A CHOICE OF WORDS:

TEACHERS' VIEWS ON THE ENGLISH CURRICULUM IN MADAGASCAR

By

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CHAPTER ONE: INTRODUCTION

Background for the Study

Teaching in Ikongo, Madagascar

In 2008, I volunteered in Peace Corps Madagascar as an English teacher in the rural village of Ikongo, situated in the rainforest south of Fianarantsoa. The village had one elementary school, one middle school, and one high school, all of which also served the surrounding villages. There were three Malagasy English teachers at my school: one who spoke fluent English, one who was an advanced learner, and one who was just beginning to learn English.

I taught eighth and eleventh grade English. The eighth grade was divided up into three sections of about seventy-five students per section. We were required to meet for three hours a week. However, we were rarely ever able to fulfill this requirement as there were not enough classrooms available, the daily rain on the tin roofs would be too much of a distraction so students could not hear their teacher, or the lack of electricity made it impossible to continue after the early sunset. Other hardships my students had to deal with were a lack of desks, a lack of textbooks, long hours of school, and long travel distances. Many students walked long distances daily and others traveled on Mondays and Fridays, staying in town, away from their families, during the week. Most of my students had to stand or sit on the floor during the entire hour and a half lesson. Many of

them had to walk miles to and from their villages before and after school and usually in the dark; school started at seven a.m. as the sun was rising and ended at five thirty or six when the sun was going down. Because the students did not have textbooks, I wrote the lessons on a chalkboard for them to copy into their notebooks. This process would take up a lot of class time, students would make mistakes in copying and therefore study the mistakes, and poor lighting mixed with old chalkboards made it difficult to make the lessons clear and legible to the students.

My eleventh grade was divided into two sections. These classes were small, containing only ten to twenty students. These students were focused on passing the Baccalaureate and were generally more serious about their studies. These classes were held during the day when lighting was good opposed to some of the eight grade classes which were later in the day when the lighting was poor. Because the eleventh grade classes were earlier in the day, the daily four o'clock rain was not a threat. However, classroom space was still difficult to find and sometimes we would meet outside on the soccer field using my notebook as a chalkboard and my pen as chalk.

While teaching in Madagascar, I experienced Malagasy attitudes toward education. My host family explained to me that they, and many other families in the village, send their children to private schools so their children can have a better education. I had also observed parents' low expectations of their children finishing primary and middle school education. Many families, I think, find it more helpful for their children to help at home and on the farms then go to school. Many students do not

have the money or satisfactory grades to continue on to high school. Enrollment in high school was much lower than at all other levels of education in my village.

The education system in Madagascar is based on the French education system, with two learning tracks in high school: Math & Science and Literary. Although the majority of people in the village speak Malagasy at home and in their daily activities, most classes at the middle and high school level are taught in French, a holdover from time spent under French colonization. In order to graduate from high school, students must pass the Baccalaureate (*bac*) in French. Although, many of the subjects are taught in French, many students do not develop sufficient language and literacy skills in French. Taking the *bac* can be a difficult task for high school students as there are not only language barriers to passing since the exam is written in French and not Malagasy, but cultural barriers also exist in the content of the exam.

Reaching Out Through English

In 2005, the president of Madagascar declared English the third national language (after Malagasy and French) in an effort to reach out economically to the rest of the world. This now-former president, Marc Ravalomanana, created the Madagascar Action Plan (MAP), which was no longer made available after the coup in 2009. A copy of the chapter on education in the MAP titled *Transformation of Basic Education* is still available online. The MAP described the current situation in business, environment and education. For each of these sectors, a goal was set and a plan to reach these goals was formulated. The MAP was meant to address the issues in a rapid time frame. Under the chapter *Transformation of Basic Education* in the MAP, Ravalomanana's government

stated that the current curriculum was outdated and that a new curriculum would be introduced (Madagascar *Ministère de l'Education Nationale*, 2008, 5 & 7). The teaching of English as a foreign language was included in that plan. Volunteer organizations from around the world, including the US Peace Corps, were asked to help by providing English teachers to work in the schools, teaching students and training Malagasy English teachers.

Based on my own experience and observations of the English education system in Madagascar, I have seen several problems that made the plan to improve English as a foreign language difficult. The problems I dealt with while teaching English that are listed in the *Transformation of Basic Education* include lack of teachers (even though supplemented by US Peace Corps and other international agencies), lack of teacher training, lack of materials or access to materials, teachers without access to the curriculum guide, and the cultural irrelevance of topics in the curriculum (*Madagascar Ministère de l'Education Nationale*, 2008). Chapter two contains a more in depth examination of the *Transformation of Basic Education* and its goals. Because there is lack of resources, teachers are left to create their own materials. For a native English speaker, this is not a difficult task; for non-native speakers, however, it can be a challenge due to lack of training and lack of resources. Creating materials can then become impossible if the topic presented in the curriculum guide is unfamiliar to the teacher. Lack of familiarity with lesson topics can cause frustration for the students as well.

Need for Research

A difficult lesson

I was inspired to do this research while teaching in Ikongo at the high school level. The lesson topic was "job advertisements," where students were asked to read and then respond to a "Help Wanted" advertisement in a newspaper. Several problems occurred while teaching this lesson. The first problem was a lack of newspapers, especially a lack of newspapers written in English. After presenting my self-written advertisement to the class and translating it with my students into Malagasy and French, which I would only do if my students did not understand, I was still met with confusion. It occurred to me that my students most likely did not receive the newspaper in our village and, if they did, it was most likely not in English. I also realized that my students probably worked in family stores or on family farms, so reading and responding to job advertisements was not as familiar a practice for them as it might be for students in a more developed or even urban area. The lesson then became a two-part lesson. The first part focused on the cultural aspect of what "Help Wanted" really means and the second part was about understanding the vocabulary involved and trying to answer the advertisement with a CV or resume. Writing a resume was not without complications. My students told me they didn't understand the formatting and were still asking questions geared at understanding what and why we were writing this.

My experience in the village was also accompanied by many conversations with other foreign English teachers, mostly from the Peace Corps, while I was visiting the major cities. The conversations that were most memorable to me, as they came up often,

revolved around the curriculum topic UFOs. Although learning about cultural myths like UFOs might be interesting to our students, is there something more practical or useful we could be teaching? Instead of using precious time explaining UFOs, could we instead be teaching about health and sanitation practices, basic business skills or working with tourists? In the opinions of many foreign teachers I spoke with, this topic in particular, along with some other topics in the current curriculum, could be updated to be more culturally relevant. The topics could also be updated to be goal oriented with time spent on, for example, health and sanitation practices, tourism and farming.

These experiences and my realization of the cultural inappropriateness of the lessons brought up many questions: Would it be more beneficial for the students to learn culturally relevant topics and vocabulary? Would topics from sectors of development, business, health, and environment, be more relevant? Could we combine topics from sectors of development into the English curriculum to move students in the direction of development? What would be the best way to develop an English curriculum in post-colonial Madagascar?

Rebuilding an English Curriculum

Since Madagascar is a postcolonial country, it is very important not to impose outside beliefs but to encourage the Malagasy people to develop an English curriculum that works for them. They need to develop an education system that enables them to be in control of rebuilding themselves, with the help of outsiders, rather than having others controlling how they rebuild, which may hinder independence in the future. Chapter two will delve into the importance of getting people involved at the local level so they can

safeguard themselves from unwanted outer influences. Because I lived and taught English in Madagascar, I have developed my own ideas about how the English curriculum in Madagascar should evolve. These ideas have been influenced by both Malagasy culture and Peace Corps. Therefore, it is best for me as a researcher, to step back and first find out what the Malagasy English teachers think about the curriculum. Do they feel the curriculum needs to change, how do they think it should change and does this differ from what foreign teachers, like me, think?

I will attempt to answer these questions with a survey of Malagasy and foreign English teachers in Madagascar. The main purpose of this survey is to provide a way for teachers to get involved and thinking about the relevance of English curriculum topics. I have heard from foreign teachers interested in teaching their students about health and sanitation practices, improved farming practices, or about environmental issues and I am curious to find out if these are topics that native Malagasy English teachers agree are important and should be added into the curriculum. I am also interested to find out if there are differences in views between teachers in urban and rural areas, as these areas differ in daily needs and practices; students in rural areas may be more concerned with farming and health topics while urban students may be more concerned with business practices. If there is a drastic difference across locations, this may indicate that curriculum may need to vary by location.

For this project I have decided to explore Malagasy and non-Malagasy (foreign) English teachers' perceptions of the current English curriculum topics and potential future curriculum topics (inspired by those mentioned in *Transformation of Basic*

Education and my discussions with foreign teachers) in Madagascar in order to understand which curriculum topics each set of English teachers think are relevant. I will be looking at the differences in opinions between rural and urban teachers as well as the differences between Malagasy and non-Malagasy teachers in order to understand how the opinions might vary by location and teachers' nationality. The questions guiding this research are:

- What curricular topics do English teachers in a post-colonial developing country feel are relevant in the current curriculum and what topics should be added or deleted?
    - What are the similarities and differences between the responses from Malagasy and non-Malagasy English teachers?
    - How does geographical location (rural or urban) affect the responses of Malagasy and non-Malagasy English teachers?

Summary

In this chapter I have introduced the background of language policy in Madagascar and my concerns about the English curriculum in Madagascar stemming from my experience. I have also shared where I stand as a researcher in this project and the goals of this research project. In Chapter two, I will review the literature pertaining to the current educational situation in Madagascar by conducting a close reading of the *Transformation of Basic Education* in the MAP and government reports on Madagascar. I also review literature concerning similar education policy situations in other colonized countries as well as the role of English language education in national development. The

third chapter contains a description of the research paradigm and method. Chapter Four presents the results of the study. In Chapter five I reflect on the collected data and discuss limitations, implications for further research, and recommendations for the future of the English language curriculum in Madagascar.

CHAPTER TWO: LITERATURE REVIEW

The purpose of this study is to explore the views of teachers of English in Madagascar. While I was teaching English in Madagascar, I became aware that the issue of cultural relevance in curricular topics needed to be addressed; students were struggling to understand certain topics and as a result became disaffected. Malagasy teachers at the school I worked at would also approach me with questions on cultural topics that were unfamiliar to them. Since I do not believe in pushing my ideas and intentions on others, I thought carrying out this study would help to establish if the teachers think there is a problem with the relevance of the topics. I also hoped that if the Ministry of Education were made aware of the teachers' opinions, this study might help inform a change to the curriculum that would better suit the needs of the students.

Research Questions

- What topics do English teachers feel are important to maintain in the current English curriculum in Madagascar and what topics should be added or deleted?
    - What are the similarities and differences between the responses from Malagasy and non-Malagasy English teachers?
    - How does geographical location (rural or urban areas) affect the responses of Malagasy and non-Malagasy English teachers?

This chapter begins with a short history of Madagascar, focusing on the history of the influence of colonialism on Madagascar's education system and leads into a report on current issues in Madagascar's current education system. Next, I will be looking at works by researchers in the field of English in development (the use of English as an element of national development) in order to obtain a deeper understanding of the issues that Madagascar faces as a post-colonial developing country. These topics include English-language curriculum in post-colonial countries and national identity in language learning.

Madagascar: History and Education

History

Madagascar, the fourth largest island in the world (1000 miles long and 350 miles wide), is located in the Indian Ocean west of Mozambique (Nave, 2005). The island separated from the mainland of Africa sometime around the Late Jurassic to Upper Cretaceous periods, resulting in the evolution of plant and animal species only found in Madagascar; one famous example is the lemur (Nave, 2005). The island had always been a part of the India Ocean trading world and settlers of various origins, languages and cultures coexisted on the island (Graeber, 2008). Settlers have been traced from Arab, Bantu and Persian descent to about 1000 years ago and have all adopted the Malagasy language (Nave, 2005). The Malagasy culture was born around 1000-1200 CE when the whole island, consisting of groups from different origins, was united together in opposition of the dominant Mahilaka group (Graeber, 2008). Even though Madagascar had constant movement of people, products and ideas, its distinct culture had the ability to absorb foreign influences and people, and in turn, make them Malagasy (Graeber,

2008). An exception to this was the Europeans, who, even those arriving before the colonial period, resisted assimilation and hence were driven off the island (Graeber, 2008). The Portuguese, French and English all made failed attempts to establish their own settlements on the island around 1500 (Nave, 2005).

By the mid-sixteenth century indigenous monarchical rule began among a few different ethnic groups (the dominant one being the Merina), creating competition on the island (Nave, 2005). The British, who had colonized the island of Mauritius just northeast of Madagascar, and the French were constantly manipulating events in order to prevent the other from colonizing the island of Madagascar (Wright, 1997). With the opening of the Suez Canal in 1869, the British lost interest in Madagascar, leaving the French to instigate a takeover, resulting in constant war between the French and Malagasy. In 1896 Madagascar was declared a French Colony (Nave, 2005), the French language was made compulsory in schools, roads and railways were installed, ports and cities were modernized and the majority of trade was carried on with France (Wright, 1997). Allocations of financial and economic matters were made in favor of the French settlers, ignoring the interests of the Malagasy people who (Wright, 1997) defied French rule because they thought it lacked legitimacy (Nave, 2005). Several organizations formed revolts against the French dominance. In the 1950s, the founder of the Social Democrat Party, Philibert Tsiranana, held a referendum to become a self-governing republic under the French instead of asking for complete independence (Wright, 1997). On June 26, 1960 Madagascar gained independence.

Colonialism and Education

During colonial rule in Madagascar (and Francophone African countries in general), a French education model was introduced. Education for native students was determined by the colonial authorities and was meant to prepare students for roles deemed appropriate by these authorities (Lewis, 2005). For example, children of native leaders were allowed to attend schools since this would help serve the agendas of the colonizers in power (Mutisya, 2008). However, access to this education was restricted by the French authorities to the subjects and duration native students could study (Lewis, 2005). Few students attended beyond primary education, which was not offered to all children in Francophone African countries (Lewis, 2005).

Upon gaining independence, the citizens of African countries employed the belief that education was necessary to economic and social development stemming from the recognition that other countries had developed by borrowing skills, attitudes and values from the western world. Governments looked to education to help end poverty (Lewis, 2005). In some cases education helped improve the situation for the African-educated elite where they were able to replace French expatriates in the workforce. However, French cultural control was perpetuated because the French maintained jobs in the African school system which (Clignet, 1997).

Post-colonial education in French-speaking Africa (including Madagascar) favors higher-status urban areas more than rural. In the 1960s attempts at education reform to turn a French-oriented system into an African-oriented system were met with varying degrees of success. However, a lack of adequate resources has led to a decline in quality

of education since then. Because there is a lack of resources, little has been done to significantly restructure the educational system in post-colonial Francophone Africa, including Madagascar. Some changes were made to the curriculum but these were superficial changes that continued to promote Western values because the education system continued in the French model (Mutisya 2008).

The quality of education in post-colonial French-speaking Africa has declined. Simultaneously, many students who do complete high school or higher education are disappointed to find no job opportunities. Even though there has been an increase in the number of schools, this investment in schools is not producing higher employment rates, equality in society, or more stable governments (Mutisya, 2008). Because there have been diminishing returns on education, families are reacting in several ways. In 1997 Clignet observed that families are choosing to withdraw their children from school, send their children to public school with the expectation that they will not finish primary education, or they send only one child or several children to costly private schools. According to my interview sources (see below) and my own experiences, lowered expectations for public schools by parents and students continue to be a problem.

I conducted interviews with two people involved with English education in Madagascar whose experiences give them broad insight into the English education system and the attitudes of the Malagasy people towards English education.

