conclude that most of the KTC lecturers have shown useful language proficiency development as a result of the LEP Project and most are within reach

of acceptable proficiency for their role in the College (or are already there). The need is for that development to continue, to realise that language develops in response to need, and to understand that need will only be felt if the lecturers seek to use English as much as possible both in class, on campus and elsewhere.

BRIEF REPORT ON THE PRE- TO POST-COURSE TESTING OF THE PRE-SERVICE STUDENTS AND THE SECOND IN-SERVICE TEACHER GROUP IN THE KIRIBATI TEACHERS COLLEGE

ISLPR Language Services¹

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I INTRODUCTION

This report will avoid repeating things that have already been stated in other reports. The LEPP baseline testing report, the pre- and post-course report on the testing of the first LEPP in-service group, and the pre- and post-course testing of the KTC lecturers discussed the reasons for setting ideal proficiency goals of S:4, L:4, R:4, W:4, the nature of the ISLPR[®] and its administration, and the desirable approach to proficiency development and so these issues will not be discussed again in detail. Where necessary, reference will be made to the other reports.

The comments made in the report following the post-course testing of the KTC lecturers concerning the difference between proficiency requirements for employment purposes, proficiency levels set as course goals, and the need to take entry levels into account in setting “pass marks” should also be noted and taken into account in assessing the adequacy of the levels reached by all groups.

II PURPOSE OF THE REPORT

This report provides data on the changes in the English language proficiency of

- pre-service students and
- the second in-service group of teachers

in the Kiribati Teachers College. The pre-service students were initially tested between 23 February and 15 March, 2010. Most of the in-service teachers had been tested in the LEPP baseline testing between 1 October and 28 November, 2009 though four who had missed the baseline testing were tested in March, 2010. One of the group did not have a pre-test, apparently because confusion had occurred between two teachers with similar names when teachers were selected for in-service training and one who, in fact, had not been tested was invited into the second in-service group.

Proficiency is seen as the ability to carry out practical language tasks in real-life situations and the form of the language used in carrying out such tasks. The test used to assess this cohort of in-service and pre-service students was the *International Second Language Proficiency Ratings* (ISLPR^{®2}). The results are expressed in terms of the ISLPR[®] proficiency scale. Detailed information on the ISLPR has been given in earlier reports.

As noted in the earlier reports, the ISLPR[®] is an adaptive test. In testing overseas-trained teachers for teacher registration in Queensland, listening and reading texts, part of the conversation in the assessment of speaking proficiency, and the tasks in writing involve language that is used in the teaching context. Similarly, in testing the in-service teachers and pre-service students, both the everyday language of general proficiency and the language of education were explored. In listening, reading and writing, the general intention was to use one text of a more general nature together

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with another more related to education or involving more complex forms of the language. However, where candidates' listening proficiency was low, two short items were used.

III OBSERVATIONS FROM THE TESTING

III.1 Warning: Aspects of what follows will be very critical especially of the second in-service group of teachers, in particular of their attitudes and their progress. For reasons explained in the report on the post-course testing of the KTC lecturers, it is recommended that this report not be shown to the lecturers charged with teaching the second in-service group in whatever remains of their course. They should only be urged to push them along as quickly and effectively as possible and to ensure that they are given many opportunities to use English in all four macroskills and in a range of community involvement activities and that the necessary formal teaching be, as far as possible, in response to need, again as discussed in the earlier reports.

III.2 Proficiency Change: There was a marked contrast in the progress made by the pre-service students, many of whom demonstrated significant proficiency change, and that made by the in-service teachers, whose progress was at best disappointing; hence, the two groups will be discussed separately. The comments made in the earlier reports concerning the increased length of time to progress from one level to another the further up the scale the candidate is should also be taken into account here.

III.3.a In-service Teachers: Both testers commented not only on the poor progress of this second in-service group but also on the seemingly poor attitudes that many displayed. Many seemed to be care-less and unmotivated when they came in for the test and their performance reflected this. If the nonchalant attitudes that many displayed are illustrative of their attitude to the course, then it is not surprising that the group as a whole made minimal progress in speaking, listening and reading and, overall, regressed in writing (see the table below). In fact, 14 of the 24 teachers (one had not been tested pre-course) regressed in one or more macroskill.

It is dangerous to comment on such personal features as mode of dress and personal grooming but there was a marked contrast in this area as well between many of the in-service teachers and the pre-service students. The nonchalant attitudes of the former seemed also to be reflected in their personal presentation and general manner. A number of the teachers sat in the test room giggling irrelevantly and glancing out and grinning at colleagues waiting in the corridor or going along to another testing room.

It was also evident that the teachers' cultural understanding was limited. Language and culture are closely integrated and high levels of practical proficiency cannot develop in the absence of cultural knowledge and understanding. The lack of "general knowledge" (which is a component of cultural knowledge) was seen in the difficulty some candidates had with listening and reading tests. It was also evident in the inappropriate paralinguistics which some displayed. Learning a language is not only a matter of learning the mechanical elements of words and grammatical

patterns and applying them mechanically to produce or understand utterances. How they are put together in carrying out tasks (i.e. functional development) is also a vital component. In addition, the verbal component of language is complemented by the non-verbal or paralinguistic components. In fact, there were serious deficiencies in the paralinguistic development of many of the teachers, who must understand that, in learning and using a language, one is stepping into another culture and appropriate non-verbal behaviour is essential or, at the very least, learners of another language need sufficient control over the non-verbal features of the language that they do not unintentionally offend, nor are unintentionally offended by, the other speaker, i.e. that they do not allow inappropriate paralinguistic features to intrude on communication and do not unintentionally act offensively. Personal distance in the situation in which the tests were conducted in very small rooms across narrow desks could not be controlled but features such as inappropriate or lack of eye contact, candidates' picking their noses, or putting their feet up on the seat and fiddling with their toes are clearly inappropriate. Whether or not such non-verbal features are acceptable in a comparable Kiribati situation is not an issue but, in a formal English test situation where, for a few minutes, candidates are meant to be demonstrating their English proficiency, such features can only be interpreted to demonstrate ignorance of "normal" paralinguistics of English. That they occur with persons charged with teaching English to students suggests that they probably have a very limited (word and grammar oriented) notion of what a language is, what successful communication skills demand, and what should be taught in the courses for which they are responsible. Language teachers are supposed to be modelling another language and culture and, even if one would not expect them to change their behaviour 24 hours a day, if they have any cultural understanding, one should expect that they would modify their behaviour (i.e. the non-verbal aspects of their communication system) when they go in for a test. In other words, they should realise that, for the duration of the test, they are entering an English-speaking world and should be able to modify their behaviour accordingly. This raises serious issues for the design of the language courses they are following in their in-service programme and, once again, **emphasises the importance of the broad notion of "community involvement"** that was emphasised in the technical proposal for the LEP project and in earlier reports.

Similar comments were made in earlier reports about the inappropriate realisation of some functions, especially the lack of courtesy features in some candidates' language, as illustrated, for example, by the frequent and contextually inappropriate use of "Come again!" when they were asking for something to be repeated or "gonna" in their writing.

In evaluating the results, one must also keep in mind the statements made in the earlier reports to the effect that one can assess candidates' performance only on the language behaviour that is observed. Granted the nonchalant attitude displayed by many of the teachers, it is not surprising that their performance in the test was poor. It was also noted in the earlier reports that "test error" is always possible in any tests for many different reasons though it is extremely unlikely that test error would have been so pervasive as to account for the teachers' comparatively low scores in the post-course test or the minimal improvement in their proficiency. Another possible explanation is the fact that most of the teachers had been tested initially approximately 6 to 7 months earlier in their schools. It is possible that, being in their

schools, they were more motivated to perform to the maximum of their ability and that the intervening holiday period, when they would probably not have used English at all, could have caused some regression prior to entering the in-service course.

Another feature of the English of some of the teachers may have reflected the nonchalance of their attitudes to the test or, perhaps, what they accept from their students. In both listening and reading, many would give answers totally unrelated to the text or question or they would grab a few words from the text (especially in reading), mumble those and then look up expectantly as though they thought that the tester would believe that they really had understood or that the tester would “fill in” the rest of the answer and assume that they had understood. In writing, the answer too often bore no relationship to the question.

Similar attitudes were evident when they were asked if they used English on campus or in their teaching. Unlike many of the pre-service students who said they tried to use English on campus and spoke about the efforts they made, it was clear that the teachers made no such attempt and often only giggled and made the common excuses about “mocking” or appearing to be “I-matang”.

In comparison with the first in-service group, the change in the proficiency of the second group is also very disappointing. A possible explanation for this is that the first group was taught by English native speaking teachers from Australia while the second group was taught by KTC lecturers mentored by the LEPP lecturers (three Australians and one American) though the attitudes that have just been discussed suggest a different explanation.

Whatever the explanation, this group had made minimal progress overall. Eight (33.3%) of the 24 progressed in one or more macroskills, ten (41.7%) did not regress in any macroskill, three (12.5%) progressed in three, and eighteen (75%) progressed in one or more macroskill. Four (16.7%) improved their proficiency by two steps in at least one macroskill. The average improvement in proficiency was about half that of the pre-service students (see below) and averaged 0.25 of an ISLPR step in Speaking, 0.33 in Listening, 0.2 in Reading, and -0.29 in Writing.

The general comments about the teachers’ language and needs made in the baseline report and following the post-course testing of the first in-service group are applicable here as well. Without going into further details that were in the other reports, it suffices to emphasise that **the amount of use these students make of English in each macroskill is critical to their proficiency development. Attention is drawn again to the importance of “community involvement” in developing practical language proficiency, cultural understanding and positive cross-cultural attitudes. Formal teaching alone will not achieve the desired goals.**

III.3.b Pre-Service Students: As already noted, the pre-service students showed considerably more progress overall than the in-service teachers though the greatest change occurred in the Third Year students, followed by the Second Year and then by the First Years who were closest overall to the in-service teachers with slightly

more progress overall in speaking and listening but slightly less in reading and writing.

