

EFL Haiti Needs Analysis

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Introduction and Program/Situation

For our Curriculum Design project, we will be working with St. Andre's School, an Episcopal school located in Hinche, Haiti, which has eight hundred students in grades kindergarten through thirteenth grade. Our project is to develop an English Language curriculum that incorporates technology literacy through the use of XO laptops obtained from the One Laptop per Child (OLPC) program. In order to produce both an effective teacher training workshop and an English language and technology literacy curriculum for the students of St. Andre's, it is important to understand the contextual situation of both the school and Haiti as a country.

Haiti is a small third-world nation occupying the western half of the island of Hispaniola in the Caribbean Sea. Unlike its Spanish-speaking neighbor, the Dominican Republic, Haiti's official languages are French and French Creole. With a population of just over ten million, Haiti is the most populous Caribbean country and also the poorest in the western Hemisphere. The small nation has a history of political unrest, natural disasters, and extreme poverty. Three-quarters of the population lives on less than two dollars a day, and infrastructure, especially in terms of basic sanitation, is lacking (US State Department, Haiti Fact Sheet).

St. Andre's School is a primary and secondary school located in Hinche, a city of about one hundred thousand in Haiti's central region (Open Door Haiti, 2013). The school, which receives half of its financial support from the California-based St. Dunstan's Church, an episcopal ministry located in the Carmel Valley, has over eight hundred students, ranging in age from preschool to thirteenth grade. The school is well-respected in the area for the quality

education it provides, and many students travel from neighboring towns and regions to attend it. The school also serves one hot meal each school day using meal packets provided by Stop Hunger Now. For many students, this is their only meal of the day (Donohoe, 2013).

The curriculum is conducted in Haitian Creole until the third grade and switches to French in the fourth grade, though French is introduced through songs and phrases as early as kindergarten (Donohoe, 2013). From what we were able to gather through interviews, the secondary teacher at St. Andre's have at least a bachelor's degree in their field, but no formal pedagogical training. As the secondary teachers appeared to feel threatened by questioning into their educational backgrounds, Lisa Donohoe, our main contact for this project, refrained from questioning the primary teachers. The classrooms have blackboards and chalk, but the chalk must be checked out one piece at a time by the teachers from the administration (Donohoe, 2013). There are no textbooks, although at the junior and high school levels, students have notebooks. The current English curriculum at St. Andre's begins in the seventh grade. There are two English teachers at the school and compulsory English classes, as well as compulsory Spanish classes also beginning in seventh grade, are conducted for two hours per week (Donohoe, 2013).

Presently, the school has a computer lab with several old desktops and a few laptops, many of which are in disrepair, but the lab is open to the street and is more often used by the community. The 3G network available throughout the country is not available at the school due to lack of routers (the two that were there seem to have disappeared). A satellite dish on the roof of the school needs repairs. There are frequent power outages, and although there are two solar panels on the roof, they do not work. The school also has a backup generator, but it is costly to run, so they are often without electricity (Donohoe, 2013).

As mentioned earlier, we will be working with OLPC to bring a technology-based English curriculum to St. Andre's. So far, OLPC has provided the school with twenty XO laptops, but there is potential for more laptops in the future if our program can show that the laptops are being used for academic development. A full description of how these laptops work is available on the OLPC website at <http://laptop.org/laptop>. We will develop a teacher-training workshop curriculum to help teachers understand how to work the new laptops and how to integrate them into the classroom, as well as one full unit and the framework for an English language and computer literacy curriculum for students aged third through sixth grade. Our curriculum with focus on teaching the children basic English (conversational skills, basic vocabulary) along with tech literacy skills (typing, navigating the computer, using the computer's drawing and design programs). Our central themes, which will be more fully developed throughout this needs analysis, will revolve around the idea of taking care of oneself, through the promotion of sanitation, healthy behaviors, nutrition, and emotional health.

