



Appendix J: Descriptive statistics for Chichewa reading test

Malawi - Descriptive Statistics for total score in Chichewa

YEAR	SCHOOL	SEX	N	MEAN	SD	MAX	MIN	MEDIAN
3	M	B	18	25.5000	8.8667	41	13	23.0
3	M	G	21	18.2857	8.3913	39	7	16.0
3	N	B	17	11.7647	4.7240	21	5	12.0
3	N	G	17	6.9412	7.992	18	1	7.0
3	P	B	17	22.2941	8.6369	43	13	19.0
3	P	G	17	17.1765	6.6260	30	6	16.0
3	S	B	20	16.9000	6.4637	29	7	16.0
3	S	G	20	11.5500	6.3534	32	4	10.5
3	W	B	11	15.3636	5.8185	22	7	17.0
3	W	G	11	13.9091	5.9574	23	5	15.0
4	M	B	20	29.9000	8.7413	51	15	29.0
4	M	G	19	35.1053	9.8877	52	18	33.0
4	N	B	16	18.8125	8.8410	32	7	18.0
4	N	G	19	20.8947	9.5155	42	8	21.0

4	P	B	16	31.1250	10.6701	48	14	30.0
4	P	G	13	25.2308	10.5921	40	8	26.0
4	S	B	14	36.0714	6.0823	47	26	37.5
4	S	G	16	33.4375	9.1358	48	16	34.5
4	W	B	10	32.6000	4.6236	40	25	31.5
4	W	G	10	30.3000	5.5187	40	23	29.5
6	M	B	21	45.9524	7.5265	56	30	48.0
6	M	G	21	47.1429	6.4829	58	37	47.0
6	N	B	14	38.0000	9.5434	55	23	39.0
6	N	G	11	43.3636	9.2225	57	27	42.0
6	P	B	22	42.6818	9.4787	58	24	42.0
6	P	G	13	47.2308	8.7193	58	22	50.0
6	S	B	22	47.8182	6.9941	58	28	49.0
6	S	G	18	48.1667	6.9557	58	33	49.5
6	W	B	13	49.8462	6.0394	59	40	50.0
6	W	G	3	43.3333	6.1101	50	38	42.0

YEAR	SCHOOL	N	MEAN	SD	MAX	MIN	MEDIAN
3	M	39	21.6154	9.2469	41	7	20.0
3	N	34	9.3529	4.8797	21	1	8.0
3	P	34	19.7353	8.0125	43	6	18.0
3	S	40	14.2250	6.8817	32	4	13.0

3	W	22	14.6364	5.7945	23	5	15.0
4	M	39	32.4359	9.5636	52	15	31.0
4	N	35	19.9429	9.1393	42	7	21.0
4	P	29	28.4828	10.8615	48	8	29.0
4	S	30	34.6667	7.8448	48	16	37.0
4	W	20	31.4500	5.0936	40	23	31.0
6	M	42	46.5476	6.9640	58	30	47.5
6	N	25	40.3600	9.5998	57	23	41.0
6	P	35	44.3714	9.3434	58	22	47.0
6	S	40	47.9750	6.8892	58	28	49.0
6	W	16	48.6250	6.4070	59	38	49.0

YEAR	SCHOOL	N	MEAN	SD	MAX	MIN	MEDIAN
3	B	83	18.6145	8.6078	43	5	18
3	G	86	13.6977	7.6544	39	1	13
4	B	76	29.3158	10.0508	51	7	30
4	G	77	28.9610	10.7207	52	8	28
6	B	92	44.9565	8.7529	59	23	47
6	G	66	46.6364	7.5481	58	22	48

