

# **Raising English Literacy Levels in Vanuatu Schools**

WARWICK ELLEY, *Educational Consultant, Auckland*

SEREIMA LUMELUME, *University of the South Pacific*

## **ABSTRACT:**

*Children of Vanuatu face an enormous challenge, acquiring literacy in English, or French, as these languages are so rarely spoken outside the school. However, research in other Pacific countries has shown that a “Book Flood” of high-interest, illustrated story books, combined with short teacher-training workshops, has the potential to overcome the twin problems of low motivation and lack of exposure to English language. The methodology has support from Krashen’s theory of comprehensible input, and relies heavily on shared reading and writing, as used in New Zealand schools, but adapted for Pacific conditions.*

*In the first of three studies described in this article, Year 3 and 4 pupils, in Vila schools who had been exposed to such a programme, made large gains on literacy tests, when compared with control groups. In the other two studies, which were organised by the Polytechnics International New Zealand,(PINZ), and funded by NZAID, pupils in rural schools, who were exposed to a similar book-based programme, made literacy gains comparable to those of the urban schools. The mere provision of books without accompanying teacher training was not found to be effective. Implications are drawn for extension of such policies for meeting the Millennium Development Goals of other developing countries.*

**KEYWORDS:** *Literacy; Developing nations; Vanuatu; Educational Aid.*

## **THE LANGUAGE CONTEXT IN VANUATU**

Vanuatu is an independent island nation, situated in the South-West Pacific Ocean. It is home to over 110 different vernacular languages, none of which is spoken by more than about 10,000 people - in a total population of 220,000. Most of these languages have not been transliterated, and those that have a written alphabet, have very few printed resources suitable for schools. In recent years, there have been official moves to introduce pupils to literacy in their mother tongue, but the lack of printed materials, and teachers fluent in these languages have inhibited such moves.

In the meantime, English and/or French have been the main languages of the schools. These languages are taught from the early years, but neither is widely spoken outside the classroom. To increase the amount of exposure to the target language - English or French- the Curriculum Development Centre of the Ministry of Education has, in recent years, developed a series of locally written reading books, known as the *Vanua Readers*. These have been published and distributed to all primary schools, Anglophone and Francophone. They are supplemented in Anglophone schools by a regular supply of New Zealand *School Journals* and *Ready-to-Read* booklets. However, these materials are not yet adequate to meet the needs of children learning in a foreign tongue, and the quality of pupils' reading and writing in both languages leaves much room for improvement. The incentive to learn the new language is fragile for most children, as they already have at least one - and more often two or three - languages to express their needs. Furthermore, the fact that English and French are used so rarely outside the school means that pupils lack both motivation and exposure. These twin problems are faced by thousands of pupils in developing countries around the world, who are expected to acquire literacy in a foreign tongue.

This article describes the impact of three educational aid projects designed to address these twin problems in Vanuatu by means of a "flood" of high-interest illustrated story books, supported by short training workshops for teachers. Such an approach finds support in the theoretical stance of Krashen (1982, 1993), who argues that students learn new language from "comprehensible input". In the act of processing text, they internalise the vocabulary and syntax of the language. For Krashen, an important part of the provision of comprehensible input is the supply of an abundance of reading material pitched at the appropriate level. Such reading material is in short supply in most South Pacific schools and homes. However, previous studies using a Book Flood approach, in Fiji, Niue, Tonga, and the Solomon Islands had shown substantial support for this strategy in the South Pacific context. (Elley, 2001; Gadd & Elley, 2003). Without such interventions, many surveys have shown that the literacy levels in English in the region remain stubbornly resistant to change.