Rationale

After being presented with the opportunity to design an English language curriculum using the XO laptops from the One Laptop Per Child (OLPC) organization for primary students at St. Andre's School in Haiti, all four members of our group were excited to be a part of the project. A number of factors went into our choosing this project. Two members of our group speak French, the political language of Haiti. Two members of our group are also entering the Peace Corps. One member knows his location and his assignment will be English and technology, which is very similar to this project. One member chose this project because of her fondness for children and her desire to learn about Haiti. The possibility of traveling to Haiti in order to implement our curriculum is an extra incentive.

In line with Nation & Macalister (2010), we have conducted both an environmental analysis and a needs analysis. For the scope of this particular project, we hope to implement our curriculum in teacher training in English and technology training as well as our English curriculum for third through sixth grade students using the XO laptops. In the future, we hope that our curriculum will be a base for creating a layered curriculum that builds on each year of school beginning at the kindergarten level. We also hope that English be taught regularly throughout the thirteenth grade so that the students will be able to secure jobs with tourism, interpretation, or Non-governmental Governmental Organizations in Haiti or attend college in an English-speaking country. Another goal of our project is to encourage donors to provide more laptops for the students to use by demonstrating that the students are utilizing the XO laptops in an academic setting and in ways which will enhance their academic and career prospects through computer literacy.

Procedures

Due to lack of internet connection and communication issues on site at St. Andre's, we were limited in our resources for data collection. Therefore, our needs analysis was conducted primarily through a series of extensive interviews and meetings, beginning in mid-September and continuing throughout the Fall 2013 semester, with Lisa Donohoe, an instructor in the Center for Nonproliferation Studies and Intensive and Custom Language Programs at MIIS and our contact person for this project. Lisa is working with both St. Dunstan's Church and St. Andre's School and was a wonderful resource for our project. Lisa is involved with the implementation of the OLPC laptops at St. Andre's and, midway through October, she traveled to Haiti to conduct her own needs analysis of the entire school. Given the scope of our project, our team was not able to travel to Haiti to conduct our own evaluation and for that reason we relied almost

completely on Lisa's observations. In an ideal situation, we would have been able to observe St. Andre's classrooms ourselves, implement our own data collection procedures, conduct our own interviews with professors and the principal, and chat with students. This would have given us a much broader awareness of the needs of the school; however, given the realities of distance and third-world communication infrastructure, we are very grateful to have Lisa as a resource.

We met with Lisa several times before she left for Haiti, so that she would have a good idea of what we hoped to learn from her visit. We discussed at length the various methods of assessing the teachers' English and technological abilities and decided that an informal, observation-based analysis would be the best route. Lisa was very concerned that a formal interview, test, or questionnaire would be face-threatening for the teachers, as they might fear that their job was on the line. In an effort to protect the teachers' face, we developed a rubric to guide Lisa's observations (see attached rubric). While Lisa did not end up using the rubric officially, it did inform her observations of teachers and she was able to report back accordingly. We also provided her with a comprehensive list of questions that covered many of our concerns.

After her return from Haiti, Lisa shared her observations as well as videos and pictures that she collected during her time at St. Andre's. She provided us with her informal assessment of the English teacher's proficiency and briefed us on some of the infrastructural and logistical issues we will face in the implementation of our curriculum. Over the course of her visit, Lisa established a relationship with the principal of St. Andre's, Père Noë. We had hoped to conduct an interview with Père Noë via Skype, but his computer does not have Skype capabilities, as it lacks a camera, microphone, and a fast enough internet connection. We also had hopes of connecting with Evens, the lead English teacher, but his email account does not seem to be working and returns all messages to sender.