In an email interview (April 14, 2012) with a native Malagasy friend, * he spoke to the importance of English as a foreign language in the education system. His opinions came from a wealth of experience with the Malagasy education system; he attended both

public and private schools growing up and he also works with foreign English teachers who teach in various locations around the island. He explained that he really wants students to be able to speak English and to be able to study in English speaking countries so Madagascar can have more diverse points of view. He wrote that most students who go abroad go only to France or French speaking countries, which only perpetuates Madagascar to being "slaves" of the French educational, economical and cultural system.

I conducted another email interview (February 26, 2012) with a former Peace Corps volunteer * who taught English in Madagascar for two years in three different locations. She had a variety of teaching experiences in Madagascar on which to base her opinions that also reflect many of those voiced by other volunteers during my service. She claims that the English language is welcomed by many youth. Although she felt she had a bias as students came to her specifically to learn English, she explained that most of the youth she spoke to claimed they were much fonder of English culture and language than that of French. She guessed this may be due to the history of French colonization.

In this same interview, she described the difference in Malagasy students' interest in English depending on location. She mentioned how students in rural areas, with the exception of those students with the means to move to urban areas later on, tend to be less interested in English. One reason these students and their parents may view English as low priority over other subjects is that they do not see the need for English in their daily lives on the farm. Another interesting reason she mentioned is that English teachers in rural areas lack the language training of teachers in urban areas and therefore English

* The identity of the interviewees are not revealed to prevent possible reprisal.

class is seen as less of a priority than other subjects. Rural situations differ from the urban experience as urban students have access to English books, movies and media. Urban students see a need for it in their daily lives because they see tourists and jobs that require English language skills.

Although these interviewees' opinions may not be generalizable to all Malagasy people, I do think that they provide the insight and familiar voices I often came across during my volunteer experience. These interviews reinforced my beliefs that the English education system in Madagascar is in need of reform and would benefit from a curriculum that is more relevant to the Malagasy people's lives. These interviews led to the premise of this study: that the Malagasy people should be able to create their own English curriculum that pertains to their lives.

Lewis (2005) ends her article suggesting that education policy makers be more involved with public education, connecting with schools and teachers who are daily participants. There should be a shift from using a curriculum that was not designed with the nation's needs and goals in mind to more long term planning. Lewis (2005) suggests educators ask for whom and for what education is intended in order to accomplish this long term planning.

To paint a more vivid picture of the educational situation in Madagascar, here are some of the most recent statistics: Of all children eligible for primary school, 89% enroll but only 45% of school children finish primary education. In 1999, of all children eligible for enrollment in secondary school, 11% were enrolled. Only 18.2% of

government spending goes to education. In 2004 the student teacher ratio was 52:1(Mutisya, 2008).

The statistics underscore the fact that there is a lower enrollment rate in secondary school (high school) than in primary school (elementary and middle school), with less than half of Malagasy children finish primary education. The statistics also point to a high ratio of students to teachers in the primary schools.

Current Issues: Education in Madagascar

In order to understand current issues in the Malagasy education system, it is important to look at the *Transformation of Basic Education* in the Madagascar Action Plan (MAP), created by former president Marc Ravalomanana in 2008, which identifies and addresses factors inhibiting national development. The *Transformation of Basic Education* clearly lays out the current educational situation in Madagascar. Some of the factors listed in the *Transformation of Basic Education* relevant to this study are: lack of teaching materials, outdated curriculum, curriculum that does not support problem solving skills, teachers not being properly trained or supported, and students not understanding the language of instruction (see Appendix A) (*Madagascar Ministère de l'Education Nationale*, 2008).

The *Transformation of Basic Education*, not only identifies problems in the educational sector but, upon closer examination, lays out the goals, strategies and priorities to overcome these problems. In lower secondary education (middle school levels) is the goal to ensure relevance of education by strengthening competencies and knowledge in order to prepare for economic growth and international involvement. In

upper secondary education (high school levels), the goal is to create education that matches the needs of the growing economic sectors of the economy. The strategies listed for these goals are to improve the curriculum as a whole including foreign languages (French and English), integrate new subjects into the curriculum and create a curriculum sensitive to local needs. Listed as a priority is the need to provide related textbooks, to revise the curriculum to match students' abilities with university entrance exams and the labor market and create vocational and professional centers focusing on sectors such as tourism, agribusiness and information and technology. The additional themes that appear in the *Transformation of Basic Education* in the MAP include updating the current education system to foster cultural pride, entrepreneurship, and critical thinking skills (*Madagascar Ministère de l'Education Nationale*, 2008). Cultural relevance in curriculum, language in development and identity through language learning are additional themes relevant to those in the *Transformation of Basic Education* and this study that will be further discussed below.

Language and Colonialism

In Madagascar, English has been adopted as the third national language due to future plans for economic development in a global world, which can be seen as English in development. English teaching in Madagascar should represent positive possibilities for the future and avoid the errors made by colonial languages. The colonizing tactics of the European rulers have been described as a political and economic takeover achieved by destroying a people's culture and replacing their language. When the native people who replaced the colonial authorities regained power they did not have much choice but to

continue using the colonial language as the official language for economical and technical constraints (Alexander, 1999). Madagascar has already gone through a history of being colonized and has now made a conscious choice to declare English, in addition to Malagasy and French, as a national language. Because the Malagasy people have a history of being colonized by the French, and forced to incorporate their colonizers' language and curriculum into the school system, there is a sense of welcoming toward English in the Malagasy education system. Perhaps, for the Malagasy, learning English represents reaching out to the world by choice rather than being forced and also represents a branching out and away from former ties to the French. These positive attitudes of the Malagasy toward English language learning were also mentioned in the email interviews above.

Dominance and Oppression in Language in Development

Adopting English as a national language in Madagascar can aid in economic development. English is a global language (Imam, 2005) and people living in developing countries see the importance of using English to engage in global markets, Internet and international agencies like the United Nations, International Monetary Funds and the World Trade Organization (Lee, 2008) for economic benefit (Appleby, Copley, Sithirajvongsa, Pennycook, 2002). Governments of non-English speaking developing countries are working to promote English to better cope with the rest of the world (Imam, 2005).

Adopting English as a national language can also be destructive because English language is not free of politics and culture. One example is a western textbook depicting

the western cultural practice of going on vacation. In this example students learn English for going surfing or skiing. However, to students in a small village the idea of going surfing or skiing (unless they live in a tourist area) is not a reality. To them, this is a concept they can only dream about. There is an assumption by the people who are adopting English that they will be spared political, cultural and economic influences (Pennycook, 1995). In other words, English appears to many who want to adopt it as a neutral language, untied to politics, culture and economy. Given the histories of colonialism and neo-colonialism, not enough questions are being raise about the neutrality of language and that there are major implications for teaching and research due to this lack of historical analysis (Pennycook, 1995). The English language is attached to historical, social and political issues, which can have long term effects on a peoples' sense of identity and attitude towards English language learning (Appleby et al., 2002).

Imam (2005) discusses the paradox of English in national post-colonial development where English is seen as a tool for economic and social growth; however, as a developing country becomes more globally connected through the adoption of English it also becomes more vulnerable, in instances where expectations do not match reality. For example, people become disillusioned about job opportunities and economic futures as in Bangladesh, where Bangladeshi English learners hold hopes of obtaining high profile jobs and living luxurious lives abroad while the reality is that good local jobs are scarce and obtaining one depends more on political connections than knowledge of English. Those who do go abroad end up with non-career jobs. For example, those who studied economics in school might go abroad with expectations to work in their field only

to end up as factory workers. In Bangladesh it is essential for even factory workers, paid less then minimum wage, to know basic English in order to work with labels on packaged goods; these workers need to know enough English to do their job but they are not encouraged to learn enough to someday take over the factory (Imam, 2005). If a country's students are not encouraged or given the skills to develop beyond their education and into their adult working lives, how can the country expect to develop and take control of their own situation? Although, this may not be a current reality in Madagascar, it is something to be aware of when looking to the future of developing the country.

Dependency

Imam (2005) also describes the dependency upon the western world that takes place in English language learning. The lack of available resources, namely teachers, plays into the dependency on more developed cultures in developing countries. In Laos, for example, there is a huge demand for English in all sectors of development, but the number of qualified teachers available does not meet the need so, Laos has to rely heavily on foreign aid to pay or provide English teachers, a dependency that is not always the best solution when a country is working to become sustainable through globalization (Appleby et al. 2002), because not all foreign aid organizations uphold the values and interests of the developing countries they are serving. As this aid can help open up global markets, Gibbons says it can also be seen as business investments disguised as foreign aid (as cited in Imam 2005, p.480). Because of this, countries should decide the extent to

which English is needed and what measures will be taken to safeguard their own interests (Imam 2005).

Sustainable Practices and Teaching Materials

Keeping in mind the history of colonization and current issues of dominance and oppression in language learning, it is important to look at what is happening in English programs in developing countries and how to create sustainable practices where developing countries are able to develop and maintain education systems independently, without having to depend on authorities from foreign countries. By sustainable I mean English should be integrated into the curriculum where it plays a positive role in globalization rather than a detrimental one and where education administrators can create and maintain a curriculum independent of foreign influences. It seems there are two main concerns that reappear in the English in development literature: the problem that English instruction is pushing out other subjects and the lack of relevance in instructional materials (Appleby et al., 2002; Imam, 2005; Winter, 1996). One of the negative effects of integrating English into the curriculum includes pushing other first and second languages aside and as a result diminishes the quality of education through the first language (Appleby et al. 2002). Although English could be seen as taking time away from other important subjects in Madagascar, I want to focus here on the second major concern in English in development mentioned above, the problem with irrelevance in teaching materials and how to incorporate teaching materials sustainably.

English instruction is not free of culture; in a discussion of using UK books in the Bangladesh English medium schools, Imam (2005) points out that students may know a

good amount about Roman or Greek history but they learn very little about their own national history. This problem of irrelevant materials is an issue in many English in development programs. The lack of resources led to use of textbooks supplied by foreign teachers; these books presented materialistic, middle-class Westernized lifestyles which clashed with the economic and political realities of the students. The clash of materials with students' realities happens all over the globe in places like East Timor (Appleby et al., 2002), South Korea (Lee, 2011), and Brunei (Martin, 2005). In addition to the clash of realities, the contrast of teaching methods and practices was also an issue. Some students were accommodating and actively involved when presented with textbook activities that were culturally or educationally unfamiliar or inappropriate (Appleby et al., 2002). However, others remained silent and confused and resisted the unfamiliar or inappropriate activities (Canagarajah, 1993). To remedy this irrelevance in teaching materials and methods, professionals should take a look at how these programs are designed and delivered (Appleby et al. 2002). The gap between learners' experiences and the content and activities presented in English programs should be bridged by looking at what is important to the students. Social and cultural politics of the learners' community should be used in the classroom to create meaningful language learning experiences and discussions (Pennycook, 2000). The curriculum should include topics relevant to students' everyday life so that they do not have to struggle to understand the topic itself. They should be able to focus on learning the language. Moreover, they should be able to learn the language in ways that are relevant to them. For example, it

would be more appropriate for them to spend time learning English for speaking to tourists then to learn English to talk about UFOs.

Possible Solutions

Winter, Inkiriwang and Senduk (1996) discuss some creative ideas and solutions to encourage sustainability in English curriculum development, which in turn may help economic sustainability. Materials should be written by or with the help of locals in order to produce relevant lessons (Winter et al., 1996). The idea that English lessons should begin with a local focus then expand to a global focus (Winter et al., 1996) is supported by Martin (2008) who examined the gap between students' existing knowledge and what is assumed as background knowledge in textbooks. In his study, local knowledge was different from textbook knowledge. Martin gives an example where the text uses the term "fruit and vegetable farmer." Teaching this confused the students, because a person who grows fruits and vegetables is not considered a farmer in local context. So the teacher changes the term to "rice farmer." Had the teacher not known that the term "farmer" did not apply to the "fruit and vegetables" example in the textbook, the lesson would have been confusing for the students. It is also important to show students the differences between local knowledge and textbook knowledge. In this example, the teacher explained to the students that "farmer" can be used for someone who grows items other than rice (Martin 2008). In this manner, students are moving from local knowledge to more global knowledge.

Textbooks should move focus from biased cultural perspectives and the importance of economical success of the Western countries where the textbooks are

produced (Lee, 2011) to, as Warschauer says, the values, norms, and cultural needs of the learners (as cited in Martin, 2008, p.243). For example, pictures in texts might portray people in western housing wearing factory-made clothes, which is in contrast to the realities of the students in rural Madagascar, many of whom live in huts and do not wear shoes. Because diversity and tolerance for all cultures should be emphasized (Nieto, 2002), teachers should learn to look at course materials critically to identify and then challenge content biases against cultural groups (Lee 2011). Changing the cultural perspective of textbooks brings the focus back to the lives of the students and engages them in their own culture.

Knowing one's own culture creates an appreciation for other cultures (Winter et al., 1996). Students acquire a second language quickly when they have a solid knowledge of literacy in their native language (Mehrotra, 1998). When students are encouraged to learn about their own culture, they learn to appreciate their cultural identity and gain self-respect which is at the foundation of humanity and learning (Brock-Utne, 2001).

The Gap

This chapter shows the many issues involved with English in development including political, economic and cultural problems that can lead to continued oppression from the days of colonization. It would be in the best interests of developing countries, including Madagascar, then to find ways to safeguard themselves and find sustainable ways to development, including the creation of English language programs that cater to the students needs. The *Transformation of Basic Education* states the goal to ensure relevance of education by strengthening competencies and knowledge in order to prepare

for economic growth and international involvement (*Madagascar Ministère de l'Education Nationale*, 2008). However, there is a lack of information and research on the topics that would be most beneficial for these students to study in their English language learning. To find out what the students' needs are, it is beneficial to ask the teachers who work with the students and the curriculum. There has not been any research in Madagascar that I know of in which the teachers have been asked to evaluate the English curriculum topics based on the needs of the students.

Research Questions

It is essential to ask the English teachers who work in the public schools about their experiences with the English curriculum in order to find out what topics they think are important for students to learn in English. To end this, it is helpful to ask the following questions:

- What topics do all English teachers feel are helpful/important in the current curriculum and what topics should be added or deleted?
    - What are the similarities and differences between the responses from Malagasy and non-Malagasy English teachers?
    - How does geographical location (rural or urban) affect the responses of Malagasy and non-Malagasy English teachers?

By asking these questions, I hope to not only facilitate a greater understanding of teachers' ideas of the current curriculum, but to also encourage teachers to think about the curriculum and how it can better serve the students. Perhaps, if the teachers reflect on

these questions, they might feel inspired to get involved in the curriculum updating process.

Summary

In this chapter I included a brief history of Madagascar to present an overview of the Malagasy people's struggles with colonization, the source of their attitudes toward foreign influences. I have discussed the current condition of the middle school and high school English language program in Madagascar. The issues in English in development including relevancy and English language imperialism have also been included in this chapter since irrelevant teaching materials can be oppressive and play a role in perpetuating English language imperialism which is detrimental to national development. From this discussion, I provided the research questions that will help fill the gap I identified in the research. The following chapter will look at the research methods used in this study.

CHAPTER THREE: METHODOLOGY

Overview of the Chapter

In this chapter, I will first discuss the mixed methods approach and my rationale for choosing this approach for this project. I will then explore why researchers use surveys in research and how this type of data collection fits this study. Finally, I will describe the data collection process and procedures in detail.

Research Questions

- What topics do English teachers feel are important to maintain in the current English curriculum in Madagascar and what topics should be added or deleted?
    - What are the similarities and differences between the responses from Malagasy and non-Malagasy English teachers?
    - How does geographical location (rural or urban areas) affect the responses of Malagasy and non-Malagasy English teachers?