YEAR	N	MEAN	SD	MAX	MIN	MEDIAN
3	169	16.1124	8.4786	43	1	15

4	153	29.1373	10.3606	52	7	29
6	158	45.6582	8.2876	59	22	47

Malawi - Descriptive Statistics for score on items 1-20 in Chichewa

YEAR	SCHOOL	SEX	N	MEAN	SD	MAX	MIN	MEDIAN
3	M	B	18	14.5556	2.91492	20	9	15.0
3	M	G	21	11.4286	3.96953	19	6	10.0
3	N	B	17	9.6471	3.37159	17	4	10.0
3	N	G	17	6.5294	3.28096	16	1	7.0
3	P	B	17	13.2353	3.78367	20	8	14.0
3	P	G	17	10.7059	3.53137	18	5	11.0
3	S	B	20	13.6500	3.97724	20	6	13.0
3	S	G	20	9.7000	4.15616	19	3	9.0
3	W	B	11	10.0000	3.97492	15	3	11.0
3	W	G	11	8.6364	4.31909	16	2	9.0
4	M	B	20	15.5000	3.33246	20	10	15.0
4	M	G	19	16.2105	2.89787	20	11	16.0
4	N	B	16	11.8125	4.08605	18	6	13.5
4	N	G	19	12.4211	4.37564	19	2	13.0
4	P	B	16	15.4375	3.36588	20	10	15.5
4	P	G	13	13.5385	4.29370	20	7	14.0
4	S	B	14	17.0714	2.33582	19	10	18.0

4	S	G	16	15.2500	3.67877	19	6	16.0
4	W	B	10	16.9000	1.59513	19	14	17.5
4	W	G	10	15.0000	1.69967	17	11	15.0
6	M	B	21	18.6190	1.56449	20	15	19.0
6	M	G	21	18.5714	1.71963	20	14	19.0
6	N	B	14	16.5714	2.47182	20	12	16.5
6	N	G	11	18.0909	1.51357	20	16	18.0
6	P	B	22	18.4545	2.04071	20	14	19.5
6	P	G	13	17.9231	2.32600	20	11	18.0
6	S	B	22	18.4545	1.84461	20	14	18.5
6	S	G	18	19.0000	1.08465	20	17	19.0
6	W	B	13	18.3077	2.01596	20	14	19.0
6	W	G	3	17.6667	2.30940	19	15	19.0

YEAR	SCHOOL	N	MEAN	SD	MAX	MIN	MEDIAN
3	M	39	12.8718	3.81948	20	6	13.0
3	N	34	8.0882	3.63791	17	1	7.5
3	P	34	11.9706	3.82563	20	5	12.0
3	S	40	11.6750	4.48580	20	3	11.0
3	W	22	9.3182	4.11022	16	2	9.5
4	M	39	15.8462	3.10804	20	10	16.0
4	N	35	12.1429	4.19483	19	2	13.0

4	P	29	14.5862	3.85929	20	7	15.0
4	S	30	16.1000	3.20936	19	6	17.5
4	W	20	15.9500	1.87715	19	11	16.0
6	M	42	18.5952	1.62390	20	14	19.0
6	N	25	17.2400	2.20378	20	12	17.0
6	P	35	18.2571	2.13297	20	11	19.0
6	S	40	18.7000	1.55580	20	14	19.0
6	W	16	18.1875	2.00728	20	14	19.0

YEAR	SCHOOL	N	MEAN	SD	MAX	MIN	MEDIAN
3	B	83	12.4578	4.03128	20	3	13
3	G	86	9.5581	4.14900	19	1	9
4	B	76	15.1842	3.63212	20	6	16
4	G	77	14.4675	3.81681	20	2	15
6	B	92	18.1848	2.04310	20	12	19
6	G	66	18.4394	1.71086	20	11	19