Via Lisa we were able to connect with parishioners at St. Dunstan's Church in the Carmel Valley. In late October, we attended a meeting with George Lockwood, Jim Hamilton, and Rich and Diana Hawkins, all of whom have been an instrumental part of the church's three-decade long relationship with St. Andres. St. Dunston's was behind the grant that provided the XO laptops to St. Andres. Over the years they have provided the school with significant financial support (over half of the school's annual operating budget), in addition to other supplies and they are continuing to make physical improvements to the St. Andre's campus. With their support, St. Andre's has grown from a small school with only 30 students in grades K-3 to a school of 900 students with grades K-13. The parishioners informed us of the technical issues such as a non-working solar panel, unreliable electricity, missing internet routers, and the need for a newer version of the XO laptop to act as a server for the laptops we currently have. Jim Hamilton is the point person for technical issues concerning the XO laptops and has many great ideas for making the laptops reliable and safe classroom resources.

To help us with ideas for ways to integrate the XOs into our curriculum, we decided to attend the OLPC San Francisco Community Summit 2013. There we were able to view presentations and converse with a variety of people who are invested in using the XOs and have seen them implemented in a variety of ways. We were able to speak with a group of people who currently have various ongoing small-scale projects in different schools in Haiti. We were also able to get some practical ideas for working around issues such as lack of internet or electricity through items like internet-in-a-box and solar panels or charging stations that are currently being developed. We were also able to see future implications of XO and related software and hardware such as pathagar, an electronic library in a box for the XOs, and applications that people around the world are designing for the laptops.

Findings and Discussion

This section summarizes the qualitative findings of our needs analysis. We will present these qualitative findings based on data collected from electronic correspondence and personal interviews with project informants, specifically Lisa Donohoe, whose connection with St. Andre's has been instrumental in helping us understand the academic environment of the school. Lisa was our main informant as we were unable to communicate with the principal or teachers at the school for reasons mentioned above. Communications with stakeholders and informants have provided considerable insight in three areas: technological needs, pedagogical needs, and curricular needs for St. Andre's School.

Institutional Infrastructure

St. Andre's School has an educational infrastructure with the potential for technological and pedagogical development. This potential is due to the continued support of St. Dunstan's and the commitment of Père Noe. While improvements are ongoing, there are still infrastructural challenges that could hinder the successful implementation of a computer assisted language learning curriculum using the XO laptop. Like much of Haiti, the school faces multiple challenges within the system which will have to be addressed and managed by stakeholders for the successful incorporation of English and technology based curricula developed by our team. These potential challenge areas, along with the corresponding assets, are summarized as follows: technology, the academic system, and pedagogy.

Technology: Assets and Opportunities

- 20 XO laptops
- Seven functioning desktop computers
- Electricity

- Chalkboards
- Generator
- Two solar panels
- Computer lab
- Potential development of a secure Resource Lab located within the confines of the school in a room secured with an iron gate and a locked closet for storage
- Potential to incorporate Internet-in-a-Box, Pathagar, etc.
- 3G Service

Technology: Concerns and Challenges

- Unreliable/inconsistent electricity
- 3G reliability
 - Increased usage of internet for accessing electronic resources for in-class applications could potentially burden the network. St. Andre's School will have to consider how to work most effectively with the networks' capacity.
- Stakeholders must consider the financial challenges of preserving the new technology
- Ability to charge XO laptops
- Questionable functionality of solar panels
- Generator is expensive to use
- Limited chalk (for chalkboards)
- Inconsistent security practices/measures → securing the laptops is fundamental to program sustainability

- Elemental concerns → the current computer lab is located near a street which is dusty and does not provide an optimal environment conducive to technological maintenance, longevity, and security
- Router security issues → two preexisting routers disappeared
- Theft potential → computers are valuable
- Inappropriate XO laptop usage → machines being used for nonacademic purposes
- Computer assisted language learning is new and unfamiliar territory → potential skepticism towards “new” methodology

Academic Systems: Administration and Students

The relationship between pedagogy, technology, and proficiency is partial and problematic as it relates to English language instruction. Where English language instruction and technology intersect, English language instructors (and faculty in general) have limited-to-no experience with computer assisted language learning. Furthermore, it is not evident that teachers realized opportunities that the XO laptops for pedagogical purposes--they will need teacher-training to gain the confidence to fully make use of the laptops in class. We hope that our teacher-training will help instructors develop professionally while at the same time fostering an innovative environment that promotes dynamic learning among students.