It was, in fact, about 8 weeks since the pre-service students were tested pre-course and so significant change in measurable proficiency could not be expected. As stated in earlier reports, the “rule of thumb” used by some ELICOS centres in an ESL environment in Australia is that, on average, students will require 250 hours in-class to progress one ISLPR step in proficiency (e.g. 1+ to 2). Even if the KTC students, learning in an EFL environment, were in full-time English classes, they would, on average, require more than 8 weeks to progress one ISLPR step. Thus, the rate of progress shown in the table below and discussed briefly above must be considered commendable.

At one point in the testing of the students a significant change occurred. Initially, the students showed great diffidence in the testing room, hanging their heads, covering their mouths with their hands, and, in some cases, asking what would happen if they “failed again”. Some said that they had been told that they had failed the pre-course test and were afraid they would be dismissed from KTC if they failed again. When asked, they said that they had been divided into three groups, the ‘As’ were the “good” students who had passed, and the ‘Bs’ and ‘Cs’ were the “bad” students who had failed. Even some who had been rated at 2+ said they were in the “bad” group. Clearly, this was having a very negative effect on their performance in the post-course testing and the present writer, after discussing it with the KTC Principal, spoke to the Friday Assembly and explained the ISLPR, what we were doing in the test, and that there was no pass or fail as such with the ISLPR. From then on, the students were much more confident and ready to talk and respond in the interview. As discussed in the report of the post-course testing of the lecturers, **it is undesirable that students be told that they are “bad” or have “failed”, especially when that is simply not the case. Not only would such action have an adverse impact on their performance in the test, it would be very likely to impact unfavourably on their learning.**

Closely related to this issue was another observed by both testers. **Many students simply lacked confidence in their ability to use English for communication purposes. This lack of confidence commonly arises from at least two factors: first, an over-focus in the teaching methods on errors resulting in learners learning what they cannot do rather than what they can do in the language and, second, insufficient experience of using the language for communication purposes.** This latter point was discussed in earlier reports and in the book also referred to which discusses at some length “community involvement” in language teaching. It was evident in three things during the testing: first, the change in the students’ performance after the talk at their Assembly referred to above. Second, many students “warmed up” through the test as they realised that they could communicate and that the tester wasn’t going to jump on them for errors. Third, it was evident very specifically in that section of the test where they were asked to listen to recordings: very often they would ask for the recording to be played a second time (as, undoubtedly, they were used to in previous tests) but, when this was refused and they were asked questions about what they had heard, they could often answer them to show that they really had understood most, if not all, of what they had heard.

It must be emphasised that if learners are not actively involved in using the language, their practical proficiency can regress. As has been emphasised in the technical proposal for the LEP Project and in the earlier reports, it is essential that the teaching methods encourage the learners to use the language and that **formal teaching be in response to need and increasingly so at higher proficiency levels.** Without discussing the issue of methodology further, the reader is referred to the earlier reports. The negative attitudes that result from the matter discussed in the previous paragraph can also contribute to regression.

Some students strongly illustrated the beneficial effect on their language when they are given the opportunity to use English for communicative purposes. Even though their language may have stabilised at a relatively low level, they might show apparently rapid development following a period of use of the language. One student, for example, who was assessed at S:1+ in the pre-test and who took advantage of opportunities to use English with other students but also with fluent speakers of Australian English, in the post-course test was assessed at S:3+. Her listening skills showed even greater improvement.

In addition to the general comments already made about the pre-service students, the following observations were made during the testing (not in any specific order):

1. Despite the emphasis in previous reports on the importance of learners' using English and, in particular, of "community involvement", there was little evidence that the students' use of English had increased and often students confirmed that this was so. However, there were also signs that this situation may be changing. Without wishing to imply that the talk given to the Assembly about the ISLPR and how to improve their language proficiency was the only factor, it happened that, shortly after that day, some of the male students commented how, at their own (apparently weekly) meeting, they had decided that they would use only English on campus, a rule that, in fact, had been in place for a considerable time in KTC though the students who spoke about the meeting said it had not been observed previously.
2. There was recurrent evidence of students reading at the word level rather than the text level. This was seen, for example, in situations where, to answer a question about a text, they needed to link several words together or link one part of a text to another but their answers were based on isolated words. One text, for example, spoke about a game called "Blind Man's Simon Says" but a common answer to a question was "Simon Says" with no notice being taken of the first two words or relating them to the last two or to the preceding discussion. In another example, "off" was on one line and "course" on another and consequently some students failed to relate the two. Often in answering questions on the text, they would respond to (or by quoting) individual words or short phrases, even parts of a sentence rather than the whole sentence or a more extended part of the text. It was also evident when students were asked to read a sentence or two aloud: often they could read each word clearly enough but could not tell what meaning the text had. One possible explanation of this, granted that formal knowledge of the grammar of the texts did not seem to be an issue, was that over-use of intensive reading during their years of language learning fostered habitual word-

level reading. Intensive reading has a place in language learning for many purposes but learners need to learn to read fluently and to seek meaning at the text level. For this purpose, **they should be encouraged to read extensively. For this purpose, they should be strongly encouraged to make use of the books in the Resources Centre.**

To some extent, this excessive focus at the word level and the too literal meaning of words, phrases and sentences was reflected in inability to cope with implied meaning.

3. As already noted in other reports, **the students require copious reading.**
4. As commented on in earlier reports about teachers, there is **need to pay attention to some basic courtesy features of language.** The frequent use, for example, of an abrupt "Come again!" when they don't understand something said is inappropriate and would be considered by native speakers as quite rude. However, it occurred very frequently and clearly has been taught as an acceptable way to ask for something to be repeated. This also impinges on the issue of register as discussed and illustrated further below and in earlier reports.
5. In writing, **punctuation** seemed not to be considered as of any importance. It requires specific teaching and should be seen as an essential feature of good writing. Too often there were random dots through a piece of writing, probably where the writer had rested his or her pen and with no notice being taken of their effects as punctuation. The use of the semi-colon was a frequent source of error.
6. The quality of the students' grammar in writing contrasted with what was generally reasonably acceptable grammar in their speaking. **There clearly is need for formal teaching of grammar in the context of writing but it must, as already emphasised, be in response to need** and not randomly chosen or taught just because it occurs on the next page of a text book or arbitrarily written syllabus.
7. Sentence frames were generally acceptable but phrase grammar errors were frequent in writing though, as already noted, less so in speaking. Students need to be encouraged to write as they would speak and not try to sound "sophisticated" or "academic", in which cases, their grammar tends to break down, especially when it became unnecessarily complex.
8. Common grammatical problems occurred in **verb forms, verb sequences, articles, prepositions, phrasal verbs, and non-countables (and the use with them of singular and plural markers and articles, especially indefinite articles).** It was common, for example, to find indefinite articles being used with non-countables or plural markers attached, e.g. "an information", "informations".
9. There remain **areas of pronunciation** that could benefit from formal teaching. These include the pronunciation of /h/ and where it occurs. Often, /h/ was inserted before a word starting with a vowel (e.g., arm > harm, a > hay, other > hother, egg > hegg, etc) or omitted from a word starting with "h", e.g. have > 'ave. Another common confusion was between /p/ and /b/.

10. As noted with the second in-service teachers' group, it was common for students to give a part sentence that made no sense in response to a question, i.e. they seemed to mutter some vaguely relevant words in response to a question in the expectation that the teacher (or tester) would accept them as demonstrating understanding. In any interchange, it is essential that the listener (the teacher in class) insist on responses that are coherent and make sense even if the content is wrong.
11. There is clearly need for **copious reading**, as noted above. This can be achieved only if a library can be established, which also requires that the users have appropriate library skills. However, the students need to develop appropriate library skills including how to find materials in a library but, even more basically, how to respect books. The moment some students received a text to read, they started to scribble over it or to underline words. While this is unacceptable in a library context, it also demonstrated some of the problems some students had in reading with an excessive word focus preventing the comprehension of text meaning.
12. Part of language learning, especially beyond ISLPR 2, includes **developing register flexibility**. It is important that learners from this level upwards experience a variety of registers and, in writing for example, that they learn the conventions associated with different registers. This need was especially obvious when they were asked to write letters in the test but the principle applies to all registers. The issue of register suitability was also illustrated by the pervasive use in writing of "gonna", which was commented on in earlier reports as well.
13. Language learning also requires **culture learning** since, in one sense, the culture is the meaning system that underlies language. Many students showed a lack of general knowledge which, in turn, implied a lack of cultural knowledge, which one would not necessarily expect I-Kiribati to have but which is essential in learning to operate in English. This has been discussed in earlier reports where the importance of community involvement requiring learners to use English outside of the classroom in everyday life was referred to as one of the means by which to overcome this deficiency.
14. Though not relevant to the language proficiency of the pre-service students, a few things of relevance to education in general emerged:
 - First, a number of students commented on the fact that certain Ministry staff (presumably from CDRC) were going around schools telling them not to teach English in the early years. Such advice, if it is confirmed as occurring, is most inappropriate and damaging to the children's language ability and general educational attainment. There is overwhelming evidence that young children learn languages naturally, effectively, and that, given the opportunity to learn a second or subsequent language at a young age, their natural ability continues. Furthermore, the reason stated in the language education policy which is presumably used to justify this inappropriate advice, viz. that once

Kiribati is well established and children have reading and writing skills, those skills will transfer to English, is simply incorrect.

