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A STUDY OF RELATIONSHIPS BETWEEN STATED OBJECTIVES, LEARNING
EXPERIENCES AND EVALUATION PROCEDURES IN THE SPECIALIZED
PROGRAM OF PRIMARY TEACHERS OF ENGLISH IN UGANDA

by

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ABSTRACT

A STUDY OF RELATIONSHIPS BETWEEN STATED OBJECTIVES, LEARNING EXPERIENCES AND EVALUATION PROCEDURES IN THE SPECIALIZED PROGRAM OF PRIMARY TEACHERS OF ENGLISH IN UGANDA

Celestine Noa Kasasa

This is a study of the relationships between stated objectives, learning experiences and evaluation procedures in selected parts of the specialized program of preparation of primary teachers of English in Uganda. The data were collected between June and August 1972 in five of the twenty-seven primary teacher training colleges of two types run by the Government of Uganda: Grade II colleges and Grade III colleges.

In the study, the author focuses on:

1. Relationships between the expected outcomes set by the English program and portrayed by the syllabus objectives, the tutors' objectives and the student teachers' objectives;
2. The learning activities provided and how they are related to the objectives set;
3. The nature of the evaluation procedures used in order to find whether the objectives have been achieved;
4. The relationships between syllabus objectives, tutors' objectives, the learning activities and the evaluation procedures.

The need for such a study is backed by the fact that the Uganda Ministry of Education and the National Institute of Education are seeking ways to revise the English program within a reform of the whole structure of teacher education in the country.

Key questions were developed into which specific inquiry was made by questionnaire, interview, observation and examination of materials used. A model for development of the instruments used and for processing the data was derived from review of selected research. The conceptual framework used in analyzing the data is based on the systems approach utilizing Tyler's four fundamental questions which as he says "... must be answered in developing any curriculum and plan of instruction."¹

A sample of a population judged to be representative of the whole population was used. Five primary teacher training colleges were selected which, besides having the same English program as all the other colleges, were a representative group of the teacher training colleges. Two questionnaires, one to the student teachers and the other to the tutors of English, were administered. Interviews were held with principals, tutors of English and a number of other people connected with the program. Observation was made of ten teacher trainees selected from each of the five colleges, each teaching a lesson of English. Relevant materials were examined and careful analysis of all the data was made.

¹Ralph W. Tyler. Basic Principles of Curriculum and Instruction. 4th Imprint. Chicago, Ill. : The University of Chicago Press, 1971. p. 1.

The study comes out with a number of very fundamental observations which can be summarized as follows:

1. that the stated objectives whether syllabus, tutors' or students', are in most cases not behavioral, specific, and appropriate and they do little to spell out any observable or demonstratable standards;
2. that although the objectives are stated prior to the learning experiences, their nature does not facilitate a smooth lead into the relevant learning activities in the whole program;
3. that the evaluation procedures as used in primary teacher training colleges do not spell out any specific criteria that could be used to assess effectively and efficiently the stated objectives and learning experiences in the program.

The study ends up with a number of useful suggestions advanced by the author and based on the above observations.

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TABLE OF CONTENTS

Chapter		Page
I	BACKGROUND OF THE STUDY	1
	Introduction	1
	The Purpose of the Study	3
	The Need for the Study	4
II	METHODOLOGY OF THE STUDY	6
	The Questions Being Investigated and Nature of the Study	6
	Nature of Questions Studied	8
	Definition of Terms	18
	Inspector	18
	Primary School	18
	Teacher-Trainee	18
	Tutors	18
	Upgrader	18
	Limitations of the Study	19
III	A SYSTEMS APPROACH TO DESIGNING A TEACHER TRAINING PROGRAM	20
	Introduction	20
	A Model of Systems Approach to Designing Teacher Education Program	22
	The Conceptual Model Discussed	24
	Educational Objectives	24
	Categories of Goals and Objectives	26
	Broad goals	26
	Goals for specific subjects	27
	Specific performance objectives	28
	Quality and Selection of Educational Objectives	29
	Learning Experiences	31
	Selection	31
	Organization	32
	Evaluation or Program Assessment	35
	Principles Behind Evaluation	36

Chapter	Page
Evaluation Procedures and Techniques	37
Student Teaching and Its Evaluation	39
Applying the Model to Data Collected	41
 IV	
RELATIONSHIPS BETWEEN SYLLABUS OBJECTIVES, TUTORS' OBJECTIVES AND STUDENTS' OBJECTIVES	42
Introduction	42
The Syllabus Objectives	44
The Tutors' Stated Objectives	49
The Syllabus Objectives as Related to Tutors' Objectives	53
Students' Objectives as Stated in Questionnaire	56
Students' Teaching Objectives	61
 V	
RELATIONSHIPS BETWEEN LEARNING EXPERIENCES AND STATED OBJECTIVES	69
Relationships Between Courses and Syllabus Objectives	63
Current Practices in the Colleges	67
Grade II Tutors' Comments, Observations and Conclusions	68
Grade III Tutors' Comments, Observations and Conclusions	71
Observations on English Materials Used	74
Students' English Practice Teaching	78
Observations and Considerations on the Teaching	81
 VI	
RELATIONSHIPS BETWEEN EVALUATION PROCEDURES, STATED OBJECTIVES, AND LEARNING EXPERIENCES	83
Introduction	83
Internal Systems of Evaluation	84
Daily exercises	86
Tutor-made evaluation procedures as related to the English program	87
Student teaching and its evaluation	89
Tutor-evaluation of the English Program	93

Chapter	Page
External Systems of Evaluation	94
External examinations	94
Final assessment of students' practice teaching	97
Evaluation Procedures as Related to the Total Program	98
VII OBSERVATIONS AND RECOMMENDATIONS	100
Observations Based on the Questions Studied	100
Comments and Recommendations on the Various Aspects of the Program	103
Stated Objectives	103
The syllabus objectives	103
The tutors' objectives	104
Students' instructional objectives	105
Learning Experiences	106
Teaching and Reading Materials	110
Evaluation Criteria	117
Evaluation of student teaching	117
BIBLIOGRAPHY	120
APPENDIX A ACCOMPANYING LETTER TO STUDENTS' AND TUTORS' QUESTIONNAIRES	126
APPENDIX B QUESTIONNAIRE FOR SENIOR STUDENTS AND FIRST- YEAR STUDENTS OF PRIMARY TEACHER TRAINING COLLEGES	127
APPENDIX C QUESTIONNAIRE FOR TUTORS OF ENGLISH IN PRIMARY TEACHER TRAINING COLLEGES	135
APPENDIX D SCHEDULE FOR INTERVIEWING PRINCIPALS AND ENGLISH TUTORS IN TEACHER TRAINING COLLEGES AND OTHERS CONCERNED WITH THE ENGLISH PROGRAM IN TEACHER TRAINING COLLEGES	144
APPENDIX E A PROGRAM FOR WRITING ACTIVITIES FROM ONE OF THE COLLEGES	152

Chapter	Page
APPENDIX F ✓ COPY OF LETTER SENT OUT IN CONNECTION WITH THE GRADE III TEACHER TRAINING COLLEGES ENGLISH SYLLABUS	155
APPENDIX G FIRST-YEAR AND FINAL YEAR STUDENTS' DEMOGRAPHIC INFORMATION IN EACH OF THE FIVE COLLEGES STUDIED	157
APPENDIX H ENGLISH TUTORS' BACKGROUNDS IN COLLEGES A, B, C, D, AND E	164

LIST OF TABLES

Table	Page
1 Information on the Five Teacher Training Colleges Selected for the Study	11
2 The Combined FIAC-FLINT Systems	14
3 Courses of Study in Grade II Teacher Training Colleges and Suggested Time Allocations	64
4 Average Allocation of Emphasis in Hours by Grade II Teacher Training College Tutors of English	70
5 Subdivisions of the English Program in Grade III Colleges and Number of Periods Per Week for Each Year	73
6 Interaction Counts for Ten Oral English Lessons Observed	80

CHAPTER I

BACKGROUND OF THE STUDY

Introduction

This is the report of a study of the stated objectives, learning experiences, and evaluation procedures in the specialized program of primary teachers of English in Uganda. The study was carried out between June and August 1972.

A former British Protectorate, Uganda achieved its independence in 1962. Since that time English has been the medium of instruction in all schools from Primary Five onward. English is the official language of Uganda and the "lingua franca" in the whole country, particularly with most people who have attended school, even though the population of the country consists of ethnic and linguistic differences.

English teaching has, therefore, gained importance and urgency, especially in primary schools where children are introduced to the language after they have had experience in their mother tongue. The success of English teaching in Ugandan primary schools depends largely on teachers' knowledge of the English language, the objectives in teaching the language and the methodology of teaching it to children. An experienced language teacher, Strevans, pointed out that the ability of a teacher of English must

be such that he can use it quickly and readily, not laboriously and with much looking-up of details; that the teacher must use the variety of English which has been agreed upon for educational use; and that his understanding must go beyond merely the "textbook English" that he teaches in class, in the same way as teachers of any subject must possess a wider understanding and experience than the minimum for successful teaching.¹ The competence possessed by teachers of English in primary schools in Uganda depends in part on the type of English program that operates in the teacher training colleges.

Twenty-seven teacher training colleges of two types are run by the Government of Uganda: Grade II colleges and Grade III colleges. The Grade II colleges provide a four-year course for teacher trainees who come straight from Primary Seven. The first two years are devoted to intensive academic work in the subjects teacher-trainees intend to teach in the primary schools, and the last two years are used for pedagogical training and practice teaching in primary schools. The Grade III colleges offer a two-year course for teacher-trainees who enter after their school certificate (four years in senior secondary schooling after Primary Seven) and upgraders (Grade II teachers who want to become Grade III after a certain number of years of teaching experience). Graduates of the

¹Peter Streyans. "Improving the Teacher's Own English" in Teachers of English as a Second Language: Their Training and Preparation, edited by G. E. Perren. Cambridge, England: Cambridge University Press, 1968, p. 207.

Grade II colleges used to teach in Primary One to Five, and the Grade III teachers taught in Primary Six and Seven. However, this difference has now been eliminated and the two types of teachers are trained to teach from Primary One to Primary Seven. Alternatively, in some teacher training colleges, teacher-trainees are given the option of specializing in either lower primary methods or upper primary methods.

The Purpose of the Study

This study is meant to examine relationships between objectives, learning activities and evaluation procedures in selected parts of the program used in preparing primary teachers of English in Uganda. In this examination the investigator focuses on:

1. Relationship between the expected outcomes set by the English Program and portrayed by the syllabus objectives, the tutors' objectives, and the student teachers' objectives;
2. The learning activities provided and how they are related to the objectives set;
3. The nature of the evaluation procedures used in order to find whether the objectives have been achieved;
4. The relationships between syllabus objectives, tutors' objectives, students' objectives, the learning activities and the evaluation procedures.

Findings from the study make possible a description of the extent and nature of relationships or lack of relationships between the objectives, learning activities and evaluation procedures within the context of the English program for training primary teachers of English.

The Need for the Study

In 1952, the Ugandan Government, owing to the recommendations of the DeBunsen Committee on Education in Uganda,¹ decided to introduce English language courses and English methods courses in all the primary teacher training colleges. During the two decades since then teacher-trainees have been taught to teach English in primary schools and to teach other subjects through the medium of English. However, no study has been done as yet to examine relationships between the stated objectives, the necessary learning experiences and assessment procedures in the program to prepare primary teachers of English. Moreover, the Ministry of Education and the National Institute of Education are seeking ways to revise the English program within a reform of the whole structure of teacher education in Uganda. A thorough examination of the objectives, learning opportunities and evaluation procedures in the present program should contribute to appropriate revision.

¹David Scanlon. Education in Uganda. Washington, D.C.: U.S. Government Printing Office, 1964, p. 70.

Methodology of the study is described in Chapter II. In Chapter III a review of selected literature is used to identify key questions to be investigated. Findings are reported in Chapters IV, V, and VI. Observations and recommendations are discussed in Chapter VII.

CHAPTER II

METHODOLOGY OF THE STUDY

The purpose of this study was to examine relationships between three components: stated objectives, learning experiences and evaluation procedures, in the specialized English program for teachers of English in Ugandan schools. It was, therefore, necessary to work out a type of approach and methods that would enable the writer to collect as much information as possible within the limits of time at his disposal. It was his intention, too, to construct the most appropriate instruments as suggested by the type of research that had to be done. It was thus important first of all to decide on the nature of the study so as to be able to determine the right instruments to use.

The Questions Being Investigated and

Nature of the Study

In examining relationships between objectives, learning experiences and evaluation procedures of a teacher education program, a systems approach gives basic insight that is helpful. A number of fundamental questions about interrelationships within the system have to be asked:

1. What are the relationships among objectives stated by parts of the system, that is, by the syllabus coming from the Ministry of Education and the National Institute of Education, or tutors and by students?

2. What are the relationships between these objectives and the learning experiences in the program?
3. What are the relationships between the objectives, the learning activities and the evaluation procedures used in the program?

Specific inquiry into these questions was made by questionnaire, interview and examination of materials. A model for development of the instruments used and for processing the data was derived from review of selected research.

In his chapter on "Non-Experimental Research,"¹ Wiersma discusses educational studies which are not concerned with the manipulation of variables. As he comments, these studies in educational research are conducted to determine the status quo, and/or to find out what is currently going on in an educational program or project. He calls these studies surveys (at times "status studies"), and discusses them under the broad title "Survey Research." He further emphasizes that these surveys provide many facts which are not only important but necessary to the educational enterprise. They deal with questions about what is rather than why it is so. The study reported here is a study of what is with respect to relationships between the objectives, the learning experiences and the evaluation procedures of the specialized program for primary teachers of English.

¹William Wiersma. Research Methods in Education: An Introduction. Philadelphia, Pa., and New York, N.Y.: J. B. Lippincott Co., 1969, pp. 256-300.

In his detailed explanation of survey studies, Wiersma discusses three different criteria for classifying types. One criterion is the nature of the variables that are under investigation. Under this criterion may be included survey studies involving tabulation of tangible variables, which are classified as status studies. Surveys dealing with people's perceptions and feelings in connection with sociological and psychological variables may be classified as survey research. Wiersma states that a second criterion for the classification of surveys has to do with the group measured, whether a sample or a population. Research attempting to deal with a large population of uniform characteristics would better utilize a sample of the same population; inferences can be made later on the whole population. A third classification of surveys is by the criterion of method of data collection. Although there are many procedures for data collection, for the purpose of this discussion on surveys, he considers two methods as appropriate and commonly used, the personal interview and the questionnaire. These criteria provided direction for the present study.

Nature of Questions Studied

The variables investigated in this study may be expressed as questions to be answered as follows:

1. What are the syllabus stated objectives for the program?
2. What are the tutors' objectives?
3. What are the student teachers' objectives?

4. What is the relationship between syllabus objectives and tutors' objectives?
5. What is the relationship between the tutors' objectives and the student teachers' objectives?
6. What is the relationship between the syllabus objectives and the student teachers' objectives?
7. What are the learning activities as planned in the syllabus?
8. How are the learning activities as perceived by the tutors, related to the objectives?
9. How are the learning activities as perceived by the student teachers, related to the objectives?
10. What evaluation procedures are used by the tutors on teacher-trainees, or by the teacher-trainees for self-evaluation?
11. What is the relationship between evaluation procedures and the objectives?
12. What is the relationship between evaluation procedures and learning activities?

Primary data collecting devices were questionnaires and interviews. A sample of a population judged to be representative of the whole population was used. There are twenty-seven primary teacher-training colleges in Uganda. Five were selected which, besides having the same English program as all the other colleges, were a representative group of the teacher-training colleges. The

selection followed the idea recommended by McGrath, that sampling a population assumes: (1) identifiable populations (a priori), (2) the tendency of populations to fit some pattern of distribution, (3) likelihood that the population is representative.¹

The five colleges (out of twenty-seven) selected for this study are shown in Table 1.

¹J. H. McGrath. Research Methods and Designs for Education. Scranton, Pa.: International Textbook Co., 1970, p. 127.

Table 1

Information on the Five Teacher Training
Colleges Selected for the Study¹

Information on the Five Teacher Training Colleges Selected for the Study				
Name	Location	Grade	Student Enrollees	English Tutors
Cannon Lawrence College	Boroboro	III	Total of 190 Boys and girls from all of Uganda but mostly from the Northern Region	3
St. Scholastica's College	Kinyamasika	II	Total of 240 All girls, but mostly from the Western Region	5
Shimoni College	Kampala	III	Total of 165 Boys and girls but mostly from the Central Region	1
Kabwangasi College	Mbale	II	Total 172 Boys and girls from all of Uganda, but mostly from the Eastern Region	6
Moroto College	Moroto	II	Total of 140 All boys with a majority from the Eastern & Northern Regions	2

¹See Appendix G and Appendix H for demographic information on students and tutors.

The English program followed by the selected five teacher-training colleges was examined by an analysis of the syllabus, the texts used and tests administered in the colleges. In addition two questionnaires were administered to the teacher-trainees and to all English tutors in the five colleges.¹

The first questionnaire was directed to first and final year students in order to gather information on:

1. Their educational background;
2. Their background in English;
3. Their knowledge of the syllabus and the stated objectives;
4. Their ability to state instructional objectives;
5. The type of learning experiences or/and extra-curricular activities they had been involved in in relation to the overall program;
6. Their knowledge of methods and materials for teaching English; and
7. Their assessment of the adequacy of these methods and materials.

The second questionnaire was directed to tutors of English in the five teacher-training colleges. It was intended to seek information about their professional qualifications; the opportunities they had had to improve their professional qualifications, the objectives they set for themselves in teaching speech, reading, writing and

¹See Appendixes B and C for copies of questionnaires.

listening, the methods they used and their perceived adequacy of the methods and materials they had at their disposal.

The plan of the study called for field observation in order to examine the relationship between student teachers' instructional objectives and planned activities and materials used. In the field observation the investigator made use of the work of Moskowitz¹ and Flanders.² Moskowitz had adopted and modified the Flint System (Foreign Language Interaction System) which is related to Flanders Interaction Analysis Category (FIAC). For the purpose of this study, and inspired by the knowledge gained from exploring Flanders' and Moskowitz's categories, the writer then devised a "Square System" to observe a sample of ten students from each college, each teaching one lesson of English. The purpose of this exercise was to discover the type of methodology used. Students' lesson plans were examined for stated objectives and for overall arrangement. Comments written on the lesson plans by tutors and students were examined after the lessons had been taught. Observable variables in each student's lesson were coded on a "square system" matrix as follows:

¹Gertrude Moskowitz. "The Flint System: An Observational Tool for the Foreign Language Class" in Mirrors for Behavior: An Anthology of Classroom Observation Instruments, edited by Anita Simon. Philadelphia, Pa.: Research for Better Schools and Center for the Study of Teaching at Temple University, 1967, pp. 15, 1-5.