YEAR	N	MEAN	SD	MAX	MIN	MEDIAN
3	169	10.9822	4.33078	20	1	11
4	153	14.8235	3.73130	20	2	15
6	158	18.2911	1.90976	20	11	19

Malawi - Descriptive Statistics for score on items 21-40 in Chichewa

YEAR	SCHOOL	SEX	N	MEAN	SD	MAX	MIN	MEDIAN
3	M	B	18	7.2222	4.34613	16	0	6.5
3	M	G	21	5.0476	3.00793	13	1	5.0
3	N	B	17	2.1176	2.23278	7	0	1.0
3	N	G	17	0.4118	0.71229	2	0	0.0
3	P	B	17	6.2941	3.68722	15	0	6.0
3	P	G	17	4.7059	2.64019	10	1	5.0
3	S	B	20	2.6500	3.75955	13	0	0.5
3	S	G	20	1.8500	3.09966	14	0	1.0
3	W	B	11	5.0000	3.76829	11	0	6.0
3	W	G	11	5.0000	3.28634	9	1	4.0
4	M	B	20	8.9500	4.01936	15	1	10.0
4	M	G	19	11.1053	4.02623	17	4	12.0
4	N	B	16	6.6250	5.26466	16	0	6.0
4	N	G	19	5.6842	4.57108	15	0	6.0
4	P	B	16	8.5000	4.39697	14	0	9.5
4	P	G	13	7.2308	4.58537	16	0	7.0
4	S	B	14	11.1429	2.87849	15	4	12.0
4	S	G	16	8.8750	3.72156	15	1	8.5
4	W	B	10	9.1000	4.43346	14	0	11.0
4	W	G	10	8.4000	3.65756	13	1	8.5

6	M	B	21	15.0000	3.98748	20	1	16.0
6	M	G	21	14.7143	3.70328	20	9	16.0
6	N	B	14	11.2143	4.69334	19	2	12.0
6	N	G	11	13.0909	4.57066	18	3	14.0
6	P	B	22	14.2273	3.29403	20	7	15.0
6	P	G	13	15.6154	4.48216	20	2	17.0
6	S	B	22	14.8636	3.05965	20	6	15.0
6	S	G	18	14.5556	3.50163	19	8	14.5
6	W	B	13	16.6923	2.28709	20	13	17.0
6	W	G	3	14.6667	3.05505	18	12	14.0

YEAR	SCHOOL	N	MEAN	SD	MAX	MIN	MEDIAN
3	M	39	6.0513	3.79715	16	0	6.0
3	N	34	1.2647	1.84734	7	0	1.0
3	P	34	5.5000	3.25902	15	0	5.0
3	S	40	2.2500	3.42502	14	0	1.0
3	W	22	5.0000	3.45033	11	0	5.0
4	M	39	10.0000	4.11672	17	1	11.0
4	N	35	6.1143	4.84933	16	0	6.0
4	P	29	7.9310	4.44756	16	0	8.0
4	S	30	9.9333	3.49318	15	1	10.5
4	W	20	8.7500	3.97194	14	0	10.0

6	M	42	14.8571	3.80354	20	1	16.0
6	N	25	12.0400	4.64112	19	2	13.0
6	P	35	14.7429	3.77564	20	2	15.0
6	S	40	14.7250	3.22639	20	6	15.0
6	W	16	16.3125	2.46897	20	12	16.5

YEAR	SCHOOL	N	MEAN	SD	MAX	MIN	MEDIAN
3	B	83	4.5904	4.10840	16	0	4
3	G	86	3.140	3.26212	14	0	2
4	B	76	8.7895	4.40096	16	0	10
4	G	77	8.2987	4.51333	17	0	8
6	B	92	14.4457	3.80100	20	1	15
6	G	66	14.5758	3.90290	20	2	15