Pedagogy: Assets and Opportunities

- Two on-site English instructors → Both instructors are excited by the possibility of incorporating the XO laptop. However, both instructors teach secondary level. A primary level English instructor will be hired.

- According to Lisa, One instructor (Evens) is very accessible and apt to engage EFL project consultants → potential for him to take lead as St. Andre's EFL coordinator
- Fifteen English instructors in the surrounding area who rotate to different schools
- A clean slate: Instructors have not used computers for language learning purposes
- The administration is development-oriented and receptive to input → a new principal is in the process of making institutional changes that are conducive to adopting new curricula
- There are sufficient human resources available to implement and sustain a computer assisted language learning curriculum: Information technologies person/electrician, instructors to use the program, and an administrator (the principle) to coordinate.
- Students readily take to the XO laptops and are able to teach themselves, as seen in Sugata Mitra's 2007 "Hole in the wall" experiment and St. Dunstan's reported experience with third graders and a Carmel Valley elementary school in which they quickly taught themselves and each other about the XOs.
- In-class teacher-training and student instruction can be a collaborative learning experience

Pedagogy: Concerns and Challenges

- Intercultural implications → instructor receptivity towards adopting a new and unfamiliar teaching methodology
 - Contextual value → instructors may not see value of incorporating technology for educational purposes in light of infrastructural challenges

- Imperialistic implication → how does the incorporation of the XO laptop fit into the Haitian cultural schema?
- It is fundamental that the program and curricula are sustainable and realistic and receive longitudinal support
 - Post-earthquake Haiti has seen an impressive influx of foreign aid which may or may not receive continued support
- Time orientation, i.e. Haitian teachers may show up late to class on a regular basis, as this may be normal in some schools according to volunteers who have taught in Haiti.
- Limited resources force teachers to constantly write on the blackboard, rather than having texts or handouts, taking away from valuable learning time.
- When something at the school breaks, it typically remains broken, as is the case with many computers already at the school.
- Language implications → a trilingual curriculum (creole, English, French) would facilitate a more fluid curricular implementation for instructors/administration/students with low language proficiency
 - English language instructors are required to only have two years of training beyond that of their students
- Potential for unequal technology use and access
 - Social class and gendering → Students: do female students have equal use of and access to the XO laptops as male students?
 - Families may not understand the role/importance of technology in education
- Scheduling of instructional hours may pose a two-fold challenge with the current system

- Teachers may not be inclined to stay after instructional hours for training purposes, therefore maximizing in-class training may be the most efficient approach. Exploring the possibility of compensating instructors for teacher-training is recommended.
 - Secondary school students receive two hours, one hour twice a week, of English instruction
- Students in target ESL grades have no prior English training, though they may have exposure to English due to the post-earthquake influx of NGOs.

Curricular Assessment

St. Andre's school, with the support of St. Dunstan's school, the Monterey Institute of International Studies, and the EFL Haiti curriculum design team, has the potential to develop and implement a curriculum using the XO laptops for computer assisted English language learning. The XO laptops are used extensively in Haiti and the world at large for educational purposes. St. Andre's school recognizes that technology is a tool that will allow them to develop pedagogically by incorporating new, innovative, and flexible practices into English language education. St. Andre's school demonstrates readiness to cooperate with MIIS and our team, which provides an exciting opportunity for cooperation in the implementation of our English language and technology literacy curricula.

In consideration of data sourced from a curricular needs assessment conducted by project informant Lisa Donohoe, our team, in cooperation with stakeholders, will develop and implement a curriculum which includes a technology literacies component designed to train teachers how to use the XO laptops for English language instruction. Additionally, a separate

English language curriculum will be designed for English language learners in grades three through six.