²Ned A. Flanders. Analyzing Teaching Behavior. Boston, Mass.: Addison-Wesley Publishing Co., 1970, pp. 28-53.

Table 2
The Combined FIAC-FLINT Systems*

	The FIAC System		The Flint System
TEACHER-TALK	RESPONSE	INDIRECT INFLUENCE	1. Deals with feelings 2. Praises or encourages 3. Accepts or uses ideas
	INITIATION		DIRECT INFLUENCE
PUPIL-TALK	INITIATION	INDIRECT INFLUENCE	5. Lectures 6. Gives directions 7. Criticizes or justifies authority
	RESPONSE		DIRECT INFLUENCE
SILENCE	INITIATION	INDIRECT INFLUENCE	8. Pupil-talk-response 9. Pupil-talk-initiation
	RESPONSE		DIRECT INFLUENCE
			10. Silence or confusion
			10. Silence 10a. Silence-Audio-Visual 11. Confusion work-oriented 11a. Confusion, non-work-oriented 12. Laughter u. Uses English) These two n. Nonverbal) can be used) with anyone) of the 15) first cate-) gories

*Flanders Interaction Analysis Category--Foreign Language Interaction Systems.

Square System

	S	Q	A	R	E
T					
P					
G					
C					
W					

KEY

S = Statement

Q = Question

A = Answer

R = A repetition

E = Empty noise

T = Teacher

P = Pupil

G = Group of Pupils

C = Whole class

W = Written exercise

Interpretation of the Above Key

- S = Statement: Sentences spoken by a teacher when explaining what has to be done, or a pupil, group, class as comments.
- Q = Question: Questions asked by a teacher to the pupil or by pupil, group, class to the teacher, and/or by pupil to pupil.
- A = Answer: Answers spoken by pupil, group, class to teacher's questions or by teacher to his own questions or to those of the pupils.
- R = Repetition: Repetitions made by teacher, pupil, group, class of either questions asked or answers given.
- E = Empty noise: Cases in which nothing is done, or when pupils tend to become disorderly and noisy.
- T = Teacher: Teacher teaching the class when observation is going on.
- P = Pupil: Individual pupils answering, asking, repeating or commenting.
- G = Group of pupils: Pupils in groups organized by the teacher for classroom work in English.
- C = Whole class: All the pupils in the class if the teacher wants them to speak out together.
- W = Written exercise: All written work given by the teacher to pupils.

Interviews were held with the principals and English tutors in each of the colleges, and a number of others concerned with the English program in primary teacher training colleges. In all, those interviewed included:

1. Five principals;
2. Seventeen tutors of English;

3. Two inspectors from the Ministry of Education;
4. The Acting Director of the Language Unit at Buloba; and,
5. Two tutors at the National Institute of Education.

The interview schedule¹ contained items to supplement information collected through questionnaire and observation and especially to inquire into:

1. The types of methods used by the tutors in teaching English language courses and English methods courses to teacher-trainees;
2. The purpose of the methods used;
3. The English materials used at the college;
4. The perceived adequacy of the English program
 - a. of the language teaching
 - b. of the methodology teaching
5. Efforts and means taken by tutors to improve their efficiency; and
6. The evaluation procedures in use in the colleges, to evaluate:
 - a. work of tutors in language teaching and methodology teaching,
 - b. work of students in language and teaching.

Examination and analysis of field data obtained was done through use of the key questions listed earlier in this chapter.

¹See Appendix D for copy of the interview schedule.

Definition of Terms

The following terms used frequently in this report need explanation:

Inspector

This is a term adopted from the British to refer to Ministry of Education officers who visit schools and colleges to see that they operate according to the educational regulations of the country, and/or to an official syllabus.

Primary School

In Uganda these schools are responsible for the first seven years of children's education at school. The age at which children get into these schools may vary, but basically it is five to six years. They are the equivalent of the American elementary schools.

Teacher-Trainee

This is a term equivalent to "student teacher"; it is used to refer to those preparing to become teachers.

Tutors

This term refers to those teaching teacher-trainees in teacher-training colleges.

Upgrader

In Uganda this term is used for teachers who, through in-service programs and other means, are seeking to move to a higher grade. There are five grades of these non-degree graduate teachers.

Limitations of the Study

There are twenty-seven teacher training colleges in Uganda and about 500 primary schools where the teacher-trainees do practice teaching.

1. This present study is limited to five teacher training colleges and to a few primary schools; it might not reflect the conditions in other colleges or schools.
2. While the study examines and analyzes relationships between stated objectives, learning experiences, and evaluation procedures, it does not get into aspects of the students' abilities to read, write and speak English.
3. Since at the time of data gathering the tutors of English were busy supervising student teaching, no data could be obtained about their actual teaching of the teacher-trainees in class. Therefore, actual use of specific methods by the tutors of English to teach English language and methods courses is not accounted for in this report.

CHAPTER III

A SYSTEMS APPROACH TO DESIGNING A
TEACHER TRAINING PROGRAMIntroduction

In much of the literature on teacher education, it is emphasized that:

a program of professional experiences with teacher education students has to be based on some philosophical questions; and some assumptions about the students, the program or content and the outcomes should be made. First of all, when thinking about a preparatory program, one must begin by thinking about the kind of product he desires. What results does he want from his intensive work with future teachers? What skills, abilities and knowledge should the future teacher possess after completing the program?¹

These and like questions are very fundamental to any program of teacher education, be it general, specialized or otherwise.

A systems approach to program designing is very basic in that it enables one to think of the components of the program not as isolates but as intimately interrelated parts. There must be relationship between the goals and objectives of the program, the learning activities and the evaluation procedures.² In other words

¹John R. Verduin, Jr. Conceptual Models in Teacher Education Washington, D. C.: A.A.C.T.E., 1201 Sixteenth St., N.W., 1967, p. 3.

²C. West Churchman. The Systems Approach. Dell Publishing Co., Inc., 1968, pp. 1-61.

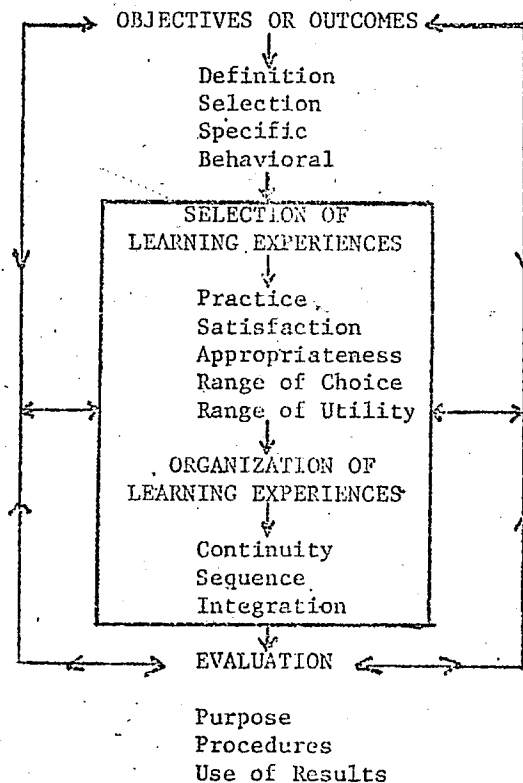
a systems approach suggests a very inseparable cyclical relationship that must always go with and between objectives, learning activities, and evaluation procedures of a program.¹

As far as the study of relationships between stated objectives, learning opportunities and evaluation procedures is concerned, two things have to be established from the very start. One is the framework against which an examination of the relationships is to be made. The second is an approach in terms of the methods and instruments to be used to carry out the study. The latter was discussed in Chapter II.

¹Sidney J. Drumheller. Handbook of Curriculum Design for Individualized Instruction: A Systems Approach--how to develop curriculum materials from rigorously defined behavioral objectives. Englewood Cliffs, N.J.: Educational Technology Publications, 1971.

A Model of Systems Approach to Designing
Teacher Education Program

The following model, based upon Tyler's four questions relevant to any curriculum or program,¹ is augmented by ideas from a systems approach. It embraces four areas that are crucial for a well organized program.



¹R. W. Tyler. Basic Principles of Curriculum and Instruction. Chicago, Ill.: The University of Chicago Press, 4th Imprint, 1971, p. 1.

Starting with the top of the model, is the area of objectives or anticipated outcomes which need to be specifically defined, their quality determined and stated in such a way as to indicate the terminal behavior desired. Selecting and stating objectives is the first step and must be taken before any other step. Objectives are vital to any program in action; for they serve to direct the planning of learning activities.

Downwards in the middle of the model are the learning activities which are selected to help the students acquire the desired behavior. They must be satisfying to the students and appropriate to the students' age and type. Furthermore, they should provide for many and varied experiences. Learning experiences must be properly organized in order to lead to the expected outcomes. They should possess continuity, sequence, and integration as vital criteria.

Objectives and learning activities lead to another vital component in the planned program, evaluation. Evaluation has a purpose in the program, and a number of procedures are available in order to carry out a good evaluation process. The results of evaluation are necessary in determining any changes either in the stated objectives or in the learning activities. The flow is not only from objectives to learning experiences and to evaluation but also each of the components reinforces the other, thus creating a cyclical relationship between objectives, learning activities and evaluation.

The Conceptual Model Discussed

Educational Objectives

In any program or project, a most important part is its outcomes. Likewise in education there is a purpose which one pursues. Generally speaking, "three components of human development most typically emphasized may be summarized as follows: (1) pursuing a satisfying life work; (2) becoming a responsible citizen; and (3) achieving personal self-fulfillment."¹ These are, of course, considered at the general level of education. Similarly in specific areas of education, "if an educational program is to be planned and if efforts for continued improvement are to be made, it is necessary to have some conception of the goals that are being aimed at. These educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed and tests and examinations prepared."²

Educational objectives may be stated in terms of competencies which a student of a program ought to have when he completes the program. In any of the professional programs such as teacher education programs, objectives may be expressed as the competencies to be possessed by the candidate after completion of a prescribed

¹ Robert M. Gagne. Educational Objectives and Their Measurement. A Report Prepared for the New York State Commission on the Quality Cost and Financing of Elementary and Secondary Education, November 30, 1970, p. 4.

² Tyler. Basic Principles of Curriculum and Instruction, p. 3.

program. This point was under discussion at a meeting of the Association for Teacher Education in Africa. At that conference an ideal teacher was defined as, "a committed teacher who is deeply concerned with educational needs and is aware of new trends and their relevance to the local community."¹ They were defining a type of teacher who is the end result of an educational program that includes two basic elements, "the study of the subject matter which he is going to impart to the child, and professional studies in education which, in the long run, would enable him to handle effectively his subject content to the benefit of both the child entrusted to his charge and the community at large."² A participant responding to that idea commented, "You have to define things in terms of directions in which you want to move in teacher education. Only then can you devise the content and methods for going in that direction."³ He was emphasizing the importance of educational objectives which give direction to the planning of necessary learning experiences.

It is important to distinguish between goals and objectives. Normally the boundary between the two terms is almost non-existent. However, the term goals is usually applied to general and broad aims

¹W. Senteza Kajubi, Ed. ATEA Conference Report--Reform in the Professional Education of Teachers in Africa. Kampala, Uganda: Makerere University, March 22-April 2, 1971, p. 74.

²Ibid.

³Ibid., p. 168.

commonly expressed in the national philosophy of a country and/or in the philosophy of a school. Goals can be broad expressions of the social purposes of educational systems. These purposes are typically oriented towards the development of individual capabilities and dispositions. On the other hand, the specific performances the individual is expected to carry out as a result of contact with an educational system, are called educational objectives. "As educators, then, our task is to interpret the national aims and goals into educational purposes and teaching and learning objectives."¹ It follows that educational objectives of a specific nature are very important in that they provide direction to the planning of the necessary experiences a student should be involved in in order to acquire the competencies associated with the program.

Categories of Goals and Objectives

According to Gagne,² objectives can be put into three major categories: broad goals, specific subject matter goals and specific performance objectives.

Broad goals. These are usually statements of purpose which may be decided upon by a national or state commission. For example, in the few past years the government of the First Republic of Uganda drew up goals for the National Service, five of which are pertinent

¹Kajubi. ATEA Conference Report--Reform in the Professional Education of Teachers in Africa, p. 168.

²Gagne. Educational Objectives and Their Measurement. See also Norman E. Gronlund. Stating Behavioral Objectives for Classroom Instruction. London, England: The Macmillan Co., Collier-Macmillan Ltd., 6th Ed., 1972, pp. 7-16.

to this study:

1. To produce economic returns for individual citizens and in turn create wealth for the country, using, in the main, the efforts of the people.
2. To improve the standard of living in the rural areas so as to make rural Uganda attractive for both young and adult to live in.
3. To eradicate factional feelings and loyalties, and to consolidate national unity through creative participation of the people in the task of nation-building.
4. To promote African revolution, culture and aspirations.
5. To give training, particularly to the youth so as to prepare them and enable them to get ready for the life they will lead when they grow up and shoulder responsibility of governing themselves and to provide for their well-being.¹

These and the like goals included in the National Service Proposals, are broad goals out of which specific performance objectives could be drawn.

Goals for specific subjects. These can be planned or derived from any particular discipline or area of knowledge. They are still "goals" because they do not specify observable student performances.

For example: Comprehend the meanings, clauses and sentences. (Reading.)
Develop effective communication, including both the communication of meaning and the communication of form. (English.)

¹A. Milton Obote. The Common Man's Charter: Proposals for National Service, Document No. 2. Entebbe, Uganda: The Government Printer, 1970, pp. 13-14.

Find meanings in words of literature. (Literature.) Develop effective expression, including in expression the effort of the individual to make internal adjustments to various types of internal and external pressures. (Language.) Goals of this nature are still general, although developed for specific disciplines.

Specific performance objectives. These objectives refer to particular performances of individuals which can be unambiguously stated and communicated, and which permit the inference of a particular capability. For example:

1. Given a sentence containing an unknown word, identifies the particular meaning of the word from the context.
2. Meeting people from English-speaking countries, communicates with them intelligibly in English.
3. Given a list of major crops of the world, relates the crops to the specific countries and climatic regions under which they grow.
4. Put under teaching conditions, develops clear-cut instructional objectives for lessons to be taught.

It may be noted from the above specific performance objectives that a condition is given in each under which the required behavior has to be performed. As described by Mager,¹ a performance objective

¹Robert F. Mager. Preparing Instructional Objectives. Belmont, Calif.: Fearon Publishers, Lear Singer, Inc., Education Division, 1962.

contains three major elements, each of which needs to be fully and reliably communicated. First is the situation, that is, the stimulus to which the individual responds. It is often introduced by words such as "given." Second is the verb, or action word, which should be chosen so as to convey as unambiguously a meaning as possible, such as "identifies," "is able," "relates," and so on. And third is the object of the action, sometimes implied but usually stated, as in the phrases, ". . . the particular meaning of the word from the context," ". . . the crops to the specific countries and climatic regions under which they grow," etc.

Quality and Selection of Educational Objectives

It is recommended by curriculum experts that educational objectives be as clear and specific as possible in order to lead to proper planning of the necessary learning experiences, and in order to facilitate easy assessment during and at the end of the program.

As already mentioned and illustrated, general objectives are usually stated in general terms and they may start with phrases such as "knows," "understands," "appreciates." The task of the teacher is to define in terms of specific student behavior what is meant by each of the general outcomes. Indeed the most useful form for stating objectives is to express educational objectives in terms which identify both the kind of behavior to be developed in the student and the content or area of life in which the behavior is to operate.

In recent years, educationists have used Bloom's Taxonomy of Educational Objectives¹ in developing and selecting educational objectives. Bloom explored a threefold field in which behavior manifests itself, namely, Cognitive Domain, Affective Domain and Psychomotor Domain. Although the three aspects are interrelated, the Cognitive Domain has been discussed and analyzed more than the other two. Bloom has it comprise the major categories of: knowledge, comprehension, application, analysis, synthesis and evaluation. Within these categories a teacher may develop educational objectives some of which may get into the sub-areas of the Affective and Psychomotor Domains. For example, an educational objective such as the one already stated above, "Meeting people from English-speaking countries, communicates intelligibly with them in English," is one which falls under the Cognitive Domain and under all the six categories but more so under the category of Application. It also has overtones of the Affective Domain, largely in terms of the learner's attitude towards the language and the people who speak it. And furthermore, it comes under the Psychomotor Domain, because the learner is able to use his linguistic skills, whether psychological or physical to manipulate the language as he produces it verbally.

Educational objectives should fulfill four criteria. They should be specific, in the sense that they clearly spell out the

¹B. S. Bloom, Ed. Taxonomy of Educational Objectives: Cognitive Domain. New York, N.Y.: David McKay, 1957. See also D. R. Krathwohl et al. Taxonomy of Educational Objectives--The Classification of Educational Goals. Handbook II: Affective Domain. New York, N.Y.: David McKay, 1964.

the desired outcomes; behavioral, in that they imply particular capabilities which a learner may be able to demonstrate under given conditions or/and situations; appropriate, in terms of relevance to the situation; and include standards which can be observed and assessed. When these criteria are met in any stated educational objectives, they greatly facilitate the planning of learning experiences.

Learning Experiences

According to Tyler, "learning experience refers to the interaction between the learner and the external conditions in the environment to which he can react."¹ This implies that the experience must be an activity put in the context in which the learner can be totally involved in order to practice the required behavior. "Learning experiences without a specific function are a waste of students' time."² Learning experiences must have a purpose and the purpose is the objective or objectives pre-planned and to be achieved at the end of an instructional program.

Selection. One of the most crucial steps in dealing with learning experiences is selection, as it is also crucial with objectives. Experiences selected must relate to the type of objectives already selected, and they must be the means through which the planned objectives can be achieved. It is, therefore, important that the

¹Tyler. Basic Principles of Curriculum and Instruction, pp. 63-65.

²Hilda Taba. Curriculum Development: Theory and Practice. New York, N.Y.: Harcourt, Brace & World, Inc., 1962, p. 364.

learning experiences should serve some definite function; that they should give a chance to the student to practice the kind of behavior implied by the objectives; that the student should obtain satisfaction from carrying on the kind of behavior implied by the objectives; that the reactions desired in the experiences be within the range of possibility for the students involved; that a variety of particular experiences that can be used to attain the same educational objectives be provided to avoid monotony; and that the same learning experience might be used to bring about several outcomes. In sum, selection of learning activities should satisfy the criteria of constant practice, satisfaction, appropriateness, range of choice and range of utility.