YEAR	N	MEAN	SD	MAX	MIN	MEDIAN
3	169	3.9408	3.74596	16	0	3
4	153	8.5425	4.45000	17	0	9
6	158	14.5000	3.83206	20	1	15

Malawi - Descriptive Statistics for score on items 41-60 in Chichewa

YEAR	SCHOOL	SEX	N	MEAN	SD	MAX	MIN	MEDIAN
3	M	B	18	3.7222	3.99714	12	0	3.0

3	M	G	21	1.8095	2.78602	10	0	0.0
3	N	B	17	0.0000	0.00000	0	0	0.0
3	N	G	17	0.0000	0.00000	0	0	0.0
3	P	B	17	2.7647	3.11307	9	0	1.0
3	P	G	17	1.7647	3.05224	10	0	0.0
3	S	B	20	0.6000	2.03651	9	0	0.0
3	S	G	20	0.0000	0.00000	0	0	0.0
3	W	B	11	0.3636	1.20605	4	0	0.0
3	W	G	11	0.2727	0.64667	2	0	0.0
4	M	B	20	5.4500	4.62800	17	0	5.0
4	M	G	19	7.7895	5.34976	16	0	9.0
4	N	B	16	0.3750	0.71880	2	0	0.0
4	N	G	19	2.7895	3.73540	13	0	2.0
4	P	B	16	7.1875	5.50417	15	0	6.0
4	P	G	13	4.4615	3.59665	12	0	4.0
4	S	B	14	7.8571	3.37085	13	2	8.0
4	S	G	16	9.3125	3.40037	15	3	9.0
4	W	B	10	6.6000	6.13188	16	0	5.0
4	W	G	10	6.9000	5.25885	15	0	6.0
6	M	B	21	12.3333	4.05380	19	1	14.0
6	M	G	21	13.8571	2.59395	19	9	13.0
6	N	B	14	10.2143	5.05628	18	1	9.5

6	N	G	11	12.1818	4.04520	19	6	11.0
6	P	B	22	10.0000	6.00793	19	0	11.0
6	P	G	13	13.6923	3.88125	18	5	14.0
6	S	B	22	14.5000	4.25105	19	5	16.5
6	S	G	18	14.6111	4.01671	19	5	16.0
6	W	B	13	14.8462	3.60199	19	7	16.0
6	W	G	3	11.0000	3.46410	13	7	13.0

YEAR	SCHOOL	N	MEAN	SD	MAX	MIN	MEDIAN
3	M	39	2.6923	3.48798	12	0	1.0
3	N	34	0.0000	0.00000	0	0	0.0
3	P	34	2.2647	3.07787	10	0	0.0
3	S	40	0.3000	1.45355	9	0	0.0
3	W	22	0.3182	0.94548	4	0	0.0
4	M	39	6.5897	5.06649	17	0	5.0
4	N	35	1.6857	3.01732	13	0	0.0
4	P	29	5.9655	4.86594	15	0	6.0
4	S	30	8.6333	3.40874	15	2	8.0
4	W	20	6.7500	5.56185	16	0	5.0
6	M	42	13.0952	3.44864	19	1	13.5
6	N	25	11.0800	4.65403	19	1	11.0
6	P	35	11.3714	5.55764	19	0	12.0
6	S	40	14.5500	4.09471	19	5	16.0

6	W	16	14.1250	3.79254	19	7	14.0
---	---	----	---------	---------	----	---	------

YEAR	SCHOOL	N	MEAN	SD	MAX	MIN	MEDIAN
3	B	83	1.5663	2.93088	12	0	0
3	G	86	0.8256	2.09308	10	0	0
4	B	76	5.3421	5.04527	17	0	5
4	G	77	6.1948	4.88294	16	0	6
6	B	92	12.3261	5.05162	19	0	13
6	G	66	13.6212	3.59386	19	5	14

YEAR	N	MEAN	SD	MAX	MIN	MEDIAN
3	169	1.1893	2.55876	12	0	0
4	153	5.7712	4.96633	17	0	5
6	158	12.8671	4.53311	19	0	14



Home"" """"> [ar](#).[cn](#).[de](#).[en](#).[es](#).[fr](#).[id](#).[it](#).[ph](#).[po](#).[ru](#).[sw](#)



Appendix K: Significance testing (english (word find) and chichewa tests)

The following results estimate the effects on test score of a number of different factors:- urban or rural school (URBAN), sex of child (SEX), standard or school year (YEAR) and, for the Chichewa test, whether Chichewa was the home language of the child (HOMEL). When analysing test scores in English the last of these variables (HOMEL) is inappropriate and is not included in the analysis.