This study was designed to explore Malagasy and non-Malagasy (foreign) English teachers' evaluations of the English curriculum at the middle and high school level in Madagascar in order to find out what teachers think of current and potential future curriculum topics. In addition to looking at the similarities and differences between native and foreign teachers, I also compared the opinions of teachers in rural areas to those of teachers in urban areas to see the similarities and differences between their views

of the English curriculum. My goal is to provide information about current and potential future curriculum topics in the English curriculum in Madagascar in order to facilitate improvements to the curriculum.

In order to gain an understanding of teachers' perceptions of the English curriculum, I conducted a survey in Madagascar with the help of a native Malagasy colleague. This survey was a mixed methods research approach and contained open and closed items in order to gather a broad picture of the situation.

Mixed Methods Paradigm

For this study I used a mixed methods approach, which combines both qualitative and quantitative research methods, in order to get a deep understanding of the results.

Quantitative research involves data collection practices that gather results in the form of numbers. These numbers are then statistically analyzed to form conclusions. The strength of this method is the use of numbers, which are seen as highly powerful. However, numbers are only as strong as the specific meanings to which they are assigned. Without these, they are powerless. Another strength of the quantitative method is that there is a need for prior categorization before data collection. This allows the collection and analysis of the data to happen rather quickly. Quantitative research may also be used to achieve generalizable results. However, because of the objective nature of this method, it fails to uncover the reasons for the data, thus resulting in limited results and simple generalizations (Dörnyei 2007).

Qualitative methods on the other hand, involve a more subjective approach to data collection where non-numerical data is processed without the use of statistics (Dörnyei,

2007). One strength of this approach is that it is an effective way of exploring new areas as it does not rely on prior knowledge or literature. Because it does rely on open response data collection, it offers the possibility of finding the reasons behind the data, which creates a fuller understanding of the results. This method is also flexible in that it can be constantly changed during the collection process. When things go wrong in qualitative research it is not as detrimental as it would be in quantitative research. On the contrary, qualitative research allows accommodations for mishaps, which may enrich the results. Some weaknesses of the qualitative approach, however, are that it can be labor intensive and time consuming; also, the researcher is subjective and therefore biases are present within the data analysis. Finally, the results are case specific and are not often generalizable to a larger group.

Dörnyei (2007) states that with the mixed methods approach the strengths of one method can make up for the weaknesses of the other. This is known as triangulation, which is a major strength of the mixed methods approach. Other strengths of this method are that validity is enhanced, words and numbers can complement each other to speak about specific and broad situations and it can reach both a qualitatively and quantitatively-oriented audience. This mixed approach is not without its weaknesses, however; the main concern that Dörnyei (2007) mentions has to do with the competence of the researcher. The question he asks is how knowledgeable and experienced can any one researcher be in both qualitative and quantitative methods. If the researcher is more experienced in one method over another, the data produced from the method in which the

researcher is less experienced should not be discredited, but seen as a complement to the data produced from the method in which the researcher is more versed.

Surveys

Because I conducted research in Madagascar, which is in a different location from my current residence, Minnesota, my role in the data collection process was rather limited. Some of these limitations, which I will discuss in more detail later in this chapter, might include disengagement from the data collection process due to distance from participants, language barriers, cost of conducting research in a distant location, unreliable internet connections and time needed for correspondence. With these limitations in mind, I chose to collect data with the use of a survey.

Dörnyei (2003) discusses the advantages of the survey. Some of these advantages, which address my immediate research concerns, are that surveys present an efficient use of time, effort and finances. Because surveys are capable of measuring attitudes, beliefs and opinions in a time- and cost-effective manner, they seem to be an ideal way to gather a good amount of data for this study.

The fact that surveys are also versatile, in that they can be used in a number of situations with a variety of people, also appealed to me. I planned to collect data across the island of Madagascar, which included several different teaching locations and situations; having one survey that can apply to several locations is a bonus.

Another advantage to the survey is that this type of data collection is anonymous. This is helpful in that it can encourage respondents to answer honestly, as they know their identity will not be revealed. This is especially important when attitudes, beliefs and

opinions may affect a person's life, if revealed (Patten, 1998). This, however, is not a relevant concern for my research since the survey I used is anonymous.

Dörnyei (2003) also discusses in detail some of the disadvantages to surveys. Some of these issues are out of the hands of the researcher. Yet some of these issues can be dealt with if the researcher uses a little consideration during the construction and planning phases. One of the main disadvantages of a survey is that it can only collect superficial data. The items on a survey should be simple and clear with simple answers to choose from, to motivate the respondent to answer and complete all items. Yet, this simple form of data collection takes away from getting any real depth. The answers can indicate the participants' attitudes about the topic but fail to explain why they chose the answer. Open-ended questions however, can provide important insight into the topic, including some the researcher hadn't considered.

Items on a survey can be open-ended to obtain a bit more background. However, if there are too many open-ended questions or if the questions require too much from the respondent, completing the survey can become tiresome. Open answers can also pose a problem when decoding, because of the penmanship or because of the need for interpretation. Therefore, I used a variety of closed and open questions in this study, in order to get depth without discouraging the participants or complicating the process of data analysis (Dörnyei, 2003).

Dörnyei (2003) also comments on the disadvantage of surveys due to literacy issues related to the use of foreign languages. I did not foresee a problem with this issue since my survey was translated into Malagasy because teachers' English language skill

levels vary widely. Participants were encouraged to respond to the open questions in English or Malagasy, whichever was more comfortable for them. If the participants responded to the open-ended questions in Malagasy, I was prepared to have the responses translated into English by my colleague; however, all respondents answered in English. Also, because the Malagasy respondents are English teachers, I trusted that they all have the literacy skills in Malagasy needed to complete the survey. There could be issues related to the reliability of translation in the responses by the respondent, which might lead to misinterpretation; it would be difficult to determine if this happened unless the response was incomprehensible due to the misinterpretation. Incomprehensibility of a written response was another occurrence that may have needed to be dealt with. If a response was too difficult to understand it would have needed to be thrown out altogether.

Dörnyei (2003) addresses the fact that there is the possibility of human error in the respondent misreading or misinterpreting an item. There is not much a researcher can do to remedy this other than to make certain the items are written in a clear and concise manner and using a consistent strategy when coding and reading results. Another potential problem of reliability is that respondents might skip a question if they did not like the item, if they didn't see it, or if they were unsure of how to answer. To remedy this, surveys can be done in person where the researcher can encourage participants to make sure they have completed all items, or the researcher can read the items and mark the answers for the participants. This is something I made my colleague aware of so that he could encourage participants to finish all questions.

Last is the idea that participants become unmotivated and neglect to return the survey (Dörnyei, 2003). Patton (1998) comments that the response rate of a survey is especially low if respondents are asked to mail them back. One way around this is to conduct the survey in person (as mentioned above) so the respondents are not responsible for anything more than completing it. Another option is to have the survey available on-line. Because any of these situations could easily occur, I am having a colleague in Madagascar conduct the surveys in person on site as well as having it available on-line for those who have access to the Internet. This should keep instances related to unreliable or unmotivated participants to a minimum.

Data Collection

Participants

For this study I conducted a survey with twenty Malagasy and foreign English teachers who are currently teaching at the middle and high school level in the public school system. These teachers have been teaching English in Madagascar for at least one full school year. The survey gathered some demographic information about the teachers but focused on these teachers' perceptions of current and potential future topics of the English curriculum.

Location/Setting

I collected data from various areas of the island in order to get a broad geographical picture of English teachers' ideas. These areas include both urban and rural communities because depending on the location and situation of a community, the teachers may have different perceptions about the curriculum. I tried to gather a broad

spectrum of responses since the same curriculum is used across these different communities.

Procedure

For this study, I designed a survey that produced responses in answer to the research questions I developed in chapter two. This survey was translated into Malagasy and distributed by my colleague who is a native Malagasy fluent in English whom I met while in the Peace Corps. I asked him to help with this project as he had proven to be reliable, trustworthy and well versed in Malagasy and American English language and culture. He grew up in both rural and urban areas and attended both public and private schools. He studied English in school but sought to better his English skills by attending private courses at a proficiency school in the capital city of Antananarivo. Upon completing a four-year economics degree at a public university, he became a language trainer with the Peace Corps, where he teaches Malagasy to English-speaking volunteers. He decided to help me with this project as he is interested in helping the development of his country.

Pilot Study

The pilot study was conducted in order to check the validity of the survey. The survey was sent to my colleague in Madagascar, who distributed it to five Malagasy and foreign English teachers. My colleague administered the survey in person and collected them immediately. I distributed the pilot survey by email to former Peace Corps volunteers with only one return. These teachers were not allowed to participate in the survey for actual data collection. I categorized and analyzed the data, with the help of the

internet survey tool Survey Monkey. The pilot study produced satisfying results and therefore no changes were made to the survey before the actual data collection began.

Materials

Participants were given a fifty-seven item survey (fifty-one closed questions and six open-ended questions) that they filled out in person in paper form. The survey (located in Appendix B) contained four sections: Demographics, Topics, Subtopics, and Open Questions. The first section, demographics, included questions about the teachers and their teaching situation and background. The second section is about curricular topics; respondents were asked to rate the importance of current and potential future curriculum topics. The topics mentioned as "potential future curriculum topics" are topics I added that are not already in the current curriculum. The topics Tourism, Farming, Math, Business, Education and Malagasy Culture are not currently in the English curriculum. I included them in the survey because I felt some of these topics would be helpful for my students to learn or I heard other foreign teachers suggest these topics as important for student to learn. I have included these as potential future topics since I see them as relevant to the current situation in Madagascar. Some of these topics are ones in which former President Ravalomanana mentions in the MAP as sectors that need improvements. The other topics, Environment, Technology, Health, World Cultures and Job Skills are topics that exist in the current curriculum.

A limitation I encountered, however, was that I was not granted access to the current Malagasy curriculum guide while I was drawing up the survey. I had sent an email to a colleague in Madagascar who is familiar with the Ministry of Education and

never heard back. I asked my colleague who conducted the survey about accessing the curriculum guide. He told me it would be difficult since it is only in paper form. He said even if he could get a copy for me, which would be difficult, it would be very expensive to ship to the States. I relied on notes from my own time teaching in Madagascar and from the impressions of other Peace Corps volunteers who taught in Madagascar. Instead of listing topics and subtopics under the titles used in the curriculum guide, as I remembered it (people at work, generation gap, youth in danger), I made more generic titles (Job Skills, Worlds Cultures, Health) which I felt could be more thought provoking for respondents rather than using the actual titles they are overly used to.

The third section broke down the topics into subtopics that lessons are currently, or could potentially be, based on (Appendix C). The subtopics that were included in the "potential future curriculum subtopics" had also been added by me. These were subtopics I believed to be relevant to the culture and current situation in Madagascar. Some of these subtopics were included under potential future topics and some fell under current topics which I felt could be expanded upon with these subtopics. These subtopics included: *Giving Directions to A Location, Communication At Work, Well Building, Malagasy History, Names Of Local Plants, Planting/Harvesting Crops, Outhouse Building, Buying Selling Goods, Internet/Computer Use, Applying To University, Taking Reservations, Malagasy Fadys (Taboos), Budgeting Money, Reading Current News* and *Malagasy Religions*. In the survey these subtopics were randomized rather than listed in order under their topic headings. The randomization of subtopics helped validate topic ratings where in the results topics that were rated high in importance would also have

subtopics that were rated high in importance. The randomization of subtopics forces participants to think before rating them, preventing participants from quickly giving the same rating to similar subtopics under the same topic heading because they were listed altogether.

Teachers were asked to rate the subtopics in terms of how important it is for there students to communicate them in English. Some of the subtopics I included that already exist in the curriculum are ones that I felt were difficult for my students or other foreign teachers would describe as difficult for their students or even unnecessary. Some of the current subtopics I included worked well with my students. The subtopics I added, which are not in the current curriculum, are ones other foreign teachers or I thought would be helpful for students learn.

The last section was an open response section where teachers were asked to give their opinions about what topics they find most and least helpful in the current curriculum and what, if any, topics they would include that are not already a part of the curriculum. Each of these sections was followed by an open question where participants could comment on their rating choices or anything they wanted to voice about the topics. The survey should take between 45-60 minutes to complete. These surveys were collected immediately, when given in person.

Data Analysis

Upon collection of all surveys, none of which were completed on the internet, I entered all received paper responses into the Survey Monkey Internet survey tool. This gave me the results of all collected surveys. I used descriptive statistics to analyze the

data. Dörnyei (2007) explains that descriptive statistics offer a summary of numerical sets of data, which do not go beyond the sample involved. Thus, in order to make generalizations, inferential statistics must be used. Inferential statistics goes beyond the purposes of this project and will not be used. I used descriptive statistics to look at how the subtopics ratings compare to the topics ratings. I have categorized the subtopics (e.g., *Taking Reservations, Giving Directions to A Location*) under each topic (e.g., Tourism) so comparing the two should show some consistency in responses.

I looked as well at how the urban teachers' responses compared to those of the rural teachers to see if there was a difference in opinions about the curriculum based on location. The third question I wanted to answer is whether or not there was a difference between Malagasy English teachers and foreign English teachers' opinions.

All open-response items were answered in English, therefore translation was not needed. Open-response items were coded and categorized by theme to check for similarities and differences between the urban and rural locations and native and foreign English teachers' opinions. These themes were not predetermined. Because they are the qualitative part of this study, they developed upon analysis of the data.

Because the open response items required coding into themed categories, they needed to be checked for reliability qualitatively. Brown (2001) discusses two methods for checking reliability. The first is inter-rater reliability, where two coders compare their results to determine the degree to which they agree. In the second method, intra-rater reliability, one coder codes the same data on two separate occasions and then compares results to find the degree of agreement. While inter-rater reliability is the most ideal

method, intra-rater reliability was more practical in this study. To check for reliability I categorized responses from the open-ended questions on two separate occasions and then compared the two lists of categorized responses. I first time I compared the two lists I found I missed a few responses. I categorized the responses and compared the two lists again with matching results.

Verification of Data

I use a mixed methods approach to verify the data. The data collected from the closed response items (quantitative) were compared and contrasted to the open response items (qualitative). Some of these open response items asked respondents to explain the reasons for choosing their answers which, I had hoped, would give me a broader understanding of the results and a provide a kind of cross check of responses. Other open response questions asked similar questions as the closed items, thus triangulating the data. This triangulation gave me more confidence in the results.

Ethics

As a researcher, I understand the importance of respecting the rights, needs, values and desires of the participants. Professional codes and federal regulations take into account the safeguarding of participants from harm, the right to privacy, informed consent, and protection from deception. This study will provide the following safeguards in order to protect these rights:

1. The objectives of this study were provided to every respondent in the introduction and instructions. These objectives were provided in English and Malagasy.

2. Written permission was obtained from each respondent. Before participating in the survey, respondents read and signed a letter of consent. They kept a copy of the letter and returned the signed portion along with the completed survey.
3. All surveys remained anonymous.
4. Human subjects review took place by the Hamline School of Education before the data collection process began.
5. All surveys were placed in a locked briefcase or safe upon receipt, during transit and anytime thereafter when not in use for analysis.

Conclusion

This chapter began with a broad look at the mixed methods approach to research. I then moved on to a more focused discussion of surveys, including their advantages, disadvantages and how this method is suitable for this particular study. Finally, I concluded this chapter with an exploration of the methods of the study, discussing the participants, the setting, and the survey as well as explaining how I will check for reliability and validity. In chapter four, I will present the results of this study.