Organization. There is always a gradual process to everything and particularly change in human behavior is not achieved overnight. Since behavior is achieved only through a pattern of repeated involvement in the experiences that create the behavior, educational experiences must be properly organized in order to give the learner a lead into the required behavior. As far as the aspect of organization of educational experiences is concerned, Taba¹ proposes four main stages, which could as well be modified and applied to teacher education programs:

1. Introduction, for orientation. Experiences could be organized in such a way that they give a teacher a way to

¹Taba. Curriculum Development: Theory and Practice, pp. 365-368.

obtain diagnostic evidence about the students; students, too, can be helped to make connections with their own experiences; interest can be aroused; sensitization to the problems can occur; and involvement and motivation can be aroused.

2. Development, analysis, study. In teacher education programs, this is a stage in which the educational experiences can lead to developing various aspects of the subject, and to providing the needed factual material: reading, research, analysis of data, committee work, and study of various kinds. This is the stage for acquiring skills in using references, taking notes, and interpreting, comparing and contrasting data. It is a period of abundant mental production in terms of observing, reading and digesting information and synthesizing facts.
3. Generalization. During this stage, students are able to work out assignments that can help them to organize and form conclusions in their own terms about what they are learning.
4. Application, summary, culmination. In teacher education programs, this is when students can apply in practice what they have been trained to do, and it is the time when the desired competencies can be manifested in full, tested and assessed, and an accurate overview obtained.

Tyler,¹ while implying the same four stages as Taba, emphasizes three criteria for effective organization of educational experiences: continuity, sequence, and integration. Continuity is the vertical follow-through of major educational experiences which offer recurring and continuing opportunity for the required skills to be practiced and developed. These same skills must, of course, be brought into continuing operation. Sequence is very much related to continuity but goes beyond it. Thus sequence as a criterion emphasizes the importance of having each successive educational experience build upon the preceding one but to go more broadly and deeply into the aspects involved. If we may use the Bloom Taxonomy to illustrate sequence, the student should go from the simple stage of Knowing to Comprehension, Application, Analysis, Synthesis and Evaluation. Such a sequence is implied as well in Taba's four steps analyzed above.

Integration implies an horizontal relationship of educational experiences. It is meant that the learning activities should help the student increasingly to get a unified view and to unify his behavior in relation to the elements dealt with. For example, in developing language skills in the use of English, it is important to see how the various language skills could be used in the general communication process in and outside the classroom; how they could

¹Tyler. Basic Principles of Curriculum and Instruction, pp. 63-65.

be used in teaching; and how they could be used as part of the total capacities of the student in the varied situations of his daily life.

These three criteria of continuity, sequence and integration are important guiding principles in organizing any educational experiences. Educational experiences well organized imply well organized and selected instructional objectives; and both can lead to the necessary effective evaluation of the total program.

Evaluation or Program Assessment

Evaluation is an important factor in curriculum or program construction and maintenance. It means assessing the objectives to find whether they have been achieved as desired, or partially achieved, or not at all achieved. It also means going over the educational experiences to find whether they actually lead to the objectives set. In other words, evaluation means an appraisal of both the ends and means.

The purpose of carrying out any evaluation at all is largely to answer the questions: Are/have the objectives being/been achieved? If achieved, what then? If partially achieved, what better strategies can be initiated to maximize efficiency? If not achieved, what new alternatives could be taken? These and the like questions are very fundamental to the process of evaluation.

In the process of education as Bruner¹ points out, evaluation is the third important aspect of learning, the first and the second

¹Jerome S. Bruner. The Process of Education. Cambridge, Mass.: Harvard University Press, 1960, pp. 48-49.

of course being acquisition of new information (or acquiring the required competencies for that matter) and transformation (or using the competencies acquired in various situations). Evaluation is important in that it helps us to check whether the way we have manipulated information is adequate to the task. In other words, it helps us to find whether we have taken the right means to the ends.

Principles Behind Evaluation

Evaluation usually has three important aspects, namely, an appraisal at an early point to help in the planning of the necessary behavior to be acquired; an appraisal within the process of the program to identify changes that may be occurring; and an appraisal at the end to reckon and account for the total change. It is never enough to make evaluation of the students or the program just at the end of the program. Such evaluation cannot give any indication whether there has been any change, or whether the change was ever needed at all. On the other hand, if the evaluation of the students is thoroughly done at the beginning of the program and at the end as well, change can easily be measured.

It is also important to make some evaluation within the program. This is usually done soon after the instruction has occurred. Such evaluation is useful for the students to know how they can react to what has been taught to them, and useful to the teacher as a means of self-evaluation. It is, in one way, a means of meeting Tyler's three criteria of continuity, sequence and integration. The teacher has to make sure that one instructional

unit cannot be attained unless the preliminaries have been mastered. Likewise, use and application of the knowledge and skills acquired cannot be carried out in various situations unless there has been real mastery of the relevant knowledge and skills.

Evaluation Procedures and Techniques

In order to carry out effective evaluation of the students and of the instructional program in general, Tyler¹ and Taba² suggest almost the same procedures. However, for the purpose of the study in view the writer has adapted and modified Taba's operational questions. The questions that imply the steps to be taken are as follows:

1. What instructional objectives underlying the program are supposed to be achieved?
2. What conditions are provided, or have been provided as opportunities for the students to demonstrate their competencies?
3. What criteria should be used to appraise students' achievement of an objective?
4. What procedures can be used to gather data?
5. What factors determine the achievement of educational objectives, and how can one determine these factors?
6. What implications do the findings have for program teaching or guidance of students?

¹Tyler. Basic Principles of Curriculum and Instruction, pp. 110-125.

²Taba. Curriculum Development: Theory and Practice, pp. 324-342.

These questions set up what can be called an evaluation system which can be used at the beginning and at the end of the program. Evaluation is very difficult and often impossible if the objectives of the program have not been made clear from the very start. If they are vague, diffuse and general they may bear little relationship to what the actual outcomes of the syllabus and instruction are and have no resemblance to recognizable student behavior. Clear and well stated objectives facilitate the establishment of criteria for distinguishing one level of performance from another, and it is easy to decide what type of evidence is needed and what criteria to apply in appraising it.

As regards what techniques to use in gathering data for evaluation, a variety of means and methods are available to teachers and educational planners, ranging from objective tests to informal procedures, such as checklists, observation and recording and teacher-made tests. In connection with teacher-made tests a word of caution might be given. Rivers observes that many teacher-made tests are sometimes useless because they fail to pay attention to the basic questions: What is the purpose in testing the students? What is the test expected to achieve? What precisely is being tested? Does the test get to what has been taught? By using such techniques, is it the sure way of finding out what the students know? Answering these apparently simple questions involves a fundamental understanding of the principles of testing.¹ On the other hand, evaluation uses

¹Wilga M. Rivers. Teaching Foreign Language Skills. London, England and Chicago, Ill.: University of Chicago Press, 4th Imprint, 1971 pp. 286-317.

many more techniques than just teacher-made tests. In sum, Bruce Joyce's remark could be adapted and modified to teacher education programs as well, that the purpose of evaluation is to determine what the student can do, what he knows, what skills he can practice, how well he can think and what he feels and values.¹ This should include the way in which the student learns and the usefulness of the resources he uses in the learning process.

Student Teaching and Its Evaluation

While still at the point of evaluation, it is good to consider in brief evaluation in connection with student teaching. Pedagogical theory and practice must go hand in hand, particularly when teachers are still in training. In fact theory is better understood if applied to situations to which it refers. In planning to give practical teaching experience to teacher-trainees, Meckel observes a very important point:

One of the most critical elements in the preparation of teachers is the experiences that give student teachers understandings about the responses and learning problems of pupils. I therefore place high value on activities in English education that require our teacher-trainees to work with individual pupils, coaching in reading skills, guiding free reading or discussing books, discussing particular pieces of literature, or talking over papers in which critical opinions are developed and substantiated. I favour practices which require trainees to keep logs or diary records of their sessions with

¹ Bruce R. Joyce. Strategies for Elementary Social Science Education. Chicago, Ill.: Chicago Science Research Associates, 1965, p. 302.

students and use such records in clinical discussions with other trainees. Such activities seem to contribute to an understanding of patterns of individual learning which seldom result from observation of a teacher, the experience of teaching an entire class, or internships that involve entire days of teaching. The latter experiences should follow individual and small group experiences of the kind I have described.¹

These types of teaching experiences should always be accompanied by a critical evaluation of the teaching done. In order to guide and improve the teaching quality of teacher-trainees, tutors in teacher training colleges must discuss their observation of the students' teaching experiences without reservations. It is important that the student teachers learn to evaluate their own teaching habits. Myers and Botner observe that, "the student teacher is vitally interested in knowing how he is doing and to know, he must be a part of the process of finding out; in fact he must be guided in answering the question for himself. In the field of guidance it is accepted that the ultimate goal is a fairly high degree of self-guidance or direction on the part of the individual. It seems also clear that all phases of evaluation ought to have as their ultimate objective a self-initiated activity."²

¹Henry C. Meckel. "What's Right in Our Preparation of English Teachers," Educating the Teacher of English, Conference Addresses on English Education, University of Kentucky, March 18-20, 1965, edited by D. Stryker, National Conference on Teacher Education, p. 5.

²Robert Myers and Taft Botner. Self-Evaluation: A Significant Force in the Evaluation of Student Teaching. The Association for Student Teaching: Evaluating Student Teaching. A Forward Look at Theories and Practices, Thirty-ninth Yearbook, 1960, Chap. VI, pp. 166-167.

Referring to self-evaluation which should be an important consideration for every teacher, it should be taught to the teacher-trainees from the very start of the method courses. A good knowledge of self-evaluation is a great help in preparing a teacher-trainee to accept constructive criticisms and suggestions during the course of his practice teaching. The following developmental steps in evaluation, as suggested by Myers and Botner, are designated to culminate in functional skills in self-evaluation:

1. Observing, recording and reporting data;
2. Group evaluation guided by an experienced teacher;
3. Individual observation and evaluation;
4. Cooperative evaluation and cooperatively planned teaching;
5. Cooperative evaluation of the student's teaching;
6. Self-evaluation of student teaching;
7. Evaluation of the self.

Applying the Model to Data Collected

The model and whatever has been discussed around it are put to use as data collected in the study are examined in succeeding chapters.

CHAPTER IV

RELATIONSHIPS BETWEEN SYLLABUS OBJECTIVES, TUTORS'
OBJECTIVES AND STUDENTS' OBJECTIVESIntroduction

As already pointed out in the foregoing chapters and particularly in the key questions, one purpose of the study was to examine the nature of the relationships between the objectives stated in the English syllabus, the tutors' stated objectives and the students' objectives. The syllabus states the expected outcomes of the program, basing them on the society's and/or national needs. The tutors must consider the objectives stated in the syllabus as they plan and implement their instructional objectives. The importance of this relationship between syllabus and tutors' objectives is emphasized by Kajubi: "Teachers need to have an appreciation and a deep understanding of the goals of their society, the ideals it has set before itself, and to reflect the values in what they teach and in the way they teach."¹ In teacher education it is expected that teacher-trainees become able to construct and state their teaching objectives in relation to objectives in the syllabus. It is expected that they will have had thorough practice

¹Kajubi. "Education for a Society in Search of Values III," The Teacher: A Magazine of Current Ideas for Uganda Schools, No. 3, 1969. Kampala, Uganda: Makerere University Press, 1969, p. 4.

in stating objectives during their methodology courses. In this practice, however, they will have been guided by tutors who have their own objectives.

The data on the stated objectives were gathered in three ways: (1) The syllabus objectives were examined from the official Grade II and the tentative Grade III syllabi for the English program. The two syllabi have identically stated objectives, especially as both the Grade II and the Grade III teachers are being prepared to teach in the same primary schools. (2) The tutors were requested in their questionnaire to write two main aims (in order of priority) which they have in teaching English speech, reading, writing and listening to their teacher-trainees. They were asked to spell out their aims as clearly as possible. (3a) The student teachers in the five selected colleges, in their questionnaire, were asked to spell out two main aims which they have in teaching the skills of English speech, reading, writing and listening to their pupils, when they go out for teaching practice in primary schools; and (3b) Ten selected teacher-trainees from each of the five colleges studied were observed, each teaching a lesson of English. Their lesson plans were examined for stated teaching objectives, for overall arrangement, and for the methods and materials to be used in teaching. It is these ten students from each of the five colleges, whose questionnaire copies, as mentioned in 3a, were examined for their stated objectives along with their teaching objectives planned for the lessons of English they were teaching when observed. The purpose

of the entire procedure, as stated at the beginning of the chapter, was to see the relationships, if any, between objectives of syllabus, tutors and teacher-trainees and to find whether any of the objectives were really specific, stated in behavioral terms, appropriate and had certain standards spelled out.

The Syllabus Objectives

The objectives for both Grade II and Grade III English Program are identical and stated, particularly with the Grade II syllabus, immediately before the respective individual courses they refer to. The Grade II syllabus has been in operation for almost ten years. During that time no attempt has been made to assess it. It is only recently that the National Institute of Education has advanced a proposal to revise the Grade II syllabus as well as to find possibilities of officializing the Grade III syllabus. After study of the various goals set forth for each of the courses to be taught in order to prepare primary teachers of English, the following observations were made about all syllabus objectives:

1. None of the objectives in the syllabus are stated behaviorally as has been discussed in the Model. Instead, they appear as follows:
 - a. To give the student background theory; to improve his own speech; and to enable him to improve that of his future pupils. (Phonetics Course.)
 - b. To give the student some knowledge of Language Theory. (Language Course.)

- c. To understand professional literature. (Reading.)
 - d. To develop a taste for and a continuing habit of reading. (Reading.)
 - e. To supply techniques and the knowledge of when and how to use them. (The Teaching of Reading.)
 - f. To equip the student with the basic techniques of oral presentation and practice and an understanding of when and how to employ them. (Teaching of Oral English.)
 - g. To promote their emotional maturity through imaginative response to written and spoken word. (Speaking.)
 - h. To improve the student's ability to write English, give him certain elementary principles of arrangement and enable him to remedy defects in structural facility. (Writing.)
2. If each individual objective is analyzed, the following features are found about each:
- a. The first objective, connected with a course in Phonetics, includes three aims to be carried out by the tutor in order to help the teacher-trainee. This is a broad objective which needs to be broken into specific objectives.
 - b. The second objective, connected with a course in Language Theory, is short but general. What is meant

by language theory? Are there any specific theories that have to be taught? Questions such as these are raised by the nature of this general objective.

- c. The third objective, about Reading, has a certain amount of vagueness in the expression of some of its terms. What is actually meant by such things as "understanding professional literature?" What criteria can be applied to determine whether a student has understood professional literature? The term "understand" allows considerable latitude with respect to its interpretation.
- d. The fourth objective, also connected with Reading, is short but very general. How can it be established that a "taste" for reading and a "habit" for reading have been built up, for each person's taste and reading habits may differ and it is not easy to measure them.
- e. The fifth objective, about the Teaching of Reading, does not specify which techniques are to be supplied. "Techniques" also can be taught, but the question is what techniques have to be taught and how can we know that these techniques have been attained? This objective, too, is very general.
- f. The sixth objective, about the Teaching of Oral English, is very general. The basic techniques of oral

presentation and practice need to be defined and specified. The situations under which they can be employed need to be defined, too.

- g. The seventh objective, about English Speaking, can be said to have been expressed in the Affective Domain. However, its being in the Affective Domain is not what should be criticized but the abstractions "emotional maturity." The objective does not define what is "emotional maturity," and therefore, gives no help in determining whether the objective has been met.
 - h. The eighth objective, about English Writing, is as involved as the first objective. It has a number of aims in it which need to be broken down. What are certain elementary principles of arrangement? How are we to determine defects in structural facility? What criteria will finally be used to determine a student's ability to write English? Such questions are raised by such an objective.
3. It appears, therefore, from the analysis given about each objective that none of the objectives spell out clearly any measurable standards or competencies to be attained at the end of the program. They are not specific; what is needed in each of them is to pin-point what specific outcomes are desired and under what conditions or given situations these outcomes could be demonstrated by the students.

The way all the syllabus objectives are stated does not suggest any conditions under which the students should demonstrate any program outcomes. Moreover, the way in which all the syllabus objectives are stated indicates what the tutors who teach the given courses have to do rather than what the students will be expected to do.

It, therefore, makes these objectives statements of procedures on the part of the tutors rather than expected outcomes on the part of the students. Such objectives fail to express the types of concrete competencies that are expected of the students at the end of their training program. In discussing the conceptual model in Chapter III, it was observed several times that objectives, besides giving a lead into the type of learning experiences to be used, should indicate specifically what kind of competencies or behaviors the learner should attain at the end of the program.

Judging the objectives in the syllabus according to what was discussed in the model and the objective criteria that were set, the following characteristics can be observed:

1. These objectives come in the right place in the syllabus, that is, immediately before the courses they refer to respectively. It was recommended in the model that objectives be spelled out before the planning of learning activities.
2. These objectives, however, are very general and some of them too long and involved. They might more properly be called goals, as that word was defined in the model. In

addition, these objectives have words or phrases that make them very vague.

In sum, it appears from the analysis of the objectives in the syllabus that none of them could be credited with being specific, behavioral, appropriate, and expressing a set of clearcut measurable or observable standards.

The Tutors' Stated Objectives

As was explained at the beginning of the chapter, the tutors' objectives were stated in answer to a question in the questionnaire submitted by the investigator, which requested them to write down two aims they have in teaching English speech, reading, writing and listening to their teacher-trainees. All the tutors' objectives were examined to find whether they were specific, behavioral, appropriate and whether they had in them any set standards. The following observations were made:

1. A majority of the tutors' objectives stated what the tutors were ready to do rather than what their teacher-trainees would be able to do. Examples of such objectives were:
 - a. To improve students' skills for fast reading comprehension. (Reading.)
 - b. To improve students' ability to write English. (Writing.)
 - c. To train them to speak fluently. (English speech.)
 - d. To improve their power of perception. (Listening.)
 - e. To give students background theory and to improve their speech. (English Speech.)

Such objectives are stated as tutors' decisions of what they are going to do to the students. Not one of them expresses any desired behaviors or competencies on the part of the students to be taught. These objectives do not satisfy the criteria set and discussed in the model.

Some tutors' objectives were inappropriately stated and as a result they could not easily be understood. Examples of such objectives were:

1. To improve students' auditory discrimination of various sounds, grammatical and lexical structures as produced. (Listening.)
2. To train students to read with understanding of words and ideas according to the context comprehension. (Reading.)
3. To develop in native English forms of intonation, stress and expression. (Speech.)

Such objectives would probably require redefining and restating in order to give clarity to expected standards which could be expressed in behavioral terms to apply to the students. They do not, therefore, satisfy the criteria set up in the model for this study.

Still some other tutors' objectives were stated so superficially that they could hardly be interpreted as objectives at all.