- The importance of testing students to identify their needs and provide the appropriate tuition in response to those needs was well illustrated by a student who had received a scholarship to study engineering at an Australian university in 2009. He reported that he had not been required to take any test (neither IELTS nor ISLPR) except for an informal test given by lecturers during orientation, his English even when it was tested in the post-course testing in Kiribati was insufficient for entry to an undergraduate course in Australia, he found that he was unable to cope in the university, he failed to make any friends, he had wanted to play AFL but his parents wouldn't allow him to even though this would have provided an opportunity to meet with Australian students and use English with them, and, as a result of this sorry story, he failed his first year and was forced to return to Kiribati where he was accepted into First Year in KTC.

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Summary of the Baseline Report on the ISLPR Testing

The text that follows is a very brief summary of a detailed commentary on the teachers' English under the headings used in the full report, which was provided to the Steering Committee and to AusAID in January 2010.

1. ISLPR^{®1}

The International Second Language Proficiency Ratings (ISLPR[®]) is the most widely used proficiency scale in Australia [Ingram, D. E. and Elaine Wylie. 1979/2007. *The International Second Language Proficiency Ratings*. Brisbane: ISLPR[®] Language Services]. It is an adaptive test that can be used to assess proficiency from zero to native-like in any language for both general proficiency and proficiency in any specific purpose area. In testing teachers for teacher registration in Queensland and in testing the Kiribati teachers, listening and reading texts, part of the conversation in assessing speaking proficiency, and the tasks in writing involve language that is used in the teaching context.

The ISLPR[®] scale describes how a second or foreign language develops from zero (0) to native-like proficiency (5) with 12 proficiency levels in each of the four macroskills of Speaking, Listening, Reading and Writing. Nine of the twelve levels are described in detail, focussing on the language tasks that candidates can carry out and how (i.e., with what language forms) they are carried out. It focuses on real practical ability rather than mere academic knowledge about the language or the ability to handle set item types. The scale also provides an overall framework of language development within which courses may be developed, goals set, and entry and exit levels specified.

The ISLPR[®] has been in very widespread use for approximately 30 years. It has been formally trialled on several occasions with the results confirming a high level of validity and reliability. The standard manner of administration is in a face-to-face interview of individual candidates by trained testers to assess proficiency in Speaking, Listening and Reading, while Writing is assessed separately usually in two writing tasks.

2. Desirable Teacher Proficiency Levels for Kiribati

The report discusses in detail the desirable proficiency levels for Kiribati teachers and concludes that, ideally, if the ultimate aim is to raise English language proficiency levels substantially across Kiribati, the desirable proficiency level for Kiribati teachers to achieve is S:4, L:4, R:4, W:4. In the medium term, however, the minimum target proficiency for all teachers should be S:3, L:3, R:3, W:3.

Recommended Minimum English Language Proficiency Levels for Kiribati Teachers (ISLPR)				
Medium Term	S:3	L:3	R:3	W:3
Long Term	S:4	L:4	R:4	W:4

¹ ISLPR[®] is a registered trade mark wholly owned by David Ingram and Elaine Wylie.

3. Locations of Testing

Testing took place in the following locations:

South Tarawa: Kiribati Teachers College, King George V Senior Secondary School, Moroni High School

Islands: Abaiang, Abemama, Aranuka, Beru, Butaritari, Kiritimati, Kuria, Maiana, Marakei, Nonouti, North Tarawa, Onotoa, Tabiteuea North

On some islands, the testing took place in several locations with the testers travelling from school to school to test. This proliferation of test locations contrasted with the interpretation of the AusAID Request for Tender that testing would occur in 5 locations: South Tarawa, Northern District, Central district, Southern District and Kiritimati Island. This considerable increase in locations increased travel costs and time, thus reducing the time available for testing.

4. Test Numbers

In undertaking the testing, every effort was made to test every teacher available.

The following table in Annex 2 shows the number of teachers indicated in the 2008 Educational Statistics and the actual number of teachers tested. There were many reasons why the numbers were lower than originally expected including the increase in test locations, public holidays, tsunami warnings, the failure of some teachers to turn up for testing, the widespread belief that the Ministry would use the test results to dismiss teachers with poor English, initial teacher lists from the Ministry omitted JSS and SSS teachers and, consequently, some JSS or SSS teachers were missed, on some islands teachers were omitted because it was not possible to test everyone in the time between scheduled flights or the teachers were on remote islets, in November one tester suffered a family bereavement and had to leave Onotoa prematurely. Nevertheless, 80% of the teacher numbers identified in the 2008 Educational Statistics were tested, this providing a strong cross-sectional baseline on which to plan the roll-out programme.

5. English Proficiencies of Kiribati Teachers

Overall, the proficiency of the teachers was considerably below the desirable levels identified above, with the proficiency of the majority being in the range ISLPR 1+ to 2+ in the various macroskills (See *Analysis of Teachers' Proficiencies in English* below).

5.1 Implications of Proficiency Levels: Tasks and Language Forms: Of particular importance at this level are the emergence of register, discourse and its marking, and the complexification of language that allows the more precise expression of narration, description, personal ideas, opinion, etc. In writing, few teachers showed evidence of understanding the requirements of different letters nor their formal conventions. Of particular importance is the need to allow the teachers' language to develop beyond the stultified language of the classroom into the range of registers, tasks, vocabulary and language forms that occur in real-life language use in the wider world.

5.2 Learning Experience: It is rare to find that persons who have learned English in a foreign language context as adults achieve above ISLPR 3+ or even 3. To do so, second or foreign language learners require plenty of opportunities to use the language for everyday communication purposes in interaction, as far as possible, with native speakers or their fluent surrogates.

5.3 Culture Learning: Significant limitations on the teachers' cultural knowledge and understanding became evident both through the interviews, in their writing, and in the questions that the teachers asked about the writing tasks.

5.4 Macroskills: All *macroskills* (speaking, listening, reading and writing) require attention in the teacher's English courses. The issues and how to deal with them are discussed in detail in the report.

5.5 Language Elements: Excessive focus on the elements of the language at the cost of practical experience of the language in use contributes to many of the limitations in the teachers' language use. Nevertheless, language is a system of systems, those systems have to be internalised since, without them, there is no language, and hence there are times when specific teaching of the language elements will assist the development of proficiency so long as that occurs within a broader context of language experience. Particular issues that were observed are discussed in detail in the full report: vocabulary, grammar, cohesion and coherence, register, discourse, idioms and idiomatic language, phonology, paralinguistics, tasks and functions, and confidence.

6. Confidence & Community Involvement

The teachers seemed to have, in their oral language, a reasonably secure grammatical system; but their language sounded or read like that of a limited primary or secondary foreign language school classroom. To build on this basic knowledge and develop real practical skills, the teachers need experience in interacting and using the language beyond the classroom. The concept of "community involvement" is of vital importance.

In discussing methodology, the observation is made that community involvement has to be seen as a central element in the English teaching programme for the teachers. In the Kiribati context, it is especially important as one of the approaches to overcoming the "mocking" attitude that many Kiribati people refer to, and to fostering the realisation that one can communicate in a language at almost any level of proficiency and "errors" should be seen as a natural and essential part of language learning.

7. Implications for the Roll-Out Program

The desirable minimum proficiency levels for teachers were proposed above (see Section 2 above). In order to limit the range of courses to be offered and to provide achievable target proficiencies for the teachers on the path to practical levels of proficiency, it is proposed that the teachers be seen in five groups. These could be given letter names (e.g. A, B, C), other names, or simply be named in ISLPR terms as in the table below. The detailed content of each course is partly indicated by the relevant ISLPR descriptors leading up to the target proficiency.

PROPOSED COURSES	
Proficiency Levels	Target Proficiency Level
0+/1-	1
1/1+	2
2/2+	3
3/3+	4
4 to 5	Autonomous learning together with written advice on how to take charge of their own on-going language proficiency development).

It is assumed that language courses would include culture learning and that the methodology to be followed would be that recommended in the LEPP Project Proposal with an emphasis on methodology to take the teachers beyond the classroom language characteristic of their performance during the tests.

It is recommended that priority be given to teachers in the first two groups (0+/1- and 1/1+) where the need is greatest but, as soon as resources allow, the aim should be to bring all teachers to ISLPR 3 in all macroskills.

Desirably, courses would be macroskill-specific so that a teacher might be in one course at one level for Speaking but possibly in others for each of the other macroskills. Alternatively, the macroskills could be grouped into Oral and Written with judgements made as to the appropriate course for a teacher whose two macroskills crossed between two courses.

