

**A Needs Assessment for English Language Instruction at
St. Andre's School in Hinche, Haiti**



Curriculum Design EDUC 8520A

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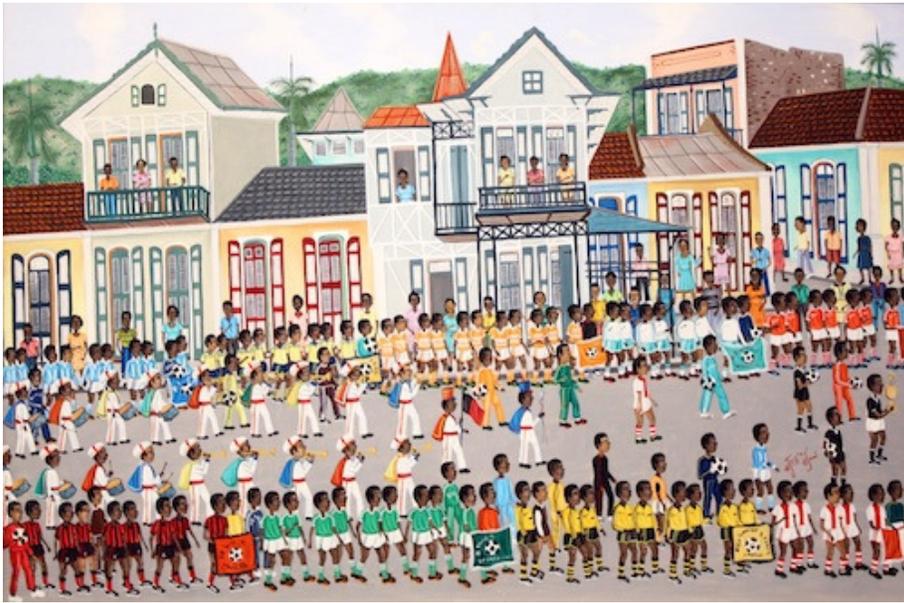
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Introduction & Rationale

The Republic of Haiti is considered by any measure one of the poorest, most disadvantaged countries on earth. Since the 1804 slave revolt that made it the first independent nation in the Caribbean, it has been ruled by chain of corrupt and oppressive dictators (with occasional incursions by foreign powers), leaving it eternally in debt, woefully underdeveloped, environmentally wasted, vulnerable to crime, natural disaster, and disease.

Its educational system is no exception to the dismal rule, wholly unable to prepare the younger generation for the modern world—perhaps the most dangerous trend in Haiti's forecast. Given their country's long history of corruption and poverty preventing people from participating in democratic institutions and improving their economic situations, the youngest members of Haitian society are in desperate need of more and better quality educational opportunities.

Public education in Haiti is headed by the Ministry of Education which administers year-end national exams, but contributes little to school materials, infrastructure, and teacher training. Because of this, as many as 90% of Haitian students attend schools run by international organizations and churches. Since the 19th century the Episcopal Church has played a role in Haitian life and education; James Theodore Holly who immigrated to Haiti from America became the first Episcopalian bishop there in 1873 and today the church has some 90,000 members.



At the same time, outreach by American Episcopalians has helped to found and sustain some 250 schools across the country. St. Dunstan's Episcopal Church in Carmel Valley is one of the most dedicated among them. Its relationship with Haiti started in 1982 when two Episcopal school students from the Central Coast of California traveled to Hinche, a city of about 75,000 people in central Haiti, to establish the link with St. Andre's Parish and School. Since then St. Dunstan's has helped to make St. Andre's one of the most prestigious schools in the region, providing education to over 900 students from kindergarten to grade 13, as well as scholarships, a free hot lunch program (administered by the non-profit organization

Stop Hunger Now), structural improvements, materials, a computer lab, and laptop computers (in conjunction with One Laptop Per Child).

One area, however, that was in need of attention was the development of English language education at St. Andre's. The official languages of Haiti are Haitian Kreyòl and French, but increasingly English is needed to improve opportunities for jobs and higher education. For this reason, in the fall of 2013 St. Dunstan's reached out to the MATESOL/TFL program at The Monterey Institute of International Studies (MIIS) to improve language education at St. Andre's. After a semester of preparation in Dr. Peter Shaw's Curriculum Design class, two current students and two graduates went to Hinche in January, 2014. The team had tremendous success working with students and teachers at St. Andre's and with the local Hinche community. Upon their return they were adamant that the project should continue. And so, another Team Haiti was assembled at MIIS to carry on and expand the work that both St. Dunstan's and our previous MIIS MATESOL/TFL colleagues have already achieved. The new team just received an Immersive Learning grant from MIIS to help cover the cost of a trip to Haiti in May-June to implement an English language curriculum at St. Andre's School.