Examples of these objectives were:

1. Enjoyment. (Reading.)
2. To communicate. (Writing.)
3. To reproduce. (Listening.)

4. Clarity as a good example to their pupils. (Speech.)
5. To learn more of the language. (Writing.)
6. Fluent speech. (Speech.)
7. Connected ideas. (Writing.)
8. Good reading speed. (Reading.)

If different persons were to look at such objectives, they would probably come out with different interpretations of each of them.

It is doubtful whether they can help the tutors to plan the necessary learning experiences. It is equally doubtful whether any set standards could be observed and demonstrated through such objectives.

Just a few of the tutors' stated objectives appeared to satisfy the objective criteria analyzed in the model of this study. Example of such objectives were:

1. That trainees may speak and read English with correct pronunciation, rhythm, intonation and stress and so be clearly understood. (Speech.)
2. That trainees should develop the ability to write English correctly, clearly, logically and interestingly and develop skills required for different kinds of written work. (Writing.)
3. That they should read for enjoyment and information. (Reading.)
4. That they should form a permanent habit of reading which will help them to continue to grow as individuals and as teachers. (Reading.)

Upon examining each of these objectives, one observes the following characteristics:

1. The first objective implies that it is directed to the students. It expresses what the teacher-trainees should be able to do after they have been trained in good speech. The observable standards are expressed in the terms: correct pronunciation, rhythm, intonation and stress; and the embracing standard is indicated by the phrase "clearly understood." According to the model this objective appears relatively specific, behaviorally stated and sets up some standards to be observed. In short, this objective is appropriate.
2. The second objective, about Writing, is directed to the students, too. It is behaviorally stated. The standards to be attained by the teacher-trainees in writing can be observed and demonstrated if their English is written correctly, clearly, logically and interestingly. However, what still needs to be defined are the type of skills required for different kinds of written work. Otherwise, according to the model this objective is appropriate, specific particularly in the first part of it, behavioral, and has some observable and demonstratable standards.
3. The third objective, about Reading, is also stated in terms of what the students should do, "read for enjoyment and information." This objective is more general than either

of the two objectives just discussed. On the other hand, it can be said to satisfy the model by its being behavioral and by setting up two general standards implied in the terms "enjoyment" and "information."

4. The fourth objective, which is also about Reading, is stated behaviorally in terms of what the students are expected to be able to do. We can observe a student who has formed a permanent habit of reading.

Generally speaking, these objectives just discussed individually, are expressed in terms of students' behavior, which is recommended by the model for this study. They are certainly long and broad but more specific than the objectives in the syllabus to which they correspond. These objectives, too, are appropriate and in a number of cases as discussed, spell out certain standards to be observed or demonstrated. They can facilitate planning of the necessary learning experiences that can bring about the realization of the standards desired.

The Syllabus Objectives as Related to Tutors' Objectives

As was explained in the model in Chapter III, the syllabus objectives can be expected to be general. However, in their generality they should express standards or competencies desirable for all the people under the same program, in spite of their different locality or school. The tutors in the individual colleges, although working under different circumstances with regard to type of students, and

availability of teaching materials, must strive to attain the same syllabus-stated goals. A tutor of course is free to interpret the official syllabus objectives by his own specific instructional objectives, and he is free to adjust his teaching approach, methods and techniques according to the prevailing circumstances. Popham has observed that, "the particular characteristics and abilities of any given class of students help to determine which en route behaviors are necessary in the attainment of particular objectives."¹

Tutors in Uganda are free to make such a determination. It has been observed that the syllabus objectives discussed in this chapter are very broad and they fail in clarity as to what specified observable behaviors would be expected of the students under the same English program.

Again, according to the model in Chapter III, the tutors' objectives are supposed to derive from the general syllabus objectives. In a few cases, the tutors' objectives, particularly those that were expressed in behavioral terms and were student-oriented, are extensions of and a great improvement on the syllabus objectives with which they coincide. Those few are, therefore, positively related to the syllabus objectives in the sense that they spell out more clearly what is generally and vaguely expressed by the objectives in the syllabus. Unfortunately, the majority of tutors' objectives as analyzed fail to

¹J. Popham and Eva L. Baker. Planning Instructional Sequence. Englewood Cliffs, N.J.: Prentice Hall, Inc., 1970, p. 18.

be specific, behavioral, appropriate and fail to set clear observable standards. They are, therefore, as general and vague as the syllabus objectives to which they correspond. One major point might be reiterated here in connection with the requested specific tutor objectives.

A major problem commonly arises when objectives are either too specific or too broad. If the objectives are too specific, thousands of individual objectives may be involved in a typical teacher education program. If each of these thousands of behaviors must be tested for a minimal standard of performance, the program staff soon will run out of time, energy, and enthusiasm. On the other hand, if the objectives are too broad, they tend to be vague and performances are difficult to measure. In addition, the learner frequently loses interest because he perceives little progress toward the broad objective over the long learning time required.¹

Almost all syllabus objectives and a majority of tutors' objectives state no implied criteria which can facilitate measurement of the standards to be met. The model in Chapter III implies that such criteria should be well spelled out to enable students to demonstrate the necessary standards of performance. It should also be noted in connection with this point of clear standards that, particularly in teacher education, if the syllabus objectives and the tutors' objectives are specific in terms of the standards expected of the students, and if the student is aware of these desired outcomes from the very start of the program, he can be goal-directed in his efforts, and his learning can be more efficient and more effective.

¹W. Robert Houston and Robert B. Howsam. Competency-Based Teacher Education: Progress, Problems and Prospects. Chicago, Ill.: Science Research Associates, 1972, p. 26.

In general, while the syllabus objectives and a majority of tutors' objectives may be related in many of their shortcomings as analyzed, they fail to have the positive relationship that was emphasized in the model. The recommended relationship was that the syllabus objectives be generally broad but express the general competencies expected of all the people under the same program and that the teachers' objectives deriving from the syllabus objectives should be able to interpret the syllabus objectives in more specific and behavioral-oriented objectives, with easily observable and demonstratable standards.

Students' Objectives as Stated in Questionnaire

As mentioned at the beginning of this chapter, the students, too, were requested to write two aims which they have when they teach English speech, reading, writing and listening to their pupils in primary schools when they go out on practice teaching. It was also remarked that the type of relationship expected between syllabus objectives, the tutors' objectives and the students' objectives would not be as direct as that between the syllabus objectives and the tutors' objectives. The students' objectives are supposed to demonstrate that, after the teacher-trainees have learned from the syllabus objectives and the tutors' objectives, if all these are well stated and the teacher-trainees are aware of them, and after they have been through a thorough practice in stating instructional objectives, they are able, particularly in the final year of their training, to state appropriate objectives to direct their teaching.

Ten students from each of the five colleges were observed while teaching and their teaching objectives were examined. It is these fifty students whose objectives were examined and analyzed in order to find whether there was any relationship between their general objectives written in answer to a question in the teacher-trainees' questionnaire and the teaching aims written in plans for their lessons taught.

From the analysis made of the students' stated objectives, most of the objectives could not fit the objective criteria set up in the model for this study. The following observations were made:

A majority of the students' objectives stated what the teacher can do or is going to do rather than what his pupils will be expected to do. For example:

1. To help children improve and practice proper pronunciation and stress of words. (Speech.)
2. To develop children's free and self expression in speaking. (Speech.)
3. To test pupils' comprehension of the story. (Reading.)
4. To train pupils to listen for accurate information.
(Listening.)
5. To teach stresses or intonation in a sentence. (Reading.)
6. To train them to write in good handwriting. (Writing.)

These objectives show the same sort of shortcomings as the tutors' objectives that were process-oriented; and they, therefore, do not satisfy the objective criteria set up in the model for this study.

A good number of the students' objectives, too, were ambiguous. It was not easy to tell whether they applied to the teacher or the pupils to be taught. Examples of such statements were:

1. To understand one another easily. (Speech.)
2. To train clarity of speech, confidence, building control of voice and fluency. (Speech.)
3. To express feelings freely or communicate freely with people. (Speech.)
4. To read for pleasure and enjoyment to try to understand ideas of others. (Reading.)
5. To read factual knowledge and current affairs. (Reading.)
6. To train correct response to others. (Listening.)
7. To train proper behavior or discipline. (Listening.)
8. To establish quick and easy communication by writing. (Writing.)
9. Practice free handmovement. (Writing.)

Such objectives are not specific and they appear too abstract to be used to plan teaching, particularly in primary schools. Similar to the above type of aims but with a highly vague or superficial phraseology, were the following aims:

1. Children to be good speakers. (Speech.)
2. To be allowed time to read. (Reading.)
3. To check the understanding of words and grammar of the content. (Listening.)
4. Be able to communicate by letters. (Writing.)

5. Very difficult to get the children's words because they sometimes mispronounce words. (Listening.)
6. Composition skills. (Writing.)
7. Storytelling. (Listening.)
8. Accumulation of ideas. (Writing.)
9. Loud and clear enough. (Speech.)

There were many of this type of statement but the foregoing illustrate the point.

Just a few of the students' stated objectives could be said to fit the model in a somewhat limited way. Examples of these objectives were:

1. So that they can be able to express themselves correctly and freely by speech. (Speech.)
2. So that they may be able to express their feelings in writing. (Writing.)
3. So that they may communicate easily with other people. (Speech.)
4. So that they may be able to communicate with the rest of the outside people. (Writing.)
5. So that they may read more of the written literature later in life. (Reading.)
6. So that they may be able to read by themselves for enjoyment and relaxation both at school and elsewhere. (Reading.)

The first objective, connected with Speech, is expressed behaviorally and it spells out its standards to be attained, by the terms "correctly" and "freely" by speech. It is specific and appropriate according to the criteria in the model.

The second objective, about Writing, is expressed in terms of what the pupils might be able to do: "express their feelings in writing." Although each person's feelings are different, they can be demonstrated in writing. The objective, therefore, is specific and can be said to satisfy the model of this study.

The third objective, connected with Speech, is also expressed in terms of what the pupils can do, although it is quite general. It requires that one define what "communicating easily" means.

The fourth objective, about Writing, although expressed in behavioral terms, is too general. What is meant by "the rest of the outside people?" The objective lacks specifically expressed standards to be expected of the pupils.

The fifth objective, about Reading, is in behavioral terms but too general. How much literature will they have read? What is the nature of the "more" written literature they will read? This objective is vaguely expressed as regards the standards it puts forth for the pupils to attain.

The sixth objective, about Reading, although expressed in behavioral terms, is very general. The standards set in the objective are very abstract. In order to be observable, these standards require other terms to express them.

Although all these objectives are expressed behaviorally, some of them are very general and they indicate no measurable or observable standards. They can, however, lead to more specific teaching objectives.

Students' Teaching Objectives

As regards the students' instructional objectives planned for the lessons taught and observed, almost half of them suffered the same drawbacks as did the objectives already discussed. Half of the rest were directly copied from the Nile English Course, Book Five Teacher's Notes, or from The New Oxford English Books, Teacher's Notes, which are some of the assigned teaching books used in the primary schools of Uganda.

Particularly in the case of the Nile English Course Books-- Book Five, and Book Six which is soon coming out--the Language Unit at Buloba has tried to prepare all English lessons the way they should be taught by an average teacher of English in a primary school, with objectives and all the necessary teaching steps, methods and materials suggested. So the students who taught from such books did not have to produce their own objectives. However, almost all the objectives from The Nile English Course Book are as follows:

1. To read the new story silently.
2. To test the pupils' comprehension of the story.
3. To help children develop conversational skills.
4. To put into context the words they learned in Get Ready Lesson.

5. To practice "how far, and how much time."
6. To train the pupils to listen for accurate information, sentence patterns--for/since; do/so do I; neither do I.

These objectives are given as the students wrote them, but as observed later in the books they taught from, such aims were direct copies from these books. The objectives usually are arranged in a series as grouped above, for one particular block of a lesson which can be continued for a number of periods.

Generally speaking, the students' objectives which they planned without the use of books or otherwise, seemed not to demonstrate the necessary pre-practice expected of final year students who are going out soon to carry out a do-it-on-your-own. Most of the objectives failed to demonstrate the expected relationship with the syllabus objectives and the tutors' objectives. That is, the students' objectives did not show that the students had learned from the way syllabus objectives are stated, from the way the tutors plan their objectives, and from a thorough practice in stating their own instructional objectives. As was observed with the syllabus objectives and many of the tutors' objectives, the way many of the students' stated objectives are expressed does not give an easy and smooth lead into the planning of the necessary learning experiences.

CHAPTER V

RELATIONSHIPS BETWEEN LEARNING EXPERIENCES
AND STATED OBJECTIVES

As was observed in Chapter III describing the model, "learning experience" is the interaction between the learner and his environment. This then suggests that it is not simply enough to name the experience but the experience has to be planned and put into a context in which it can make meaning to the learners thus enabling the necessary interaction between the learner and the experience within an environment. It has also been emphasized in the model that well stated objectives facilitate the planning of the required learning experiences. This relationship between the syllabus objectives, the tutors' objectives, the students' objectives and the planned learning experiences, was the second aspect of the study.

Relationships Between Courses
and Syllabus Objectives

The Grade II syllabus lists ten courses in the order of Language, Phonetics, Structure of English, Straight and Crooked Thinking, Teaching of Speech, Teaching of Reading, Teaching of Writing, Speaking, Reading, and Writing. In the Grade II colleges,

the purely academic courses are supposed to be given during the first two years, and courses that go with methodology of teaching English are offered mainly in the last two years. The following table might give an idea as to the order in which courses are supposed to be taught in the Grade II primary teacher training colleges with their suggested (approximate) time allocations.

Table 3
Courses of Study in Grade II Teacher Training
Colleges and Suggested Time Allocations¹

Course No. and Title	Year 1	Year 2	Year 3	Year 4	Total
2. Phonetics	36	--	--	--	36
4. Straight & Crooked Thinking	--	--	--	16	16
3. Structure of English	72	66	--	--	138
8. Speaking	72	33)	--		
9. Reading	72	66)	32	32	376 ²
10. Writing	36	33)			
1. Language	--	--	24	--	24
5. Teaching Speech	--	33	38)		
6. Teaching Reading	--	--	24)	86	197 ³
7. Teaching Writing	--	--	16)		

¹See Copy of the Grade II Syllabus, p. 24.

²Courses in Speaking, Reading and Writing tend to overlap in many ways, and time allocation is left at the discretion of principals. It is suggested that if extra time in years III and IV is allocated to English, this should be used for Courses 8, 9, and 10.

³Time in Year IV is not distributed but is regarded as available for "General English Methods."

Basically, the objectives for teaching English courses and English methods courses in the Grade III primary teacher training colleges are the same as those in the Grade II colleges. However, the Grade III teacher-trainees' program is only two years and the tentative English Program is planned as follows:¹

YEAR ONE

<u>Course A:</u> <u>Improvement English</u>	32 Periods
1. Remedial English	
2. Intensive Reading	
3. Writing	
4. Extensive Reading	
<u>Course B:</u> <u>Language</u>	66 Periods
1. The Nature of Language	
2. Language Patterns of English	
3. English Medium Teaching in Uganda	
<u>Course C:</u> <u>Method</u>	32 Periods
Introductory study of the general principles of teaching English as a second language--reference to the teaching of Oral English, Reading and Writing.	

YEAR TWO

<u>Course D:</u> <u>English Medium Teaching from Lower Specialists,</u>	16 Periods
p. 4.	
<u>Course E:</u> <u>Lower Primary Teaching Method</u>	88 Periods
<u>Course F:</u> <u>Upper Primary Specialists, A Study of the Analysis of N.O.E.C. IV/V and English Medium Teaching,</u>	40 Periods
p. 4 and p. 7.	
<u>Course G:</u> <u>Upper Primary Teaching Method</u>	64 Periods

¹Draft copies of Expanded Notes on the above courses were also sent out to accompany syllabus outlines.

A study of the two syllabi which in principle have the same objectives, shows that the objectives are planned and intended to come immediately before the courses they refer to respectively. According to the model in Chapter III, such a position for the objectives in the syllabus is emphasized so that the objectives may give a lead into the intended learning experiences. However, the suggested learning activities in the two syllabi are just headings. There is no attempt to analyze or to suggest the context in which they should be practiced. The headings of the activities are so broad and sometimes vague that it may not be easy for a tutor or a teacher-trainee to follow the syllabus on his own. Even with quite a number of tutors, unless they are thoroughly trained and really knowledgeable about the materials they have to teach, it may be very difficult for them to get into the meaning of such mere listings of activities.

Another point observed was that with the exception of very few activity headings, the syllabi do not suggest sources or references which are closely linked with those items in order to help the user of the syllabus to get to the required information or context. It appears then that there is always a vague relationship between what is to be achieved and how it is to be achieved. This vague relationship is expressed right at the beginning of the Grade II English syllabus in one of the guiding principles that, "The content of the syllabus and the methods of training are to be determined by the skills and knowledge required by a good primary teacher, namely a

high standard of speech, a thorough understanding of how language works, wide reading experience and competence in written self-expression."¹

Current Practices in the Colleges

Full, efficient implementation of the syllabus as it is planned seemed to be hindered by two factors. One was the very small number of tutors of English at some colleges and the other was lack of proper understanding of the syllabus and what has to be taught, by some tutors. These factors were observed and again confirmed in the interviews with the tutors of English themselves. For example, at one of the colleges, where there was only one tutor of English to teach about 175 students, it was physically impossible to do a really good job of all under such conditions.

It was found out that some of the courses, although recommended in the syllabus, were not given at all. In a number of cases, Phonetics, Speech, Language and Straight and Crooked Thinking were not taught. Even with those that were said to be taught, it was not easy to determine how efficiently they were taught. In many cases it was never easy to obtain any sort of tutors' schemes of work. College principals who are supposed to keep at least an indication of schemes of work of the tutors, did not have them either. The heads of the English departments, too, pointed out that each tutor of English is

¹See Copy of the Grade II English Syllabus, p. 24.

at liberty to develop his work in the way he wants it. The college timetables could not give a clue because all periods of English on the timetable were merely marked "English" throughout. It was, therefore, not easy to tell how much of the English Program was being devoted to different parts of the program at any particular time.

Grade II Tutors' Comments, Observations
and Conclusions

Comments on the syllabus objectives and learning activities as a whole were given by tutors of English in answer to Question Twenty-six of their questionnaire¹ and supplemented by their answers in the interviews.

Tutors commented that the whole English syllabus was vague to them. They felt that nothing was really specific. The syllabus did not specify standards to expect or what fields and subject matter were to be covered. The tutors also mentioned that in the methodology section, there was no mention of what specific topics should be covered.

Some tutors indicated that at their college they generally formed their own syllabus for each year and therefore change of staff interrupted the continuity. They condemned the official syllabus as inadequate, but failed to give specific reasons.