Variable Codes

Variable Categories		Codes
YEAR	3	3 4 6
SCHOOL	5	M N P S W
SEX	2	B (boy) G (girl)
URBAN	2	R (rural) U (urban)
HOMEL	2	H (home language Chichewa) X (home language not Chichewa)

The data in this study has a hierarchical structure, children within classes within schools, and this complicates the form of the analysis required. Each level in the hierarchy has its own degree of random variation which has to be taken into account. For example, a class may have a particularly good (or bad) teacher with the result that the scores of all the children in the class are better (or worse) than expected. This extra variation is over and above the usual child-to-child variation in scores. When comparing class types, i.e. years 3, 4 and 6, the extra variation should be estimated and taken into account, otherwise the differences between the years will be found to be more significant than they really should be. Similarly at the school level, when comparing urban and rural schools, the variation

between schools needs to be used. The procedure MIXED in the computer package SAS is designed to deal with this type of data and has been used to produce the analyses.

Three sets of results are provided for each analysis:

- 1) estimates of variance parameters - these are the estimated values for the random sources of variation described above, child, class and school.
- 2) estimates of fixed effects - these are the estimates of the effects of the factors listed above (year, sex, urban/rural). Since the analysis is concerned with differences due to the different categories in the factors then one category is taken as the base line and the difference between this and all other categories is presented, (eg for the factor "YEAR" the base line category is Year 6 at 0.0000 compared to which Year 4 gets -13.9642 or 13.9642 fewer marks than Year 6). In addition to the estimated effects an overall test of whether the factor has a significant effect is given.
- 3) least squares means - these are adjusted mean scores for each of the factors examined. Adjustment is made for all other factors in the analysis. Thus the least squares means for urban and rural schools are the scores to be expected in such schools if each class had the same number of pupils and equal numbers of boys and girls.

Significance Tests: Results

Section 1: English Word Find Test Scores.

Variance Parameter Estimates (REML)

Parameter	Ratio	Estimate	Std Error	Z	P
SCHOOL	0.2917	12.7289	12.1475	1.05	0.2947
CLASS	0.1088	4.7496	3.1947	1.49	0.1371
Residual	1.0000	43.6297	2.8664	15.22	0.0000

Estimates for Fixed Effects

Parameter	Estimate	Std Error	DF	T Value	P
INTERCEPT	29.8865	2.8786	464	10.38	0.0000
YEAR 3	-21.1943	1.5731	464	-13.47	0.0000
YEAR 4	-13.9642	1.5823	464	- 8.83	0.0000
YEAR 6	0.0000				
SEX B	1.9532	0.6088	464	3.21	0.0014
SEX G	0.0000				
URBAN R	- 3.3313	3.5080	464	- 0.95	0.3428
URBAN U	0.0000				

Tests of Fixed Effects

Source	NDF	DDF	Type III F	Pr>F
YEAR	2	8	93.49	0.0000
SEX	1	464	10.29	0.0014
URBAN	1	3	0.90	0.4124

Least Squares Means

Level	LSMEAN	Std Error	DF
YEAR 3	8.0031	1.9701	464
YEAR 4	15.2332	1.9777	464
YEAR 6	29.1975	1.9792	464
SEX B	18.4545	1.7774	464
SEX G	16.5013	1.7830	464
URBAN R	15.8122	2.2267	464
URBAN U	19.1436	2.7106	464

Section 2. Chichewa Reading Test Scores

Variance Parameter Estimates (REML)

Parameter	Ratio	Estimate	Std Error	Z	P
SCHOOL	0.1763	11.4064	11.9210	0.96	0.3387
CLASS	0.1065	6.8892	4.4594	1.54	0.1224
Residual	1.0000	64.6705	4.2491	15.22	0.0000

Estimates for Fixed Effects

Parameter	Estimate	Std Error	DF	T Value	P
INTERCEPT	46.1624	3.0734	463	15.02	0.0000
YEAR 3	-29.1630	1.9062	463	-15.30	0.0000
YEAR 4	-15.8494	1.9131	463	-8.28	0.0000

YEAR 6 0.0000

SEX B	1.2517	0.7425	463	1.69	0,0925
SEX G	0.0000				
URBAN R	-4.6889	3.4665	463	-1.35	0.1768
URBAN U	0.0000				
HOMEL H	1.3956	1.1562	463	1.21	0.2280
HOMEL X	0.0000				