### ***FIRST STUDY IN TOWN SCHOOLS, 1999***

In an early attempt to address these problems in the Pacific, the Institute of Education at the University of the South Pacific, developed a literacy programme, known as the South Pacific Literacy Education Course (SPLEC). It was a teacher education course which depended heavily on the frequent reading of

an abundance of high interest stories, and used book-based literacy methods, such as shared reading with “Big Books”, guided reading and regular silent reading sessions, all widely used in New Zealand schools (Holdaway, 1979). Indeed, the programme was developed largely by Barbara Moore, a New Zealander working in the Institute of Education, in association with the second author of this article. As the stories used in the programme were designed to be interesting for children, they were to be read repeatedly, and in the process, the children would increase the amount of exposure to the language of the books, and as Krashen would claim, they would consequently learn much of the language of the story. Thus, the programme provided both motivation and repeated exposure. The authors’ expectation was that if enough suitable stories were read and re-read this way, pupils should gradually build up their vocabulary and sentence sense and improve in many aspects of the target language. To be suitable, the books must be appealing, comprehensible, and of course, culturally appropriate. The Institute staff introduced the SPLEC programme into selected primary schools in the town of Vila in 1996. A formal evaluation was undertaken in 1999, by a team of three evaluators, and the outcomes are reported in Singh, (2001). In brief, an assessment of the Year 3 and 4 pupils in six schools which had adopted the SPLEC programme, showed real benefits when they were compared with pupils in a set of matched control group schools which had had little or no exposure to the programme. At Year 3 level, the Project schools showed means which were higher than control groups by 12% in vocabulary and reading comprehension, and by 14% in listening comprehension. At Year 4 level, the differences were smaller, but positive. Those teachers who implemented the programme as intended produced gains of over 20% at both grade levels. Clearly, the SPLEC programme was having an important impact.

#### **A NEW ZEALAND EDUCATION ASSISTANCE PROGRAMME, 2003-2007.**

Five years later, an opportunity arose to extend this strategy to other schools in Vanuatu. In 2003, Polytechnics International New Zealand (PINZ), a global educational agency, based in Wellington, commenced a new four-year aid project with the Vanuatu Ministry of Education. The Education Assistance Programme (EAP), designed by PINZ in association with Vanuatu educators, was funded by NZAID, and one of its main objectives was to improve the English skills of the pupils in Anglophone schools.

In order to provide a baseline, against which to assess the impact of the various EAP projects, a nation-wide survey of the English skills of a representative sample of 34 Anglophone primary schools was

conducted by PINZ consultants and staff of the Curriculum Development Centre in Years 4 and 6. The baseline survey showed, amongst other things, that urban pupils had much higher achievement levels than rural pupils, and that most pupils had serious weaknesses in writing and listening skills, and a very limited vocabulary in English. A teacher questionnaire survey administered at the same time, revealed that book resources were very limited in most schools, and that the majority of teachers had a very modest general education, and only the bare minimum of teacher training (two years). A question on the teachers' views about obstacles to pupils' learning of English, showed that "limited exposure to the language" and "interference from Bislama" (the local pidgin language) were rated as serious impediments.

Under these conditions it seemed that a promising strategy would be to build on the work of the SPLEC projects, and extend the book-based programme to other schools, outside the town of Vila. Accordingly, the Director of the Curriculum Centre, Kalmele Matai, after discussion with PINZ consultants, made a formal proposal to introduce a "Book Flood" with SPLEC-type teacher workshops in selected rural Anglophone schools. The proposal was developed further by PINZ consultants, and the present senior author, drawing on the experience of successful Book Flood projects in other parts of the Pacific. (Elley, 2001)

### **THE VANUATU LITERACY EDUCATION PROGRAMME (VANLEP)**

Following discussions between the Vanuatu Ministry officials and PINZ consultants, it was resolved to conduct the project in a sample of 20 rural primary schools which had poor resources and severely limited exposure to English in their community. The project was given the acronym VANLEP (Vanuatu Literacy Education Project).

#### *Grade levels:*

It was agreed that the project should be conducted at Years 3 and 4 in rural Anglophone primary schools. At this age, (8-10 years) pupils have enough English to benefit from reading the books, and to develop a love of reading. Furthermore, the books that were identified as suitable and readily available in bulk, for the project, would be less suitable for older pupils.