A number of tutors stated that the official syllabus tended to drop nearly sixty per cent of the academic work during the

¹See Appendix C for copies of Tutors' Questionnaire.

professional years three and four, so as to give room to English methods courses. They recommended that the academic work should continue right to the top year. The methods courses tended to overshadow the knowledge of English gathered in year one and year two. This was, therefore, a drawback in the conception of the syllabus.

The tutors suggested that although the syllabus was satisfactory in some parts, a few things need changing:

1. Course 1 (Language) and Course 3 (Structure of English) should become one course; and Course 2 (Phonetics) and Course 8 (Speaking) are not in any way different.
2. The syllabus has too many subdivisions indicated to allow any proper allocation of time for each on the timetable.
3. The syllabus in general hardly provides anything for Infant Methods; there should be something in the syllabus on Infant Language Methods.

Tutors also pointed out that it was difficult to prepare for an external examination based on the current English Syllabus. They said that the syllabus does not say how much should be covered at each level in the various courses, such as Writing and Reading. They also observed that the syllabus, too, does not specify any one textbook, but just lays down a list of books to choose from.

A number of tutors, too, suggested that alterations should be made in the official syllabus for it has a traditional approach

rather than a linguistic approach. They felt that the oral sections of it needed more attention. Students should be given more opportunities of using the language freely but under guidance, for example, in class debates, impromptu speeches, etc.

It was observed that while some tutors had very fine stated objectives written down in response to Question Twenty-four, in the interviews carried out with them, they did not indicate what specific approach they used in teaching each section of the program. There was also an indication that each tutor carried on his own part of the program without knowing what was going on in the total English Program.

Question Thirteen of the 'Tutors' Questionnaire was intended to obtain a general idea of what parts of the English Program tutors emphasized most.¹ The average pattern of responses can be observed in the following Table 4.

Table 4

Average Allocation of Emphasis in Hours by
Grade II Teacher Training College Tutors²

	Language Analysis	English Literature	Language Improvement	Methods	Preparation & Use of Visual Aids	Total Hours
Average	15	20	26.4	22.7	15.9	100
Range:	0-30	10-40	10-50	10-40	10-30	

¹See Appendix C for copy of Tutors' Questionnaire.

²Ibid.

Language Analysis included intensive and extensive reading in and out of class. Language Improvement included Speaking, Reading, and Writing. Methods included Teaching Speech, Reading, and Writing. Preparation and Use of Visual Aids included the materials to be used for teaching English.

From the Table, it appears that the tutors put most emphasis on the improvement of the teacher-trainees' English, which of course is also emphasized in the syllabus objectives of the program and it also appears an emphasized goal in the tutors' objectives. The English Methods Courses are given second place in emphasis, then English Literature, which is followed by Preparation and Use of Visual Aids, and lastly Language Analysis.

Grade III Tutors' Comments, Observations and Conclusions

Through their questionnaire and interviews, Grade III tutors pointed out that they insisted on remedial work in the first year and methodology was emphasized in the second year. Some had really elaborate schemes of work they followed and which the writer was able to look at, but others had nothing of the sort. In the latter case it was not easy to know the tutors' approach and what aspects they dealt with. Some of those who did not have any scheme of work to show commented that they based their work on the Grade II Syllabus which, as they said, has quite full notes for each course and so is very helpful. They said they did not follow the tentative

Grade III teachers' syllabus for Phonetics, Speech and English Methods. As for English Language Courses, they followed the tentative Grade III English Syllabus. However, they suggested that a lot of work needed to be done to improve the tentative syllabus. They remarked that they had already been asked by the National Institute of Education to send in their suggestions and comments.

Some tutors pointed out that the "English Principles" laid down in the papers sent on 14th March 1972¹ by the English Tutor, National Institute of Education, are excellent, but under the present circumstances are most difficult to put into practice because of a narrow view of teaching which is perpetuated by the Teacher's Handbooks. They indicated that more thought and time should be devoted to providing techniques for a more imaginative approach to the teaching and using of language. They believed that considerable potential ability in the primary schools is not being developed because of the stifling effect of a set scheme which leaves little room for initiative. This shows in the too-formal approach of students during teaching practice and their lack of knowledge of good primary school methods.

From the responses to Question Twenty-five of the Tutors' Questionnaire it was generally indicated that the English Program in Grade III primary teacher training colleges followed the pattern of the shown subdivisions.

¹See Appendix F for copy of the circular.

Table 5

Subdivisions of the English Program in Grade III
Colleges and Number of Periods Per Week for
Each Year (Each Period is 40 Minutes)

English Language	English Methods	Speech
3	2	1

Observations from the Tutors' Comments

From what has so far been discussed, it appears that there are a number of factors which really run counter to the smooth operation of the English Program in primary teacher training colleges. The syllabus objectives and the learning activities given are very unclear to many tutors and as a result many tutors are hindered from doing a good job with the program. In many instances, the tutors too are not able to develop specific objectives which could lead to the planning of their own activities or to improving those given in the syllabus. The comments of the tutors imply lack of initiative on the part of the tutors themselves in making the program much better than it looks on paper. While many are not sure of what the syllabus directs them to do, they are equally unsure of how to develop clearcut objectives to follow and learning experiences that would provide an effective and efficient context in which the teacher-trainees can benefit. As it was demonstrated and emphasized in the model in Chapter III, the syllabus is there to guide generally,

but it is the teacher who has to interpret it, to make the objectives clear where they are not, and to provide appropriate context for the learning activities so that proper interaction between the students and the environment is made possible. However, the tutors' procedures and comments do not seem to establish this fundamental relationship. This, too, might affect the students' potential to establish their own teaching objectives, and to select and organize their own learning activities to give to their pupils because they have not been given a proper example from the training system.

Observations on English Materials Used

One of the guiding principles stated at the very beginning of the English Syllabus says, "Every possible use will be made of radio, television, bookmobiles, gramophones, taperecorders, films, filmstrips and visits from interested parties such as the British Council to give breadth to teacher training courses and to do follow-up work with teachers."¹ From interviews and answers in both questionnaires of tutors and students, the following were observed:

1. A majority of tutors expressed the inadequacy of teaching materials, particularly in the Grade III teacher training colleges. In the interviews with tutors, a number of them pointed out that although the syllabus

¹See copy of Grade II Syllabus, p. 24.

lists a long list of textbooks to be used, many of the books are too general to be of much use to the circumstances that exist in Uganda.

2. Students can afford to buy just a few books although the syllabus recommends a long list of student personal books.
3. The current books used by most teacher-trainees in the teacher training colleges hardly include any English methods books.
4. The Grade II teacher training colleges had a fair number of English reading books. These books are graded to cater to the various levels of students' English.
5. The Grade III teacher training colleges, too, have a fair number of English reading materials. However, according to interviews with the tutors in the colleges studied, the reading materials were old and too simple and unsuitable for students who have already gone through a four-year secondary education.
6. A number of types of teaching equipment were observed in the colleges studied and these included the radio, television, overhead projector, taperecorder, slide projector, reading charts, wall charts, puppets, and strip blackboards.

According to interviews with tutors in some colleges, some teaching aids had been kept in store without use. Some tutors

mentioned that they had just started using them recently. In colleges where the staff of English were very few, the complaint was that they did not have enough time to plan efficient lectures in which they could use or demonstrate the use of teaching aids of the nature listed.

The teacher-trainees' rating on the use of teaching aids in their colleges was very low on some equipment. The rating referred to here was in response to Question Seventeen of the Students' Questionnaire in which they were asked to indicate whether the given teaching aids said to be at their individual colleges were much used by the tutors in teaching English and methods courses to the teacher-trainees. The teaching aids were listed by the researcher for students at their individual colleges after learning what teaching aids each college had. The students were instructed to rate each of the teaching aids according to how useful each was in the students' English Language and English Methods courses. In the question, the students were given numbers, 1, 2, 3, and 4 and they had to draw a circle round the number which best expressed their view on each item. The meaning of the numbers was as follows:

1. Very useful
2. Useful
3. Not very useful
4. Useless

The equipment rated high were the radio and television, puppets and strip blackboards, reading charts and wall charts. As the researcher

came to know it from the interviews with tutors, the students rated these items of equipment high because they are the ones most used by the students themselves, although not necessarily by the tutors.

7. Three books were listed by students as the most common textbooks possessed and used by the students. These were: J. A. Bright, Patterns and Skills in English, Books I, II, III, Longmans; P. A. Ogundiye and P. S. Tregidgo, Practical English, Vols. 1-5, Longmans; and The Nile English Course, Books V and VI, Uganda Publishing House. Of the three books, Pattern and Skills in English was pointed out by tutors in interviews as the most difficult to use. Particularly, most African tutors of English complained about its complexity to both tutors and teacher-trainees. Practical English was said to be easier to use than Bright.
8. The Nile English Course, a new Uganda English course to replace the New English Oxford Readers, has recently been made an official Primary Five English book. This, too, is an important student personal copy. Book VI will soon be out for Primary Six. According to interviews with the tutors, the book had not yet been taught or studied intensively at the teacher training colleges.
9. According to the syllabus, the students are supposed to have as personal copies, N. O. E. C. Uganda Teachers

Notes to: Introductory Books A and B,¹ Book I, Sections A and B, and N. O. E. C. East Africa, Teachers' Notes Books II to V (revised edition Books II and III). Only in one college among those studied, did each student have copies of these.

10. According to interviews and answers in the questionnaires, activities such as debating clubs, language societies, school magazine writing and the like, that would be used to motivate students in improving their English, were non-existent in some of the colleges. Even in those colleges where some of them were reported to exist, they happened to be dormant. They are at times organized by the students at their own initiative but the tutors of English are never there to give a push.

Students' English Practice Teaching

Connected with learning experiences, one other objective of the study was to observe a sample of ten final year students from each of the five colleges, each teaching a lesson of English. The purpose of this exercise was to discover the type of learning activities they selected, the methodology used, particularly in oral English lessons, and the exercises they gave to pupils to

¹Book A is concerned with the teaching of English language structure and Book B is concerned with language activities that can be used to teach English.

secure feedback. The lesson plans of the student teachers selected were examined. Generally speaking, they all followed a step-arrangement system. The investigator wrote down from each student's lesson, the type of objectives (or aims, as the students called them), and teaching materials used, according to the topic and class dealt with. A square matrix, as explained in Chapter II, was used by the investigator to code observed variables in each student's lesson. These variables were largely the type of oral interactions between teacher, pupil, group, or class.

A count of each type of interaction was made for each student's lesson, and the totals from the ten lessons observed for each college were in the end plotted on one square matrix according to the respective small square. The purpose of plotting all of these totals on one diagram was to get an idea of what type of methodology student teachers in any college often used in teaching oral English, e.g., whether it is teacher talk much of the time, or whether pupils make statements and ask as well as answer questions. The investigator was interested to learn also whether a teacher was working with individual pupils, groups, or whole classes. A third possibility was that a student teacher might have a whole class doing written work. The observation was intended by the investigator to secure feedback on what is taught to student teachers in their English methods courses. An example of the way in which codings were made on the square matrix from one of the colleges is given in Table 6.

Table 6

Interaction Counts for Ten Oral English Lessons Observed¹

	S					Q					A					R					E				
T	5	7	6	4	7	11	2	24	5	5				4	6	2	7	2							
	10	9	7	4	5	3	2	4	6	7						4		6		6					
P							7				11	24	10	6	5										
			8				11		8		5	9	21	9	10										
G												3					4								
																	9								
C											5		4	6	2	2	3	6		1					4
											2			11	8	7	5	6		7	3	2	1	2	
W																									

T = Teacher
 P = Pupil
 G = Group

C = Whole Class
 W = Written Work Given
 to Whole Class
 S = Statement

Q = Question
 A = Answer
 R = Repetition
 E = Noise

¹This is just an example to show how interaction codings and counts were made for each ten students from each of the five colleges studied.

The ten small divisions into which some of the boxes on the grid are divided should stand respectively for the ten student teachers observed. Each number is a count of the given interaction during a particular lesson out of the ten lessons coded. The pattern in which the coded counts appear on the Square Matrix, can give an idea of the type of methods of oral presentation commonly used by the students in a college.

Observations and Considerations
on the Teaching

All lessons observed were oral English lessons generally intended to train children in good speech, pronunciation and understanding of what is said to them and what they read from their books.

Except in a very few cases, the oral English teaching tended to be in terms of teacher statements. Very rarely were pupils trained in asking questions or initiating statements.

As it was observed, a number of teacher-trainees failed to work with groups in English oral teaching. They dealt more with individual pupils or pupils as a class than with organizing pupils to work in groups. Where some students attempted to use groups, it resulted in noise or disciplinary problems and the students concerned had to abandon it.

It was observed, too, that some student teachers tended to talk a great deal to explain what they wanted the pupils to do, initiating questions, answering their own questions if the pupils

failed to answer them, or repeating their own answers or the answers given by the pupils.

Some students used hardly any teaching aids except the course books they taught from, although the language material they were handling required real objects for the children to handle. Moreover, the real objects, as it was found out, could easily be obtained locally.

Except in a very few instances, the students did not give any assignment at the end of the lesson to secure feedback on what they had been teaching. In most cases, the average duration was thirty minutes, and time passed by before most students could put a good conclusion to their lessons.

Such observations as analyzed about the teaching practice of student teachers in the colleges studied, may help to point to the necessity of putting effective and efficient teaching and demonstration by the tutors in the English courses so that the student teachers may come out competent at the end of their training. Competent means that student teachers would be able to handle class teaching of English with confidence and with the purpose of making the children do what they want them to do. The learner is the one who should benefit by practicing the behavior desired of him, as implied in the model, not the teacher. When we test the learner about what he has been taught, we intend to find out whether he has attained the desired standards.

CHAPTER VI

RELATIONSHIPS BETWEEN EVALUATION PROCEDURES, STATED
OBJECTIVES, AND LEARNING EXPERIENCESIntroduction

In addition to the nature and relationships of objectives and learning activities discussed in the preceding chapters, this study was also designed to examine the nature of the evaluation system as related to the syllabus objectives, the tutors' objectives and the learning activities provided. As already pointed out in the model given in Chapter III, evaluation is a vital and complementary activity within an education program. The need for evaluation cannot be overemphasized. It is a process for finding out how far the desired outcomes are achieved through the learning experiences provided. The desired outcomes are always expressed in well planned objectives for a program and the process of evaluation is geared to helping identify the strengths and weaknesses of the program. The results of evaluation are quite often used in effecting the necessary changes.

Data on the evaluation procedures used in the colleges studied were obtained through questionnaires and interviews. These procedures included tutor-made tests given internally to secure feedback on what is taught by tutors to the students, under the guidance of the syllabus objectives and/or the tutors' own derived

objectives. The investigator also examined documents suggesting the nature of assessment criteria used in some of the colleges. Furthermore, he studied external examinations made and sent to colleges by the National Institute of Education which, together with the Government Ministry of Education, is responsible for supervising the training program of the primary teacher training colleges. All these data have been analyzed in relationship to the syllabus objectives, the tutors' objectives and the learning experiences planned and used. Students' self-evaluation was examined in connection with their teaching objectives and the activities they use in teaching. The importance of this self-evaluation in helping the students to acquire the desired teacher-competencies was assessed also.

Internal Systems of Evaluation

By internal systems of evaluation is meant the various instruments and criteria used by tutors of English within the primary teacher training colleges, to assess their students or to examine the whole English Program as it operates within the college in order to find its strengths and weaknesses. This type of evaluation may be concerned with the academic side or the professional side of the program. In this area, too, is included students' self-evaluation as one of the means of reinforcing the tutors' evaluation of students, particularly in the field of practice teaching.

The tutor-made tests. One of the means used to assess the students within the college, is English tests normally given at the

end of college terms. Copies of these tutor-made tests were obtained from a majority of the colleges studied. A few of the colleges were not able to provide any copies of recent tutor-made tests. Two reasons were given. The first was that, due to the students' brief stay at college and an overladen syllabus, the tutors were not able to give any formal tests. The second was that the English staff, small as it was, had to teach many hours per week and therefore, they had no time to correct examination papers from so many students. According to a further comment from the tutors who were not able to give any copy of recent tests of their own, they gave old tests here and there which in no way reflected the most they do.

The tutor-made tests were examined for coverage and the following are the areas that were tested: Structure of English, Phonetics, Language Theory, Methodology, Writing and Reading. The analysis went further to identify which items were used that reflected the major areas mentioned. The following were the items found:

1. Structure of English: parts of speech; sentence completion (initially, medially and finally); substitutions within sentences; identification of sentence patterns; identification of complete and incomplete sentences; conversion to indirect speech; and opposites and synonyms.
2. Phonetics: speech sound identification and transcription; identifying and marking intonation patterns; and giving minimal pairs that could be used in teaching certain given sounds.

3. Language Theory: the primacy of language as applied to language teaching.
4. Methodology: techniques of questioning, of teaching oral language, teaching reading; techniques of setting comprehension questions; replacement drills; and identifying well and badly stated objectives.
5. Writing: composition and paragraph writing.
6. Reading: comprehension passages and answering objective questions, and/or reading passages and filling in gaps with given words.

In some colleges, some areas of study were tested more than others. Areas that rarely came out in most tests were writing in terms of composition and paragraph writing. With the adoption of objective tests in many schools and colleges these days, writing composition is thought of as an anachronism, particularly when the factor of time is often against the staff. There was a preponderance of items on Structure of English in most papers; and these happened to occupy almost eighty per cent of a test in a single paper. In some colleges, they found it much better to have a separate paper for Methodology than to put its items with other items of different areas in the same paper.

Daily exercises. Among other assignments used by tutors to test their students were short exercises of various sorts. These were implied in some colleges in the minutes of the English Departmental meetings examined by the researcher¹ and in the interviews

¹See Appendix E for copy of a program for writing activities.

with the tutors. They included: descriptive writing, letter writing, report making on books read or projects carried out, skimming and note-taking, and a number of others.

Tutor-made evaluation procedures as related to the English Program. The study of tutor-made tests seems to show that almost all courses as given in the English Syllabus, especially that of Grade II Primary Teacher Training Colleges, are tested on; and the items used in the tests also seem to show that most of the activity headings suggested in the syllabus are pretty well covered in the teaching of the tutors. The purpose of these tests as it appears from the analysis is to find out whether the students have grasped or practiced what they are taught, thus implying whether the students have achieved what is advocated by syllabus objectives as well as the tutors' objectives.

It was not the purpose of this study to find out how well the students performed in all these assignments. However, as it was remarked by some tutors in the interviews, the tests were a convenient way used mostly to enable the tutors to assess and grade their students academically.