Tests of Fixed Effects

Source	NDF	DDF	Type III F	Pr>F
YEAR	2	8	117.21	0.0000
SEX	1	463	2.84	0.0925
URBAN	1	3	1.83	0.2691
HOME L	1	463	1.46	0.2280

Least Squares Means

Level	LSMEAN	Std Error	DF
YEAR 3	15.9785	2.0705	463
YEAR 4	29.2921	2.0929	463
YEAR 6	45.1416	2.1163	463
SEX B	30.7633	1.8205	463
SEX G	29.5115	1.8182	463
URBAN R	27.7929	2.2607	463
URBAN U	32.4819	2.6911	463

HOMEL H	30.8353	1.7377	463
HOMEL X	29.4396	1.9982	463



Home"" """"> [ar.cn.de.en.es.fr.id.it.ph.po.ru.sw](#)



Appendix L: Read aloud score sheets by school

Key to abbreviations:

B: boy number
G: girl number
Pass 1: Passage 1
Ques 1: Question 1
T: test terminated at this point
na: question not asked

Assessment of Overall Reading of Passages: key to numbers:

2 = clearly comprehensible; has read aloud adequately
1 = incomprehensible in places; could not read aloud everything

0 = experienced severe problems

Assessment of Answers to Comprehension Questions: key to numbers:

2 = clear evidence of comprehension

1 = partial evidence of comprehension

0 = no evidence of comprehension

It should be recalled that the marking of this test is impressionistic, rather than strictly objective.

School S (Urban)

School M

	Standard 3		Standard 4		Standard 6							
	B	B	G	G	B	B	G	G	B	B	G	G
Pass 1	2	2	2	2	2	2	2	2	2	2	2	2
Ques 1	2	2	2	2	2	2	2	2	2	2	2	2
Ques 2	2	2	2	2	2	2	2	2	2	2	2	2
Pass 2	2	2	2	2	2	2	2	2	2	2	2	2
Ques 1	2	2	2	2	2	2	2	2	2	2	2	2
Ques 2	1	2	1	2	2	2	2	1	2	2	2	2
Ques 3	2	2	2	1	2	2	2	2	2	2	2	2
Pass 3	2	2	1	2	2	2	2	2	2	2	2	2
Ques 1	2	2	2	2	2	2	2	2	2	2	2	2

Ques 2 0 2 2 0 2 2 0 2 2 2 2 0
Ques 3 0 0 0 0 2 2 0 1 2 2 2 0
Pass 4 2 2 2 1 2 2 2 2 2 2 2 2
Ques 1 0 2 2 2 2 2 2 2 2 2 2 2
Ques 2 na 2 2 0 2 2 2 2 2 2 2 2
Ques 3 0 2 2 2 2 1 2 2 2 2 2 2
Ques 4 0 2 2 2 2 0 1 2 2 2 2 2
Pass 5 1 1 0 1 1 2 2 2 2 2 2 2

T

Ques 1 2 2 0 2 1 1 2 0 2 2 2
Ques 2 na 2 0 2 2 1 1 0 2 2 2
Ques 3 0 0 0 3 0 0 2 2 2 2 2
Ques 4 na 0 T na na na 2 2 2 2 1
Ques 5 0 na 0 2 1 2 2 2 2 2
Ques 6 T 2 2 0 2 2 2 0 2 0

School N

Standard 3 Standard 4 Standard 6

G B G G B B G G B B G G

Pass 1 2 2 1 2 2 2 2 2 2 2 2 2
Ques 1 2 2 2 2 2 2 2 2 2 2 2 2
Ques 2 2 na 0 0 2 2 2 0 2 2 2 2
Pass 2 2 2 1 2 2 2 2 1 2 2 2 2