Curriculum: Assets and Opportunities

- Haitian national curriculum provides insight into sociopolitical state and educational practices
- Because St. Andre's School is private, curricula can be designed and implemented with more flexibility
- St. Andre's School provides the opportunity to develop into a regional role model of how to think through and apply technology for English language instruction in addition to other disciplines
- Team EFL curriculum has the potential to reach and instructors and students who face logistical obstacles in accessing educational resources.
- Provided the opportunity to establish reliable internet access, curricula has the potential to be developed and supported remotely (by forthcoming curriculum design teams, stakeholders, etc.)
- A new ESL curriculum using the XO laptops provides opportunities for entrepreneurial efforts in education (for both learners and instructors)
- One of the great assets of using the XO laptops to integrate ESL curricula is that technology captures the students attention and imagination. As such, provided student's high interest levels, the ESL curriculum could holistically foster student educational interest therein increasing motivation.
- The ESL curriculum provides an opportunity to integrate English into academic and vocational themes in education

- Technology could facilitate the development of future career pathways for both educators and learners.

Curriculum: Concerns and Challenges

- Geographical distance between ESL curriculum design team and St. Andre's School
- Administration has no prior experience with computer assisted language learning
- Lack of on-site support services to overcome curricular obstacles
- St. Andre's School currently lacks English curricula for learners grade seven and below

Conclusion: Summary

To conclude our summary of the findings, St. Andre's has the capacity to develop a technologically literate faculty and student body, but still has substantial infrastructural challenges for building a sustainable and secure ESL program using the XO laptops and Team EFL Haiti curriculum. Similar to all of Haiti, Hinche and St. Andre's school faces challenges that stakeholders will have to manage and address. Looking at the technical training side of the curricula, our findings suggest that a specific technology literacies curriculum should be designed for the successful implementation and integration of Team EFL Haiti's English language curriculum. The key, therefore, is not only the English language curricula, but curricula that fosters computer assisted language instruction by St. Andre's faculty. The next section, Curriculum Implications, will explain how our findings have affected our plans for our curriculum design.

Curricular Implications

Based on what was presented in the findings section, it is clear that there are two definite needs of St. Andre's school: A need for a technology training portion (both for teachers and

students) and a need for English language instruction (both for the teachers and the students).

The problem lies with how to best teach technology to the teachers, because it is likely that the students will learn how to use the XO laptops much quicker than their instructors.

With this, we have decided to found a “defensible curriculum” that meets the objective needs of those who will be using it (students and teachers) (Brown, 2008, p. 269). It is safe to say that the needs of the curriculum are largely objective, as the school needs the computers to use as resources in order to teach every subject, and there are few resources otherwise.

It should be noted that there are several stakeholders surrounding the design of the curriculum:

- St. Dunstan’s church (who funded the laptop donation and who makes repairs to and the school);
- OLPC (who donates the laptops and who could possibly donate more);
- School teachers and administrators (the principal, Noe, and the few English teachers at the school who work for \$2-3 per day);
- Students (who must pass the national exams);
- Our Curriculum Design team (who must complete an initial design to be furthered in future Curriculum Design projects).

These considerations all play a large role in the content of what will be taught. The home church, St. Dunstan’s, as well as OLPC would like to see the children using the laptops as much as possible (in order to be able to expand the project). However, due to the fact that the teachers don’t know how to use this technology, it is essential to train them so that they won’t feel uncomfortable using them with students in the class. Père Noë, the principal, is new to the school and would like the students to begin studying English in primary school so that they can build on

their English proficiency over the entire course of their education. The teachers go to school as a form of work, and many of them can be considered limited or non-English proficient. The students attend to acquire an education, and in some cases, to fulfill their basic, lowest level needs (Maslow, 1943).

Additionally, the overarching state of Haiti calls for a pedagogical emphasis on topics such as well-being and life skills in extreme poverty. These considerations have dictated that our needs and environmental analysis focus on specific points that can transfer to areas of life beyond the walls of the classroom.