There is a direct relationship between the tests and/or daily assignments and the behavioral objectives written by the tutors which were discussed in Chapter IV. The tutors teach English language courses and English methods courses: "that the trainees should develop the ability to write English correctly, clearly, logically and interestingly, and develop skills required for different kinds of

written work. That the trainees may develop speed and comprehension skills to enable them to use reading for information and enjoyment."¹

It was also emphasized by some tutors in the interviews that the purpose of the daily written exercises as mentioned above, was to enable students to practice sequence in writing, paragraphing, sentence construction, choice of words, analysis and synthesis, and creativity in writing in general. Many other outcomes would as well follow. At other colleges, assignments of this nature were non-existent for reasons of too much syllabus load, too much teaching per week on the part of the tutors, and the large number of students at some colleges.

One area that was found to be very much neglected is that of the spoken English of the students. There were no available indications that the tutors had any means of giving practice to the students in spoken English. It was said by some tutors in the interviews that some time before they had an oral examination given externally, although the nature of it was not specified. However, as they said, that examination was dropped. The reasons for dropping it were not mentioned. There is, therefore, virtually no system of giving practice or testing the teacher-trainees in oral English. The course in Phonetics, taught to the students is only academic and theoretical, with the supposed purpose that it would in the future, help the students to identify linguistic problems in children. It

¹From some of the objectives stated by the tutors.

has already been pointed out in Chapter IV, that extra-curricular activities such as debating, speech giving, and the like, are not greatly entertained in many of the colleges studied.

Student teaching and its evaluation. As an application of what is taught in methods courses, students in both Grade II and Grade III teacher training colleges have to do practice teaching in primary schools. According to the Grade II Syllabus, "Teaching Practice (including observation) should have a maximum time equivalent to nineteen weeks over the last three years of the course, the minimum allocation being sixteen weeks. The length of time allocated in years two, three, and four depends on individual colleges but the following maximums are suggested: year 2, maximum 3 weeks, year 3, maximum 8 weeks, year 4, maximum 8 weeks."¹ The Grade III colleges, according to interviews with the tutors concerned, have about sixteen weeks of practice teaching covered in the two years. Just a few years back their two-year program had been increased by a term (about three to four months).

During the teaching practice period, tutors go out in turns according to the time-schedule agreed upon by the staff of each college, to supervise and to observe the students teaching. Each tutor visits students on teaching practice irrespective of the subjects they teach; that is, a tutor of English does not go in for English teaching only, although throughout the total practice

¹See Grade II Syllabus, p. 2.

teaching schedule he is supposed to have observed each student teaching English at least once or twice. The tutor observes a lesson and writes comments on the lesson taught, a copy of which he leaves in the student's lesson plan book. He may decide to discuss his comments with the student concerned after the lesson, or he may expect the student to be able to understand the comments when he reads them. In colleges with big numbers of students and with limited number of tutors, students do not have enough conferences.

The writer read many of the tutors' comments on students' lessons taught. The comments are usually very lengthy and they range from criticisms on objectives of lessons, class discipline, teaching procedures, and teachers' spoken English to children's participation in lessons. On the other hand, with many students, there was not normally any noticeable change as the team progressed, for many of the same remarks were repeated by tutor after tutor in their comments.

This type of evaluation, while indispensable in teacher education, was observed to be very ineffective with a number of students in some colleges for the following reasons:

1. In some colleges, tutors have very many students to take care of and therefore, there is no strong system of tutor-student conferring on teaching performance.
2. Many students are so much after their success in teaching that they fail to notice their mistakes; and even when

these mistakes are pointed out to them by the tutors in the written comments, the students read them to attain hardly any value from them. As a result, some students are only disappointed when they read what is written about them, or they may not pay serious attention to the content of the tutors' comments.

Although it was not expressed clearly in the syllabus, and was not articulated by the tutors in the objectives they were asked to write or in the interviews, the crucial relationship between the teaching practice activity and the total English Program is that, since the students are under teaching conditions, they may be able to practice and demonstrate the right approaches, language skills, and teaching techniques which they have been taught in the methods courses. It is these approaches, skills, and techniques that have to be assessed by the tutors during the practice teaching. The student teacher is made aware of the importance of possessing these competencies through the comments given to him by the tutor on the observation of the lessons taught. This awareness would be even more emphasized in tutor-student conferences. By realizing the importance of acquiring these competencies, the students can also learn the necessity of rigorous self-evaluation as one of the means of becoming effective and efficient teachers.

Student self-evaluation. This method of evaluation is put under internal systems of evaluation because the students do it within the college or during their practice teaching. The type of

student self-evaluation that was observed by the writer was during the teaching of the ten students selected from each of the colleges studied. In the lesson plan books that the students had a habit of writing comments of their own on lessons taught was noted. In most cases, these comments were very brief. Some of these comments, copied from the students' lesson plan books, were as follows:

"The lesson was good and the children enjoyed."

"Because it was in the afternoon it was difficult to manage the children."

"This lesson was not well done. I shall go over it next time."

"It was good. I liked it and the children liked it."

Such comments, written by the students about their own lessons taught, do not really say much about the lesson and a number of things were obvious from such statements:

1. The students do not have any set or established criteria by which they judge the success or failure of their own lessons.
2. There is no effort in these comments to relate them to the instructional objectives and activities used for the lesson.
3. The comments lack an objective view on the part of the students who are trying to assess themselves through the lessons they teach; moreover, they do not show any evidence of evaluating their own teaching behavior. There is no attempt on the part of the student teachers to see

themselves or their methods of teaching as the cause of the success or failure of a lesson. Quite often it is the teacher's methods and the environment he creates in the classroom that is the major cause of success or failure in teaching.

4. As was discussed in Chapter III, about student self-evaluation, there is a way to train student teachers in self-evaluation. Students' comments as exemplified above do not seem to indicate any prior knowledge of self-evaluation on the part of the students.

Tutor-evaluation of the English Program. There were no set means observable in a majority of colleges to lead to an internal rigorous evaluation of the total English Program as it operates in individual colleges. However, in just a few colleges some indication that tutors of English deemed this aspect important was observed in the statements of the English departmental meetings which were handed to the writer. The following statements demonstrate the fact that some tutors who were well organized in their departments made attempts to better the English Program and English teaching in their colleges:¹

The Chairman opened the meeting re-emphasizing the fact that "Language" is one of the crucial subjects in the college. He said it was therefore, necessary to meet from time to time to review the work being done and to draw upon the experience of the various language tutors.

¹These have been extracted from the minutes of English department meetings, a copy of which is not included in the appendices because of confidential reasons.

The Chairman opened the meeting whose purpose, he said, was to discuss ways and means of improving the students' standard in Language both academically and professionally.

The Chairman started by explaining the purpose of this meeting, that is, to think of ways and means of coordinating the teaching of English or language as a whole in this College as recommended in the 1969 Inspection Report.

Such comments from the minutes of some of the meetings at some colleges are an indication of the tutors' efforts to make the English Program better at least at their own colleges.

External Systems of Evaluation

The most common external means of evaluation were and still are examinations set by the National Institute of Education for the final year students in both Grade II and Grade III primary teacher training colleges; and the final teaching examination observed and assessed by examining teams consisting of members of the National Institute of Education Staff, officials from the Ministry of Education Inspectorate, and selected principals of primary teacher training colleges.

External examinations. Up to only very recently, the system of external examinations has been a very general one for both Grade II and Grade III colleges. Papers were very general and they were not set according to the specialized fields. Two papers were usually set and sent by the National Institute of Education. The examination scripts were marked internally by the tutors in the primary teacher training colleges and moderated externally by a team of selected people from the National Institute Staff, the teacher training college tutors and

the Inspectorate. Paper I of the examination consisted largely of general questions on methodology, school organization, and general items on the application of educational principles to circumstances that the teacher-trainees are likely to encounter. For example:

1. "Interest is the key to good learning." Select a topic from a lesson you have taught and explain how you aroused and sustained the interest of the children.
2. Generally classrooms in Uganda are poorly furnished and have little equipment; yet it is possible to improve the teacher-learning environment. Describe ways in which a teacher can improve his classroom.¹

Paper II had questions from the various specialized fields.

Nevertheless they often were of a general nature. Examples of such questions are:

1. Describe in detail from the teachers' point of view the issues and problems involved in making the transition from the vernacular medium to English medium class work by primary school children.
2. Why should activities given in primary education lessons in the lower classes of the primary school differ from those given in the upper classes? Describe three activities suitable for the lower classes and three for the upper classes.

¹These examples of questions have been extracted from Paper I of the 1970 Grade II Examination.

3. In mathematics and in their daily lives, children need to develop clear ideas about space and shapes. Suggest some geometric activities suitable for a primary class and specify what you would expect children to learn from these activities.
4. Science teachers everywhere frequently have to improvise teaching materials on a very low cost basis, usually using materials which are available free from the community, or which cost no more than a shilling or two. Select any one of the subject areas below and indicate the kinds of teaching materials you would improvise on this low cost basis. Use outlines and drawings as needed to indicate what you would make.

Simple electric circuits

Principles of weather and climate

Simple machines

Light and seeing

Sound and hearing

Fuels and burning¹

Recently, a new system has been established whereby examination papers are set in the various specialized fields and sent out to the colleges. The most recent English paper the writer was given was set for both Grade II and Grade III colleges and was taken in November 1972. In this paper the content of it attempted to cover such fields as were observed in the tutor-made tests already discussed.

¹These examples of questions have been extracted from Paper II of the 1970 Grade II Examination.

The purpose of the external examinations is to test students in the theory field and find out whether the students have acquired the necessary knowledge as alluded to in the syllabus objectives. The content of the examinations is based on the headings of learning experiences outlined in the English Syllabus or the syllabus in general. There is, thus, a direct relationship between the external examinations and the components of the whole program; and the examinations are an assessment of how efficiently these components have been to educate and train the future teacher who is soon coming out to teach in primary schools.

Final assessment of students' practice teaching. The final year students in primary teacher training colleges are examined externally during their final teaching practice which usually comes before they sit for the written examinations in the case of the Grade II colleges. The Grade III colleges have this examination after their written examinations. As was explained above the students are examined by members of examining teams as organized by the National Institute of Education. Each student is observed normally on the basis of one full lesson, if possible by all the members of the examining team who are usually four in number. But because of so many students to be examined and lack of time to see them all thoroughly the examiners usually decide to have the students who are marked by the local college tutors as best or weak, to be observed by all the external examiners and the rest of the students can then be seen by one or two examiners.

Final assessment of students' teaching is done by comparing the final assessment of the local staff and that of the external examiners. However, in cases of doubt about individual students, the assessment of external examiners may carry weight.

The purpose of this type of evaluation is first of all to find whether the students are really competent according to national standards expected of teachers coming from a teacher training program based on the national needs. Second, it is intended to find out whether the student teachers can apply effectively and efficiently approaches, methods, skills and techniques they have been taught in their methodology courses; and to judge whether their whole personality is likely to make them good teachers. And third, it is intended to give an objective assessment which can reinforce that of the local tutors who are always with the students in the day-to-day dealings.

Evaluation Procedures as Related to the Total Program

In the various procedures used to assess either students or the English Program (or even the total training program for that matter), there is a direct relationship that still holds from start to finish: that the program has stated objectives which must be kept in mind when the tutors state their own instructional objectives; that the program does outline learning activities which must be given a context in order to allow the student to interact with the desired environment; that while the student is interacting with the set

environment he is practicing the outcomes which are stated by the program objectives and probably articulated by tutors' instructional objectives; that the evaluation procedures as discussed are a help both for the tutors and for those concerned with the program to find out whether the teaching through the suggested learning experiences has been well done, and whether the standards stated in the objectives of the program have been attained by all students in the program. Whatever observable success or failure there is in this direct relationship, it will contribute to new decisions to be made by the people concerned.

CHAPTER VII

OBSERVATIONS AND RECOMMENDATIONS

Observations Based on the
Questions Studied

From this study of relationships between stated objectives, learning experiences and evaluation procedures, using the systems model presented in Chapter III, and as illustrated by the analysis of the data on the specialized program for preparing primary teachers of English in Uganda, a number of things can be observed.

1. The objectives stated in the Grade II and Grade III syllabi do not satisfy the objective criteria as discussed and illustrated in the model of this study. The objectives in the syllabi are often too general and in some places vague.
2. The majority of the tutors' stated objectives do not satisfy the objective criteria set up in the model for this study. However, a few of the tutors' stated objectives satisfy the objective criteria in the model and are a great improvement on the syllabus objectives in terms of specificity and setting observable and demonstratable outcomes.
3. The direct positive relationship between syllabus objectives and tutors' stated objectives can be observed in the few tutors' objectives that were stated in

behavioral terms and in the syllabus objectives to which they correspond.

4. The syllabus objectives come in the right place in the syllabus, that is, immediately before the courses they refer to respectively, in order to give a lead into the learning activities.
5. Although the syllabus objectives are in the right position, the suggested learning activities are just headings with no explanations of how they should be used, and/or with no context suggested for them.
6. The activities suggested in the headings are as broad and sometimes vague as the corresponding objectives and it might not be easy for a tutor or a teacher-trainee to follow the syllabus on his own.
7. A majority of the student teachers' stated objectives do not satisfy the objective criteria established in the model for this study. However, a few of the student teachers' stated objectives fit the objective criteria to some limited extent.
8. The relationship between the students' objectives and either the tutors' objectives or the syllabus objectives is not direct as that between the tutors' objectives and the syllabus objectives.
9. The evaluation procedures in the primary teacher training colleges studied consist of tutor-made tests given at the

end of college terms, a few daily assignments in some colleges, external examinations from the National Institute of Education, teaching practice assessment by the tutors and external examiners, and self-evaluation by teacher-trainees on their own teaching.

10. Self-evaluation by the student teachers on their own teaching is very inadequately done, that is, there is no attempt on the part of the student teachers to assess their teaching objectives, methods and materials used in the teaching; and particularly to find whether their pupils have attained the outcomes set in the teaching objectives.
11. There is a great lack of effective and efficient tutor-student conferences, particularly in connection with practice teaching. Such conferences are important if student teachers are to obtain any constructive use out of the comments that are usually written by tutors on the student teachers' lessons taught.
12. There is a general perceived inadequacy of the English materials and teaching materials expressed by the tutors and teacher-trainees.
13. Although a number of evaluation procedures are used in the primary teacher training colleges, the standards or competencies they measure are not clearly expressed by the objectives of the program.

14. An effective and efficient evaluation of the English Program in primary teacher training colleges has not been attempted as yet. In other words, no comprehensive plan has been made yet to revise the program objectives, the learning activities and the evaluation procedures in order to find whether they require any modification or total change.

Comments and Recommendations on the Various
Aspects of the Program

Stated Objectives

The syllabus objectives. It was mentioned by some tutors in the interviews and questionnaires that the objectives of the syllabus were vague, and nothing in the syllabus was really specific enough. In the analysis of the data on the syllabus objectives, in Chapter IV, a number of shortcomings seem to have pointed to the same factor. Such observations may help in the necessary revision on the English Syllabus objectives. Instead of stating objectives in terms of what the tutors are going to do to the teacher-trainees, the objectives could be stated behaviorally. They could be spelled out in terms of what students as qualified teachers will be able to do. As almost all the syllabus objectives appear now, particularly in the Grade II teachers' syllabus, they are statements of procedure on the part of the tutors rather than statements of expected outcomes on the part of the students to be taught. The question might be:

What is expected of the student after he has been taught, that will be measurable or demonstratable? An objective such as the one planned in the Grade II syllabus, in connection with Teaching of Oral English,¹ "The aim of this course is to equip the student with the basic techniques of oral presentation and practice and an understanding of when and how to employ them." could be restated to read: "The expected outcome of this course is that the student put under teaching conditions, or in any relevant conditions, will be able to use the basic techniques of oral presentation and practice." Such revision of all syllabus objectives could be very useful, first of all to the students who are taking the program in order that when they read the syllabus to see what is required of them, they will be able to understand. Second, such revision could be useful to the tutors who have to plan their instructional objectives and learning experiences according to the syllabus objectives and according to the type of circumstances they teach in.

The tutors' objectives. The importance of a very competent tutor in a primary teacher training college cannot be overemphasized. The tutor must be competent in terms of his ability to state appropriate instructional objectives which should be clear to his students. He must be competent in the use of the right techniques to make his students understand what he wants them to achieve. Moreover, he must remember that whatever he does right or wrong he is setting

¹See Grade II Teachers' Syllabus, p. 26.

an example to his students who are the future teachers. On the other hand, the tutors' competence cannot be demonstrated in an atmosphere of vague objectives, where even he himself is not sure of what he is getting at. The analysis of the data on the tutors' objectives, has indicated a number of shortcomings. If the tutors were aware of these shortcomings they might revise their instructional objectives, so that they would be stated in terms of the behaviors expected of the students they teach. They might be based on the criteria suggested in this study namely, that they be specific, stated in behavioral terms, and that they spell out certain observable standards, thus being appropriate. In some colleges where the tutors did not have any personal schemes of work to guide them, it seemed as if they were working on the principle of trial and error, which would not be advisable, especially with a tutor in a teacher training college.

Students' instructional objectives. Objectives stated by teacher-trainees either in their questionnaire or in connection with the lessons of English observed, have been analyzed in Chapter IV. It has been remarked that a majority of them fell short of the objective criteria set up in the model for this study. Many of the students' objectives raise some doubts whether the students themselves, although in the final year of their training, have ever had such practice in formulating objectives for classroom instruction. Much of the teaching of teacher-trainees may be criticized probably thousands of times, but a trainee will never be able to understand

the justification of criticisms on his teaching unless he has learned what it is to have a clear purpose in any of the lessons he teaches. Mager's point could be reiterated for the benefit of any teacher-trainee that the teacher, "should first decide upon the goals he intends to reach at the end of his course or program. He must then select procedures, content, and methods that are relevant to the objectives; cause the student to interact with appropriate subject matter in accordance with principles of learning; and finally, measure or evaluate the student's performance according to the objectives or goals originally selected."¹ Mager emphasizes the importance of specificity of instructional objectives so that the teacher might be able to measure whether such objectives have been achieved. He discourages objectives with "loaded" words that are open to a wide range of interpretation. Such students' objectives as were exemplified in Chapter IV manifest a real need of having in the students' methods courses an intensive study and practice of how to formulate and state instructional objectives. It appears to be a point to which the tutors in primary teacher training colleges should give some serious attention.