CHAPTER FOUR: RESULTS

The Study

This study took place in Madagascar and was conducted by my colleague, who administered and collected the surveys from January 2012 to June 2012. The survey was conducted in two separate batches. For the first batch, my colleague had planned to travel around the island of Madagascar to administer the surveys in person. During this time, however, two separate cyclones hit the island, which made travel very limited. Instead of traveling, he sent thirty surveys in the mail (with stamped return envelops) and with current Peace Corps volunteers to various sites around the island. This method only yielded four surveys after four months of checking in with potential respondents whenever possible. After these four months with little return, we decided to try again when the weather was better, only to encounter an island-wide public school teacher strike. Since the public school teachers did not want to participate in the survey while on strike, I was forced to change the type of respondents to the survey. I decided to include respondents from private schools that use the same curriculum as public schools. My colleague had limited time to administer the second batch of surveys because the school year was coming to an end. My colleague administered the surveys in person to these private school teachers. Due to the limited time frame, he was not able to travel far from the capital city of Antananarivo. He managed to travel to some rural areas outside of the

city but most of the data is from the regions surrounding the capital city. Once collected, he sent the surveys to me via DHL express service. I entered each response into the Internet survey tool, Survey Monkey, in order to analyze the results efficiently. Through the survey, I sought to find the answer to the following questions:

- What topics do English teachers feel are important to maintain in the current English curriculum in Madagascar and what topics should be added or deleted?
    - What are the similarities and differences between the responses from Malagasy and non-Malagasy English teachers?
    - How does geographical location (rural or urban areas) affect the responses of Malagasy and non-Malagasy English teachers?

Topics English Teachers Feel are Important

Demographics

In the demographics section of the survey (Appendix B), teachers were asked about themselves, their teaching situation and their students. Refer to Table D1 (Appendix D), for the results.

The majority of respondents were Malagasy, four were US respondents and there were no respondents from any other country. Teachers were from both urban and rural settings and have been teaching for various lengths of time with 9 respondents at 1-5 years and 10 respondents at 5 plus years. The majority of these teachers have not lived or taught outside of Madagascar nor do they work with foreign teachers at their schools. Those who did report that they had lived outside of Madagascar listed the United States and various Spanish-speaking countries around the world. Those who have reported that

they do have foreign English teachers at their school said that the nationalities of these foreign teachers are USA, British or German.

In response to the question “Why do your students study English?” the most common answer was to pass the Baccalaureate. The second most common answer was to communicate with foreigners in Madagascar. Of all respondents, seven specified other reasons for their students to learn English: it is required in school and it is useful to be able to speak it fluently. The least popular answer was to go abroad. Of all respondents, 17 said that their students will most likely use English in Madagascar while 2 said their students would most likely use English outside of Madagascar. Another two indicated Other. Both of these respondents wrote that in order for their students to use English outside of Madagascar, there will have to be better economic means for them to travel outside of Madagascar. Of the respondents, one respondent explained that in order for students to use English inside of Madagascar, more opportunities for English-speakers will need to be created and developed within Madagascar. This parallels Imam’s (2005) findings in Bangladesh, where good jobs requiring English are scarce and students have become disillusioned that they will be able to find reasonable employment that requires English.

Topics

In the second section of the survey, labeled Topics, respondents were asked to rate curricular topics in order from10 (most important) to 1 (least important) in terms of their students needing to communicate about these topics in English. Some of the topics already exist in the Malagasy English curriculum (Environment, Technology, Health,

World Cultures and Job Skills) while others do not (Tourism, Farming, Math, Business, Education and Malagasy Culture). A few of the respondents numbered the topics backwards (1 as most important and 10 as least important); I concluded this from their open response questions following the topic rating. For these respondents, I correctly reordered the topics according to their responses before entering them into Survey Monkey. A few other respondents incorrectly filled out this section by repeating topics ratings. For example, World Cultures and Tourism was rated the same at nine by the same respondent. These responses were thrown out. Table 1 shows the average rating by respondents. Table D2 (Appendix D) shows the raw data of the topics that were rated, the percentage and number (in parenthesis) of respondents who chose each rating, and the average rating for each topic. In this scale 1 is least important and 10 is most important.

Table 1 Topic Ratings

Topics	Average Rating
Tourism	8.06
Farming and Environment	3.24
Technology and Math	5.47
Business	7.24
Health	4.94
Education	7.41
Malagasy Cultures	2.76
World cultures	4.65
Job Skills	8.06
Other	3.18

Job Skills and Tourism had the highest average rating. Education had the third highest average rating. Business held the fourth highest average rating. Malagasy

Culture had the lowest average rating and Other had the second lowest average rating. Respondents who chose Other added topics not included in this list such as: travel abroad, leisure/sports and hobbies, religion, asking/giving directions and household machines and gadgets.

After rating these topics, respondents were asked to explain why they choose the topic they chose to be most important. Those who chose Tourism gave reasons such as "so students can communicate with foreigners at home and abroad" and "to work as tour guides." This can be useful in developing future curriculums as communicating with tourists is relevant to students lives. Pennycook's (2000) research recommends that topics should reflect what is important to students' lives.

Respondents who indicated Job Skills as the most important topic gave reasons including "for students to have better opportunities in obtaining a good job," including within the international job market, and "for students to communicate with foreigners at home and abroad" and for business purposes. These responses reflecting students' hopes that English will improve their ability to obtain good jobs coincides with Imam's (2005) research that students become disillusioned about the relationship of knowing English and obtaining a good job. This disillusionment relates back to the responses above that said more jobs requiring English skills will need to be created in order for students to use English. There seems to be a pattern here where students want to better themselves by learning English however there are not opportunities for students to work in jobs requiring English.

Explanations for choosing Education as the most important topic included: "so that students can pass the *bac*" and "so students can go on to university and eventually do their jobs in tourism and business." Other explanations were given for choosing Education; these respondents misunderstood the nature of the question and instead of answering about the importance of students communicating about Education, they responded that English education is important.

The respondent who chose Business as the most important explained that English is needed in business all over the world. The respondent who chose Malagasy Culture as most important said it is important for the students to be able to express Malagasy Culture in English.

The next question asked respondents to give an explanation for choosing their least important topic in terms of needing to communicate in English. Those who chose Malagasy Culture as least important offered the following explanations: "students do not need to use English to talk about and experience their own culture," "those who want to know Malagasy culture should learn Malagasy," "Malagasy culture doesn't operate within the English paradigm" and "Malagasy culture has little to do with English language acquisition."

Respondents who indicated Technology & Math as the least important topic said "only a few of my students are interested in technology and math," "students don't use English for other subjects," or "my students will not have the opportunity to use technology at home and thus do not need to learn English to discuss it." One respondent chose World Cultures, explaining that students "do not need English to discuss world

cultures since they do not have the opportunity to study them." The respondent who indicated Business as least important said it might be more appropriate for students in the next grade level to study about business. The main reasons given for Technology & Math and World Cultures being least important topics for students to communicate about involve relevancy of topics relating back to Appleby et al. (2002) who discusses the clash of realities between teaching materials and students' realities. Some respondents have made a connection that topics not relevant to students' lives are less important than topics that are relevant.

Another respondent suggested Leisure as a topic under the "Other" option and explained that "the students can have leisure time in their native language; they do not need to use a foreign language for it."

Subtopics

The third section of the survey was labeled "Subtopics." In this section various current and potential future topics that fit under the Topic headings were listed. Respondents were asked to rate the subtopics on a four-point Likert scale, in terms of how important it is for students to be able to communicate about them in English. Table 2 shows the average rating for each subtopic and is organized by the topics in which the subtopics belong and not by the random order they were listed in on the survey. The percentages and number of respondents that chose each rating are listed in Tables D3 and D4 (Appendix D). Table D3 lists subtopics with topic averages of 5.47 and higher and Table D4 lists subtopics with topic averages of 4.94 and lower.

Table 2 Subtopic Averages

Topics	Subtopics	Average
Tourism	Giving directions to a location	2.95
	Taking reservations	2.48
	Reading a map	2.81
Farming and Environment	Names of local plants	2.24
	Daily weather	2.19
	Weather related problems (cyclones, floods…)	2.86
	Planting and harvesting crops	2.10
Technology and Math	Internet/computer use	3.52
	Well building/installation	1.71
	Outhouse building/installation	1.90
Business	Budgeting money	2.00
	Buying and Selling goods/services	3.52
Health	Nutrition and hygiene	2.90
	Sex education	2.65
	Family planning	2.02
Education	Taking the Baccalaureate	3.19
	Applying to university/higher education	3.19
Malagasy Cultures	Malagasy history and traditions	2.24
	Malagasy religions	1.67
	Malagasy *fadys*	1.86
World Cultures	Myths and science fiction from other cultures	1.57
	History and traditions of other cultures	2.43
	World religions	2.10
	Fadys of other cultures	1.90
	Literature from other cultures	2.43
Job Skills	Answering "help wanted" ads	2.52
	Job interviewing	3.48
	Communication at work	3.29
Other	Describing family relations	2.33
	Reading current news	3.24
	Making crafts	1.95
	Other	3.33

**Fady*= Taboos

A majority of respondents indicated that subtopics in Tourism (Table D3), which is not a part of the current English curriculum, are important. There is an exception with the subtopic *Taking Reservations,* which was split with 6 respondents each at both "not important" and "important." Further examination of the data for this subtopic indicates that five said it is "very important."

Under the Technology & Math (Table D3) topic, *Internet/Computer Use* was rated at "very important," *Well Building/Installation* was rated "not important" while *Outhouse Building And Installation* was rated "somewhat important."

The topic of Business (Table D3) only had two subtopics listed, neither of which is in the current English curriculum. *Budgeting money* was rated "not important" while *Buying And Selling Goods* was rated at "very important."

Both subtopics under Education (Table D3) are not in the current English curriculum but were rated as "very important" by a majority of respondents.

Under the topic Job Skills (Table D3), *Answering 'Help Wanted' Ads,* which is in the current curriculum was rated at "somewhat important" by a majority of respondents. *Job Interviewing* is also in the current curriculum and was rated at "very important" by 13 respondents. *Communication at Work,* which is not in the current curriculum, was rated by 10 respondents as "very important."

A majority of respondents indicated that subtopics in Farming and Environment (Table D4) are "not important" with the exception of *Weather Related Problems*, rated as important and *Names of Local Plants*, rated as "somewhat important."

Both *Nutrition and Hygiene* and *Sex Education*, which are in the current curriculum, were rated as very important under the topic Health (Table D4). However, *Family Planning*, which is not in the current curriculum, was rated at "somewhat important."

All subtopics under the Malagasy Culture topic (Table D4) were given a "not important" rating by the majority of respondents. All subtopics under World Cultures (Table D4) were given a "somewhat important" rating by the majority of respondents with the exception of *Literature from Other Cultures*, which held the same seven respondents' ratings at both "somewhat important" and "important."

Under the Other topic (Table D4), subtopics *Describing Family Relations* and *Making Crafts*, both rated by eight respondents as "not important," are in the current curriculum. *Reading Current News*, which is not in the current curriculum, was rated by 10 respondents as important. Other subtopics that respondents specified were *Sports & Games*, *Money Changing* and *Feelings*.

Malagasy and Non-Malagasy

Demographics

The second research question I wanted to address was "What are the similarities and differences between the responses from Malagasy and non-Malagasy English teachers?" Table E1 (Appendix E) displays the demographic results of respondents by Malagasy and Non-Malagasy nationality. Due to the fact that there were no foreign non-Malagasy respondents other than those from the US, I decided to simplify the display of data by labeling non-Malagasy data "USA."

Out of 21 total respondents only four were non-Malagasy (USA). Of the Malagasy respondents 50% teach in urban areas and 50% teach in and rural areas. A higher percentage of US respondents teach in rural areas. Only one of the US respondents teaches in an urban area. A majority of six Malagasy respondents have taught in Madagascar for 1-5 years. Of all Malagasy respondents, 5 have taught in Madagascar for 1-10 years and another five have taught in Madagascar for 10 or more years. All of the US respondents, who are Peace Corps volunteers, have taught in Madagascar between 1-5 years. The majority of Malagasy respondents have neither lived nor taught outside of Madagascar. All of the US respondents have lived outside of Madagascar but only two have taught outside of Madagascar. Of the Malagasy respondents, 12 reported there are no foreign teachers at their school. All of the US respondents said there are no other foreign teachers at their school.

A majority of Malagasy and US respondents said their students study English to pass the *bac*. Another seven Malagasy respondents indicated their students study English to talk to foreigners in Madagascar. Only four Malagasy respondents and no US respondents said their students study English to go abroad. A few respondents indicated more than one answer for this survey item, resulting in percentages totaling over 100%.

A majority of Malagasy and US respondents said their students will use English in Madagascar the most. No US respondents said their students would use English outside of Madagascar. Of US respondents, two indicated other, one explaining that "there will need to be an improved economy in order for students to go abroad or for students to use it [English] for job opportunities in Madagascar."

Topics

The data comparing the importance of Topics rating results for Malagasy and USA nationality are displayed in Table 3. Because the results were very similar for both populations, I decided to list the average rating. On this rating scale, 1 is least important and 10 is most important. Compared ratings with a difference of one point or more in Table 3 will be described below.

Table 3 Topics; Malagasy and USA

Topics	Malagasy	USA
Tourism	8.00	8.25
Farming and Environment	3.31	3.00
Technology and Math	5.15	6.50
Business	7.00	8.00
Health	5.15	4.25
Education	7.77	6.25
Malagasy Cultures	3.23	1.25
World cultures	4.62	4.75
Job Skills	7.85	8.75
Other	2.98	4.00

The overall highest average rating by Malagasy respondents was given to Tourism. Job Skills was given the highest average rating by US respondents. Malagasy Culture was given the lowest average rating by both Malagasy and US respondents. Technology & Math, Business, Education, Malagasy Culture and Other were topics that had a difference of one point between Malagasy and US respondents. Refer to the Tables E2-E6 in Appendix E for a more detailed report of the results.

A majority of Malagasy respondents rated the topic Technology & Math (Table E2) at one and six. Contrary to this, no US respondent rated Technology & Math at one. A majority of US respondents rated this topic eight.

The average rating for Business (Table E3) by Malagasy respondents was one point lower than the average rating by US respondents. The majority of Malagasy respondents rated Business at an eight whereas the majority of US respondents rated it nine.

A majority of US respondents rated Education at a five (Table E4). Contrarily, the majority of Malagasy respondents rated it as more important at 8 and 10.

Malagasy Culture (Table E5) was rated low in importance in terms of students needing to communicate about it in English, by both sets of respondents. However, a few Malagasy respondents gave it a higher rating at 9 and 10. No US respondents rated Malagasy Culture higher than two.

The topic Other (Table E6) was rated at one by a majority of the Malagasy respondents. Some of the suggested topics by these respondents include religion, leisure and household machines. The topic Other was rated at six by a majority of the US respondents who suggested Travel Abroad as a topic.

Subtopics

Respondents were asked to rate subtopics on a four-point Likert scale (not important, somewhat important, important, very important), in terms of how important it is for students to be able to communicate about them in English. The average ratings by respondents for each location are listed in Table E7 (Appendix E). Table E7 is organized

by the topics in which the subtopics belong and not by the random order they were listed in on the survey. Averages that have a difference of at least one point between Malagasy and US respondents will be examined below. An overall glance at average Subtopic ratings shows that Malagasy respondents chose *Myths and Science Fiction from Other Cultures* as "not important" with the lowest average rating and *Internet/Computer Use* as "important" with the highest average rating. US respondents on average chose both *Malagasy Religion* and *Making Crafts* as "not important" with the lowest rating and *Buying and Selling Goods/Services* as "important" with the highest rating.

Subtopics that show to have a difference between Malagasy and US respondents by one or more points include: *Giving Directions to a Location, Daily Weather, Weather Related Problems, Planting and Harvesting Crops, Malagasy History and Traditions, Describing Family Relations, Making Crafts and Other* (refer to Table E8-E15, Appendix E).

The majority of Malagasy respondents rated *Giving Directions to a Location* (Table E8) as "important" and "very important" whereas the majority of US respondents said it was "not important" to "somewhat important."