Analysis of Teachers' Proficiencies in English

SUMMARY OF BASELINE TESTING RESULTS (% less DNS)													
	0+	1-	1	1+	2	2+	3	3+	4	4+	5	DNS	Total
S	0	6 0.58%	21 2.02%	89 8.57%	217 20.9%	301 29%	206 19.85%	93 9%	73 7.03%	24 2.31%	8 0.77%	6 0.58%	1044
L	0	6 0.58%	28 2.71%	103 9.95%	280 27.05%	345 33.33%	149 14.4%	69 6.67%	33 3.18%	16 1.55%	6 0.58%	9 0.87%	1044
R	5 0.48%	15 1.45%	57 5.53%	117 11.35%	254 24.64%	275 26.67%	151 14.65%	85 8.24%	49 4.75%	18 1.75%	5 0.48%	13 1.26%	1044
W	2 0.19%	3 0.29%	22 2.14%	60 5.83%	182 17.69%	320 31.1%	228 22.16%	135 13.12%	60 5.83%	12 1.17%	5 0.49%	15 1.46%	1044

MACROSKILL	PERCENTAGE OF RESULTS IN THE DOMINANT RANGES			
	0+ to 2+	2 to 2+	2 + to 3	2 to 3
Speaking	61.08%	49.9%	48.84%	69.75%
Listening	73.62%	60.39%	47.73%	74.78%
Reading	70.13%	51.31%	41.32%	65.96%
Writing	57.24%	48.79%	53.26%	70.94%

Problems in the Comparative Study

There were a number of fundamental weaknesses in the design of the Comparative Study as implied in the Request for Tender and the Project Contract:

- The assumption underlying the Comparative Study in the Request for Tender and the Contract seems to be that the cost of the Comparative Study will be covered by the Ministry of Education. (Contract SOS Clause 4.2(a)). Consequently, there was no funding included in the LEPP budget for conducting the Comparative Study. This meant that there were no replacements available if KTC lecturers, who were teaching the in-service teachers and pre-service trainees during Phase 4 of LEPP, were to undertake the testing and teacher assessments, and no funding for travel to outer islands. Nor was there funding to release LEPP team from their duties with the lecturers in Phase 4 or to fund their travel to schools to assess the competencies of the teachers.
- The short period of time between the pre-test and the post-test was a serious problem. The earliest that the pre-test could be conducted was the second week of March and the post-test was conducted at the end of May (Week 2 of 2nd Term). No test instrument could reliably differentiate between the proficiency of a child in March and proficiency in May. To calculate the difference in their proficiency three months apart and to compare this difference with the “achievement” of other children during the same period assumes a reliability, validity, and differentiation by the testing instrument that is simply not achievable, no matter how competent or incompetent their teachers are. If these tests could have been conducted over a much longer period (say, at least 10 months) then measurable differences may have become apparent.
- Differences between the children taught by teachers trained in TESOL and children taught by other teachers may become apparent if a large number of children (i.e., hundreds) were tested, with a large number of trained and untrained teachers (dozens of each), over a long period of time (not less than one academic year). But because of constraints of time and funding and a small number of testers to conduct the tests within a short period of time (one week), this Study did not have sufficient participants and the period between the pre-test and post-test was too short to identify any significant differences between the groups of students taught by TESOL-trained and untrained teachers.
- The design for this study ignored many other variables that may influence the quality of the teaching and the achievement of the children in English. The effect of some of these variables could be diminished if there were a large number of participants over a long period of time. The following discusses some of these variables:
 - There are many factors that influence the quality of a teachers’ teaching apart from their training. Some of these include: personality; resources available; commitment of the school to the importance of the subject taught; age and experience of the teacher in education; the teachers’ classroom management skills; and the value placed on their work as teachers and on the subject taught by the school, by the local community, by the Head Teacher, by the Ministry and its officers.

- o Variations between the children in the classes, including behaviour, prior learning, prior experience of school and teachers, intelligence and aptitude, home and social circumstances, socio-economic status, the value placed on education and on English by the home affect the quality of their learning.
- o In some schools in Kiribati the children are streamed according to perceived ability. In others, the streams are more heterogeneous in terms of ability. If one of the experimental group of teachers is teaching a low or high ability group, then the comparison needs to be made with a similar group in the same school, if possible, or with a similar ability group in the control group school. In fact, in the small study that was carried out, it was impossible to control this variable: at least one of the six experimental teachers who were included in the study was teaching the lowest of four streams in Class 6 while the control group teacher was teaching a class of children with higher aptitude.
- o How much English is used in other activities in the life of the school and the community, including the degree to which the Language in Education Policy is implemented, is one of the most influential factors in the quality of outcomes of the English program. This variable is one that is in the control of the Head Teacher and not of the individual teacher, trained or untrained.
- o Other training that the individual teachers have had influences the quality of their teaching and the quality of the students' learning.
- o Environmental, geographical, socio-economic, and community factors influence how the particular school or class operates, and how much support is provided to the children by the parents.

Other factors to do with the Project affected the validity of the Comparative Study also:

- a) The effect of the LEPP program on the proficiency in English of the first cohort of in-service teachers and on their competence in TESOL was clouded by the timing of the program: they finished Phase 2 of LEPP (13 weeks of training) on 17 December. But it was not until the week of 8 February that they were back in the classroom. If they did not use English between the end of the course and when they re-commenced in their school, then it is likely that their confidence and proficiency in using English would have regressed. Further, a break of 7 weeks between the end of the TESOL training program and when they would use their new expertise in their schools suggests that they may have regressed in their TESOL competencies as well. (This is typical of professional development training conducted outside the school setting where it can be immediately applied).
- b) Only the first cohort of in-service teachers could be included in this Study as the second cohort won't complete their training and return to their schools until August 2010 as they have several weeks of further training in other activities before they return to their schools. LEPP finished on 8 June and so there could be no follow up of these teachers after they return to their schools. As with the first cohort, unless there are specific steps taken to ensure that they continue to use English and to apply what they have learned in their TESOL training, they will regress in both English language and TESOL before they are back in their classrooms.

- c) KELPAT has been designed with five bands or nine levels. A child in Class 2 or 3 is likely to be from 0 to 1+ and a student in Form 3 between 2 and 3+. Hence the differentiation on the scale between a proficient student in Class 3 and a proficient student in Form 3 is not great. The difference between the average child in Class 6 and the average child in Form 1 will be scarcely measurable. To measure the difference between the proficiency of a child at times that are less than three months apart is simply not possible.
- d) Further, as with all reputable language tests, the “grades” are bands of proficiency on each of the four macroskills, not points. Movement within each band won’t be evident. This is particularly significant when we are testing changes over a very short period of time when, for example, a change from a low 1+ to a high 1+ won’t be evident in recorded results. Conversely, a change from a high 1 to a low 1+ will appear as a significant shift, but may be only a small change. Significant measurable differences will be evident only over a long period of time – at least 10 months.
- e) Because of the short period of time available to train the lecturers in KELPAT and to develop the tests, there was no trialling of KELPAT prior to its implementation in the Comparative Study. In fact, the pre-tests were the first time that KELPAT was administered in a real class situation. The test specifications were reviewed after the pre-tests were conducted and the test amended for future use.

Assessment of Progress to Achieving Activity Outcomes, 28 May 2010

	ACTIVITY DESCRIPTION	INDICATORS	MEANS OF VERIFICATION	ASSUMPTIONS	Progress as at 28 May 2010 against Activity and Indicators
Goal (Contract Schedule 1 Scope of Services Clause 3.1)	To improve the proficiency and performance in English of male and female I-Kiribati students.	1. Course Achievement Test (KELPAT) developed by KTC lecturers under supervision of LEPP Team Members 2. Course Achievement Test administered to school students taught by teachers trained in the LEPP and a control group taught by other teachers. 3. The Course Achievement Test can be re-generated by the KTC lecturers and used to monitor student performance over time to demonstrate the impact of improved language teaching.	1. An instrument is developed that can measure students' English language proficiency before and after being taught by a teacher trained in TESOL, compared with students taught by teachers not trained in TESOL through LEPP. 2. Student achievement on national exams in English as a subject area. 3. Student achievement over time on regional exams in all subjects.		First training session for Kelpat (formerly CAT) held Oct; second held 9, 10 Dec. 3rd held 17 – 20 Feb and 22 Feb (Comparative Study) Review from Comparative study conducted 24 May. Much work remains to be done on Kelpat and on training of personnel to develop, regenerate and manage it. Administering CAT in schools began in week of 15 Mar 2010 and again in week of 31 May.. Participation of KTC lecturers, CDRC, & Exams Unit in the training will be critical to successful achievement of objectives.

Purpose (Contract Schedule 1 Scope of Services Clause 3.3)	To improve the capacity of I-Kiribati male and female teachers to teach and assess English as a second language and to introduce and use English as the medium of instruction across the curriculum.	1. Assessment of teachers and teacher trainees in competencies of TESOL show marked improvement after training. 2. ISLPR testing shows an improvement in English language proficiency of in-service and pre-service teachers after undertaking English Language Proficiency Development courses. 3. ISLPR testing shows those teachers who did not do the English Language Proficiency Development Course showed less improvement in English than those who did. 4. KTC lecturers develop and regenerate a Course Achievement Test (KELPAT) to monitor student language proficiency development.	1. Competencies of TESOL developed specifically for Kiribati. 2. Instruments developed to assess competencies of TESOL. 3. ISLPR testing to map English language proficiency across the country show improved results from those teachers who undertook English Language Proficiency Development courses, and by comparison with those who had not undertaken these courses. 4. Course Achievement Tests are produced on an ongoing basis to assess the development of school students in English language.	1. Widespread acceptance of English as the medium of instruction in schools and of the status of English for personal development and employment. 2. Teachers trained in TESOL and improved English language proficiency are retained in the Education system and teaching in schools. 3. Course Achievement Tests that are developed are reliable and valid indicators of English language proficiency of teachers and students. 4. National and regional exams are reliable and valid indicators of English language proficiency. 5. If English is used regularly as the medium of instruction in schools, it will contribute to enhancing the students' abilities in English language.	Initial ISLPR testing completed 3 Dec. and report released 21 Jan 2010. Post-test of in-service teachers 8 to 16 Dec. and report released 21 Jan 2010. Analysis of outcomes of ELPDC with first cohort of in-service teachers show marked improvement in quality of English and in use of English in school and outside the classroom. Initial results of post-testing with lecturers and pre-service trainees in May 2010 show marked improvement in English proficiency related to attendance and participation in training program. Progress of 2nd cohort of in-service teachers does not seem as promising; but they are scheduled to be re-tested in Dec. Strategies being implemented and lecturers trained to counteract reluctance to use English. Policies concerning use of English in school classrooms will need to be
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					strengthened, as recommended in Situational Analysis. KELPAT developed in Phase 2 & 3- see above.
Component objectives/ outcomes	a. Trained KTC lecturers, CDRC and Basic Education Division personnel are using their enhanced capacity to deliver good quality in-service and pre-service teacher education in TESOL, general language education and English language proficiency development, and are writing language curriculum development and assessment strategies based on modern practices. b. KTC lecturers and in-service education teachers demonstrate marked improvement in English language proficiency c. In-service and pre-service teachers who participated in the Project are using appropriate teaching	1. English is the lingua franca of KTC and of MoE. 2. Teachers and trainee teachers show marked improvement in TESOL competencies and in English language proficiency on assessments prepared during the LEPP. 3. Over time, students of teachers who have been trained in TESOL achieve better results in national and regional exams than those students whose teachers have not been so trained. 4. There is increasing use of English in schools by staff and students, both for instruction and for day-to-day communication. 5. Measures of English language proficiency of school students show improvement from year-to-year in Course Achievement	1. Instruments developed to assess competencies demonstrate improved knowledge and skills in TESOL. 2. Course Achievement tests show enhanced English language proficiency among school students who have been taught by teachers trained in TESOL. 3. The results of students in national exams and regional exams show marked improvement for those students who have been taught by teachers who have been trained in TESOL. 4. Ongoing monitoring of the curricula being prepared in CDRC and of how the personnel in Basic Education Division are monitoring the standard of language teaching in the schools will be necessary to ensure that the new courses and skills are being implemented.	1. There will be sufficient teachers trained at a high level in language acquisition and the competencies of TESOL and with enhanced proficiency in English language to make a significant difference in student attainment nationally. 2. The data on improvements in English language proficiency and in the competencies and knowledge of language acquisition and TESOL are recorded in KEMIS and changes over time are analysed. 3. Teachers are able to continue their professional self-development on return to the classroom. 4. The instruments for assessing the competencies of TESOL should be used by MoE personnel to monitor the quality of language teaching	Low attendance by DEO's & CDRC in training program in Phase 2 inhibit achievement of this outcome. Special arrangements in Phase 3 led to improved participation, though still other disruptions to the program. A special training program will need to be organized as part of the roll out of the ELP. KTC lecturers continue to be trained in TESOL including curriculum development and assessment through Phase 2, with intensive training in Phase 3. TESOL and ESL courses reviewed in Phase 3 for implementation with in-service and pre-service students in Phase 4, and reviewed again at end of Phase 4 for implementation