Learning Experiences

It was observed in the model in Chapter III, and in the analysis of the data on the English Program, that objectives

¹Mager. Preparing Instructional Objectives, p. 1.

normally facilitate the planning of learning experiences, and the learning experiences are intended to bring about the realization of the behaviors stated in the objectives. According to the official syllabus of Grade II teachers, the subdivisions of the English Program in terms of courses and the allocation of time to each course and for each year, appears quite thorough; and it leaves room for local planning as the circumstances may dictate to the tutors. As emphasized initially in the syllabus, the program is intended to prepare a competent primary teacher of language. However, according to observation, some colleges tended to underplay the teaching of courses such as Language (theory), Phonetics and Speech. Comments written by tutors in the students lesson plan books had as one of the common remarks "mispronunciation" of certain words. In connection with these unemphasized courses and the comments of tutors on students' mispronunciations, the following considerations could be advanced:

1. The mispronunciations could be pointing at deep seated linguistic difficulties in the student concerned, which might be a result of the influence of the student's mother tongue.
2. It might be that the student is not given enough pronunciation practice to overcome the influence of his own linguistic background; and/or he does not have chances to read aloud in order to have his mispronunciations corrected.

3. Another point might be that the student tends to speak his vernacular most of the time outside class and he has very few contacts with spoken English which he will of course be teaching in primary schools.
4. It might be that hardly any techniques are used by the tutor of English to provide a model of good speech and pronunciation which the student can imitate to learn good and proper pronunciation.
5. One other factor related to what was said about tutors of English is that because of understaffing, the tutors of English might find themselves not able to do anything about improving the student's pronunciation in English.

While considering learning experiences and the relevant objectives connected with them, it might be necessary for the tutors and those concerned with the English Program in primary teacher training colleges to think seriously about the points mentioned above.

Again while still at the point of learning experiences, in all the colleges, tutors use the term English Literature presumably meaning extensive and intensive reading. On the other hand, some tutors during the interviews happened to indicate a great desire of getting their final year students allowed to sit for the school certificate examination in English Language and English Literature. However, at the level of primary teacher training colleges and with the objectives we have for these colleges, two things should be isolated:

1. One motive could be to teach English Language courses and English Literature so well that we get teacher-trainees through the school certificate examination, or
2. The other motive would be to teach English Language courses and English Literature (i.e., including Extensive and Intensive Reading) in order to give a good foundation to the teacher-trainees as primary teachers of English who can pursue their interest in reading all available materials; and who can make useful discriminatory selection of reading materials for their pupils in the schools they will be assigned to teach in.

The latter appears to be the motive for teacher education.

Although the Grade III teacher training colleges do not as yet have an official syllabus, the nature of the tentative syllabus seems to emphasize Improvement of Teachers' English, Learning about Language and Methodology in the first year. Specialization in selected areas is recommended in the second year. Currently, the English Program as practiced in the Grade III teacher training colleges, seems to emphasize courses in English Language (i.e., Improvement of Teachers' English in Speech, Reading and Writing). As is the case with some of the Grade II colleges, current practices in Grade III colleges show that the courses are organized by the tutors as it suits each of them; and there seems to be a lack of essential rigorous practice given to students in English Speech. Without the necessary practice in some of the essential skills which the teacher-trainees

themselves need, the aim of preparing competent primary teachers of language might not be achieved.

Teaching and Reading Materials

The principle expressed in the Grade II Syllabus and already indicated in Chapter V of this report, "that every possible use will be made of radio, television, bookmobiles, gramophones, taperecorders, films, filmstrips and visits from interested parties such as the British Council to give breadth to teacher training courses and to do follow-up work with teachers."¹ is undoubtedly invaluable if implemented. However, according to the information obtained from interviews and questionnaires as indicated in Chapter V of this report, a number of things seem to have fallen short of the principle.

1. The low ratings of the students on the teaching aids found in each college studied, manifest an unsatisfactory utilization of available equipment, although it is known that teaching aids have a great effect on our teaching if well used. And particularly in primary teacher training colleges, use of teaching aids by the tutors themselves is a good illustration and demonstration to the students that teaching aids carry weight in teaching.
2. Nowhere in the questionnaire answers or in the interviews was it mentioned that interested outside parties such as

¹See Grade II Teachers' Syllabus, p. 24.

the British Council had been invited to visit the colleges studied; neither is there any follow-up work with teachers. It might be good for the tutors in teacher training colleges with the cooperation of their principals, to think of inviting visitors who can contribute educationally to the training of the student teachers in the necessary experiences; and if possible, do some follow-up work with teachers in the field in order to obtain useful information on the performance of these teachers.

3. As regards the method textbooks used by the tutors of English and the teacher-trainees, complaints were given by tutors in the interviews that J. A. Bright, Patterns and Skills in English, Books I, II, III, and IV, was a difficult series for non-English speaking tutors of English and the teacher-trainees. The Nile English Course Book V which has recently been made an official course book for Primary Five, is just coming in, and a way of getting the teacher-trainees to study it intensively does not appear to exist as yet. P. A. Ogundipe et al, Practical English, is said to be a good book for the purpose of improving the teachers' English. Only one college indicated the use of Palmer and Palmer, English Through Actions.

From these observations, there seems to be very little methods material read intensively or extensively by the teacher-trainees in the methodology of teaching English; and although the tutors mentioned that the

library in each college was stocked with a number of methods books on specified aspects of English teaching, there was nothing to show that these textbooks were being used at all by the students, let alone the tutors themselves.

It might be useful in any future evaluation of the English teaching materials to see the type of methodology textbooks available in each primary teacher training college and how these books are put to use. Without this type of assessment, the tendency might be to deal with methodology in a general and superficial manner, forgetting the necessary ramifications and how they can be applied to specific aspects of English language teaching. Discussions on methodology by experienced teachers of language are invaluable to read about; and books on formulating and stating instructional objectives, or books on instructional sequence, are all very necessary books for the teacher-trainees to read; and this kind of exercise is one of the best ways to supplement the tutors' lectures and demonstrations.

4. Most tutors, particularly those in Grade III colleges, complained about the inadequacy of reading materials available in their colleges. Since the time some of the Grade II primary teacher training colleges were transformed into central Grade III colleges, there has been very little change in the type of reading materials that were found in them. Generally, two limitations were advanced in the interviews with the tutors: that hardly any funds are ever allocated to the buying of reading materials, and/or if the funds existed the head of the English Department is

never told about them. A list of required books and materials is made up by the Department concerned and submitted to the principal every year, and if in the long run a few of the materials out of the list are bought the Department could call itself very lucky. The other limitation advanced was that the bookshops selling reading materials at times do not have a large variety to select from.

One major limitation observed by the writer, even with the reading material available in the colleges, is that in some of the colleges there is no grading system used at all. All reading materials are stacked on racks in the library in hardly any obvious system and the students, regardless of which year they belong to, have their reading choices out of the lot.

In order to facilitate efficient organization of reading materials for the students in primary teacher training colleges, three things may be necessary in the future.

1. The individual colleges, through the principal and bursar, should make it clear to the heads of departments how much funds, however limited, are assigned each year to each department to buy teaching and reading materials. This knowledge can enable the tutors concerned within the limits of their budget, to plan to purchase only those materials that have priority.

2. Plans to buy the materials need not be only the local ones. Reading materials could be ordered through local bookshops; and/or through interested parties such as the British Council or the United States Information Agency. Such initiative, of course, necessitates that the tutors of English get well acquainted with book catalogs and know well in advance the type of materials they want to order and whether the materials are worth spending money on. Reading materials need not be only those intended for the improvement of the teacher-trainees' English. Teacher-trainees need to read and explore all available children's reading materials. This would prepare and equip them with the necessary skills to select adequate reading materials for their pupils in primary schools and enable them to know the sources where these materials can be obtained.
3. Since there seems to be lack of knowledge as to how to go about grading reading materials for students, some method could probably be suggested for the benefit of those who may want something to start from. The writer thinks that The Lorge Formula for Estimating Difficulty of Reading Materials¹ is simple and useful in helping to grade reading

¹Irving Lorge. The Lorge Formula for Estimating Difficulty of Reading Materials. New York, N.Y.: Bureau of Publications, Teachers College, Columbia University, 1959.

materials for learners. Its advantages will of course depend on the knowledge a teacher has of his students' level of English. The formula provides directions for using it with short passages, longer passages and books. With short passages (300 words or less) it is advisable to analyze the entire passage. With longer passages, a sample of the material should be selected near the beginning, another sample near the middle and a third sample near the end of the passage. The sample should be approximately 100 words in length.

With books, it is advisable to analyze samples of the book probably from five to ten per cent of the book (but never less than five samples). These samples should be chosen throughout the book.

The Large Formula also provides directions for counting the number of words in a sample, the number of prepositional phrases, the number of hard words, of course considering as well special and miscellaneous cases, and how to compute the index. The steps to computation are, therefore, as follows:

Basic Data

1. Number of words in the sample _____
2. Number of sentences in the sample _____
3. Number of prepositional phrases in the sample _____
4. Number of hard words in the sample _____

Computation

	Values
For average sentence length:	
Divide Item 1 by Item 2 =	_____
. . . x .06 =	_____
For ratio of prepositional phrases:	
Divide Item 3 by Item 1 =	_____
. . . x 9.55 =	_____
For ratio of hard words:	
Divide Item 4 by Item 1 =	_____
. . . x 10.43 =	_____
Constant =	1.9892
Add the values and the constant	
RELIABILITY INDEX =	_____ 1

NOTE: A reading passage with an index of 5.2 can be considered less difficult than a reading passage with an index of 7.1, and so on.

¹Lorge. The Lorge Formula for Estimating Difficulty of Reading Materials, p. 10.

It must be pointed out here that all these remarks on the learning experiences in the English Program in primary teacher training colleges, are intended to throw light on areas in the program that should be given attention so that the right relationships between stated objectives and learning activities may be maintained for the sake of the necessary efficiency.

Evaluation Criteria

The evaluation procedures analyzed in Chapter VI have in most cases demonstrated the necessary relationships expected between the syllabus objectives, the tutors' objectives, the planned learning activities and the assessment of the outcomes.

However, it might probably be necessary in the future for the tutors of English as well as others concerned with the English Program, to look into and evaluate the reading ability, spoken and written English of teacher-trainees. Such evaluation might help in the setting of criteria for a level of competency in English at which the teacher-trainees should be coming out as qualified primary teachers of English, which criteria are at the moment non-existent.

Evaluation of student teaching. As already observed in Chapter VI, two types of internal lesson evaluation are practiced in primary teacher training colleges: one type done by the visiting tutors and written in lengthy notes on a sheet of paper and sandwiched between pages of the student's lesson notes; or written at the end of the last page of the student's teaching notes. Most tutors' comments at the end of students' lessons were commending or

criticizing points of procedure rather than dealing with the extent to which objectives of the lesson were achieved. In no case did the writer find tutors' comments criticizing constructively the way in which aims were written or stated by the students.

The second type of evaluation was the student's self-evaluation. According to observation, this type of evaluation, too, dealt superficially with points of procedure rather than whether the objectives set for the lesson had been achieved or not. For example, the students' self-evaluation comments analyzed in Chapter VI, have nothing to say about the aims or objectives of the lessons.

It, therefore, appears that the present system of teacher evaluation in primary teacher training colleges concerns itself with what the teacher appears to be doing rather than what he causes his pupils to become after he has taught a lesson. It also appears necessary that systematic practice in evaluation that gradually leads to self-evaluation should be given to teacher-trainees from the very beginning of their entry into college.

This study cannot at all claim thoroughness that is normally wanted in order to effect major changes in a program. However, what it has been able to do is to point to the fact that before any changes in the English Program are carried out, it might be necessary to carry out, first, a thorough evaluation of the total English Program with a view to find out how efficiently the stated objectives, the learning activities and the assessment criteria work together in order to enable a smooth and successful operation of the total

program. The measuring yardstick should be the teacher-trainees who should always be looked at to find how they measure up to the expected standards.

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APPENDIX

APPENDIX A

ACCOMPANYING LETTER TO STUDENTS' AND
TUTORS' QUESTIONNAIRES

The Uganda Ministry of Education and the National Institute of Education are continuously searching for effective ways of improving subject programs in primary teacher training colleges as well as in primary schools. I have been enlisted to assist in this process by doing a study which should give us more information about the methods and materials used in preparing primary school teachers with special reference to the teaching of English. Part of this information will be gathered through the present questionnaire which is being forwarded to a selection of Grade II and Grade III teachers' colleges. Your cooperation in this project by answering this questionnaire will be greatly appreciated. Be as free as you can in expressing your own views; all your answers will be treated as highly personal and confidential.

Instructions

1. Answer all questions, without exception.
2. Read each question carefully and put a tick (✓) opposite the appropriate answer, except in the case of Question 26, where you are asked to express your views freely.

Thank you for your kind cooperation.

APPENDIX B

QUESTIONNAIRE FOR SENIOR STUDENTS AND FIRST-YEAR
STUDENTS OF PRIMARY TEACHER TRAINING COLLEGES

Name of Teacher Training College _____

Year of Course _____

Questions

1. Your sex: Male _____

Female _____

2. In what age group do you fall:

Under 15 years _____

15 to 18 years _____

19 to 21 years _____

22 to 25 years _____

26 to 30 years _____

Over 30 years _____

3. What is your father's or guardian's job?

Cultivator _____

Manufacturer _____

Trader _____

Technician _____

Clerical _____

Teacher _____

Professional _____

Unskilled worker _____

Other (specify) _____

4. Education

I hold a Primary Leaving Certificate _____

I hold a General Certificate of Education _____

I hold a School Certificate _____

I hold a Higher School Certificate _____

I hold a Grade II Teachers' Certificate _____

5. How long have you been a student at this college?

Less than one year _____

This is my second year _____

This is my third year _____

This is my fourth year _____

This is my fifth year _____

6. What is your mother tongue? _____

Please explain what you mean: _____

7. Where did you first learn English?

I first learned English at home when young _____

I first learned English in a primary school _____

Elsewhere (specify) _____

8. Which type of school(s) did you attend, and for how many years?

A day primary school for _____ years. _____

A boarding primary school for _____ years. _____

A day senior secondary school for _____ years. _____

A boarding senior secondary school for _____ years. _____

9. How many years of English practice have you had so far?

Since my childhood (home) _____

Since Primary 1 _____

Since Primary 4 _____

Since Senior 1 _____

Since Senior 3 _____

10. How long have you studied English under the following types of teachers?

African teacher(s) for _____ years. _____

American teacher(s) for _____ years. _____

Asian teacher(s) for _____ years. _____

British teacher(s) for _____ years. _____

11. What is your present teacher of English?

My present teacher of English is African. _____

My present teacher of English is American. _____

My present teacher of English is Asian. _____

My present teacher of English is British. _____

Any other (specify) _____

12. How would you rate your present teacher of English?

My teacher is very good. _____

My teacher is good. _____

My teacher is fair. _____

My teacher is poor. _____

13. Which of the following types of books in English do you enjoy reading? Tick as many as you wish.

Fiction _____

Classics _____

Biography _____

Historical - Fact _____

Historical - Fiction _____

Science - Fact _____

Science - Fiction _____

Newspapers _____

Magazines _____

Other (specify) _____

14. Give the title of five (5) books you liked the most.

1. _____

2. _____

3. _____

4. _____

5. _____

15. What would you say of your college library?

Our library has a sufficient number of English reading books. _____

Our library has a fair number of English reading books. _____

Our library has hardly any English reading books. _____

Our library has no English reading books. _____

16. Which of the textbooks you use to learn English at the college are most useful?

1. _____

2. _____

3. _____

4. _____

5. _____

17. How would you rate the following teaching aids? The meaning of the numbers to the right is as follows:

1. Very useful
 2. Useful
 3. Not very useful
 4. Useless

Draw a circle round the number which best expresses your view on each item.

1. _____	1 2 3 4
2. _____	1 2 3 4
3. _____	1 2 3 4
4. _____	1 2 3 4
5. _____	1 2 3 4
6. _____	1 2 3 4
7. _____	1 2 3 4
8. _____	1 2 3 4
9. _____	1 2 3 4
10. _____	1 2 3 4

18. What two main objectives (in order of priority) do you have in teaching each of the following skills to your pupils during teaching practice?

Speech: 1. _____

2. _____

Writing: 1. _____

2. _____

Reading: 1. _____

2. _____

Listening: 1. _____

2. _____

19. Which of the following do you have at your college?

An English language magazine _____

A debating club in English _____

An English language association _____

A linguistic association _____

Other non-class resource for learning or practicing English (specify) _____

20. Do you ever suggest to your teacher of English ways in which his teaching could be improved?

Very often _____

Often _____

Rarely _____

Never _____

21. Does your teacher suggest to you individually ways of improving your English?

Very often _____

Often _____

Rarely _____

Never _____

22. Can you afford to buy English textbooks?

I can afford to buy all the textbooks I need. _____

I can afford to buy most of the textbooks I need. _____

I can afford to buy some of the textbooks I need. _____

I can afford to buy none of the textbooks I need. _____

23. Can you afford to buy English reading books?

I can afford to buy twenty or more English reading books a year. _____

I can afford to buy ten to nineteen English reading books a year. _____

I can afford to buy five to nine English reading books a year. _____

I can afford to buy one to four English reading books a year. _____

I cannot afford to buy any English reading books a year. _____

24. Have you read and understood the aims of the English Language Course at your college as illustrated in the Syllabus?

I have read and understood the syllabus. _____

I have read but not understood the syllabus. _____

I have not been able to read the syllabus. _____

I have never seen the syllabus. _____

25. Given the responsibility of heading the teaching of English in a primary school, would you be able to recommend the right reading materials for children according to the class in which they are?

I consider myself well qualified to do so. _____

I consider myself sufficiently qualified to do so. _____

I consider myself not sufficiently qualified to do so. _____

I consider myself not at all qualified to do so. _____

26. What other ways would you suggest for improving the teaching of English in your college? Please write fifty (50) words or so in answer to this question.

Thank you very much for your unreserved cooperation.