Malagasy respondents are evenly scattered in their rating of *Daily Weather* (Table E9) with slightly more weight at "not important." The US respondents rated *Daily Weather* mostly as "not important" with one respondent indicating it as "somewhat important."

Malagasy respondents have rated *Weather Related Problems* (Table E10) as "important" and "very important" with a few respondents indicating "somewhat

important." US respondents' ratings hovered around "somewhat important" with only one respondent rating it as "important" and one rating it as "not important."

Planting and Harvesting Crops (Table E11) has been rated by the majority of Malagasy respondents as "not important" and "somewhat important." Of the Malagasy respondents, four indicated "very important" and three said "important." All of the US respondents rated it as "not important."

A majority of Malagasy respondents rated *Malagasy History and Traditions* (Table E12) in terms of their students needing to communicate it in English, as both "not important" and "very important." The majority of US respondents said it was "not important," one said it was "somewhat important."

The ratings for *Describing Family Relations* (Table E13) are somewhat evenly scattered by the Malagasy respondents. Of the Malagasy respondents, five said "not important," five said "important" and another five said "very important." Only two Malagasy respondents said it was "somewhat important." A majority of the US respondents said it was "not important" and one said it was "somewhat important."

A majority of Malagasy respondents rated *Making Crafts* (Table E14), as "somewhat important." Of the Malagasy respondents, five said it was "important" and four said "not important." All of the US respondents indicated that it is "not important."

Only two Malagasy respondents specified other (Table E15), subtopics to be "important" and one specified another subtopic to be "very important." These suggested subtopics are *Sports & Games, Money Changing and Feelings*.

Open-Ended Questions

In the last section of my survey, respondents were asked three open-ended questions: “What topics do you think are most helpful in the current English curriculum? Please explain.”; “What topics do you think are least helpful in the current English curriculum? Please explain.” and “What topics do you think would be most helpful to add to the English curriculum that is not already being taught? Please explain.” Many respondents supplied more than one topic. I categorized similar answers into larger group topics. For example, if one respondent said interviewing was most helpful and another respondent said resume writing was most helpful, I categorized them both into Job Skills. The first question asked “What topics do you think are most helpful in the current English curriculum? Please explain.” Out of 14 total Malagasy respondents 7 mentioned Job Skill topics, 4 said Health, 4 indicated Environment and 4 responded with Cultural topics. Of the Malagasy respondents, four said Language Functions were more important than topics, listing examples such as: greetings, talking about self, asking for information, and thanking. One reason given for this is “Language Functions help students to speak English rapidly.” Two respondents listed topics from the survey that are not in the current curriculum, including subtopics from Business, Education, Technology and Other. By the four US respondents, Job Skills and Politics were mentioned once, while Health and Language Functions were mentioned twice.

The second focus in the open question section was “What topics do you think are least helpful in the current English curriculum? Please explain.” Fourteen Malagasy respondents answered, some with more than one answer. Of the responses, four indicated

Politics, three mentioned Cultural topics, one each mentioned Leisure, Job Skills Language Functions. Of the Malagasy respondents, two said all topics are helpful, one listed topics that are not in the current curriculum and one explained that topics should be kept but moved to other more appropriate grade levels. Out of three US respondents, one said *Myths and Science Fiction from Other Cultures* and *Advanced Technology*. This respondent explained that the students can't relate to the topics, which makes it hard for them to understand. This respondent suggested that the information covered in *Myths and Science Fiction from Other Cultures* and *Advanced Technology*, is useful but should be taught outside of language learning. One respondent said "it is least helpful for students to learn to ask for advice every year." One US respondent indicated that Malagasy (cultural) practices were least helpful; however this topic is not in the current curriculum.

The third question asked respondents "What topics do you think would be most helpful to add to the English curriculum that is not already being taught? Please Explain." Eleven Malagasy respondents replied. Two said *Internet/Computer Use*. One said "It is not the topics that are important but students need more practice time and activities." One said "There are enough and no more need to be added." All other respondents suggested different topics including *Mechanics, Leisure, Peace Studies, and Tourism*. Of the four US respondents that replied, three said *English-speaking Cultures* and one said *Everyday English Language Use.*

Urban and Rural

Demographics

The third research question I wanted to address was "how does geographical location (Urban or Rural) affect the responses of Malagasy and non-Malagasy English teachers?" Refer to Table F1 (Appendix F) for the demographic results of respondents by urban and rural location.

There is a fairly even amount of data from Malagasy teachers in both urban and rural areas. The number of US respondents is low compared to Malagasy respondents. The majority of US respondents are teaching in rural rather than urban locations. There is a difference in number of years teaching experience. The majority of teachers with 1-5 years experience teach in rural locations while the majority of those with 5-10 years or more experience teach in urban locations. The majority of respondents in both locations have neither lived nor taught outside of Madagascar and also indicated that they do not have foreign teachers at their school. There is a difference between locations however, for those who indicated that they do have foreign teachers at their school. Of the urban respondents, 5 said they do have foreign teachers at their school whereas 10 respondents in rural areas said they do not.

When asked "Why do your students study English?" a majority of the rural respondents and a slightly smaller majority of urban respondents indicated to pass the *bac*. A minority of urban respondents and a significantly smaller minority of rural respondents indicated their students study English to go abroad.

The majority of both urban and rural respondents said their students will use English the most In Madagascar. Two urban respondents and no rural respondents said their students will use it most Outside of Madagascar. Only two of rural respondents specified other reasons, explaining that without better economic means their students will not be able to travel outside the island.

Topics

The data comparing the Topic rating results for urban and rural locations are displayed in Table 4. Because the results were very similar for both locations I decided to list the average rating. In this scale 1 is least important and 10 is most important.

Table 4 Topics; Urban and Rural

Topics	Urban	Rural
Tourism	8.13	8
Farming and Environment	3.13	3.33
Technology and Math	4.13	6.67
Business	6.63	7.78
Health	5.5	4.44
Education	7.75	7.11
Malagasy Culture	4.13	1.56
World cultures	5.38	4
Job Skills	7.38	8.67
Other	2.88	3.44

The overall average ratings show that urban teachers indicated that Tourism is the most important at 8.13 average rating, whereas rural teachers indicated that Job Skills are the most important at 8.67 average rating. The least important topic, according to both urban and rural respondents, not including the topic Other, was Farming and Environment. The only topics that had some differences in rating between the urban and

rural locations were Technology & Math and Malagasy Culture. A closer look at these topics (Tables F2 & F3, Appendix F) shows the percentage of respondents who chose each rating per topic. In this survey, one is least important and ten is most important.

The majority of urban respondents indicated that Technology & Math (Table F2) was least important. In contrast, a majority of rural respondents rated it at a six, slightly above average in importance compared to the other topics listed. Urban respondents' ratings of the topic Malagasy Culture (Table F3) were distributed throughout the scale with a concentration of respondents at ratings one and two. The rural respondents however, were all concentrated at the least important end of the scale.

Subtopics

Respondents were asked to rate the following subtopics on a four-point Likert scale (not important, somewhat important, important, very important), in terms of how important it is for students to be able to communicate about them in English. The average ratings by respondents for each location are listed in Table F4 (Appendix F). Table F4 is organized by the topics in which the subtopics belong and not by the random order they were listed in on the survey. Averages that have been bolded have a significant difference between urban and rural respondents.

An overall glance at average Subtopic ratings shows that urban respondents chose *Myths and Science Fiction from Other Cultures* as "not important" with the lowest average rating and both *Buying and Selling Goods and Services* and *Job Interviewing* as "important" with the highest average rating. Rural respondents on average chose *Malagasy Religions* as "not important" at the lowest rating and *Internet/Computer Use* as

"important" at the highest rating. Subtopics that show to have a difference of one point between rural and urban respondents by one or more points include: *Names of Local Plants, Budgeting Money, Malagasy History and Traditions, Malagasy Religions, Malagasy Fadys*. *World religions* had a difference just under one at .92 and *Answering "Help Wanted" Ads* also had a difference close to one at .80. Refer to Tables F5-F11 (Appendix F), for the results of subtopics with differences listed above. The numbers reflect the number of respondents who chose each rating.

The majority of rural respondents felt it was "not important" to "somewhat important" to communicate *Names of Local Plants* (Table F5) in English. In contrast the majority of urban respondents felt it was "somewhat important" to "very important."

The majority of rural respondents answered "not important" to "somewhat important" in terms of students needing to communicate in English for *Budgeting Money* (Table F6). No rural respondent indicate that this was "very important." Urban respondents indicated "important" with a majority of three respondents. All other rating options for *Budgeting Money* were chosen by two respondents each.

A majority of urban respondents indicated that it is "very important" for the students to be able to communicate *Malagasy History and Traditions* (Table F7) in English. Another two urban respondents said it was "somewhat important" and another two said it was "not important." Contrarily, seven rural respondents said it was "not important," two said "somewhat important," one said "important" and one said "very important."

Out of 11 respondents, 10 indicated “not important” in terms of students needing to communicate about *Malagasy Religions* (Table F8) in English. The urban respondents were more spread out in their ratings where three said “not important,” two said “somewhat important” two said “important” and two said “very important.”

The majority of rural respondents indicated “not important” for students needing to communicate *Malagasy Fadys* (Table F9) in English. Another two rural respondents said “somewhat important” and no rural respondents said either “important” or “very important.” The urban respondents were scattered with two respondents indicating “not important,” “important” and “very important” and three urban respondents indicating “somewhat important.”

The majority of rural respondents chose “not important” and “somewhat important” in terms of students needing to communicate *World Religions* (Table F10) in English. No rural respondents indicated “very important.” A majority of urban respondents said it was “somewhat important.” Two said “important,” two said “very important” and one said “not important.”

A majority of rural respondents indicated “somewhat important” in terms of students needing to communicate in English to *Answer a “Help Wanted” Advertisement* (Table F11). Of the rural respondents, three indicated “important,” two said “not important” and no rural respondents said “very important.” In contrast, four urban respondents said “very important,” two said “important” one said “somewhat important” and two said “not important.”

Open-Ended Questions

In the last section of my survey, respondents were asked three open-ended questions. Many respondents replied with more than one answer. I categorized similar answers into larger group topics. For example, if one respondent said interviewing was most helpful and another respondent said resume writing was most helpful, I categorized them both into Job Skills. The first question asked "What topics do you think are most helpful in the current English curriculum? Please explain." Out of eight total urban respondents two mentioned Cultural topics, two said Environment, two indicated Health, and five responded with Job skills. Of the respondents, four said Language Functions (greetings, talking about self, asking for information, and thanking) were more important than topics. Two respondents listed topics from the survey that are not in the current curriculum including subtopics from Business, Education, Technology and Other. Out of 10 rural respondents, 2 indicated Cultural topics, 2 said Job Skills, 2 mentioned Environment, 5 said Health and 3 said Language Functions.

The second question in the open question section was: "What topics do you think are least helpful in the current English curriculum? Please explain." Eight urban respondents answered, some with more than one answer. One respondent indicated Technology, two respondents said Politics, and three indicated Culture. One respondent said all topics are helpful, one listed topics that are not in the current curriculum and one explained that topics should be kept but moved to other more appropriate grade levels. Out of eight rural respondents, two said Politics, one said all topics are helpful, one said

Leisure Activities, one said Job Skills, one specified Malagasy Culture, which is not in the current curriculum, and two indicated Language Functions.

The third question I asked respondents was "What topics do you think would be most helpful to add to the English curriculum that is not already being taught? Please Explain." Out of seven urban respondents, two said it is not the topics that are important but students need more practice time and activities. All other respondents suggested different topics including: *Mechanics, Leisure, US Culture, and Tourism*. One respondent said "There is enough topics" (sic). Of the seven rural respondents who replied, two said *Computer/Internet,* two said English-speaking Cultures and one wrote that the current topics are enough and no more need to be added. Other topics mentioned were: *Peace Studies,* and *Daily Activities.*

Conclusion

In this chapter I presented the results of my data collection. I looked at the demographic information of the respondents and their ratings of current and potential future topics and subtopics in order to answer the question "What topics do English teachers feel are important to maintain in the current English curriculum in Madagascar" and "what topics should be added or deleted?" The overall results show that the majority of respondents were Malagasy. Teachers were from both urban and rural settings and have been teaching for various lengths of time with nine respondents at 1-5 years and 10 at 5-plus years. Job skills and Tourism had the highest average topic rating. Malagasy Culture had the lowest average topic rating. *Buying and Selling Goods/Services, Internet/Computer Use* and *Job Interviewing* were all subtopics that received and average

rating as “very important.” Subtopics under Malagasy Culture all received “not important” ratings on average.

I also compared the data of those respondents who are Malagasy to those who are foreign in order to answer the second research question “What are the similarities and differences between the responses from Malagasy and non-Malagasy English teachers?” For this research question, I described the respondents’ demographics, topic and subtopic ratings and their responses to open questions. The overall highest average topic rating by Malagasy respondents was given to Tourism. Job Skills was given the highest average topic rating by US respondents. Malagasy Culture was given the lowest average topic rating by both Malagasy and US respondents. Malagasy respondents chose *Internet/Computer Use* as “important” with the highest average subtopic rating and *Myths and Science Fiction from Other Cultures* as “not important” with the lowest average subtopic rating. US respondents on average chose *Buying and Selling Goods/Services* as “important” with the highest subtopic rating and both *Malagasy Religion* and *Making Crafts* as “not important” with the lowest subtopic rating.

The third research question, “How does geographical location (rural and urban areas) affect the responses of Malagasy and non-Malagasy English teachers?” was answered by comparing data from urban respondents with data from rural respondents. The third research question reported on the respondents’ demographics, topic and subtopic ratings, and their responses to open questions. Urban teachers indicated that Tourism is the most important topics, whereas rural teachers indicated that Job Skills are the most important topic. The least important topic, according to both urban and rural

respondents was Farming and Environment. Urban respondents chose both *Buying and Selling Goods and Services* and *Job Interviewing* as "important" with the highest average rating and *Myths and Science Fiction from Other Cultures* as "not important" with the lowest average subtopic rating. Rural respondents on average chose *Internet/Computer Use* as "important" at the highest subtopic rating and *Malagasy Religions* as "not important" at the lowest subtopic rating.

In Chapter Five, I will discuss my major findings, their implications, and suggestions for further research.

CHAPTER FIVE: CONCLUSIONS

Research Questions

In this study I attempted to answer the following research questions:

- What topics do English teachers feel are important to maintain in the current English curriculum in Madagascar and what topics should be added or deleted?
    - What are the similarities and differences between the responses from Malagasy and non-Malagasy English teachers?
    - How does geographical location (rural or urban areas) affect the responses of Malagasy and non-Malagasy English teachers?

This chapter will address my major findings, the limitations of the study, implications for those involved with English curriculum design in Madagascar and suggestions for further research.

Major Findings

Use of English

The first major finding of this survey was that according to their teachers, students study English to pass the *bac*. Teachers in Madagascar who participated in the survey when asked why their students study English, most commonly responded to pass the *bac*. The least common response was that they studied English to go abroad. Coinciding with the reasons why students study English, these teachers also indicated that their students

would use English in Madagascar rather than outside of Madagascar when asked where their students will use English more.

The second major finding was that teachers rated Job Skills, Tourism, Education and Business as the most important topics that students need to communicate about in English. Teachers were asked to rate the following topics from most important to least important in terms of needing to communicate in English, given a list of ten topics. Job Skills, Tourism, Education and Business were rated highest in importance overall. This coincides with the goals in the *Transformation of Basic Education* to ensure relevance of education by strengthening competencies to prepare for economic growth and international involvement and to create an education to match the needs of the growing economic sectors of the economy (*Madagascar Ministère de l'Education Nationale*, 2008). Job Skills, Tourism, Education and Business are all topics that relate to a growing economy.