	and assessment methods in their classrooms and are modelling and promoting the use of English in school. d. Students of the teachers who have participated in the LEPP teacher education courses perform better on a reliable and appropriate English language test than peers of non-targeted teachers and potentially on national and regional examinations over time. e. The MOE commits finances and other resources to and begins the roll out of the National In-Service Teachers' English Language Teaching and Proficiency Development Plan. f. KTC lecturers in subjects other than English have enhanced knowledge and skills in content-based instruction using English as the medium of instruction. g. CDRC and Basic Education Division personnel have improved knowledge	Tests (KELPAT) and in national and regional exams.		taking place in the schools. 5. Improvements in the teaching of English and increases in the use of English in schools and College will not disadvantage developments in bi-lingual Education and the quality of Kiribati language and language teaching.	by KTC lecturers. Improvements in students' English in schools will be evident by mid 2010. The project aims at having improvement in EL and TESOL evident by the end of the project. Testing to show this will occur in May 2010. Results from 1st in-service cohort in Dec 2009 show marked improvement. KTC lecturers show evidence of increased confidence in using English for general communication and for teaching and KTC became English medium from Feb 2010. KELPAT at Class 6 and Form 3 levels used in 7 schools in March and May to assess students in pre-tests, and initial observations of teachers conducted at the same time. Financial allocation for roll-out to be considered in planning the roll-out of the
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	and skills in curriculum development and in assessing the competencies of teachers in teaching English as a second language and in teaching I-Kiribati as a first language. h. MoE has allocated resources to implement the Strategic Plan for the roll out of in-service Teacher Education in TESOL across the country. i. Strategies for professional self-development are included in the TOT and training programs with in-service and pre-service teachers.				project. CBI lecturers continue to participate in teaching English and in ESL classes, and report enhanced ability to teach other subjects through English. Improved confidence in using English. A special course for CLIL has yet to be developed. Improved ability in English and TESOL in CDRC and BED will depend on availability of BED & CDRC to attend special training programs in roll out of ELP. Planning the roll-out has been withdrawn from the present contract. Professional self-development specifically focussed on in Phase 3 and 4, including formation of Kiribati Teachers Network.
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Outputs	1. A map is developed of the English Language proficiency of personnel across the Education system. 2. Changes in English language proficiency after being taught by teachers trained as a result of the LEPP are mapped. 3. A TOT course has been developed for KTC lecturers in English, for MoE personnel, and for lecturers in Te-Kiribati. 4. A General Language Course has been developed to be implemented for in-service teachers from 2009 and incorporated in the general primary Certificate for pre-service teachers from 2010. 5. The general language courses will target the needs of the students for a range of specific purposes as well as a range of proficiency levels. 6. A strategy is developed by which the MoE can monitor student performance over time to demonstrate the impact of improved Language teaching. 7. Kiribati and English	1. ISLPR testing shows improvement in the English Language proficiency of KTC lecturers and those teachers trained in the LEPP project. 2. A set of competencies in TESOL has been developed for Kiribati. 3. Assessment instruments have been developed to assess competency in TESOL.	1. ISLPR testing before and after training. 2. The competencies of TESOL are assessed before and after the TOT course with lecturers and MOE personnel, and later with in-service and pre-service teachers. 3. Ongoing monitoring of the quality of Teacher Education in TESOL will be necessary after the LEPP program concludes to ensure that the TOT and English language courses continue to be implemented in the Teacher Education program.	1. The retention of trained lecturers and teachers in the KTC and schools is sufficient to have the new level of training influencing performance in the College and schools. 2. The personnel undertaking the training are motivated to complete the training and to use their knowledge and skills in their schools and College. 3. The training provided is sufficient to overcome the embarrassment that lecturers and teachers feel when speaking English and to resist the fear of “mocking” if they make mistakes when speaking English.	Report of Baseline Data assessment released 21 Jan 2010. Set of competencies developed in Phase 1 TOT and assessment instruments developed in Phase 2 and 3, and applied in assessing teachers’ practicums. TOT course developed pre-project and modified during Phases 1 and 4. Teaching continued through Phase 2 & 3, supplemented in Phase 4 with mentoring and modelling by LEPP team. ELPDC developed for all Groups and reviewed in Phase 3 and again in the last stages of Phase 4. Being implemented with in-service teachers and pre-service students in Phase 4. Special emphasis will be on use of English in schools and classrooms as well as general proficiency.
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	language lecturers in KTC produce and implement an in-service and pre-service course to upgrade the knowledge and skills of a select group of primary and junior secondary teachers in 1st and 2nd language acquisition. 8. English language lecturers in KTC produce and implement an in-service and pre-service course to upgrade the proficiency of a select group of primary and junior secondary teachers in English language. 9. The KTC lecturers can use a standard testing protocol to assess proficiency in English language. 10. There is a plan to roll out the in-service Teacher Education in TESOL program and the enhanced pre-service training in TESOL across the country under the KEIP, to begin in 2011.				KELPAT being developed in Phase 2, 3 and 4 – see above. Cert TESOL developed in Phase 1 and implemented with first cohort of in-service teachers in Phase 2. It was adapted for use with pre-service trainees during Phase 3 and will be reviewed again before the end of Phase 4. KELPAT is being developed for general assessment of English proficiencies in schools. However, not possible to train a group of people for proficiency testing at this stage due to constraints of time and budget and because there are not sufficient lecturers with a level of English high enough for proficiency testing. 2 Counterparts for chief tester appointed by Steering Committee. Training for proficiency testing using an international protocol will be done
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ANNEX 11

					during roll-out. Planning for roll-out began with Sustainability workshop in Nov 2009 but was withdrawn from project at this stage due to planning Extension.
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The Roll-out of the English Language Program across Kiribati

According to the contract that Griffith University has with AusAID, the Contractor is to provide advice to the Ministry of Education on how the English Language Program (ELP or the National In-Service Teachers English Language Teaching and Proficiency Development Plan) can be extended nationwide. (Scope of Services Clauses 2.1(e), 3.4(d), 17.1(c)(i)A).

1. Purpose of the roll-out of the ELP

The purpose of the roll-out of the English Language Program is to extend across Kiribati the goal set for the LEP Project; i.e., to improve I-Kiribati students' proficiency and performance in English, and to do this by improving the capacity of I-Kiribati teachers to teach and assess English as a second language and to use English as the medium of instruction across the curriculum.

Whereas the training provided by LEPP has been with the KTC lecturers (20), a small number of personnel from the Ministry of Education and CDRC (about 12), and, by May 2010, 83 teachers and 100 pre-service trainees, the ELP will need to address the professional development needs of many more teachers if this goal is to be achieved in the foreseeable future. However, the results of the Baseline Testing of more than 1100 education personnel show that most teachers in schools in Kiribati have an English language level in the four macroskills of between 1 and 2+ on ISLPR – levels significantly below the proficiency needed if the goal is to be achieved through the teaching of I-Kiribati teachers, and well below the levels needed if they are to teach other subjects through the medium of English at any level of the school.

Macroskill	Percentage of teachers in the range 0+ to 2+
Speaking	61.08%
Listening	73.62%
Reading	70.13%
Writing	57.24%

(Baseline Report on the ISLPR Testing of Kiribati teachers, 27 July to 3 December, 2009 – ISLPR Language Services)

Ideally, teachers of English would be at level 4 or above in the four macroskills on the ISLPR scale, though a minimum of 3 in all macroskills would be an appropriate initial target.

2. Planning the Roll-out

a. Issues to be considered

- i. The Sustainability Strategy workshop considered issues that relate to the roll-out of the English Language Program. There were approximately 43 strategies recommended in the Sustainability Strategy to be considered in planning the roll-out of the ELP. Most of these are included in this

Report in Annex 11 and should be considered along with this Annex in planning the roll-out of ELP across Kiribati.