#### *Schools to be Included:*

Vanuatu educators selected the schools for the main project, ten from Malekula, five from Tanna and five from Efate. Another 20 schools were selected from Penama province for a supplementary project

in which books were supplied to schools but no formal training was provided for the teachers. This modification was designed to establish the benefits of targeted teacher training and monitoring in a Book Flood project. These Penama schools provided an additional control group for comparison with the main intervention group, over and above the control groups described below.

*Book Supplies:*

Literacy specialists in the EAP identified 30 suitable fiction titles (+ 6 Big Books) in the *Pacific Literacy Series* which are published by Learning Media in Wellington, NZ. These books were designed for Pacific children and had proved effective in the Tonga Book Flood project, implemented by PINZ. (Gadd and Elley, 2003). In addition, a large supply of attractive books in the Shortland Publication series was identified. These books which were available from READ Pacific, at discounted prices, have also been widely used in the Pacific, and were felt to be quite suitable for Vanuatu schools. Indeed, the Shortland books provided the main source of books in the project.

The selected books were screened for suitability, packaged and shipped to Vanuatu by Bruce Denny of READ Pacific in October, 2004. This shipment included for each school, two copies of 28 books in the *Pacific Literacy Series*, 10 copies of two more titles, plus Teacher Resource Books and 5 Big Books. All the Shortland Publication books were also sent to Vanuatu at this time. Most of the selected schools received a supply of about 100 new books in February, 2005. The schools were also provided with a lockable metal book-cabinet for safe keeping of the books.

*Teacher Training and Monitoring:*

Two in-service workshops were arranged and conducted for the Year 3 and 4 teachers in the main project. The first in-service workshops were organised for January, 2005, and Lino Nelisi, a New Zealand reading specialist of Niuean background, was employed by PINZ to conduct two three-day workshops, one in Malekula, and the other in Vila. The chief purpose of these workshops was to train the teachers in methods which ensure that the pupils read, re-read - and understood - the books. The main activities of the workshops included shared reading, guided reading, study of letters and sounds, acting and miming, silent reading, retelling, drawing and writing captions for favourite parts, rewriting the stories, and the making of Big Books. Teachers were also given suggestions about book displays, parent involvement, classroom organisation and timetabling. The books were to be used for at least 30 minutes each day.

The January workshops were well attended, and the teachers gave their training very favourable feedback reports. However, nine of the selected teachers were found to be “untrained”. During the year, several staffing changes were necessary due to illness, maternity leave and transfers, and over one third of the teachers in the project had had no training workshop by the end of first term. Another concern was the teachers’ lack of suitable materials for making Big Books. Many of these factors are unavoidable - part of the real world of teaching in rural Vanuatu. Ms Nelisi carried out the planned monitoring visits to each school, and was able to alleviate some of these problems.

In August, she returned to Vanuatu and conducted further short workshops for the VANLEP teachers. The focus of these workshops was on refreshing the teachers’ understanding of the methodologies, and extending their ability to conduct shared writing lessons.

## **EVALUATION OF VANLEP**

### *Design*

The impact of the main project was assessed by formal testing of the pupils on a series of English tests. Comparisons were drawn between pupils’ performance levels in adjacent cohorts, those in Years 3 and 4 in November 2004, who had not been exposed to VANLEP, and those in the same schools in November 2005, who had. This design assumes that, in the absence of the intervention, there would be little or no difference in achievement levels of adjacent cohorts across a large number of schools.

The Year 4 tests measured pupils’ word recognition, sentence comprehension, vocabulary and listening skills, in parallel forms. In the post-tests (in 2005), we added a writing test, in which pupils had to describe, in good sentences, what they saw in a series of pictures. They were assessed according to criteria of coherence, relevance, and mechanics. The Year 3 tests were shorter and simpler - Word Recognition and Sentence Comprehension, in two parallel forms of 24 items.