Teachers rated Malagasy Culture as the least important topic that students would need to communicate about in English. Their explanations include:

- “Students do not need to use English to talk about and experience their own culture.”
- “Those who want to know Malagasy culture should learn Malagasy.”
- “Malagasy culture doesn’t operate within the English [language] paradigm.”
- “Malagasy culture has little to do with English language acquisition.”

These explanations point to a disconnection between Malagasy culture and the use of English language. This disconnection with be further discussed below.

Survey Responses of Malagasy and Non-Malagasy Teachers

The first major finding shows similarities between Malagasy and non-Malagasy respondents' ratings of topics. Malagasy teachers in this survey rated the curricular topic of Tourism as most important, followed by Job Skills. US teachers in this survey rated Job Skills as most important followed by Tourism. Both sets of respondents rated Malagasy Culture as least important. There appears to be no major differences in topic ratings between teachers of different nationalities in this study.

The second finding, in the Subtopics section, is that six Malagasy respondents rated *Malagasy History and Traditions* as not important for students to communicate about in English and six Malagasy respondents said it is very important. In contrast, the majority of US respondents said it is not important for students to communicate about *Malagasy History and Traditions in English*. Further study of the open questions supports this finding:

- One Malagasy respondent said that it is not important to learn English to communicate about world cultures since their students "will not have the opportunity to study them."
- Another Malagasy respondent said that it is not important to study world cultures because "students need to learn more about their own (culture) first."
- All of the US respondents who answered the question "What topics do you think would be most helpful to add to the English curriculum that is not already being taught," said American Cultural Topics.

These explanations provide a difference in perspective where the Malagasy respondents see the importance of learning about their own culture before learning about other cultures and the US respondents who see a need for students to expand their knowledge to include English culture. The Malagasy responses are validated by Brock-Utne (2001) who says students who learn about their own culture gain an appreciation of their cultural identity and self-respect and with Winter et al. (1996) who says knowing one's own culture leads to an appreciation of other cultures. The US respondents are valid in their responses too as Imam (2005) suggests that English is a global language and it is not free of culture. Therefore, if people want to use English to engage in global markets (Lee, 2008) then they may also benefit to learn about English cultural topics. These two contrasting perspectives are valid and point to Winter et al.'s (1996) idea that English language materials should be written by both local and foreign educators to produce relevant materials which start with a local focus and move to a global focus.

In the open-ended questions section, respondents were asked "What topics do you think are most helpful in the current English curriculum?" and "What topics do you think are least helpful in the current English curriculum?" Half of the Malagasy respondents felt Job Skill topics are the most helpful topics in the current curriculum and Politics are least helpful. Half of the US respondents said Health topics were most helpful in the current curriculum. Only three US respondents replied to the open-ended question "What topics do you think are least helpful in the current English curriculum?" The results are listed below:

- One US respondent said Myths and Science Fiction from Other Cultures and Advanced Technology was least helpful since the students "can't relate to these topics so makes it harder for them to understand. The info is useful to know but maybe not in a setting where the student is trying to learn a language."
- One US respondent said that Malagasy Practices [culture], which is not in the current curriculum, is least helpful.

What is interesting here is if students have difficulty understanding topics they cannot relate to then it might be helpful to have topics they can relate to in order to create meaningful language learning experiences (Pennycook, 2000) including Malagasy Culture.

Survey Responses of Urban and Rural Teachers

The first major finding between respondents from urban and rural teaching locations shows a discrepancy between years of teaching experience and location. The majority of teachers with 1-5 years experience teach in rural locations where the majority of those with 5-10 year or more experience, teach in urban locations. This difference in teaching experience, as mentioned in the email interview (chapter 2) with a former Peace Corps volunteer, affects students' and parents' attitudes towards English language learning in rural areas where they view English as less of a priority because teachers are not properly trained to teach the subject.

The second finding is that urban and rural teachers in this survey rated topics similarly. Respondents were asked to rank ten topics in order from least important to most important in terms of their students needing to communicate about these topics

using English. Urban respondents indicated that Tourism was most important followed by Job Skills, whereas rural teachers rated Job Skills as most important followed by Tourism. Urban respondents felt Farming & Environment was least important followed by Malagasy culture. Rural respondents indicated Malagasy Culture as least important followed by Farming & Environment. A closer look at the topic of Malagasy Culture, through the subtopics that fall under the Malagasy Culture topic (See Appendix C and Tables 13C-E in Chapter 4), shows that there were a few urban respondents who thought Malagasy Culture is an important-very important topic whereas all rural respondents think Malagasy Culture is not important-somewhat important for their students to communicate about in English.

In the third finding, both sets of urban and rural respondents had similar ratings for Subtopics. Teachers were asked to rate a series of Subtopics on a four-point Likert scale (not important, important, somewhat important, important). *Buying and Selling Goods and Services, Job Interviewing* (rated slightly higher by urban respondents) and *Internet/Computer Use* (rated slightly higher by rural respondents) were rated as important. Because *Internet/Computer Use* is a subtopic that is rated important by teachers, it should be considered as a topic to add into the English curriculum. *Answering Help Wanted Ads* had a slightly different response from the two sets of respondents. The majority of urban respondents felt *Answering Help Wanted Ads* was very important where the majority of rural respondents felt it was somewhat important for student to communicate about it in English.

The fourth major finding was in response to the open-ended question "What topics do you think are most helpful in the current English curriculum? Please explain." The majority of urban teachers felt Job Skill topics are the most helpful in the current curriculum whereas the majority of rural teachers felt Health topics are the most helpful.

Limitations

One of the major limitations of this study was the lack of respondents and lack of variety of respondents. I had hoped that at least fifty teachers would respond to the survey. Instead only twenty-one responded. Of the twenty-one respondents only four were non-Malagasy. I was hoping to have a higher Malagasy to non-Malagasy ratio. Due to the very bad weather, travel by my colleague who was administering the survey was limited to areas immediately surrounding the Capital city of Antananarivo. A majority of the surveys were conducted at private schools, which use the same curriculum as private schools due to the teacher strike which lead to public school teachers being unwilling to respond to the survey. It would have been ideal to collect responses from public schools all over the island including more remote rural areas and from more foreign teachers.

A second major limitation of this study was that it only has one form of data collection. I would have liked to also conduct internet-based focus groups to gather more information about the curriculum topics. However, this was not feasible due to the difficulties and expense of participant travel to internet access and lack of reliable internet connections. To compensate for this I included open-ended questions on the survey to gather more information about the respondents' choices. The responses to the

open-ended questions were helpful. Depending on the question, fifteen to nineteen teachers responded to the open-ended questions contributing insightful information through these questions. The disadvantage to relying on these open-ended questions is that I had difficulty interpreting some of the answers. Also, some of the answers, though insightful, did not directly answer the questions. The open-ended questions were satisfactory however focus groups would have been more ideal in that I would have had the opportunity to ask the respondents to clarify or expand on their answers.

A third limitation, previously discussed in chapter three, was my lack of access to the current Malagasy curriculum guide while I was drawing up the survey. Instead of listing topics and subtopics under the titles used in the curriculum guide, as I remembered it (people at work, generation gap, youth in danger), I made more generic titles (Job Skills, World Cultures, Health) which I felt could be more thought provoking for respondents rather than using the actual titles they are so used to. However, a couple respondents were confused by this and stated that these topics are not in the current curriculum.

A fourth limitation occurred when teachers rated the importance of topics students would need English to communicate about. It is possible that teachers (being in education) were unduly biased toward the topic of Education. Due to teachers' explanations for why they chose the topic that was most important, the topic of Education may have received higher ranking not because students will need to use English to communicate about Education, but because English is part of the education system and teachers see education itself as important. For example one respondent stated, "Students

need English in their education." Another stated that, "Education is the main way of educating students in English."

Implications

The findings suggest that it may be beneficial to the students to incorporate topics of Job Skills, Tourism, and Business, and Education subtopics *Taking the bac* and *Applying to University* in an updated curriculum. According to the teachers, these are topics that pertain to the students' lives where students could use English in order to obtain better jobs. Also, it may be helpful to look at ways to include topics on *Internet/Computer Use* if access is available to students in both urban and rural areas. Because *Internet/Computer Use* is a subtopic that is rated important by teachers, it should be considered as a topic to add into the English curriculum. However, I think it is important to first figure out the ability for all schools to have access to computers/internet.

This study also suggests a reexamination of the importance of communicating about Malagasy Culture in English. The majority of respondents indicated that it is not important for students to communicate Malagasy Culture in English to each other for daily life, nor do they need to learn what they already live. However, the majority of respondents indicated that tourism is important. I see an interconnected relation between tourism and Malagasy Culture where it would be very beneficial to teach tourists about Malagasy Culture. Although it may be ideal for tourists to learn Malagasy in order to learn about the culture, they may not stay long enough or have the opportunity to learn the language before learning about the culture.

The study also shows that there are slight differences between subtopic importance between locations but, not enough to make separate curriculums for rural and urban locations. The majority of urban teachers felt Job Skill topics are the most helpful in the current curriculum whereas the majority of rural teachers felt Health topics are the most helpful. This makes sense to me because the needs may vary by location. There may be more need of a focus on Job Skills where the jobs are more readily available and more need of a focus on Health in areas that may be lacking in, for example, clean water supplies.

The study also revealed that English teachers in urban areas have more experience then teachers in rural areas which can affect the students' and parents' attitudes toward learning English in rural areas. A more even distribution of teachers with five plus years of experience in each area could remedy this negative attitude toward English in rural areas.

Further Research

One recurring response from teachers in this survey was that language functions (greetings, talking about self, asking for information and thanking) are more important than topics. Although it is out of the scope of this survey, studying language functions plays an important role in language learning. Many respondents said they felt that a curriculum built on language functions would be more useful than one built one topics. Further study of expanding upon existing language functions in the Malagasy curriculum could determine if the current language functions are up-to-date and relevant for students.

A second observation from this survey involves the teachers' attitudes about available opportunities for students. Many respondents commented that opportunities for students to obtain English speaking jobs in Madagascar, travel abroad, use technology, or study world cultures are not available. Further research on this topic could determine if teachers' attitudes about students' lack of opportunities are affecting students' opportunities to learn English for these purposes. For example, if a teacher believes students will not have access to technology the teacher might spend less time teaching the topic in English class. If this is the case, how does this lack of learning opportunity affect the students' actual opportunity to use technology? If a student did not learn how to use the internet because their teacher thought the student would not be able to use it, is the student less likely to seek out the opportunity to use the internet in the future or be able to use the internet if the opportunity presents itself?

A third area for more research is related to the relationship between the topics of Tourism and Malagasy Culture. Tourism topics were rated as most important but Malagasy Culture topics were rated least important for students to communicate about in English. Many tourists would be interested in learning about Malagasy culture. However, most tourists stay for a limited time and are not able to pick up the language within the timeframe of their visit. It seems important that the Malagasy people would be able to communicate about their culture in English. Further research on the attitude towards tourism and cultural exchange in Madagascar could help determine if Malagasy people are just not connecting the two topics or are just not interested in sharing their culture with tourists.

A fourth observation is that the majority of urban respondents felt *Answering Help Wanted Ads* was very important where the majority of rural respondents felt it was somewhat important for student to communicate about it in English. Further research could help determine if this is due to the number of available job opportunities per location.

Another observation of an area that could benefit from further research is the imbalance of teachers' teaching experience in connection to their teaching locations. The majority of teachers with 1-5 years experience teach in rural locations where the majority of those with 5-10 year or more experience, teach in urban locations. This imbalance of teaching experience in connection to location is something that should be further explored to determine why this imbalance exists in order to create a solution to remedy this imbalance which may be connected to the negative attitudes students and teachers hold toward English in rural areas. Further research to explore the connection between teachers' years of experience and students' and parents' attitudes can also help to improve English education in Madagascar.

Finally, this survey was conducted with private school teachers rather than public school teachers as originally planned. Further research with public school teachers may produce different results as these teachers work with a population of students who, in contrast to private school students, do not pay for their education. Public school teachers may have different attitudes and ideas about the importance of topics and subtopics in the English curriculum because their students may have different needs.

Final Note

One of the main purposes of this study was to provide some insight into the perspective of English teachers in Madagascar on the English curriculum. In hopes that their insights can help improve the curriculum to better suit the needs of the students, I will send this paper to the Ministry of Education. A memo addressed to the Ministry of Education (Appendix G) will be sent along with this paper. I will also send this paper to any foreign organizations (e.g., Peace Corps) involved in teaching English in Madagascar. As a result of this study, I hope to start a dialogue among teachers and administrators about their own curriculum design and to start a dialogue between the foreign and native English teachers. One interesting discovery during this study came from a respondent who mentioned that there are some Peace Corps volunteers who are currently working to update the curriculum. I hope they find this study helpful.

APPENDIX A

Transformation of Basic Education Charts

Figure A1. Current situation of education in Madagascar

Figure A2. Vision for future education in Madagascar

Figure A3. Goals for Grades 1-7

Figure A4. Goals for Grades 8-10

Figure A1. Current situation of education in Madagascar

SCHOOLS	CURRICULUM	TEACHERS	STUDENTS
Far away	Outdated	Often absent	Do not eat properly
Many grades to a class room	Doesn't develop problem solving skills	Not sufficiently trained	Do not understand language of instruction
Crowded classrooms		Not adequately supervised or supported	Dropout to work
Buildings in disrepair		Have difficulty teaching in French	
Lack of furniture and teaching materials			

(*Madagascar Ministère de l'Education Nationale*, 2008, 5)

Figure A2. Vision for future education in Madagascar

SCHOOLS	CURRICULUM	TEACHERS	STUDENTS
All children within 2km of Grade 1-5	Builds basic reading, writing and math skills	Trained	Attentive
Building renovated and secure	Develops problem-solving skills	Have professional development opportunities	Learn key skills
Latrines and potable water on school grounds	Give students skills within each cycle	Supervised and supported	Have no language problems
Classrooms not crowed		Recruited at community level	Complete at least 5 years of school
Desks, blackboards and learning materials available		Regularly paid	Are from all income groups

(*Madagascar Ministère de l'Education Nationale*, 2008, 6)

Figure A3. Goals for Grades 1-7

All students will develop basic reading, writing and math skills, as well as the skills and knowledge they need to continue their education.
Domains will include: Malagasy & Social Studies, Science, Math & Technology, French and English•
Students will be able to : - Master the Malagasy language as a native language and a national language; - Master the other two official languages, French and English; - Be able to use their new language abilities in oral and written communication; - Acquire basic knowledge and skills in mathematics, science, technology, social sciences, arts and sports, to pursue further education or to enter into the workforce; - Demonstrate creativity, initiative, and team spirit in the performance of assigned tasks; - Foster a sense of entrepreneurship; - Develop civic and cultural values and a sense of pride in their Malagasy heritage; - Live in harmony with others; - Face the future with determination, and be prepared to adapted to changes by making positive contributions; - Participate in social and cultural activities thanks to understanding of their region and country.

(*Madagascar Ministère de l'Education Nationale*, 2008, 9)

Figure A4. Goals for Grades 8-10

Students will have the knowledge and skills they need to pursue further education or enter into the workforce
Domains for grade 8 & 9: Malagasy & Social Studies, Applied Science Math & Technology, French & English
Domains for grade 10 semester 1: Malagasy & Social Studies, Applied Science Math & Technology, Intensive French & English
Domains for grade 10 semester 2: Electives: conversational Frenc or English, Applied science, math or Technology, Malagasy literature, pre-professional training; or other subjects based on local opportunity and students needs.
. Students will be able to : - Develop knowledge and skills in areas important to the growth economy - Practice their new skills in "workshops" that emphasize critical thinking, team working and communication - To continue higher- Ievel education

(*Madagascar Ministère de l'Education Nationale*, 2008, 10)

APPENDIX B

Survey

Teachers' Views on English Curriculum in Madagascar

Thank you for choosing to participate in the survey on teachers' views of the English curriculum in Madagascar. This survey is being conducted by a Graduate Student at Hamline University in order to complete a master's degree in English as a Second Language. All responses will remain anonymous; please do not give your name. I am only interested in your opinions; there are no "right" or "wrong" answers. Please give sincere responses as this may help in the future of English curriculum design. Thank You.