Ques 1	2	0	2	0	2	2	2	0	2	2	2	2
Ques 2	1	0	2	0	2	2	2	0	2	0	2	2
Ques 3	2	0	2	2	2	0	2	2	2	2	2	2
Pass 3	2	2	0	1	2	2	2	1	2	2	2	2
			T									
Ques 1	2	0		2	2	2	2	2	2	2	2	2
Ques 2	2	na		0	0	0	0	0	2	0	2	0
Ques 3	0	0		0	0	0	0	0	0	0	1	0
		T						T				
Pass 4	1			2	2	2	2		2	2	2	2
Ques 1	0			0	0	0	1		2	0	2	2
Ques 2	T			0	0	0	2		2	na	2	2
Ques 3			T	0	0	1			0	2	2	2
Ques 4				0	0	0			0	0	1	2
Pass 5				1	2	1			2	2	2	2
Ques 1				1	2	0			2	0	2	2
Ques 2				0	0	0			2	na	1	na
Ques 3				T	0	T			2	0	1	2
Ques 4					0				na	na	na	na
Ques 5					1				2	1	2	2
Ques 6					0				0	0	0	2

School P

	Standard 3				Standard 4				Standard 6			
	B	B	G	G	B	B	G	G	B	B	G	G
Pass 1	2	2	1	2	2	2	2	2	2	2	2	2
Ques 1	2	2	0	2	2	2	2	2	2	2	2	2
Ques 2	2	2	0	2	2	0	2	1	2	2	2	2
Pass 2	2	2	1	2	2	2	2	2	2	2	2	2
Ques 1	2	2	1	2	2	2	2	2	2	2	2	2
Ques 2	1	2	0	0	2	0	1	2	2	2	2	2
Ques 3	0	2	0	0	2	0	2	2	2	2	2	2
			T									
Pass 3	2	1		1	2	2	2	2	2	2	2	2
Ques 1	2	2		2	2	0	2	2	2	2	2	2
Ques 2	0	1		0	2	0	0	0	2	0	0	2
Ques 3	0	0		0	1	0	0	0	2	2	0	2
		T				T						
Pass 4		1		1	1		2	1	2	2	2	2
Ques 1		0		0	1		1	2	2	2	0	1
Ques 2		0		na	1		2	0	2	2	0	2
Ques 3		0		na	2		1	0	2	2	2	2
Ques 4		0		0	0		0	0	2	2	0	2
			T			T						
Pass 5							1		2	2	2	2
Ques 1							2		2	0	1	0

Ques 2	0	2	na	1	0
Ques 3	0	2	2	0	2
Ques 4	1	na	2	0	na
Ques 5	1	2	2	1	2
Ques 6	1	2	2	0	1

School W

	Standard 3				Standard 4				Standard 6			
	B	B	G	G	B	B	G	G	B	B	G	G
Pass 1	2	2	1	2	2	2	2	2	2	2	2	2
Ques 1	2	2	0	0	2	2	2	2	2	2	2	2
Ques 2	2	0	1	0	2	0	0	2	2	2	2	2
Pass 2	2	2	1	2	2	2	1	2	2	2	2	2
Ques 1	2	2	2	2	2	2	2	2	2	2	2	1
Ques 2	1	0	0	0	0	2	1	0	2	2	0	2
Ques 3	2	0	1	2	2	2	2	2	2	2	2	0
			T									
Pass 3	2	2		1	2	2	1	2	2	2	2	2
Ques 1	2	2		2	2	2	2	2	2	2	2	2
Ques 2	0	0		0	0	2	0	0	2	2	0	0
Ques 3	0	0		0	0	0	0	0	2	0	0	0
	T	T		T	T		T	T				
Pass 4					1				2	2	2	2

Ques 1	2	2	2	0	2
Ques 2	7	2	2	0	2
Ques 3	0	2	2	2	1
Ques 4	0	2	2	0	0
	T			T	T
Pass 5		2	2		
Ques 1		0	1		
Ques 2		na	na		
Ques 3		2	0		
Ques 4		na	na		
Ques 5		2	2		
Ques 6		2	2		



Home > [ar.cn.de.en.es.fr.id.it.ph.po.ru.sw](#)



Acknowledgements

I should like to thank the ODA, and the Ministry of Education and Culture, Malawi, for

having provided me with the opportunity to carry out the research for this project.