These tests were trialled in classrooms around Vila, and then administered to the Year 3 and Year 4 pupils in the selected schools, before the project began, in November, 2004. The tests were administered by Ministry staff, and by the present senior author, after a training session in a local school. In November 2005, the whole process was repeated on the next cohort of pupils in the same schools. Comparisons were made between the mean scores obtained by the Year 3 and Year 4 pupils of 2004, in the schools that were to receive the training, and the mean scores of Year 3 and 4 pupils in the next cohort, in 2005, after the project had been running for the major part of one school year.

There were also two control groups. First was the “Non-Book” group, which included pupils in five rural schools that had no extra books or training. The second control group was made up of the Penama schools which received books, but no training. To save resources, we tested only 7 Year 3 classes in Penama, and 7 Year 4 classes.

Pre-test scores were obtained in November 2004 from 19 Year 3 classes and 18 Year 4 classes in the main VANLEP group. One school had no Year 3 class and two had no Year 4. The mean scores on the literacy pre-tests clustered around 10, (out of 24) for Year 3, and around 20 (out of 40) for Year 4.

## **MAIN FINDINGS OF THE 2005 EVALUATION**

### *Comparison of VANLEP and the “Non-Book” Control Group*

Table 1 presents the mean scores on the pre- and post-tests of pupils in the main project group, and the “non-book” control group of five schools, for both Year 3 and 4. The number of VANLEP classes tested in November 2005 was reduced to 14 in Year 3 and 15 in Year 4, for the following reasons. Two schools did not receive their quota of books, due to logistical problems, and were transferred to the non-book control group. Two more schools had serious staffing problems. For instance, one teacher had to teach 60 pupils in Years 1-6, and he made little attempt to introduce the VANLEP programme. In another school, one teacher taught all grades for much of the year, until he was joined by an untrained teacher who had missed the earlier workshops. Again, these pupils had very little exposure to the books in the first two terms. Another school had an untrained teacher in Year 4, who had to take his class and all pupils in Year 3, for most of the last two terms, due to teacher illness. We decided to include the Year 4 class, but not the Year 3 class, as they had virtually no exposure to the books. Finally, the Year 4 class at one of the small island schools could not be tested as the school closed early, due to a shortage of water, and the message to keep the children at school for testing failed to reach the principal. In each of these cases, it was agreed that it would not make for a fair evaluation of the project to include the pupils. This is the reality of life in remote schools in Vanuatu.

The means in Table 1 are based on total scores, out of 24 in Year 3, and 40 in Year 4 - and the equivalent percentages.

*(Table 1 about here)*

Table 1 shows that in Year 3 the VANLEP Project group improved, relative to the previous cohort, by an average of 9.6% in the year when they were exposed to the book-based programme, while the Year

4 VANLEP group improved by 8.3%. Meanwhile, the pupils in the five “non-book” control group schools, who had no extra books and no training showed a small gain of 2.4% in Year 3 and a decline of 0.4% in Year 4. This pattern is typical of Vanuatu schools. There is little change in achievement from one cohort to the next, unless a special programme is implemented.

#### *Class by Class Results*

A close analysis of the results showed that not every class improved in a similar way. Six of the VANLEP Year 3 classes, produced gains of over 15%. These teachers were enthusiastic about the project, and implemented it well. They made good use of the books, conducted many shared reading lessons, and had their pupils borrow the books to take home for further reading within their families. Three other classes, also showed healthy gains. Only two teachers produced no apparent improvement, but these two schools had had unusually bright classes in 2004, and the next cohort appeared to start from a lower base, making it harder to show gains, relative to the previous year group. It is a common situation in small schools, to find naturally occurring differences in achievement levels between adjacent cohorts of pupils.

The class-by-class results for Year 4 showed a pattern similar to that of Year 3. The main project group gained by approximately 9% more than the control group. Again, several teachers produced large gains. The classes that showed little improvement can be readily explained by staffing difficulties in each school. Nevertheless, it is clear that VANLEP brought about substantial gains in Year 4, just as it had in Year 3.