Misaotra betsaka anao tamin'ny fnadraisanao anjara tamin'ity fanadihandiana mahakasika ny programa fampianarana teny Anglsiy ity eto Madagasikara. Ity fanadihadiana ity dia ataona mpianatra manomana Master amin'ny teny Anglisy, any amin'ny Univeriste'i Hamline any Etazonia. Ny valin-teny rehetra dia tsy ho fantatry ny olona ny niaviany; noho izany, aza soratan ny anaranao azafady. Ny hevitrao irery ihany no manintona ahy; tsy misy valiny "marina" na "diso". Raha azo atao, mba omeo valiny tena izy, satria, mety hanampy amin'ny fanatsarana ny fanavaozana ny fandaharam-pampianarana teny Anglisy eto Madagasikara izany. Misaotra betsaka anao.

Demographics

Please circle the response that best describes you. Fill in any information on the lines when appropriate.

Ataovy anaty boribory izay valin-teny mifanaraka aminao. Fenoy ny banga raha toa ka ilaina izany.

1) What is your nationality? *Inona ny fiavianao?*
   a. Malagasy b. French c. USA d. Other **(please specify) (azavao azafady)**_____

2) What is your primary/native language? _____
   Inona no teny voalohany fampiasanao/tenin-dReninao?
   Please list strong secondary languages you use
   _____

Azafady, lazao avy ireo tenim-pirenena matanjaka fampiasanao faharoa manaraka ny tenin-dReny

3) Where do you teach? a. urban area b. rural area
Aiza ianao no mampianatra? a.Tanan-dehibe b. ambanivohitra

4) What grades do you currently teach **(please list all)**? _____
Inona ny kilasy ampianarinao amin'izao ***(ataovy lisitra izy rehetra azafady)***

5) How long have you been teaching English in Madagascar?
Firy taona no nampianaranao teny Anglisy teto Madagasikara?
a.1-5 years b.5-10 years c.10+ years

6) Have you ever lived outside of Madagascar? Yes No
Efa nipetraka tany ivelan'ny Madagasikara ve ianao?
If yes, where? *Raha Eny, taiza?*_____

7) Have you taught English outside of Madagascar? Yes No
Efa *nampianatra teny Anglisy tany ivelan'ny Madagasikara ve ianao?*
If yes, where? *Raha eny, taiza?*_____

8) Are there any foreign English teachers at your school **(other than yourself if you are non-Malagasy)**? Yes No
Misy vahiny mpampianatra teny Anglisy ve eo amin'ny sekoly ampianaranao ?
If yes, what is their nationality?_____
Raha eny, inona no fiaviany?_____

8) Why do your students study English?
Fa maninoa ireo mpianatrao no mianatra teny Anglisy?
a. To pass the Baccalaureate
Mba ho afaka bac
b. To go abroad (travel, work, study)
Mba handeha any ivelany (hanao voyage, hiasa, hianatra)
c. To communicate with foreigners in Madagascar (for work or leisure)
Mba hifandray amin'ireo vahiny monina eto Madagasikara (asa na fialam-boly)

d. Other (please specify) _____
*Antony hafa (ataovy mazava tsara azafady)*_____

9) Where will your students use English the most?
Aiza no tena hampiasain'ireo mpianatrao ny teny Anglisy?

a. In Madagascar
Eto Madagasikara
b. Outside of Madagascar
Ivelan'ny Madagasikara

Topics
Loha-hevitra

Please rate the following topics from most important to least important in terms of needing to communicate in English (1 being least important and 10 being most important):

Azafady, sokajio ireto loha-hevitra ireto, manomboka amin'ny faran'ny ilaina (na zava-dehibe indrindra) ka hatramin'ny tsy ilaina mihintsy, eo amin'ny lafiny ilavana azy amin'ny fifandraisana aman'olona amin'nyalalan'ny fampiasana teny Anglisy(manomboka amin'ny 1 no tsy dia ilaina loatra ka hatramin'ny 10 ny tena zava-dehibe)

_____Tourism (fizahan-tany)

_____Farming and Environment (fambolena sy fiompiana ary tontolo iainana)

_____Technology and Math (hay raha/teknolojia sy matematika)

_____Business (seha-pihariana/orin'asa/fitadiavam-bola)

_____Health (fahasalamana)

_____Education (fampianarana)

_____Malagasy Culture (fomba Malagasy)

_____World cultures (fomban'ny olona maneran-tany)

_____Job skills (fahaizana enti-miasa)

_____Other **(please specify)** zavatra hafa **(azavao azafady)**
_____

Please briefly explain why you chose the topic that is most important. (Example: My students want to work with foreign aid organizations in the local hospitals.)

Azafady, mba azavao fa maninona ianao no nisafidy ny loha-hevitra iray ho tena zava-dehibe. (Ohatra: ny mpianatro dia te hiasa amin'ny vondrona iraisam-pirenenana izay mitondra fanampiana amin'ny hopitaly eto an-toerana)

Please briefly explain why you chose the topic that is least important. (Example: My students will not need to use English to discuss technology or math)

Azafady, mba azavao tsotsotra, fa maninona ianao no nisafidy ny loha-hevitra iray ho tsy dia tena ialina loatra. (Ohatra: tsy mila teny Anglisy ny mpianatro raha hiady hevitra momba ny hay raha na matematika)

Subtopics

Loha-hevitra hafa

Please rate, in your opinion, how important is it for students to be able to communicate the following topics in English:

Azafady, mba sokajio, araka ny hevitrao, ny maha zava-dehibe hoan'ny mpianatrao ny fahafahany mifandray mampiasa ny teny Anglisy amin'ireto loha-hevitra ireto:

(1)not important, (2)somewhat important, (3)important, (4)very Important

(1) tsy ilaina, (2) ilaina ihany, (3) ilaina, (4) tena ilaina/tena zava-dehibe

Giving directions to a location (Manome toro-lalana handehana amin'ny toerana iray)	1	2	3	4
Communication at work (Fifandraisana ao am-piasana)	1	2	3	4
Well building/installation (Fanamboarana vovo/fametrahana azy)	1	2	3	4
Malagasy history and traditions (Tanatara sy fomba netim-paharazana Malagasy)	1	2	3	4
Names of local plants (Ny anaran'ireo zava-maniry misy eo an-toerana)	1	2	3	4
Reading a map (Mamaky sari-tany)	1	2	3	4
Weather related problems (cyclones, floods…) (Olana momba ny toetr'andro [rivo-doza, tondra-drano, sns])	1	2	3	4
Planting and harvesting crops (Fambolena sy fihotazana vokatra)	1	2	3	4
Outhouse building/installation (Fanaovana trano)	1	2	3	4
Sex education (Fanabeazana ara-pananahana)	1	2	3	4
Buying and Selling goods/services (Mividy sy mivarotra vokatra/servisy)	1	2	3	4
Taking the Baccalaureate (Manala bac)	1	2	3	4

Nutrition and hygiene (Sakafo ara-pahasalamana sy fahadiovana)	1	2	3	4
Internet/computer use (Fampiasana internet/ ordinateur)	1	2	3	4
Family planning (Fandrindrana ny fiainam-pianakaviana)	1	2	3	4
Daily weather (Ny toetr'andro isan'andro)	1	2	3	4
Applying to university/higher education (Misoratra anarana any amin'ny universite/ fampianarana ambony)	1	2	3	4
Taking reservations (Manao reservation/mamandrika toerana)	1	2	3	4
Describing family relations (Milazalaza momba ny fifandraisana ara-pianakaviana)	1	2	3	4
Malagasy *fadys* (Ny fady eto Madagasikara)	1	2	3	4
Budgeting money (Manao teti-bola)	1	2	3	4
Fadys of other cultures (Ny fady any amin'ny fomba hafa)	1	2	3	4
World religions (Ireo fivavahana maneran-tany)	1	2	3	4
Job interviewing (Ny fanaovana "interview" rehefa hiasa/entretien)	1	2	3	4
History and traditions of other cultures (Tantara sy fomban'ny tany hafa)	1	2	3	4
Reading current news (Mamaky sy manaraka y vaovao misy amin'izao fotoana)	1	2	3	4
Making crafts (Manao asa-tànana)	1	2	3	4
Literature from other cultures (Literatiora avy any amin'ny fomban-tany hafa)	1	2	3	4

Answering “help wanted” ads Mamaly ireo filazana mahakasika ny olona mila vonjy	1	2	3	4
Myths and science fiction from other cultures (Mythologies y science fiction avy any amin’ny fomba hafa)	1	2	3	4
Malagasy religions (Ny finoana Malagasy)	1	2	3	4
Other **(please specify)**_____ Hafa **(azavao azafady!)**	1	2	3	4

Please list any comments you may have about the above topics or expand on the choices you have indicated about any of the above topics:

Azafady, mba asio fanamariana raha misy avy any aminao, ny mahakasika ireo loha-hevitra izay voalaza etsy ambony , na koa anaovy famelabelarana ny mahakasika ireo loha-hevitra izay nofidianao:

Open questions

Fanotaniana mivelatra

Please give your opinion on the following questions in as much detail as possible: (*Example: I think it is helpful for students to learn how to answer a job advertisement in English because my students will most likely work in an English speaking country)*.

Azafady, mba valio sy azavao, araka izay tratra, ny hevitrao mahakasika ireto fanotaniana ireto: (Ohatra: araka ny hevitro, tena manampy ny mpianatro ny fahaizany mamaly ireo tolotr’asa amin’ny teny Anglisy, satria mety hiasa amin’ny firenena mampiasa ny teny Anglisy izireo)

What topics do you think are most helpful in the current English curriculum? Please explain.
Araka ny hevitrao, inona ireo loha-hevitra tena manampy ny mpianatra (tena ilaina be) amin'ny fandaharam-pianarana teny Anglisy amin'izao? Azavao azafady.

What topics do you think are least helpful in the current English curriculum? Please explain.
Araka ny hevitrao, inona ireo loha-hevitra tsy dia manampy loatra ny mpinatra (tsy ilaina) amin'ny fandaharam-pianarana amin'izao? Azavao azafady.

What topics do you think would be most helpful to add to the English curriculum that is not already being taught? Please Explain.
Araka ny hevitra, inona ireo loha-hevitra tokony hampidirina amin'ny fandaharam-pinarana teny Anglisy,ka tsy mbola ampianarina amin'izao fotoana izao? Azavao azafady.

Thank You!
Misaotra betsaka anao!

APPENDIX C

Subtopic Organization Chart

Figure 1. Subtopics organization under topic headings

Figure 1. Subtopics organization under topic headings:

Topics	Current Subtopics	Potential Future Subtopics
Tourism	--	Giving directions to a location
	--	Taking reservations
	--	Reading a map
	--	Names of local plants
Farming and Environment	Daily weather	Weather related problems (cyclones, floods…)
	--	Planting and harvesting crops
Technology and Math	--	Internet/computer use
	--	Outhouse building/installation
	--	Well building/installation
Business	--	Budgeting money
	--	Buying and Selling goods/services
Health	Nutrition and hygiene	Family planning
	Sex education	
Education	--	Taking the Baccalaureate
	--	Applying to university/higher education
Malagasy Cultures	--	Malagasy history and traditions
	--	Malagasy religions
	--	Malagasy *fadys*
World Cultures	Myths and science fiction from other cultures	World religions
	History and traditions of other cultures	*Fadys* of other cultures
		Literature from other cultures
Job Skills	Answering "help wanted" ads	Communication at work
	Job interviewing	
Other	Describing family relations	Reading current news
	Making crafts	

APPENDIX D

Results

Table D1. Teachers' Demographic Information

Table D2. Topic Ratings

Table D3. Subtopics with High Average Topic Ratings

Table D4. Subtopics with Low Average Topic Ratings

Table D1. Teachers' Demographic Information

Nationality	Percent	No. Resp.
Malagasy	81.0	17
USA	19.0	4
Teaching Location		
Urban	45.0	9
Rural	55.0	11
No. of Years Teaching		
1-5 years	47.4	9
5-10 years	26.3	5
10+ years	26.3	5
Have you lived outside of Madagascar		
Yes	23.8	5
No	76.2	16
Have you taught outside of Madagascar		
Yes	14.3	3
No	85.7	18
Are there foreign teachers at your school		
Yes	15.8	3
No	84.2	16
Why do your students study English		
To pass the BAC	73.7	14
To go abroad	21.1	4
To talk with foreigners in Madagascar	42.1	8
Other	36.8	7
Where will your students use English the most		
In Madagascar	81.0	17
Outside Madagascar	9.5	2
Other	9.5	2

Table D2. Topic Ratings

Topics	1		2		3		4		5		6		7		8		9		10		Average Rating
	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	
Tourism	-	-	-	-	5.9	1	-	-	-	-	12	2	23.5	4	5.9	1	23.5	4	29.4	5	8.06
Farming and Environment	-	-	29.4	5	23.5	4	41.2	7	5.9	1	-	-	-	-	-	-	-	-	-	-	3.24
Technology and Math	17.6	3	-	-	5.9	1	5.9	2	11.8	2	24	4	5.9	1	17.6	3	11.8	2	-	-	5.47
Business	-	-	5.9	1	-	-	11.8	2	5.9	1	-	-	17.6	3	23.5	4	29.4	5	5.9	1	7.24
Health	-	-	11.8	2	11.8	2	17.6	3	17.6	3	18	3	17.6	3	5.9	1	-	-	-	-	4.94
Education	-	-	-	-	5.9	1	-	-	17.6	3	12	2	11.8	2	23.5	4	-	-	29.4	5	7.41
Malagasy Cultures	41.2	7	29.4	5	11.8	2	-	-	5.9	1	-	-	-	-	-	-	5.9	1	5.9	1	2.76
World cultures	-	-	17.6	3	23.5	4	5.9	1	17.6	3	18	3	5.9	1	5.9	1	5.9	1	-	-	4.65
Job Skills	-	-	-	-	-	-	5.9	1	5.9	1	6	1	17.6	3	17.6	3	17.6	3	29.4	5	8.06
Other	41.2	7	5.9	1	11.8	2	11.8	2	11.8	2	12	2	-	-	-	-	5.9	1	-	-	3.18

%= percent of respondents, #= number of respondents

Table D3. Subtopics with High Average Topic Ratings

Topics	Subtopics	Not Important		Somewhat Important		Important		Very Important		Average
		%	#	%	#	%	#	%	#	
Tourism	Giving directions to a location	15.0	3	10.0	2	40.0	8	35.0	7	2.95
	Taking reservations	28.6	6	19.0	4	28.6	6	23.8	5	2.48
	Reading a map	9.5	2	28.6	6	33.3	7	28.6	6	2.81
Business	Budgeting money	38.1	8	33.3	7	19.0	4	9.5	2	2.00
	Buying and Selling goods/services	-	-	9.5	2	28.6	6	61.9	13	3.52
Education	Taking the Baccalaureate	4.8	1	23.8	5	19.0	4	52.4	11	3.19
	Applying to university/higher education	4.8	1	19.0	4	28.6	6	47.6	10	3.19
Job Skills	Answering "help wanted" ads	19.0	4	33.3	7	23.8	5	23.8	5	2.52
	Job interviewing	-	-	14.3	3	23.8	5	61.9	13	3.48
	Communication at work	-	-	19.0	4	33.3	7	47.6	10	3.29
Technology & Math	Internet/computer use	-	-	9.5	2	28.6	6	61.9	13	3.52
	Well building/installation	57.1	12	23.8	5	9.5	2	9.5	2	1.71
	Outhouse building/installation	38.1	8	42.9	9	9.5	2	9.5	2	1.90