Procedures

Team Haiti began with a needs assessment. This required us to gather information from experts and stakeholders, both local and distant. We began close-

at-hand, by looking at the blog created by the previous curriculum team from MIIS (<http://sites.miis.edu/eflhaiti/blog-2/>) and by interviewing members, starting with Haley Berl. Our meeting with her took place after a Curriculum Design class in February. Four Team Haiti members were present, one of whom took notes and later summarized them on our Google Doc. The purpose of this informal discussion was to find out what the previous team had done, whether it considered the work effective, and how we could build on its accomplishments.

After that, three Team Haiti members met with Lisa Donohoe, a staff member at the Center for Nonproliferation Studies at MIIS and a TESOL program graduate, who was instrumental in forging ties between MIIS and St. Andre's. She visited the school in the fall of 2013 and was part of the MIIS group that went to Hinche in January, 2014. The time she spent there resulted in a broad-ranging draft needs assessment for the school (attached in Appendix A) and plans for a Haiti symposium at MIIS in May, which will be attended by St. Andre's priest and headmaster, Père Noé Bernier.

The next step was meeting with the Haiti Outreach committee at St. Dunstan's. Three members of the team attended a Sunday morning service and then listened in at a meeting which put our curriculum design plans in the context of St. Dunstan's other efforts to support the church and school in Hinche. These include continuation of the free lunch program, supporting worthy St. Andre's

graduates, planning a water purification system, and—most recently—raising money for English language textbooks. We saw the pretty scrappy American side of Haiti outreach at firsthand, and were humbled.

Then the entire team gathered for dinner at Jaimee's to view and discuss photos and videos taken by Gregory Singfield when he visited Haiti in January. The photos provided us with information about the setup of the school and the videos showed Gregory interviewing Evens Israel, a secondary school English teacher. Gregory told us about inequities for girls in Haitian education.

After gathering all available information from local sources, we drafted a questionnaire (see Appendix B) to be sent to Saint Andre's teachers and others who attended the teacher training workshop held by the MIIS team that visited St. Andre's in January. Two members of Team Haiti translated it into French because we'd heard that filling out the questionnaire in English might be challenging for the Haitian English teachers. Haley gave us their email addresses; we're still awaiting their responses.

Our last step was to interview Père Noé, the principal of Saint Andre's. (See the letter in Appendix C and how Lisa Donohoe responded to it in Appendix D.) Gregory is also trying to Skype Père Noé, but communication is uncertain, so we look forward to meeting him in person in May.

Findings

Haley, 2/19

We learned from our TESOL colleague who was part of the January St. Andre's group that instruction is in Haitian Creole until grade 3, when French is added. Currently English instruction begins at grade 7, but there are no supportive texts. Père Noé, the headmaster, wants to extend English language instruction to lower grades and to make better use of the One Laptop Per Child computers.

The January team from MIIS held teacher training workshops on two weekends. Approximately eight teachers took part, only two from St. Andre's (Evens, apparently the best English teacher on site, and Simon, whose English is said to need work). The rest were motor-scooter professors who teach, ad hoc, wherever there's need. Haley assessed their English language proficiency as intermediate to high; speaking not good, grammar iffy. But she said that it's important to support them; otherwise they might feel that their jobs are at risk.

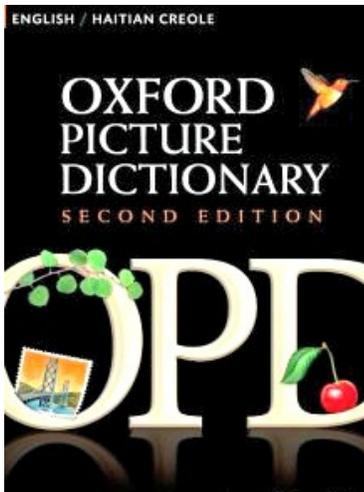
Lisa, 2/14

During our meeting with Lisa we got to see one of the XO laptops given to the school; they're very sturdy and user-friendly but of limited use due to intermittent Internet access. Also, we all shared concern about introducing technology without pedagogy to back it up. How important St. Dunstan's sees incorporating the laptops into an English curriculum remains an open question.

Lisa described the layout of the school around a courtyard, and how the computer lab, located street-side, has been somewhat co-opted by the community. Consequently, Père Noé is moving the lab to the second floor of the school proper, and installing electricity. Lisa suggested that the library should migrate there, as well, given the fact that it is currently underused because it serves as a staff member's office.