#### *Writing Performance in Year 4*

VANLEP pupils outstripped the control group by the largest margin in Writing (12.4%). This was not unexpected, because the VANLEP pupils were exposed to a great deal more interesting text. The top VANLEP pupils in the writing test used longer, more interesting sentences in their writing. They also made fewer spelling mistakes. The top control group pupils were more stereotyped and stilted in style, and more often produced Bislama forms of English words (eg. “gea” for “chair”, “si” for “see”).

Here are some examples quoted verbatim from the VANLEP pupils, who had read many books:

*“The man is standing beside the river and watching the fish”*

*“When the sun begins to shine, the rooster crows”*

*“The dog is crying outside his house”.*

By comparison, top pupils in the control group schools more often wrote short, stilted or less grammatical sentences:

*“I can see one boy were going to river”*

*“The dog running up the step”*

*“The roster is on top of the hus”*

Such contrasts in writing styles have been found repeatedly in other Book Flood studies. Without regular exposure to good natural text, pupils’ writing is clumsy and incoherent. They know what they wish to say, but have real difficulty in putting the words together.

### **Penama Control Group**

The 20 selected schools in Penama province had been provided with a book cabinet, 100 extra books, and a 2-page Guideline Sheet, outlining the purpose of the project, and offering suggestions on how to use the books in the classrooms. But the teachers had no special training.

The mean gain for all Year 3 pupils in the Penama schools, from pretest to post-test, was 0%. In Year 4, there was an overall gain of 4.7%. However, much of this improvement was attributable to two schools which had no Year 4 class in 2004, and so we had no expected score to compare them with. Without these two schools, the mean gain was a negligible 1.4%. The provision of books, without supporting workshops and monitoring, produced no significant improvements.

### **EXTENSION OF THE VANLEP PROGRAMME**

As the project was judged to have been successful, Vanuatu education officials expressed the wish that VANLEP be extended. Teachers and principals in the schools were unfailingly enthusiastic about the programme.

In 2006, another 50 rural schools were selected by Ministry staff, and provided with books and training. Teachers in the Penama control group schools of 2005 were included in the 2006 training workshops, along with other teachers from Malekula, Tanna and Efate.

The same provision of books and storage cabinets was made by PINZ, for the new schools, and the Year 3 and 4 teachers were trained in short workshops and monitored in their classrooms in the same way as before. This time the training was undertaken by the second author, who had worked in the earlier SPLEC programme. She was assisted in workshops by local staff, and a New Zealand literacy specialist. Several teachers in the 2005 project were also enlisted to help.

## **SECOND EVALUATION OF VANLEP, 2007.**

In mid-2007, an opportunity arose to evaluate the impact of the extension of VANLEP. This exercise made use of the repeat nation-wide survey of English skills which was conducted in the same 34 schools that had participated in the 2003 baseline survey of Years 4 and 6, described above. By mid-2007, approximately half of these schools in the survey had been exposed to the VANLEP books for at least a year, (in Years 3 and/or 4) and their teachers had been trained in the VANLEP workshops. To conduct the nation-wide repeat survey, a team of test administrators was trained by the first author, and the testing of all Year 4 and 6 pupils took place in the same 34 schools as before. Timing, administration and marking were identical to the procedures used in 2003, so that useful comparisons could be made with the baseline statistics.

In this comparison, the mean for all Year 4 pupils, (VANLEP and NON-VANLEP) in the schools included in the 2007 survey, was 55.3%. This is slightly more than the mean for 2003 (52.5%), and amounts to a significant gain of 2.8% over all schools. ( $t = 2.89$ ,  $p < .01$ ). This difference would probably have been greater if the survey had been conducted a month later, at a time of the year when most of the 2003 pupils were tested.

The Year 6 mean was exactly the same as in 2003, at 23.5, (58.8%). Virtually none of the Year 6 teachers had been trained in VANLEP workshops, so this result was not surprising.