- ii. The report of the Baseline Data collected in 2009 (teachers' proficiencies in English language) indicates the levels of English proficiency of the teachers in schools throughout Kiribati as well as in the Ministry of Education and KTC, and imply their competence to teach English and to teach other subjects through the medium of English.
- iii. Further to the Baseline Data Report, the reports of the pre and post testing of the KTC lecturers, the two cohorts of in-service teachers, and the 2010 pre-service trainees (Annexes 5 and 6) demonstrate how training can be effective in upgrading English proficiencies and include many recommendations relevant to planning the roll-out of the ELP across Kiribati.
- iv. If the standard of English amongst the pupils and students in schools at all levels throughout Kiribati is to improve, then it is reasonable to expect that there will need to be continuing professional development of teachers and of MoE personnel, not only in English language, but also in the competencies of TESOL, including assessment of language levels and of the teachers' competencies in TESOL.
- v. The problem in all institutions in Kiribati, including KTC, remains as to how to have people speaking English sufficiently fluently for teaching or training in all subjects of the curriculum. Ideally teachers should have an ISLPR score in the four macroskills not lower than 3 and preferably at 4 or above.
- vi. Key to the success of the roll-out is the provision of intensive professional development in TESOL and in English language throughout Kiribati so that all teachers have received further training within the next few years as a foundation from which maintenance of a high standard of English and TESOL teaching can be sustained.
- vii. In order to maintain a high level of competence in TESOL and in English language, MoE should consider introducing performance appraisal integrated with professional development (especially professional self-development) into the Education system.
- viii. A specific organization (such as KTC or a section of the MoE) should be designated to provide leadership in advancing the standard of English language throughout the schools and the Education system, and in advancing the standard of TESOL teaching and research in Kiribati. From the experience of the last 12 months, the greatest expertise in TESOL is in KTC, but it will need to have more adequate human resources if it is to take on this role.
- ix. In planning the roll-out, it will be necessary to develop strategies that don't discriminate against (or maybe which positively advantage) those teachers in remote areas or on the outer islands. Realistically, there are two broad choices that can be made: either the training to upgrade TESOL and English language amongst teachers is provided in their workplace, wherever that is, or teachers are brought in to KTC or another venue for off-the-job training. The former implies some form of distance education; the latter implies teachers being brought in groups to undertake training in much the same way as the first two cohorts of in-service teachers did in 2009 and 2010. A third option would be a combination of these, including full-time off-the-job training followed up with supportive programs back in the teachers' schools or on their islands to continue their professional development and support them in implementing in their workplace what they learned in the training program.
- x. The challenge is how to deliver courses, training, professional development and English language upgrading by some means of distance training, which has the same outcomes for teachers on

remote islands as for teachers in major urban areas (South Tarawa). For example, the following strategies have been used in other difficult locations and could be considered for Kiribati:

- Use of mixed-mode (including print materials, workshops at central locations, audio and other recorded materials, and computer materials);
 - Study groups;
 - Journals;
 - Written and recorded exercises;
 - Community support with an elder, local leader, Principal or Head Teacher oversighting, encouraging and supporting;
 - Recognition in the community of achievement in the course;
 - Identifying mentors and colleagues or “buddies” to support and relate to;
 - “Tutors” in the schools or islands, if available (but they will need to be trained in their responsibilities). These could be Head Teachers, SSS teachers with a good command of English language and of TESOL, DEO’s, SEO’s, and EO’s, and Senior Grade 1 teachers.
 - A special role for those teachers who have satisfactorily completed the Cert TESOL as “literacy champions” in their schools and to advise or assist those teachers who are currently studying to improve their English or upgrade their TESOL competencies.
 - Personal plans: study plan, ongoing and long term professional development; personal career plans;
 - Applying what is learnt immediately in practice and then reflecting on what was learned – study/ teach, apply this in practice, assess outcomes, reflect and then re-apply in practice.
 - Role of “critical friends” in reviewing what was done in practice.
 - Role of “Study Groups” that observe, critique, and then re-develop the action.
 - Need to include in the training how teachers can develop their own resources and use locally available resources to support or enhance their teaching.
 - English teachers’ associations such as the Kiribati Teachers’ Network that is now operating on South Tarawa.
- xi. There is a pivotal role in the roll out of the ELP for both the Basic Education Division of the Ministry of Education and for CDRC, together with KTC. Personnel from both divisions have been involved with the training provided by LEPP. The former have a special role in the monitoring of the teaching standards of teachers and there has been a special focus in their training with LEPP on competencies and the assessment of teachers’ competencies. CDRC has a special role in developing curriculum and learning resources for the schools, as well as assessing how these are implemented. They also have a responsibility for testing throughout Kiribati. However, because of clashes with other training and with their day-to-day responsibilities, CDRC and BED personnel did not participate as much in the training as is necessary to have the competence to carry out their roles in the schools effectively. As has been pointed out elsewhere in this Report, it is important that they be given the chance to undertake the Certificate in Training (TESOL) at the earliest opportunity if they are to provide the support in schools that will be necessary for the competence of teachers in TESOL and English language to be upgraded.

xii. A possible role for KTC in the roll-out of the ELP could be:

- a. Set up an identified unit within KTC to provide professional development in TESOL and English language (or in both English and Kiribati languages) for teachers, both on campus and through Distance Education or mixed mode. This unit should have specialist language lecturers and specialists in Distance Education and mixed-mode training.
- b. Provide professional development training on campus for a continuing cohort of 60 teachers twice a year – if funding is available for this. But this should take lower precedence over programs that enable many more teachers to be trained each year in English language and TESOL.
- c. Provide ongoing Distance Education or mixed-mode education in TESOL and English language (particularly the more formal aspects of the language such as grammar and writing skills).
- d. Distance Education strategies are expensive to implement initially when the resources are being developed in written or recorded form. But in the medium to long term, distance education strategies are usually much cheaper to operate than bringing cohorts of people to one location for off-the-job training. Distance Education or mixed mode training has the additional advantage that what the teachers learn in their training can be immediately applied in their classrooms, rather than being applied some months later after they return to their schools. However, initially the cost of developing the teaching/ learning materials to support distance or mixed mode delivery has to be funded.
- e. To do this, KTC will need significantly more specialist expertise than it currently has in both TESOL and distance or mixed-mode education.
- f. There needs to be a continuing program of training to upgrade KTC lecturers to ensure that they continue to be capable of providing high quality training in TESOL and in English language. In addition, there will need to be a cadre of qualified testers who can monitor the standard of English proficiency throughout schools in Kiribati, particularly throughout the teaching force.
- g. If there are three or four lecturers and other people are trained in proficiency testing and able to use ISLPR or another standard protocol, then, through arrangements with the owners of the protocol, they could provide a testing service on a commercial basis to other institutions in Kiribati or nearby countries and to non-government and private sector organizations requiring reliable English language testing.

b. How to plan for the roll-out of ELP

- i. The first step in planning the roll-out of the English Language Program should be preparation of a Strategic Plan with specific goals as to what should be attained in the next five years. Special emphasis in developing the Strategic Plan will be placed on how the project will operate in remote islands, and strategies to enable delivery of the programs in difficult locations will be developed. These strategies will ensure that teachers and students in remote areas are not disadvantaged in comparison with those in urban areas.
- ii. Participants in the Strategic Planning workshops should include participants from MOE, KTC, and representative teachers, including teachers and other personnel with recent

experience on remote islands. However, unless there is a majority of senior officers from the MoE, the Strategic Plan is likely to remain an interesting but unused document.

- iii. A small committee could be appointed to oversight the planning process and the subsequent implementation of the ELP, including senior personnel from MoE and KTC to:
 - a. Identify the issues;
 - b. Prepare the Strategic Plan;
 - c. Cost the developments required to achieve the goals of the Strategic Plan, and consider where funding might be accessed;
 - d. Consider what training of personnel is required and how this can be provided with more or less equal access across Kiribati;
 - e. Specify the particular roles to be taken by KTC, BED, and CDRC;
 - f. Oversight implementation of the Strategic Plan..
- ii. The purpose of the Strategic Plan will be to raise the standard of English throughout all educational institutions in Kiribati, to lead to a achievement of students in the Kiribati education system at a level that at least equals that of students in schools and Colleges in other Pacific countries.
- vi. It is important to consider the consequences of not planning for the roll-out of the ELP to commence as soon as possible after LEPP finishes. A momentum has been developed in KTC in developing the expertise of the lecturers and in providing training to the teachers. Unless there is continuity with what happens after LEPP, this momentum is likely to be lost and much of the training that has been given will be lost.
- vii. Teachers in the schools are aware of LEPP and what it was set up to achieve. There was enthusiasm for this training and there were many requests to be part of it. It is important that this enthusiasm be followed up and opportunities be provided as soon as possible. A lengthy hiatus after completion of LEPP will see this enthusiasm lost and aspirations for professional development unfulfilled. Those teachers who improved their English proficiency and TESOL competence but did not attain the level needed to receive the Cert TESOL are already asking when they will have an opportunity to complete their training and gain the Certificate.
- viii. While following procedures for acquiring sufficient funds to continue the English Language Program is obviously a necessity and will take time, the very least that must be planned within KTC is the sustaining of the outcomes from LEPP within the College. This has been discussed in this Report and strategies identified which need to be implemented as soon as possible (Report Section 4a) so that:
 - o The lecturers maintain their competence in TESOL and in English language.
 - o English is the medium of instruction and communication throughout the College except for Kiribati language classes.
 - o Students in KTC are immersed in English.
 - o There are procedures established which ensure that all new lecturers are trained in TESOL and English language whether they are English language lecturers or CLIL lecturers.
 - o KTC is able to take on a role of providing high quality professional development to teachers in TESOL and in English language.