We discussed the team's planned trip to Haiti and gained insight from Lisa on how we can hope to fare without knowledge of Haitian Kreyòl; she said with several French speakers aboard, we should be okay.

Specific information about the school from Lisa is in Appendix D.



A recent development is that St. Dunstan's wants to buy English textbooks for the school, which could figure significantly in any new curriculum we devise. Lisa asked Team Haiti for advice and we focused chiefly on two series published by Cengage—*Reach* for younger students and *Pathways* for older ones. We also found a few

interesting supportive books, like the Oxford Picture Dictionary English-Haitian Kreyòl.

St. Dunstan's, 2/23

Sitting in on the Haiti Outreach Committee's monthly meeting gave our team a better sense of how our curriculum project fits into the bigger picture of the partnership between St. Dunstan's and St. Andres school. We got a glimpse of the committee's fundraising efforts, which support hot lunches for over 900 St. Andres students a day, scholarships for St. Andres graduates pursuing higher education, and even an upcoming water purification project.

One of the committee's big agenda topics was planning for Père Noé's visit to California in May. In addition to discussing transportation and the logistics of his visit, the committee discussed what questions they'd like to ask Père Noé during his visit. The committee shared these questions with us, along with a tentative schedule of his visit (see Appendix D). Père Noé will be at MIIS for a panel event on May 9th, and our team may have the opportunity to have a meal with him either that day or on the evening of May 14th. We also learned that four high school youth group students from St. Dunstan's will be traveling to Hinche on June 17th -- potentially right after our team travels to Hinche to implement the curriculum. They may be interested in helping is out!



Gregory, 2/23

To Come

Teachers, by questionnaire (Appendix B)

To Come

Père Noé, by email (Appendix C)

To Come

Implications for Syllabus:

Everyone will cite an implication, based on findings above.

Conclusion

To Come



Appendix A

[Link to Lisa Donohoe Draft Needs Assessment](#)

Appendix B

Teacher Questionnaire

Dear _____,
Chère _____,

We are a team of graduate students from the Monterey Institute of International Studies. We are excited to continue the English language project begun by our classmates who visited St. André's in January.

Nous sommes une équipe d'étudiants diplômés de l'Institut des Études Internationales de Monterey. Nous sommes très content de continuer le projet pédagogique commencé par nos camarades de classe qui vous a rendu visite en janvier.

Our names are Leah, Adrienne, Tahna, Jaimee, and Susan.

Vous trouverez les noms de l'équipe ci-dessous:

Leah, Adrienne, Tahna, Jaimee, Gregory et Susan.

So that we can learn more about you and your students, as well as your goals, we would greatly appreciate it if you could answer these questions and send them to amatunas@miis.edu. Thank you!

Pour que nous puissions apprendre plus de vous et vos étudiants, aussi bien que vos buts, nous l'apprécierions grandement si vous pourriez répondre à ces questions et leur envoyer à amatunas@miis.edu. Merci bien!

1. Your name/*Votre nom*: _____

If we are able to offer an English teaching workshop at St. André's in May or June, would you be interested in attending?

Si nous sommes en mesure d'offrir un atelier **de maître** à Saint-André de en mai ou juin, seriez-vous intéressé à y assister?

- Yes/*Qui*
- No/*Non*

Next, we would like to receive some information about your teaching and students.

Ensuite, nous aimerions recevoir des informations sur votre enseignement et les étudiants.

2. School(s) where you teach: _____

À quelle école (s) enseignez-vous? _____

3. What grade levels do you teach? How old are your students?

Quels sont les niveaux de qualité enseignez-vous? Quel âge ont vos élèves?

4. How many students are in your English classes?

Combien d'étudiants avez-vous dans vos classes de l'anglais?

5. How many hours of English instruction do your students receive per week?

Combien d'heures de cours d'anglais vos élèves reçoivent par semaine?

6. Are your students beginner, intermediate, or advanced learners of English?

Vos élèves sont débutant, niveau intermédiaire ou avancé de l'anglais?

7. How would you describe your students' skills in the following areas:

Comment décririez-vous les compétences de vos élèves dans les domaines suivants:

Reading/Lecture:	<i>Very good/Très bon</i>	<i>Good/Bon</i>	<i>Poor/Mauvais</i>
Writing/Composition:	<i>Very good/Très bon</i>	<i>Good/Bon</i>	<i>Poor/Mauvais</i>
Speaking/Parler:	<i>Very good/Très bon</i>	<i>Good/Bon</i>	<i>Poor/Mauvais</i>

8. What do your students have the hardest time learning?

Qu'est-ce que vos élèves ont le plus de difficulté d'apprentissage?