Required components:

The two main components of our curriculum are technology training and English language learning, both of which will be integrated in two separate units for the teachers and for the students. We have deemed that because the teachers have little to no experience with technology and their English skills are limited, it would be beneficial to host a weekend teacher-training workshop. The workshop will have four lessons – two of which applicable to integrating the laptops for every content area, and two which will be designed specifically for integrating the laptops with English language instruction. The school hours are from 08:00 to 14:00, and the teachers are only required to be at school during this time. Even if teachers were unable to attend a weekend workshop, the lessons will be able to be taught over the course of a few days. Hopefully, we will be able to actually teach these lessons when we travel to Haiti over the January Term.

We will design an English unit for students in grades 3-6 (and hopefully older students) that will focus on the topics of well-being and life skills, and technology. Our consideration of

these topics is largely based on the contextual factors of the school, St. Andre's, and also the State of Haiti.

As it stands, the breakdown of each of our units is as follows:

Teachers' Weekend Workshop

- One day (2 lessons) focused on laptop integration in every content area
- One day (2 lessons) focused on integrating the laptops for English language teaching purposes

Unit Breakdown

- 2-3 lessons devoted to teaching laptop skills in English
- 2-3 lessons devoted to teaching well-being and life skills in English using the laptops

Potential Topics for the Year's Curriculum for Students

- Sanitation
- Hygiene
- Nutrition
- Family and Friends
- First-Aid
- Emotional Well-Being
- Environment
- Agriculture (vertical gardening)

Conclusion

Through the presented contextual information, our needs analysis can be considered informative and ongoing. Being that we are in contact with Lisa, we are always being updated about the state of affairs at St. Andre's school. It may be that several items from our needs

analysis will change by the time that our voyage to Hinche will occur. Wiggins & McTighe (2005) advocate that a course should have “Built-in flexibility to ensure the syllabus can adapt to feedback based on student performance and understanding,” (p. 300). We are looking forward to learning even more about the school, the environment, and the students that we will visit over the course of the January term.

The data collection methods were well suited to our project due to several factors. Because the Monterey Institute is 3,239 miles from Hinche, we were obliged to employ Lisa as our medium of contact, due to her dates of travel from October 4th to October 12th. She was able to use the instruments that we designed to gather information. Most of this data is qualitative and based on Lisa’s observations. There was no access to the school apart from Lisa, because she had the contact information for both the church in St. Dunstan’s and the administration at St. Andre’s (which also had on-site technology problems). We are incredibly grateful for the aid that she has provided and we couldn’t have asked for a more helpful colleague.

While conducting the needs analysis, it was very easy to get ahead of ourselves and look at the future possibilities and implications of our curricula. We had to step back and focus on what we are able to do now and narrow our scope of planning to the immediate time frame of our Curriculum Design class. However, we were able to identify the two curricular implications with our research, and are happy to be able to articulate them: A need for student and teacher technology training, and a need for student and teacher English language instruction. It is possible that these units may overlap - this will be further discussed as we design the Teacher Workshop and the Unit for Students as outlined in the “Curricular Implications” section.

Thanks to relevant literature, such as Wiggins & McTighe (2005) we were able to find references to topics that helped us to outline “procedures for identifying and validating needs,

and establishing priorities among them,” (Pratt, 1980, p. 79). These helpful sources were the guiding force for our comprehensive environmental and needs analysis (Nation & Macalister, 2010). Finally, we did our very best to present our findings and discussions in a comprehensive report, while still knowing that more information will be provided as the project continues. We enthusiastically welcome this project and look forward to conducting further research and planning as humanitarians and pedagogues, and blazing the path for future Curriculum Design students at St. Andre’s.

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Appendix

Compilation of questions proposed to Lisa over the course of our meetings.