I should like to thank the following personally for all their help and encouragement: Professor John Chapman, Philip Chibwana, Moira Chimombo, Cecilia Cruz, Myra Harrison, Hannock Mateche, Hartford Mchazime, Criston Moyo, Professor Bridie Raban, Malcolm Seath.

I am grateful to my Reading University colleagues for their support especially Ron White, Don Porter and Pauline Robinson of the Centre for Applied Language Studies, and Professor David Wilkins of the Department of Linguistic Science, who first brought the project to my notice. I benefited from the cooperation of Dr Vivian Edwards and her colleagues at the Reading and Language Information Centre and I owe a great debt to Dr Andy Scott of the Department of Applied Statistics. I am grateful to Maisoon Rehani (ODA, London) help with the proof reading, and Cecilia Cruz (ODA, Lilongwe) for arranging transport. I must especially thank my wife, Dr Ann Williams, who did the drawings for the tests and also managed the family and her job during my field trips.

Finally, thanks are also due to all the headteachers, teachers and pupils in Malawi whose schools I visited. They have remained anonymous in this report, but without their kind cooperation in allowing me to observe their classes and administer the tests this project would not have been possible.

ODA - Overseas Development Administration
94 Victoria Street
London SW1E 5JL

ISBN: 0 902500 64 3



Home "" """"> [ar](#).[cn](#).[de](#).[en](#).[es](#).[fr](#).[id](#).[it](#).[ph](#).[po](#).[ru](#).[sw](#)

Report on reading in English in primary schools in Malawi - Education Research Paper No. 04, 1993, 56 p.

Summary and recommendations

1. Introduction: English and primary education in Malawi

2. Malawi: Primary education

2.1 Structure

2.2 General background

2.3 Statistical information

2.4 Teacher training

3. Reading and language learning

3.1 Definition of reading

3.2 Second and foreign language learning

3.3 Learning to read in a foreign language

3.4 The testing of reading

4. Description of the project

- 4.1 Aims of the project
- 4.2 Project timetable outline
- 4.3 The initial field trip
- 4.4 Final test instruments
- 4.5 Sample of schools
- 4.6 Data structure for tests

5. Resources in schools visited

- 5.1 Overall impression
- 5.2 Descriptions of individual schools

6. Approaches to reading in Malawi primary schools

- 6.1 The current syllabus
- 6.2 The new revised syllabus
- 6.3 Time allocation to English
- 6.4 Reading in teacher training colleges
- 6.5 Reading in Chichewa
- 6.6 Observations of reading lessons
- 6.7 Comments on lessons observed

7 Results of English reading test "Word Find" and Chichewa test

- 7.1 The interpretation of results of Word Find
- 7.2 Results by school and year
- 7.3 Subtest scores
- 7.4 Overall comments on word find results

- 7.6 Results of Chichewa reading test, Chewa V.01
- 7.7 Correlation of English test results with Chichewa test results
- 7.8 Significance of Sex, Urban/rural, School Year, And Home Language
- 7.9 Relationship between factors in educational provision and scores

8. The read aloud tests

- 8.1 Procedure
- 8.2 Administration
- 8.3 Describing reading performance
- 8.4 Rationale for the questions
- 8.5 Example of read aloud transcript
- 8.6 Findings of the read aloud testing
- 8.7 Reading aloud: Assessment sheet, School P

9. Testing reading in Malawi primary schools

- 9.1 The Standard 8 primary school leaving certificate
- 9.2 Monitoring reading achievement at national level

10. Conclusion and suggestions for improvements

References and select bibliography

Appendices

Appendix A: Structure of education system, Malawi

Appendix B: Methods of teaching initial reading

Appendix C: The testing of reading abilities

Appendix D: Read aloud test

Appendix E: Word find reading test: Extracts

Appendix F: Extracts from "English in Malawi"

Appendix G: Lesson transcript

Appendix H: Standard 8 primary school leaving certificate examination (extract from 1990 paper)

Appendix I

Appendix J: Descriptive statistics for Chichewa reading test

Appendix K: Significance testing (english (word find) and chichewa tests)

Appendix L: Read aloud score sheets by school

Acknowledgements