9. What activities do your students enjoy?

Quelles sont les activités les plus appréciées par vos élèves?

10. What is most important for your students to learn?

Quelles sont les choses plus importantes que vos élèves ont besoin d'apprendre?

1. How to understand spoken English

Comprendre anglais parlé

Very important/Très important

Important/Important

Less important/Moins important

b. Parler bien en anglais

Very important/Très important

Important/Important

Less important/Moins important

c. How to read English

Lire en anglais

Very important/Très important *Important/Important*

Less important/Moins important

d. How to write well in English

La composition anglaise

Very important/Très important *Important/Important*

Less important/Moins important

Do you follow a national or standardized English curriculum, or do you design your own curriculum? Do you use a textbook?

Avez-vous suivi un programme national ou normalisée d'anglais, ou concevez-vous votre propre programme? Utilisez-vous un manuel?

Next, we would like to learn a bit more about you.

Ensuite, nous aimerions en savoir un peu plus sur vous.

11. As an English teacher, what are you most proud of?

Comme professeur d'anglais, quelles sont les réalisations dont vous êtes le plus fier?

12. As an English teacher, what would you like to know how to do better?

Comme professeur d'anglais, qu'est-ce que vous voulez savoir mieux faire?

13. My current English proficiency is:

Qu'est-ce que vous considérez comme votre niveau de compétence en anglais courant?

- Very strong/*Très forte*
- Strong enough for the courses I teach, but I would like for it to be stronger
Assez forte pour les cours que je donne, mais je voudrais qu'elle soit plus forte.
- Not strong enough for the courses I teach

Pas assez fort pour les cours que je donne.

14. If we are able to offer another teacher workshop at St. André's, which of the following would be most useful for you and your students? Please write a 1 next to the topic that you are most interested in, 2 next to your second choice, etc.

*Si nous sommes en mesure d'offrir un autre atelier **de maître** à Saint-André de, lequel des énoncés suivants seront les plus utiles pour vous et vos élèves? S'il vous plaît écrire un 1 à côté du sujet qui vous intéresse le plus, 2 à côté de votre deuxième choix, etc*

_____ Help designing lesson plans or curricula/*Assistance en créant les leçons et les programmes d'études*

_____ Techniques for teaching grammar/*Techniques pour l'enseignement de la grammaire*

_____ Techniques for teaching vocabulary/*Techniques pour l'enseignement de la vocabulaire*

_____ Techniques for teaching pronunciation/*Techniques pour améliorer la prononciation*

_____ Activities and games you can use in your classroom/*Les activités à employer dans la salle de classe*
_____ Materials for teaching English/*Matériel pédagogique en anglais*
_____ Other/Autre: _____

If it is possible, we would love to talk to you over Skype to learn more about you and your students.
Would you be available to talk over Skype?

*Si c'est possible, nous aimerions vous parler sur Skype pour en savoir plus sur vous et vos élèves.
Seriez-vous disponible pour parler sur Skype?*

- Yes/*Qui* Skype Name/*Nom de Skype*: _____
- No/*Non*

Thank you very very much for your input. We are trying to gather as much information as possible in order to develop the perfect program for you.
Merci beaucoup pour vos contributions. Nous essayons de rassembler autant d'informations que possible afin de développer le programme parfait pour vous.

Best wishes,
Veillez agréer l'expression de nos sentiments distingués.

Leah, Adrienne, Tahna, Jaimee, Gregory, and Susan

Appendix C

Letter to Père Noé

Dear Père Noe,

Another group of English teachers from the Monterey Institute of International Studies has begun working on a curriculum for St. Andre's School, following in the footsteps of our colleagues who visited you in January. Our names are Leah, Adrienne, Tahna, Jaimee, and Susan.

Gregory, who you already know, is part of the group, as well. He has told us great things about the school, so we are very excited about the project. We hope to come to Hinche in late May to implement the curriculum so your teachers can use it in the future and groups from the Institute that follow us to St. Andre's have something to build on.

We're all looking forward to meeting you when you visit California in May. But in the meantime, we need more information. Can you help us by answering these questions?