- What grades will we be designing a curriculum for?
- How many kids are there to a class?
- What is St. Andre's Expecting?
- What is St. Dunstan's Expecting?
- Who all is involved with this project?
- What are the goals of the teachers? The students? The school?
- What formal education/training do the teachers have?
- How proficient are the English teachers?
- How many English teachers are there?
- What is the current language of instruction?
- How proficient are the teachers in French?
- What are the classrooms like?
- What materials to the students and teachers have access to?
- What is the classroom layout?
- What is the school layout?
- Is there a per-existing English curriculum?
- What is the current English program like?
- What is the time scope of the curriculum?
- Can we go to Haiti?
- Can we reformat the laptops in English?
- How long are the students in class?

- Do the students remain in one class with one teacher for the entire day or do they rotate?
- What is the current level of students' English upon graduation?
- Why are the students learning English?
- How is the students level of English evaluated?
- What level do the students need to be at upon graduation or completion of school?
- Where do the children live?
- Does the school already have the XO laptops?
- Do the teachers know how to use the laptops?
- How is the school year scheduled?
- What is the internet connectivity like at St. Andre's?
- What is the power situation at St. Andre's?
- Do the students have a say in what they learn?
- Should the same curriculum be applied to all of the K-6 students?
- Which grades should we focus on?
- How many days per week is instruction? For how long?
- What kind of teacher training should we plan for?
- Should we target our curriculum towards the teachers?
- Unit frameworks?
- Should we break down the curriculum into teachers and students? To what extent?
- Where should the main emphasis be for the curriculum?
- What kind of technology training have they already had?
- What kind of support material would you recommend for teachers?
- Can we Skype with the principal?

- How are students learning French? Through which method? How are the per-existing language curriculum informing the students?
- Are students using laptops in every class? Do they use technology for each subject area? Can we PLEASE change them into English?
- What kind of test can we give them for a needs assessment?
- Can we have access to any curriculum that they already have? ESPECIALLY French? Or Creole? How effective has their French curriculum already been?
- What topics are students interested in?
- Can we bookmark things on a computer for little kids?
- What age groups?
- Should we create English for little kids too?
- What limitations do you think we should put on ourselves?
- Can this project be followed up on next semester?
- What are the age groups in the school that we are designing a curriculum for??
- Basing lessons off of per-existing subjects?
- What would be the most optimal tool to collect data with?
- When are you going to Haiti?
- Can you bring back sample curriculum for St. Andre's?
- What should we give to the teachers to assess their English proficiency?
- Can we meet with St. Dunstan's?

St. Andre's, Haiti - Teacher Oral Language Observation (Based on SJUSD's SOLOM)					
Teacher Name/Number:		Subject Taught:			Date:
	1	2	3	4	5
Comprehension	Cannot understand simple conversation.	Has great difficulty understanding. Sentences must be spoken slowly with frequent repetition.	Understands most of what is said at a slow speed with repetition.	Understands most of what is said at a normal pace. May need occasional repetition.	Understands everyday conversation and normal discussion.
Fluency	Speech is stunted and fragmented. Conversation is nearly impossible.	Usually hesitant. Often silenced due to language limitations.	Speech is frequently interrupted by the speaker's lack of language.	Speech is generally fluent, with occasional lapses.	Speech is fluent and effortless.
Vocabulary	Severely limited vocabulary.	Limited vocabulary and/or misuse of words. Difficult to understand meaning.	Inadequate vocabulary and/or frequent misuse. Limits conversational abilities.	Occasional misuse and/or must rephrase due to inadequate vocabulary.	Appropriate vocabulary use. May even use idioms.
Pronunciation	Speech is nearly unintelligible.	Difficult to understand. Must frequently repeat utterances.	Listener must concentrate intensely to understand.	Understandable. But with a strong accent.	Understandable with native speaker-like intonation.
Grammar	Errors in grammar and word order are severe and nearly unintelligible.	Grammar and word order makes comprehension difficult.	Frequent errors in grammar and word order that occasionally obscure meaning.	Occasional errors in grammar or word order. Meaning is still understandable.	Appropriate grammar and word order.
Notes:					

Administered by: _____