- o The Kiribati Teachers' Network has been discussed elsewhere in this Report. Although it has been operating only on South Tarawa and only for four months, it has demonstrated the eagerness with which the teachers receive the opportunity to discuss their professional practice in English on a voluntary basis. In the meetings of the Network held in April and May, over fifty teachers attended the Network forum. It would be a step in extending the ELP across Kiribati if the KTN were to be extended to outer islands during the next 12 months.

Sustainability Strategies to be considered while planning the Roll-out of the ELP

The following strategies are extracted from the Sustainability Strategy prepared in 2009. They were intended to ensure the sustainability of the outcomes of LEPP and should be considered in the context of the handover of responsibility for achieving the goal and purpose of LEPP to KTC and the Ministry of Education. It is recommended that the Principal of KTC assume responsibility for pursuing these recommendations with the appropriate authorities.

A. Kiribati Teachers' College

a) Training of Trainers in TESOL

- i. Cert Training (TESOL) should be developed as an ongoing professional development program for KTC lecturers and MoE personnel, and all new officers in CDRC and Basic Education Division (Language and CBI) should be required to complete it as a condition of permanency.
- ii. There should be a periodic review of the Cert Training (TESOL) in KTC to ensure its continuing relevance to the needs of KTC lecturers and of teachers in the schools.
- iii. In-service training programs in the competencies of TESOL and the use of competency assessment instruments should include the use of staff assessment as a tool of staff and performance management.
- iv. KTC lecturers should be seen as having a specialist role in TESOL (including in the competencies of TESOL and assessment of competencies). Advanced training should be provided to them in Applied Linguistics, in the theory and practice of TESOL, and in English language and literature, so that they can provide ongoing training to the staff of MoE and of other tertiary institutions.

b) Personnel

- i. The staffing required for KTC should be reviewed, and role, duty statements, and selection criteria specified. The staffing establishment needs to be based on the ratio of lecturers to trainees (including in-service teachers), and the range of groups needed in the College to meet the labour force needs of the Education system.
- ii. Develop a staff turnover policy to ensure that lecturers who resign from KTC are replaced expeditiously with the most suitable people, vacant positions are advertised as soon as possible, and all new appointees undertake training in TESOL and English language.

c) Testing

- i. KTC lecturers and MoE personnel should conduct training programs in the use of KELPAT in schools.
- ii. Senior MoE personnel (CDRC and BED), Head Teachers, and KTC lecturers should be trained in the assessment of TESOL competencies and use these to identify excellence in the teaching of English in schools.

d) Management (including Academic Management)

- i. Use a standard testing protocol recognised internationally (e.g., ISLPR) for assessing the proficiency in English of candidates for admission to KTC. The minimum acceptable level for admission should be not lower than 3 on all macroskills.
- ii. Develop a program of performance assessment and ongoing professional development (including professional self-development) and include it in KTC staff management practices, including an ongoing performance review program, with promotion, incremental progression, and continuing employment being conditional on satisfactory performance.

- e) **English Language Proficiency Development and Use of English**
 - i. Establish and enforce a policy of using English as the medium of instruction and for all other communication in KTC.
 - ii. There should be ongoing programs of professional development in English language for KTC lecturers.
 - iii. There should be a periodic review of the English language courses in KTC to ensure their continuing relevance to the needs of teachers in the schools and of pre-service trainees.
- f) **Incentives**
 - i. There should be recognition in salary or other benefits for those lecturers who complete Cert Training (TESOL) and achieve ISLPR 4 in English language proficiency to retain them on KTC staff.
 - ii. Those lecturers who complete Cert Training (TESOL) and achieve ISLPR 4 in English language proficiency should be given permanency in order to retain them on KTC staff.

B. Ministry of Education (including CDRC, Basic Education Division, and Schools)

- a) **Training in TESOL**
 - i. Regular training should be provided to senior personnel in MoE (CDRC and BED), and Head Teachers in the assessment of TESOL competencies and how to use these to identify excellence in the teaching of English in schools.
 - ii. In planning the roll-out of the English Language Program across Kiribati, consideration must be given to how training in TESOL and English language can be given to a large number of teachers at one time, including teachers on the outer islands.
 - iii. A system needs to be developed which will ensure that all teachers can be trained in the competencies of TESOL regardless of their location.
- b) **Personnel**
 - i. Develop a staff turnover policy to ensure that personnel who resign from MoE (CDRC and BED) are replaced expeditiously with the most suitable people, vacant positions are advertised as soon as possible, and all new appointees undertake training in TESOL and English language.
 - ii. Professional self-development should be considered in staff performance assessment and taken account of in selecting teachers for further training.
 - iii. How to continue one's own professional development should be included in all professional development programs in TESOL and English language.
 - iv. Develop a program of performance assessment and ongoing professional development for MoE specialist personnel, including an annual performance review program, with promotion, incremental progression, and continuing employment being conditional on satisfactory performance.
- c) **Testing**
 - i. KTC lecturers and MoE personnel conduct training programs in the use of KELPAT in schools.
 - ii. A system should be developed as part of the roll-out of the ELP for periodic testing to update the records of English language proficiency levels of teachers and MoE personnel.

d) Management (including funding arrangements)

- i. In-service training programs in the competencies of TESOL and the use of competency assessment instruments should include the use of staff assessment as a tool of staff and performance management.
- ii. Ensure that KEMIS can maintain and analyse records of teachers' performance on TESOL competency assessments and English language proficiency tests, and relate these to the performance of their students in tests and examinations.
- iii. While planning the roll-out of the ELP, it will be necessary to include funding for ongoing assessment of teacher competencies, of their proficiency in English language, and of student outcomes, and to maintain reliable records of these which can be analysed so as to correlate the quality of teaching and student outcomes, including results in STAKI and on national and regional exams. These results should be compared to results on public exams to test reliability and validity.

e) English Language Proficiency Development and Use of English

- i. Establish a policy and implementation procedures for the use of English as a means of communication and instruction in schools.
- ii. There should be ongoing programs of professional development in English language for all teachers in all schools.

f) Incentives

- i. Provide a system of recognition for all teachers who complete the Cert in TESOL and who achieve a high level of proficiency in English language (ISLPR 4 and above in all macroskills). including the award of a recognised KTC certificate, credit towards an undergraduate degree in Griffith University, recognition in their schools of their specialist training (e.g., with a special role in the teaching of English literacy and to advise other teachers), and recognition in their salary or other benefits.
- ii. There should be recognition in salary benefits for those personnel who complete Cert Training (TESOL) and achieve ISLPR 4 in English language proficiency to retain them as specialist personnel in MoE.
- iii. Those personnel who complete Cert Training (TESOL) and achieve ISLPR 4 in English language proficiency should be given permanency in order to retain them in the MoE.
- iv. Institute a national campaign to popularise the use of English as important to the development of Kiribati, to overcome the lack of confidence and the fear of mocking, and to recognise that making mistakes is an important and inevitable element in learning a language.

A Plan for the Handover of the Project on its Conclusion

Purpose

The purpose of this Handover Plan is to ensure a smooth transition in responsibility for the operations and outcomes of the Project to the Ministry of Education and Kiribati Teachers' College, continuation of the training programs that have been established within KTC, and ongoing sustainability of the outcomes that have been achieved up to conclusion of the Project.

Courses: Progressive transfer of responsibility

Planning for handover of responsibility for improving the capacity of I-Kiribati teachers to teach and assess English as a Second Language and to introduce and use English as the medium of instruction across the curriculum¹ began at the commencement of the Project.

- The overall structure of the training to be provided to the KTC lecturers was designed to ensure that the training was sustainable once LEPP finished; i.e., that the KTC lecturers could carry on delivering the training after the LEPP team departs. In Phase 1, there was direct training of the lecturers in TESOL in the Cert Training (TESOL). During Phase 1 the Cert TESOL course was developed as part of the training program. In Phase 2, the lecturers team-taught the Cert TESOL to the in-service teachers with the LEPP team. All planning was done between the lecturers and the respective LEPP team members in both TESOL training and ESL teaching. In Phase 3, there was an intensive training program in TESOL with the lecturers, a key part of which was a review of the ELPD courses and the Cert TESOL ready for teaching to the new cohort of in-service teachers and the pre-service trainees. The Cert TESOL was modified for teaching to the pre-service trainees over a two year period (Years 2 and 3 of the pre-service training program). In Phase 4, the lecturers were responsible for training the in-service teachers and the pre-service trainees, but were mentored by the LEPP team before and after each lesson. Hence there has been a gradual progression from the lecturers receiving direct training to their taking responsibility for the training being provided to the in-service teachers and pre-service trainees.
- All training programs (Certificate in Training (TESOL), Certificate in TESOL, and the English Language Proficiency Development courses) have been prepared as KTC courses, approved and accredited by the KTC accreditation and approval process through the Approvals Committee. Amendments to the courses are similarly sent to the Approvals Committee for their consideration. Hence the courses that have been developed are KTC courses ready to be taught by KTC lecturers who have already been teaching them.
- All the training programs are reviewed with the Counterparts at least each phase, taking account of the experience of delivering the training, and are upgraded prior to the next phase. In particular, close attention is paid to ensuring that they are documented in such a way as to be "user friendly" when they become the sole responsibility of the KTC lecturers. These reviews are conducted by the LEPP team together with the Counterparts and other lecturers.
- The operations of LEPP are embedded into the operations of KTC. While LEPP team members advise the Principal on the scheduling of classes, the responsibility for time tables rests with the Principal. Thus the training in TESOL and ESL is an integral part of the College's activities and will continue in the same way after LEPP finishes.
- The English Language Proficiency Development courses have been prepared at 11 levels and draw on text books that are available in the TESOL Resource Centre, in the use of which the lecturers have been trained.
- Selected lecturers (especially the English language lecturers) have been trained during Phase 4, not only to train in TESOL and to teach ESL to in-service teachers and pre-service trainees, but also to provide professional development in these disciplines to their colleagues. Thus, for example, some of the teaching of ESL to lecturers is being done by the more proficient lecturers, mentored by LEPP team members. Thus they have been prepared for taking full responsibility for the professional development of future KTC lecturers.