%= percent of respondents, #= number of respondents

Table D4. Subtopics with Low Average Topic Ratings

Topics	Subtopics	Not Important		Somewhat Important		Important		Very Important		Average
		%	#	%	#	%	#	%	#	
Farming & Environment	Names of local plants	28.6	6	38.1	8	14.3	3	19.0	4	2.24
	Daily weather	38.1	8	23.8	5	19.0	4	19.0	4	2.19
	Weather related problems	9.5	2	23.8	5	38.1	8	28.6	6	2.86
	Planting & harvesting crops	42.9	9	23.8	5	14.3	3	19.0	4	2.10
Health	Nutrition and hygiene	9.5	2	33.3	7	14.3	3	42.9	9	2.90
	Sex education	20.0	4	30.0	6	15.0	3	35.0	7	2.65
	Family planning	33.3	7	42.9	9	9.5	2	14.3	3	2.02
Malagasy Cultures	Malagasy history and traditions	42.9	9	19.0	4	9.5	2	28.6	6	2.24
	Malagasy religions	61.9	13	19.0	4	9.5	2	9.5	2	1.67
	Malagasy *fadys*	52.4	11	23.8	5	9.5	2	14.3	3	1.86
World Cultures	Myths and science fiction from other cultures	52.4	11	38.1	8	9.5	2	-	-	1.57
	History and traditions of other cultures	9.5	2	47.6	10	33.3	7	9.5	2	2.43
	World religions	28.6	6	42.9	9	19.0	4	9.5	2	2.10
	Fadys of other cultures	33.3	7	47.6	10	14.3	3	4.8	1	1.90
	Literature from other cultures	19.0	4	33.3	7	33.3	7	14.3	3	2.43
Other	Describing family relations	38.1	8	14.3	3	23.8	5	23.8	5	2.33
	Reading current news	-	-	14.3	3	47.6	10	38.1	8	3.24
	Making crafts	38.1	8	33.3	7	23.8	5	4.8	1	1.95
	Other	-	-	-	-	66.7	2	33.3	1	3.33

%= percent of respondents, #= number of respondents

APPENDIX E

Malagasy and USA Results

Table E1. Demographics; Malagasy and USA

Table E2. Malagasy and USA; Technology & Math

Table E3. Malagasy and USA; Business

Table E4. Malagasy and USA; Education

Table E5. Malagasy and USA; Malagasy Culture

Table 6E. Malagasy and USA; Other

Table E7. Subtopics; Malagasy and USA

Table E8. Malagasy and USA; Giving Directions to a Location

Table E9. Malagasy and USA; Daily Weather

Table E10. Malagasy and USA; Weather Related Problems

Table E11. Malagasy and USA; Planting and Harvesting Crops

Table E12. Malagasy and USA; Malagasy History and Traditions

Table E14. Malagasy and USA; Making Crafts

Table E15. Malagasy and USA; Other

Table E1. Demographics; Malagasy and USA

	Malagasy		USA	
Nationality	Percent	No. Resp	Percent	No. Resp
Teaching Location				
Urban	50.0	8.00	25.0	1.00
Rural	50.0	8.00	75.0	3.00
No. of Years Teaching				
1-5 years	37.5	6.00	100.0	4.00
5-10 years	31.3	5.00	-	-
10+ years	31.3	5.00	-	-
Have you lived outside of Madagascar				
Yes	5.9	1.00	100.0	4.00
No	94.1	16.00	-	-
Have you taught outside of Madagascar				
Yes	5.9	1.00	50.0	2.00
No	94.1	16.00	50.0	2.00
Are there foreign teachers at your school				
Yes	20.0	3.00	-	-
No	80.0	12.00	100.0	4.00
Why do your students study English				
To pass the BAC	73.3	11.00	75.0	3.00
To go abroad	26.7	4.00	-	-
To talk with foreigners in Madagascar	46.7	7.00	25.0	1.00
Other	40.0	6.00	25.0	1.00
Where will your students use English the most				
In Madagascar	88.2	15.00	50.0	2.00
Outside Madagascar	11.8	2.00	-	-
Other	-	-	50.0	2.00

Table E2. Malagasy and USA; Technology & Math

Rating	Malagasy Percent	USA Percent
1	23.1	-
2	-	-
3	7.7	-
4	-	25.0
5	15.4	-
6	23.1	25.0
7	7.7	-
8	7.7	50.0
9	15.4	-
10	-	-
Average Rating	5.15	6.50

Table E3. Malagasy and USA; Business

Rating	Malagasy Percent	USA Percent
1	-	-
2	7.7	-
3	-	-
4	15.4	-
5	-	25.0
6	-	-
7	23.1	-
8	30.8	-
9	15.4	75.0
10	7.7	-
Average Rating	7.00	8.00

Table E4. Malagasy and USA; Education

Rating	Malagasy Percent	USA Percent
1	-	-
2	-	-
3	7.7	-
4	-	-
5	-	75.0
6	15.4	-
7	15.4	-
8	30.8	-
9	-	-
10	30.8	25.0
Average Rating	7.77	6.25

Table E5.Malagasy and USA; Malagasy Culture

Rating	Malagasy Percent	USA Percent
1	30.8	75.0
2	30.8	25.0
3	15.4	-
4	-	-
5	7.7	-
6	-	-
7	-	-
8	-	-
9	7.7	-
10	7.7	-
Average Rating	3.23	1.25

Table 6E. Malagasy and USA; Other

Rating	Malagasy Percent	USA Percent
1	46.2	25.0
2	7.7	-
3	7.7	25.0
4	15.4	-
5	15.4	-
6	-	50.0
7	-	-
8	-	-
9	7.7	-
10	-	-
Average Rating	2.98	4.00

Table E7. Subtopics; Malagasy and USA

Topics	Subtopics	Malagasy	USA
Tourism	Giving directions to a location	3.31	1.50
	Taking reservations	2.35	3.00
	Reading a map	2.94	2.25
Farming & Environment	Names of local plants	2.35	1.75
	Daily weather	2.41	1.25
	Weather related problems	3.06	2.00
	Planting and harvesting crops	2.35	1.00
Technology and Math	Internet/computer use	3.65	3.00
	Well building/installation	1.82	1.25
	Outhouse building/installation	1.88	2.00
Business	Budgeting money	2.06	1.75
	Buying and Selling goods/services	3.53	3.50
Health	Nutrition and hygiene	3.00	2.50
	Sex education	2.56	3.00
	Family planning	1.88	2.75
Education	Taking the Baccalaureate	3.18	3.25
	Applying to higher education	3.18	3.25
Malagasy Cultures	Malagasy history and traditions	2.47	1.25
	Malagasy religions	1.82	1.00
	Malagasy *fadys*	1.94	1.50
World Cultures	Myths and science fiction from other cultures	1.59	1.50
	History & traditions of other cultures	2.47	2.25
	World religions	2.00	2.50
	Fadys of other cultures	1.94	1.75
	Literature from other cultures	2.29	3.00
Job Skills	Answering "help wanted" ads	2.53	2.50
	Job interviewing	3.53	3.25
	Communication at work	3.47	2.50
Other	Describing family relations	2.59	1.25
	Reading current news	3.35	2.75
	Making crafts	2.18	1.00
	Other	3.33	-

Table E8. Malagasy and USA; Giving Directions to a Location

Answer Options	Malagasy	USA	Rating Average
not important	1	2	
somewhat important	-	2	
important	8	-	
very important	7	-	
Average rating	3.31	1.50	2.95

Table E9. Malagasy and USA; Daily Weather

Answer Options	Malagasy	USA	Rating Average
not important	5	3	
somewhat important	4	1	
important	4	-	
very important	4	-	
Average rating	2.41	1.25	2.19

Table E10. Malagasy and USA; Weather Related Problems

Answer Options	Malagasy	USA	Rating Average
not important	1	1	
somewhat important	3	2	
important	7	1	
very important	6	-	
Average rating	3.06	2.00	2.86

Table E11. Malagasy and USA; Planting and Harvesting Crops

Answer Options	Malagasy	USA	Rating Average
not important	5	4	
somewhat important	5	-	
important	3	-	
very important	4	-	
Average rating	2.35	1.00	2.10

Table E12. Malagasy and USA; Malagasy History and Traditions

Answer Options	Malagasy	USA	Rating Average
not important	6	3	
somewhat important	3	1	
important	2	-	
very important	6	-	
Average rating	2.47	1.25	2.24

Table E13. Malagasy and USA; Describing Family Relations

Answer Options	Malagasy	USA	Rating Average
not important	5	3	
somewhat important	2	1	
important	5	-	
very important	5	-	
Average rating	2.59	1.25	2.33

Table E14. Malagasy and USA; Making Crafts

Answer Options	Malagasy	USA	Rating Average
not important	4	4	
somewhat important	7	-	
important	5	-	
very important	1	-	
Average rating	2.18	1.00	1.95

Table E15. Malagasy and USA; Other

Answer Options	Malagasy	USA	Rating Average
not important	-	-	
somewhat important	-	-	
important	2	-	
very important	1	-	
Average rating	3.33	-	3.33

APPENDIX F

Urban and Rural Results

Table F1. Demographics; Urban and Rural

Table F2. Urban and Rural; Technology & Math Rating

Table F3. Urban and Rural; Malagasy Culture Rating

Table F4. Subtopics; Urban and Rural

Table F5. Urban and Rural; Names of Local Plants

Table F6. Urban and Rural; Budgeting Money

Table F7. Urban and Rural; Malagasy History & Traditions

Table F8. Urban and Rural; Malagasy Religions

Table F9. Urban and Rural; Malagasy *Fadys*

Table F10. Urban and Rural; World Religions

Table F11. Urban and Rural; Answering “Help Wanted” Ads

Table F1. Demographics; Urban and Rural

	Urban		Rural	
Nationality	Percent	No. Resp.	Percent	No. Resp.
Malagasy	88.9	8	72.7	8
USA	11.1	1	27.3	3
No. of Years Teaching				
1-5 years	25.0	2	70.0	7
5-10 years	37.5	3	10.0	1
10+ years	37.5	3	20.0	2
Have you lived outside of Madagascar				
Yes	22.2	2	27.3	3
No	77.8	7	72.7	8
Have you taught outside of Madagascar				
Yes	11.1	1	18.2	2
No	88.9	8	81.8	9
Are there foreign teachers at your school				
Yes	28.6	2	9.1	1
No	71.4	5	90.9	10
Why do your students study English				
To pass the BAC	66.7	6	77.8	7
To go abroad	33.3	3	11.1	1
To talk with foreigners in Madagascar	44.4	4	33.3	3
Other	44.4	4	33.3	3
Where will your students use English the most				
In Madagascar	77.8	7	81.8	9
Outside Madagascar	22.2	2	-	-
Other	-	-	18.2	2

Table F2. Urban and Rural; Technology & Math Rating

Rating	Urban Percent	Rural Percent
1	37.5	-
2	-	-
3	-	11.1
4	12.5	-
5	12.5	11.1
6	12.5	33.3
7	12.5	-
8	12.5	22.2
9	-	22.2
10	-	-
Average Rating	4.13	6.67

Table F3. Urban and Rural; Malagasy Culture Rating

Rating	Urban Percent	Rural Percent
1	25.0	55.6
2	25.0	33.3
3	12.5	11.1
4	-	-
5	12.5	-
6	-	-
7	-	-
8	-	-
9	12.5	-
10	12.5	-
Average Rating	4.13	1.56

Table F4. Subtopics; Urban and Rural

Topics	Subtopics	Urban	Rural
Tourism	Giving directions to a location	3.38	2.55
	Taking reservations	2.78	2.09
	Reading a map	3.22	2.45
Farming and Environment	Names of local plants	2.89	1.73
	Daily weather	2.33	1.91
	Weather related problems	3.22	2.55
	Planting and harvesting crops	2.22	1.82
Technology and Math	Internet/computer use	3.56	3.45
	Well building/installation	2.00	1.27
	Outhouse building/installation	2.33	1.55
Business	Budgeting money	2.56	1.55
	Buying and Selling goods/services	3.78	3.27
Health	Nutrition and hygiene	3.00	2.73
	Sex education	2.56	2.60
	Family planning	2.11	1.82
Education	Taking the Baccalaureate	3.22	3.09
	Applying to higher education	3.22	3.09
Malagasy Cultures	Malagasy history and traditions	2.78	1.64
	Malagasy religions	2.33	1.09
	Malagasy *fadys*	2.44	1.18
World Cultures	Myths and science fiction from other cultures	1.78	1.36
	History and traditions of other cultures	2.67	2.09
	World religions	2.56	1.64
	Fadys of other cultures	2.22	1.55
	Literature from other cultures	2.56	2.27
Job Skills	Answering "help wanted" ads	2.89	2.09
	Job interviewing	3.78	3.18
	Communication at work	3.44	3.09
Other	Describing family relations	2.44	2.09
	Reading current news	3.33	3.09
	Making crafts	2.22	1.73
	Other	3.50	3.00

Table F5. Urban and Rural; Names of Local Plants

Answer Options	urban	rural	Rating Average
not important	-	6	
somewhat important	4	3	
important	2	1	
very important	3	1	
Average rating	2.89	1.73	2.25

Table F6. Urban and Rural; Budgeting Money

Answer Options	urban	rural	Rating Average
not important	2	6	
somewhat important	2	4	
Important	3	1	
very important	2	-	
Average rating	2.56	1.55	2.00

Table F7. Urban and Rural; Malagasy History & Traditions

Answer Options	urban	rural	Rating Average
not important	2	7	
somewhat important	2	2	
important	1	1	
very important	4	1	
Average rating	2.78	1.64	2.15

F8. Urban and Rural; Malagasy Religions

Answer Options	urban	rural	Rating Average
not important	3	10	
somewhat important	2	1	
important	2	-	
very important	2	-	
Average rating	2.33	1.09	1.65

Table F9. Urban and Rural; Malagasy *Fadys*

Answer Options	urban	rural	Rating Average
not important	2	9	
somewhat important	3	2	
important	2	-	
very important	2	-	
Average rating	2.44	1.18	1.75

Table F10. Urban and Rural; World Religions

Answer Options	urban	rural	Rating Average
not important	1	5	
somewhat important	4	5	
important	2	1	
very important	2	-	
Average rating	2.56	1.64	2.05

Table F11. Urban and Rural; Answering “Help Wanted” Ads

Answer Options	urban	rural	Rating Average
not important	2	2	
somewhat important	1	6	
important	2	3	
very important	4	-	
Average rating	2.89	2.09	2.45

APPENDIX G

Memo to the Ministry of Education

TO: Ministry of Education
FROM: Susan Williams
DATE: October 22, 2012
SUBJECT: My research on English Education in Madagascar

As a requirement of my master's degree in English as a Second Language at Hamline University in Minnesota, USA, I have completed a research project inspired by my Peace Corps service in Madagascar.
My study consisted of a survey involving twenty-one primary and secondary school English teachers in Madagascar in order to gather information about the relevancy of English curriculum topics in students' lives.

The results point to the addition of topics, relevant to students' lives and the development of the country, in the English curriculum. These topics include:

- Job Skills,
- Tourism,
- Business,
- Taking the BAC,
- Applying to University
- Internet/Computer Use
- Malagasy Culture

For further details about these topics and the importance of including them in the English curriculum please refer to my study which is included with this memo.

I hope that the information from this study can help to inform English curriculum design and inspire further research in education for Madagascar.

Please feel free to contact me with any questions or comments at swilliams09@hamlineuniversity.edu

Misaotra Betsaka!

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