APPENDIX C

QUESTIONNAIRE FOR TUTORS OF ENGLISH IN PRIMARY
TEACHER TRAINING COLLEGES

Name of Teacher Training College _____

1. Your sex Male _____
Female _____

2. In what age group do you fall?

- Under 20 years _____
- 20 to 24 years _____
- 25 to 29 years _____
- 30 to 34 years _____
- 35 to 39 years _____
- 40 to 44 years _____
- 45 to 49 years _____
- 50 and over _____

3. Of what country are you a citizen? _____

4. Are you a native speaker of English: Yes _____
No _____

5. Which of the following certificates and/or diplomas do you hold?

<u>Certificates/Diplomas</u>	<u>Name of Institute</u>	<u>Date of Issue</u>
School Certificate	_____	_____
G. C. E.	_____	_____
H. S. C.	_____	_____
Grade II	_____	_____
Grade III	_____	_____
Grade IV (Associate- ship N.I.E.)	_____	_____

<u>Certificates/Diplomas</u>	<u>Name of Institute</u>	<u>Date of Issue</u>
Grade IV (other channel)	_____	_____
Dip. Ed. (Makerere: before 1963)	_____	_____
Dip. Ed. (Makerere- Kynmbogo)	_____	_____
Dip. Ed. (N.I.E.)	_____	_____
B.A./B.Sc. with Education (Dip.)	_____	_____
Concomitant Dip. Ed. (Makerere)	_____	_____
B. Ed.	_____	_____
Postgraduate Dip. Ed.	_____	_____
M.A./M.Sc.	_____	_____
M.Ed.	_____	_____
Ph.D./Sc.D.	_____	_____
Ed.D.	_____	_____
Other (specify)	_____	_____

6. Teaching experience:

<u>Name of School</u>	<u>Years</u>	<u>Level</u>	<u>Subject Taught</u>
1. _____	_____ to _____	_____	_____
2. _____	_____ to _____	_____	_____
3. _____	_____ to _____	_____	_____
4. _____	_____ to _____	_____	_____
5. _____	_____ to _____	_____	_____
6. _____	_____ to _____	_____	_____
7. _____	_____ to _____	_____	_____

<u>Name of School</u>	<u>Years</u>	<u>Level</u>	<u>Subject Taught</u>
8. _____	_____ to _____	_____	_____
9. _____	_____ to _____	_____	_____
10. _____	_____ to _____	_____	_____

7. How long have you been a primary teacher training college tutor of English in Uganda?

less than 2 years _____

2 to 4 years _____

5 to 7 years _____

8 to 10 years _____

Over 10 years _____

8. Is English your special subject?

Totally yes _____

Partly yes _____

No, but I was asked to teach it. _____

No, and I would have preferred not to teach it. _____

9. Which of the following have you specialized in? Please tick as appropriate, indicating the level of specialization (e.g., H.S.C., B.A., M.A., etc.).

<u>Subject</u>	<u>Major</u>	<u>Elective</u>	<u>Self-Taught</u>	<u>Level</u>
English Language	_____	_____	_____	_____
English Literature	_____	_____	_____	_____
English Drama	_____	_____	_____	_____
English Sec.Lang.	_____	_____	_____	_____
Linguistics	_____	_____	_____	_____
Visual Aids	_____	_____	_____	_____

10. How many English tutors are there at your college?

I am the only one. _____

We are _____

11. Are you head of the department?

Yes _____

No _____

12. Do you think that a knowledge of the sound system and grammatical structure of two languages would be a great help in teaching English in Uganda?

Completely agree _____

Agree _____

Disagree _____

Completely disagree _____

13. Of a total number of 100 hours for an English Program, how many would you devote to each of the following subdivisions at your college?

Language Analysis	English Literature	Language Improvement Methods	Preparation and Using Visual Aids	Total Hours
				100

14. Do you think that the materials for teaching English at your college are adequate?

Highly adequate _____

Adequate _____

Inadequate _____

Highly inadequate _____

15. Who is responsible for:

1. Making the English Syllabus for teacher training colleges? _____

2. Inspecting the teaching of English in teacher training colleges? _____

3. Setting the English examinations in teacher training colleges? _____

4. Correcting the papers of the English examinations in teacher training colleges? _____

16. How easily do you share your professional ideas with persons mentioned in Question 15 above?

Table

	Very Easily	Easily	Not Easily	With Much Difficulty
1. Maker of Syllabus				
2. Inspector of English Teaching				
3. Maker of the English examinations				
4. Corrector of the English papers				

17. How often do you come together with tutors of English to discuss matters related to the teaching of English?

1. At your college: Once a week _____

Once every fortnight _____

Once a month _____

Once every 2-3 months _____

Once every 6 months _____

Once a year _____

Never _____

2. In other colleges: Once a week _____
- Once every fortnight _____
- Once a month _____
- Once every 2-3 months _____
- Once every 6 months _____
- Once a year _____
- Never _____
18. How easily do you discuss your professional ideas with your fellow tutors in other subjects?
1. At your college: Very easily _____
- Easily _____
- Not easily _____
- With much difficulty _____
2. At other colleges: Very easily _____
- Easily _____
- Not easily _____
- With much difficulty _____
19. How easily do you speak about the improvement of the materials and methods of teaching English with your principal?
- Very easily _____
- Easily _____
- Not easily _____
- With much difficulty _____

20. Which institutions/organizations have, to your knowledge, arranged in-service courses in English language teaching within the past two years?

The Ministry of Education _____

The National Institute of Education _____

The British Council _____

Any others (specify) _____

None _____

21. Give particulars of courses related to the teaching of English--other than the courses leading to the certificates/diplomas/degrees mentioned in Question 5 above--you have attended?

1. Name of course: _____

Organizing body: _____

Duration of course: _____ Year _____

Certificate obtained, if any: _____

2. Name of course: _____ Year _____

Organizing body: _____

Duration of course: _____

Certificate obtained, if any: _____

3. Name of course: _____

Organizing body: _____

Duration of course: _____ Year _____

Certificate obtained, if any: _____

4. Name of course: _____

Organizing body: _____

Duration of course: _____ Year _____

Certificate obtained, if any: _____

22. To which English language association(s) do you belong?

1. _____
2. _____
3. _____
4. _____
5. _____

23. How often do you attend meetings of the language association(s) of which you are a member?

- Once a month _____
- Once every 2 or 3 months _____
- Once every 6 months _____
- Once a year _____
- Never _____

24. What two main aims (in order of priority) do you have in teaching each of the following skills to your trainees? Spell them out as clearly as possible.

Speech: 1. _____

2. _____

Writing: 1. _____

2. _____

Reading: 1. _____

2. _____

Listening: 1. _____

2. _____

25. Into how many subdivisions is the English program at your college organized (e.g., English Language, English Methods, etc.) and how many periods a week are devoted to each item of the course?

<u>Subdivision</u>	<u>No. of Periods a week</u>	<u>Minutes per Period</u>
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____

26. How adequate, in your opinion, is the teacher training college English syllabus?

4. What is the general attitude of trainees towards English as a language and as a subject?

Method

5. What is done to bring about efficient teaching of each of the following skills in your college or/and in other teacher training colleges?

a. Speech

b. Reading

c. Writing

d. Listening

10. What type of books would you recommend for reading by teacher training college students?

11. What is the annual budget for the purchase of library books? Do you consider it to be sufficient? Who recommends books for purchase by the library?

Aids

12. What aids are available for teaching English in your college?

13. Do you consider them to be sufficient? If not, what additional ones would you suggest?

14. For which purpose are they used?

15. What is the annual budget for the purchase of teaching aids?

Program

16. What are your views on the English program of the college (e.g., syllabus, emphasis, time allocation)?

17. Is there reasonable flexibility in the implementation of the program?

18. Do you have the opportunity of participating in designing the English program?
19. Are the persons responsible for designing, inspecting and examining the English program open to suggestions?

Communication

20. Do you meet with colleagues in your college, and in other teacher training colleges as well as with your principal, to discuss matters relating to the teaching of English? Are these meetings helpful? Would you have any suggestions to make in this respect?

Improvement

21. Are the opportunities offered to English tutors (refresher courses, seminars, workshops) for improving their professional knowledge and skills adequate? Would you have any suggestion to make in this respect?

Evaluation

22. Have any attempts been made to evaluate the English program?
23. Have any attempts been made to assess the effectiveness of the methods which are used by tutors in teaching English?

24. Are the English examinations a reliable assessment of achievements?

25. Is the English examination conducive to good teaching?

26. How do you assess student progress?

27. Any other comments?

APPENDIX E

A PROGRAM FOR WRITING ACTIVITIES FROM
ONE OF THE COLLEGESFirst Year

1. Reproduction of stories
2. Written compositions based on particular aspects of set stories
3. Descriptive compositions:
 - a. Description of a picture
 - b. Description of a scene
4. Letter writing
 - a. Personal letters
 - b. Invitation letters
 - c. Invitation cards
5. Instructive compositions--Imaginative. Examples:
 - a. Father telling his son how to grow (coffee)
 - b. Mother telling her daughter how to cook (maize)
 - c. Teacher telling his pupils how to respect adults

Second Year

1. Letter writing
 - a. Business/official letters
 - b. Telegrams
2. Articles for a newspaper
3. Advertisements and notices
4. Summaries (precis)
5. Dialogue: correct response to a stimulus
6. Narrative compositions
 - a. Factual account of an event
 - b. Imaginative account of an event
 - c. Fictional story telling

Third Year

1. Skimming and notetaking
2. Critical book reports
3. Collecting and organizing information (reports) on:
 - a. Lessons observed
 - b. Functions attended
 - c. Discussions, debates
4. Drama: writing simple plays suitable for particular primary classes
5. Making up of simple language puzzles

Fourth Year

1. Keeping dairies--teaching practice
2. Organizing and writing:
 - a. A school weekly report
 - b. A school yearly report
 - c. School inspection reports
3. Writing professional letters--Ministry of Education (Ladder)
4. Recording and writing minutes
5. How to construct language tests Practical work in constructing language tests in:
 - a. Testing grammatical structure
 - b. Testing auditory discrimination and comprehension
 - c. Testing vocabulary
 - d. Testing reading comprehension
 - e. Testing writing
 - f. Testing oral production

Study points for most of these activities should include the following:

1. Order of events in a narrative
2. Paragraphing
3. Variety of length and type of sentences
4. The importance of a single point of view in each paragraph
5. The topic sentence in each paragraph
6. Elimination of irrelevant words
7. Use of specific vocabulary to make meaning clear
8. The use of dialogue in a narrative
9. Construction of descriptive paragraphs

10. Order of paragraphs in describing a scene, a person, an event, a thing
11. Use of significant detail in description
12. Level of generality
13. Order of sentences in factual paragraphs
14. Use of an impersonal point of view when dealing with factual subjects
15. Construction of argumentative paragraphs (points for and points against)
16. Statement refuting an original point of view. Suggesting and defending his own view.

APPENDIX F

COPY OF LETTER SENT OUT IN CONNECTION WITH THE
GRADE III TEACHER TRAINING COLLEGES
ENGLISH SYLLABUS

TO: The Heads of the English Departments
Grade III Teacher Training Colleges

Dear Colleague:

For a long time the Grade III teacher training colleges in Uganda have been without an official syllabus. The National Institute of Education is concerned about this and steps have recently been taken to set up new subject panels with a view to preparing an official Grade III syllabus and eventually revising the Grade II syllabus.

A group of people who are interested in the teaching of English met recently at the Institute of Education to discuss plans for drawing up an English syllabus. They began by studying a draft syllabus for the Grade III colleges which was prepared several years ago by the previous English Panel. Some of you may have already seen this syllabus. It was agreed at the meeting that this draft should be distributed to all the Grade III colleges so that they might have time to study it and make suggestions for improving it.

The Institute is most anxious that the new syllabus should be produced jointly by the colleges concerned and not be imposed from above. For this reason I am writing to ask if you will kindly help us to produce a really useful and relevant syllabus by answering the following questions and providing us with your comments.

1. Does this syllabus describe what you are in fact already doing?
2. If not, how do you arrange your work? (If you have a special syllabus of your own, please send us a copy.)
3. How many hours of English teaching do your students have every week?

How many hours of:

Year 1 Year 2

a. English Improvement

b. English Method

4. Which textbooks do your students use? Which textbooks would you like to use if given the choice?

5. Do you think this syllabus provides a good description of what ought to be done in a Grade III college?
6. A copy of the Grade II syllabus is enclosed. Which parts of this would you like to see included in the Grade III syllabus?
7. Please provide any further comments you may have on the Grade III syllabus.

It is hoped that a special workshop for Grade III English tutors will be organized later in the year to draw up a final version of the English syllabus. Your replies and comments will be of great interest and assistance to the organizers. Thank you for your cooperation.

Sincerely yours,

T. J. Harrison

NOTE: Please address your replies to:
The English Tutor
National Institute of Education
P.O.Box 7062
Makerere
Kampala

APPENDIX G

FIRST YEAR AND FINAL YEAR STUDENTS' DEMOGRAPHIC INFORMATION
IN EACH OF THE FIVE COLLEGES STUDIED

The following pages show data obtained on the students' personal background at each of the five colleges studied.

College A

In College A, all the First Year and Final Year students indicated that they had had a Primary Leaving Certificate before joining the teacher training college. Their age and linguistic backgrounds were as follows:

Year One: No. of Questionnaire returns: 30

<u>Age</u>	<u>Number of Students</u>
15-18	27
19-21	3
<u>Linguistic Differences</u>	
Ateso	11
Kalamojong	9
Luo	8
Lugishu	2

Year Four: No. of Questionnaire returns: 27

<u>Age</u>	<u>Number of Students</u>
19-21	16
22-25	11
<u>Linguistic Differences</u>	
Ateso	20
Luo	3
Kalamojong	1
Lugwere	1
Langi	1
Lugishu	1

College B

In College B, all the First Year and Final Year students had done a seven-year primary education, and had a Primary Leaving Certificate before joining the teacher training college. Their age and linguistic backgrounds were as follows:

Year One: No. of Questionnaire returns: 37

<u>Age</u>	<u>Number of Students</u>
15-18	33
19-21	4
<u>Linguistic Differences</u>	
Lugwere	9
Lugishu	9
Chopaduola	4
Lusamia	4
Lusoga	4
Lumasaba	3
Lunyole	3
Ateso	1

Year Four: No. of Questionnaire returns: 42

<u>Age</u>	<u>Number of Students</u>
15-18	4
19-21	27
22-25	11
<u>Linguistic Differences</u>	
Lugishu	13
Lumasaba	11
Lugwere	7
Ateso	5
Chopaduola	2
Lunyole	2
Lusamia	2

College C

In College C, all the First Year and Final Year students had completed a seven-year primary education and had got a Leaving Primary Certificate before coming to a teacher training college. Their ages and linguistic backgrounds were as follows:

Year One: No. of Questionnaire returns: 56

<u>Age</u>	<u>Number of Students</u>
15-18	56
<u>Linguistic Differences</u>	
Lutooro	22
Lunyankole	16
Lukiga	13
Lunyoro	3
Luganda	1
Lukonjo	1

Year Four: No. of Questionnaire returns: 53

<u>Age</u>	<u>Number of Students</u>
15-18	24
19-21	29
<u>Linguistic Differences</u>	
Lutooro	25
Lunyoro	12
Lunyankole	10
Lukiga	3
Lunyarwanda	1
Lukonjo	1
Luganda	1

College D

In College D, the students were of a varied educational background: Besides the Primary Leaving Certificate, which they had obtained before joining the Senior Secondary Schools, some had a Grade II Teachers' Certificate, and, therefore, they were upgraders; others had a Higher School Certificate and the majority of them had a School Certificate.

Year One: No. of Questionnaire returns: 63

<u>Level of Education</u>	<u>Number of Students</u>
---------------------------	---------------------------

Grade II	18
High School Certificate	6
School Certificate	39

<u>Age</u>	
------------	--

15-18	1
19-21	29
22-25	16
26-30	11
30+	6

<u>Linguistic Differences</u>	
-------------------------------	--

Luo	22
Langi	15
Ateso	9
Acholi	5
Lunyoro	5
Lugbara	3
Alur	1
Lukiga	1
Lunyankole	1
Luganda	3

Year Two: No. of Questionnaire returns: 64

<u>Level of Education</u>	<u>Number of Students</u>
Grade II	17
High School Certificate	2
School Certificate	45
<u>Age</u>	
19-20	10
21-25	28
26-30	20
30+	6
<u>Linguistic Differences</u>	
Luo	24
Luganda	10
Langi	9
Lunyankole	5
Ateso	5
Lugbara	5
Lunyoro	3
Acholi	1
Lukiga	1
Kakwa	1

College E

In College E, as in College D, the students had completed a four-year senior education, or had completed a Grade II teacher training program. However, there were no students with a Higher School Certificate.

Year One: No. of Questionnaire returns: 86

<u>Level of Education</u>	<u>Number of Students</u>
Grade II	4
School Certificate	82
<u>Age</u>	
15-18	25
19-21	42
22-25	15
26-30	3
30+	1
<u>Linguistic Differences</u>	
Luganda	58
Lunyankole	15
Lukiga	4
Lusoga	3
Lunyarwanda	2
Punjab	1
Euo	1
Lukim	1
Ateso	1

Year Two: No. of Questionnaire returns: 56

<u>Level of Education</u>	<u>Number of Students</u>
---------------------------	---------------------------

Grade II	8
School Certificate	48

Age

15-18	1
19-21	31
22-25	18
26-30	4
30+	2

Linguistic Differences

Luganda	32
Lunyoro	7
Lusoga	4
Lukiga	4
Lutooro	2
Lunyarwanda	2
Punjab	2
Gujurat	1
Lugishu	1
Alur	1

College	Tutor	Sex	Age	Nationality	School Certificate	General School Certificate of Education	High School Certificate
A	T1	F	30-34	Ugandan			
	72	M	30-34	Ugandan			
B	T3	M	30-34	Ugandan	1958		
	T4	M	30-34	Ugandan			
	T5	F	30-34	Canadian			
	T6	M	35-39	Ugandan	1959		
	T7	M	-	Ugandan			
	T8	M	-	Ugandan			
C	T9	F	30-34	Ugandan	1963		19
	T10	F	30-34	German			19
	T11	F	30-34	Ugandan		1960	19
	T12	F	25-29	British		1962	19
	T13	M	30-34	American	1955		
D	T14	M	25-29	Ugandan		1966	
	T15	M	50+	British	1934		
	T16	M	35-39	British	1949		
E	T17	M	45-49	Irish	1943		19

APPENDIX H

ENGLISH TUTORS' BACKGROUNDS IN COLLEGES A, B, C, D, AND E

General School Certificate of Education	Higher School Certificate	Grade II	Grade III	Grade IV	Diploma in Education	B.A.	B.Ed.	M.A.	English Speaker
			1958 1962	1966	1968 1971 1969				
			1961 1964 1961	1967 1970 1968	1970 1971 1969		1964		X
1960 1962	1967 1956 1968 1964		1961			1971 1960 1972 1960	1966	1964	X X
1966		1966	1969	1971					X X
	1951						1964	1959	X X
						1947	1949		X

M.A.	English Speaker	Non-English Speaker	Teaching Experience	Teaching in Teacher Training Colleges	English Special
		X X	13 yrs. .9 yrs.	6 yrs. 1 yr.	No No
	X	X X X X X	10 yrs. 7 yrs. 12 yrs. 10 yrs.	5 yrs. 1 yr. 4 yrs. 5 yrs.	Yes Yes Yes Yes
1964	X X	X X X	2 yrs. 9 yrs. 3 yrs. 3 yrs. 15 yrs.	1 yr. 1 yr. 1 yr. 1 yr. 5 yrs.	No Yes No Yes No
1959	X X	X	6 yrs. 24 yrs. 9 yrs.	1 yr. 1 yr. 7 yrs.	Yes Yes No
	X		23 yrs.	4 yrs.	Yes

74

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