1. Our colleagues who visited St. Andre's in January tell us that teacher training is needed. Do you agree? Should this be our main focus?
2. Or would you prefer us to work on an English curriculum for students? If so, should we focus on the upper-level English classes you already offer? Or should we develop a program introducing English at lower grades?
3. Another possible part of our effort could include the broader community in English language instruction. Is this a priority? Can you suggest ways for us to do it?
4. Is English one of the subjects covered by the national exams in June? Would you like us to help prepare students for them? If so, can you forward us any information on the English portions of the exams?
5. When do classes end? Between now and then are there any school holidays?
6. We've heard that you may be hiring another English teacher. Is this so you can introduce English earlier? We're attaching the survey we're sending to the teachers our team worked with in January. Could you share it with whomever you hire, as well as any other teachers who might be interested?
7. What role do you want computers to play in English language education? Is your computer lab up and running?
8. And finally, what is your vision for English language education at St. Andre's?

Comment [Ma 1]:

We know you're really busy. So if you'd rather Skype, please let us know when.

Best wishes,

Leah, Tahna, Susan, Jaimee, Adrienne, and Gregory

Appendix D

Lisa Response to Père Noé Letter

1. *Our colleagues who visited St. Andre's in January tell us that teacher training is needed. Do you agree? Should this be our main focus?*

Yes, teacher training is definitely the priority.

2. *Or would you prefer us to work on an English curriculum for students? If so, should we focus on the upper-level English classes you already offer? Or should we develop a program introducing English at lower grades?*

I don't see 1&2 as mutually exclusive. As we discussed before, a curriculum can meet both needs by developing it for the kids' consumption, and then training the teachers to deliver it. This is the most efficient way of doing both. It also gives the MIIS students both opportunities—teacher training and classroom experience. Well, the list goes on...MIIS students can be immersed in the learning environment that they are training the teachers for...etc., etc.

I think we discussed some potential content themes, such as nutrition, gardening, and other life skills.

3. *Another possible part of our effort could include the broader community in English language instruction. Is this a priority? Can you suggest ways for us to do it?*

While the community is not a priority for the partner church in Carmel, they are very open to it. For Noé, this is a high priority, and I think we should go with him on this. It will strengthen the relationship between the school and the community, allowing our program to interact with many community groups on a number of development issues.

I would suggest not putting a lot of upfront effort into this, but being flexible in providing some fun English classes to families. Definitely talk to Gregory about this.

4. *Is English one of the subjects covered by the national exams in June? Would you like us to help prepare students for them? If so, can you forward us any information on the English portions of the exams?*

I don't think our program is about "teaching to the test." Also, we don't want to get into the Ministry requirements and responsibility for outcomes. St. Andre's already does this very well, so our teaching expertise is what they really need.

5. *When do classes end? Between now and then are there any school holidays?*

Fall semester Sept-Oct. They start Aug 25 anyway for exams and getting ahead
Government decides based on their perception of the readiness of the parents and kids to start (e.g., uniforms, books etc.) Unofficially St A's starts in Aug.

Winter break Dec 25-Jan 6.

January: MIIS J-term

Spring break: two weeks March 24-April 4

§ Special camp: retreat for young people, fasting, etc.

§ Palm Sunday: big procession streets with young people. Opens series of studies, fasting, etc.

§ Good Friday: movies about Jesus, Sat baptism and big dinner. All ten schools are involved. 400-500 kids.

Spring break: Potential MIIS Immersion program.

School year ends June 30.

[March 20 email update from Lisa after she was able to catch Père Noé on Skype: When he told us the end of the term was June 30, he was not referring to classes in session. Classes continue until June 4.

From June 5-9, they have their final exams. No classroom teaching. BUT teachers are available for training in the afternoons.

From June 9-30, teachers are evaluating exams, some students are coming back to re-exam or make-up exams, grading, etc. AGAIN, teachers are available for training.

Noé thought that May 23 would be a good time for you to come. You can have classroom exposure through June 4. After that, you can do teacher training and also observe the exam process.]

6. *We've heard that you may be hiring another English teacher. Is this so you can introduce English earlier? We're attaching the survey we're sending to the teachers our team worked with in January. Could you share it with whomever you hire, as well as any other teachers who might be interested?*

[March 20 email update from Lisa after she was able to catch Père Noé on Skype: Noé is paying Evens extra to teach in the primary grades AND he is hiring another English teacher for the primary grades. So there will be three English teachers at St. Andre's: Evens, Simon and the new teacher.]

7. *What role do you want computers to play in English language education? Is your computer lab up and running?*

This is really up to the MIIS team. The computer lab is not yet up and running. It may be by May.

For teacher training, it is best not to rely too much on computers, since you'll be training teachers from the community and other schools that might not have computers.

In addition, you won't know for sure how well the computers are working, or whether you can rely on the power, etc.

You should use computers to the extent that you think they will enhance the English curriculum you develop and not undermine it if the computers are not available for any reason.

Appendix D
St. Dunstan's materials