¹ Purpose of the Project as set out in *Scope of Services* Schedule 1 of the Contract between AusAID and Griffith University.

- The final versions of all courses are with the lecturers, but a CD-ROM version will also be provided to the Principal before LEPP finishes.

TESOL Resource Centre

A TESOL Resource Centre has been established on the KTC campus with the resources supplied as part of this project. Rooms were renovated during the December 2009 vacation period, funded by money raised by the Language lecturers. Management of this Centre became the responsibility of the KTC English Language lecturers in January 2010. All resources have been catalogued and the catalogue will be given to the Principal of KTC at the end of the Project.

Baseline Testing and Monitoring the English Language Levels in KTC and in Schools throughout Kiribati

- The results of the Baseline Testing and the testing of the KTC lecturers, in-service teachers after training, and the pre-service trainees are provided to KEMIS in the Ministry of Education for recording in the Management Information System. This includes a record for each individual of their English proficiencies, Certificates received, and TESOL competencies achieved.
- An electronic copy on CD-ROM of all results is also to be provided to the Principal of KTC before the project finishes.
- At the time of preparing this Plan, no lecturers or other personnel have been trained in Proficiency testing using an international protocol such as ISLPR. This means that when the project finishes there is no one in Kiribati capable of conducting proficiency testing and accredited to do so using an internationally recognised protocol.

KELPAT

A lot of work has so far gone into developing KELPAT (Kiribati English Language Proficiency and Achievement Test). CDRC and a few teachers who have been involved with the development and initial use of KELPAT are keen to implement it in the schools. However, more development and training are required before this can be done.

A core group of KTC lecturers are familiar with what has so far been done and may be able to develop it further though it would be preferable to contract the Director of ILS, who has facilitated the development and training so far, to continue to work with this core group until the test is well established, there is a core of lecturers and CDRC personnel who can carry on the development and management of it, and provide training to teachers, DEO's and Head Teachers in its continuing use. The following also needs to be done:

- a. Development of model tests at all levels from Class 3 to Form 7 at which testing may be required.
- b. Formal trialling of KELPAT. There needs to a proper trial of all macroskills including through observation of the test, in administration and correction (grading). This will inevitably lead to review and revision of the specifications and tests.
- c. Additional versions of all KELPAT tests will need to be developed so that any one version will not be used too frequently. This means standardising results across versions as well.
- d. A core group of at least 6 people should be identified to take control of KELPAT and Achievement Testing. This core group should be based in KTC or CDRC, and may also draw on the services of specialist KTC lecturers.
- e. Proper management arrangements will have to be established for KELPAT, including training procedures, training booklets and Test Manuals. Training is required for item writers, management personnel, and testers/assessors. Publicity material is required also to inform the public (not least the schools, teachers, Head Teachers, Principals, etc) about the test, what information it provides, and how to interpret and use the feedback it gives on student performance and stage of development.

Personnel

The LEPP team depart Kiribati on 8 June 2010. The Team Leader will continue to finalise reports until 31 July, when the Final Report is due to be submitted to the Steering Committee.

There were only two positions on the LEPP team filled by Kiribati personnel:

- a. The National Project Co-ordinator position is vacant following the death of the first incumbent.
- b. The Office Assistant began work in February 2010 and her contract expires on 7 June 2010.

There has been a progressive transfer of responsibility to the KTC lecturers, Counterparts and the Head of the English Department in KTC. This has been referred to above in regard to the courses. In regard to the administration of the program, the Counterparts for the TESOL Co-ordinator, the ESL Co-ordinator, and the Head of Testing have been assuming more and more responsibility for the organization of the operations. Counterparts from amongst the KTC lecturers were selected in November 2009 and confirmed in February 2010. They have been working closely with the Co-ordinators on the LEPP team in preparation for taking over responsibility for the management and delivery of TESOL training and ESL teaching after LEPP finishes. There should be little difficulty in their continuing these responsibilities under the guidance of the Principal on departure of the LEPP team.

The Team Leader meets regularly with the Principal to discuss the operations of the project and how it fits in with the regular operations of the College. In addition, he meets on average once or twice a week with the Director of Education and periodically with the Permanent Secretary to ensure that the project is operating in line with the Ministry of Education's priorities.

Offices and Classrooms

The two offices and one classroom that have been used by the LEPP team will be vacated on 8 June. All furniture in these rooms is the property of KTC. Further use of these rooms is the responsibility of the Principal of KTC.

Stationery and Disposable Items

All stationery and disposable items remaining at the end of the project will be handed over to KTC for its use.

Equipment

The approval of AusAID will be sought for all items of equipment purchased from the Project to be handed over to KTC for their continuing use of it in support of the English language and TESOL training program in the College. This equipment includes:

- The air-conditioner installed in the LEPP team office in December 2009, which replaced one initially supplied by KTC;
- The photocopier printer in the LEPP team office;
- 5 laptop computers used by LEPP team members and lecturers;
- A small refrigerator and other small items such as an electric kettle will remain in the office for use by the language lecturers.
- 2 data projectors and a projection screen that are used for workshops and language classes;
- The Project vehicle is on hire and will be returned to the owner on 8 June.

Text Books

The text books used by LEPP staff that are not personal property, will remain in the office for use by KTC language lecturers.

Kiribati Teachers' Network

The establishment of the Kiribati Teachers' Network is a step in the sustainability of the outcomes of LEPP. It is bringing together teachers from the schools for their own professional self-development through exchanging ideas on their teaching practice and for practice of spoken English. It was set up through discussion between the LEPP team and the language lecturers and is currently jointly managed by them. The lecturers, together with a committee that has been established, will take responsibility for supporting the KTN from 8 June 2010.

Records

- a. The following records are held in KTC, in its database of students and their results, and will be provided to the Principal in hard copy and on CD-ROM:
 - Recipients of Certificate in Training (TESOL) and Statements of Attainment;
 - Recipients of Certificate in TESOL, Statements of Attainment, and competencies achieved.
 - ISLPR scores pre and post training of KTC lecturers, in-service teachers (1st and 2nd cohorts), and pre-service trainees (2010 only).
- b. The scores of all teachers tested in the Baseline Data Collection will be provided to KEMIS in hard copy and on CD-ROM for inclusion in the Ministry of Education's data base. (A copy of this has already been provided to the Director of Education and to the Permanent Secretary. The following will also be provided to KEMIS:
 - Recipients of Certificate in Training (TESOL) and Statements of Attainment;
 - Recipients of Certificate in TESOL, Statements of Attainment, and competencies achieved.
 - ISLPR scores pre and post training of KTC lecturers, in-service teachers (1st and 2nd cohorts), and pre-service trainees (2010 only).
- c. The data in # b above will also be provided to AusAID in accordance with Clause 14.4(a) of *Standard Contract Conditions*.
- d. The filing system held in the Team Leader's office will be handed over to the Principal of KTC with the file records of the Project. Any personal information will be examined and, if it is not appropriate to be provided to another person, will be destroyed. However, there is very little, if any, of this.

Other issues from the requirements for handover in the *Standard Contract Conditions*

- a. No confidential AusAID data is held by LEPP.
- b. LEPP has no contracts or sub-contracts with other organizations.
- c. All financial records are kept in Griffith University, Brisbane, Australia.
- d. Transfer of accrued knowledge of the project: The Team Leader will be available, with the agreement of Griffith University, to provide any relevant information on the operations of LEPP to a new provider or another contractor for any similar subsequent project in Kiribati.

Recommendations

The following are recommendations that could facilitate the continuation of the training programs that have been established within KTC, and ongoing sustainability of the outcomes that have been achieved:

1. A Sustainability Strategy was developed in October 2009 to ensure the sustainability of the outcomes of LEPP. A report is provided to the Steering Committee quarterly against the strategies, so that there is constant attention to how the outcomes are being sustained

and how they will be sustained after LEPP finishes. The relevant recommendations from this Strategy are included in Annex 11 to this Report.

2. An evaluation of the continuation of the outcomes of LEPP should be conducted by an external consultant late in 2010 or 2011 to check if they are continuing, including the use of English throughout all KTC courses and for all communication on campus, and to check on sustainability (including implementation of the attached recommendations from the Sustainability Strategy).
3. A Certificate in Training (CLIL) should be developed as soon as possible and used for in-service training of the current and any new content-based lecturers in KTC. This course may be based on the Certificate in Training (TESOL), but with a specialist strand in CLIL.
4. The Certificate in Training (TESOL) should be used routinely, taught by the lecturers who have already been trained by the LEPP team, for ongoing professional development of lecturers in KTC, including induction of new lecturers.
5. KTC should continue the practice of reviewing the TESOL and ESL courses at least once a year on the basis of the experience of implementing them, and upgrade them prior to next implementation.
6. KTC should continue to operate as an English medium institution, but the use of English for all communications on campus should be encouraged so as to raise the general ISLPR level across all macroskills to at least 4, and preferably 4+.
7. Because their participation in LEPP was generally less than initially envisaged, personnel from CDRC and BED are mostly not yet ready to take over responsibility for monitoring and upgrading teachers' competence in TESOL or their proficiencies in English. They require further training in Cert Training (TESOL), including in language assessment and assessment of teachers' competencies.
8. A training program in proficiency testing using an international protocol such as ISLPR should be instituted as part of the roll-out of the English Language Program across Kiribati so that there is a group of trained and qualified testers able to conduct proficiency testing at all levels and at a high standard, in order to monitor the standard of English in use throughout the Education system.

Other recommendations have been included in earlier parts of this Plan, particularly in relation to KELPAT.