### *Performance of Book Flood Classes*

Fifteen of the 32 Year 4 classes in the survey had had the VANLEP book supply for at least one year, and had teachers who had attended at least one VANLEP workshop. The other 17 Year 4 classes had not yet joined the Programme, or if they had done so, their teachers had not attended any workshops. The gain scores shown by the two categories of classes were compared to see how much each had changed in the intervening four years. Table 2 presents the results of this comparison.

*(Table 2 about here)*

The mean overall gain for VANLEP pupils was 8.3%, which represents a significant improvement over the 2003 performance levels of these schools. Indeed, all except three of the VANLEP schools showed gains, compared with the 2003 cohort at the same class level. Six of these gains exceeded 12.5%. Meanwhile, the schools that did not have a rich supply of books, and/or whose Year 4 teachers were not trained to use them, declined by 2.0%. Nine of these 18 classes showed a drop in mean score, and none produced a gain greater than 5%. Unfortunately, this pattern is typical, under normal conditions.

Once again, the VANLEP classes were not uniformly successful in bringing about improvements. A few were compared with an unusually bright cohort in 2003. And as in other Book Flood studies, some of the VANLEP teachers were not very effective in implementing the programme. Such factors may explain why three schools failed to show a change from the 2003 cohort to that of 2007. Several schools showed huge gains. Field reports showed that these pupils were taught by teachers who had enthusiastically adopted the spirit of VANLEP, and provided a good learning environment for improving their pupils' English. The VANLEP classes showed gains in all sub-tests.

A further analysis showed that the most effective teachers were female. A breakdown of the 15 VANLEP classes by sex of teachers showed that the average gain shown by the female teachers was 11.5%, compared with 4.5% for men.

### **SUMMARY OF MAIN FINDINGS**

Three evaluations of a Book Flood approach in Vanuatu Anglophone schools have now shown that a programme which provides teachers with a rich supply of high-interest, illustrated story books and trains the teachers in short workshops to use shared reading and writing methods, is effective in raising the pupils' literacy levels. The SPLEC programme showed strong benefits in town schools in 1999. The next study in 20 rural schools in 2005, produced gains of approximately 9% at two grade levels, while the survey evaluation of 2007 in a wide range of schools, confirmed this result.

Pupils who read and re-read these books every day improve in word recognition, in sentence comprehension, in vocabulary, in listening skills and in ability to write coherent, error-free sentences. Without such a programme, pupils' reading and writing levels remained static. Providing books without training was shown to have little effect.

A close analysis of results showed that not all teachers produced strong benefits, but it must be remembered that the conditions in many rural schools are far from ideal. Problems of absenteeism, staff transfers, untrained teachers, missed workshops, and the like often plague projects of this sort. Nevertheless, teachers who participated in VANLEP were consistently enthusiastic about it, and were very positive in their rating of workshop training sessions.

### **LIMITATIONS**

The long-term effects of the gains were not investigated in these studies. Nevertheless, there is reason to suppose that the gains would continue as pupils move through the school. Once pupils learn new

vocabulary items, or learn to write coherent sentences in English, these features become part of their mental resources, and are likely to stay with them, or to be revived when conditions are right. The empirical research from other countries certainly supports this view. Follow-up studies of Book Floods in Sri Lanka, Singapore, and South African schools show that benefits are long-lasting. (See Elley, 2001). In these countries, book-based programmes which started as pilot studies were eventually adopted universally, with gains at all levels of the school.

Some would claim that the cost of providing all classes with enough books to produce a flood is exorbitant. However, well-stocked school libraries and classroom book corners are taken for granted in New Zealand primary schools. Aid money, provided in Vanuatu, by NZAID, and used constructively by PINZ, has generated real gains in these studies, with only a small proportion of the resources used in New Zealand schools. PINZ has also trained teachers and illustrators in the development of local resources by ni-Vanuatu educators, with further support for the *Vanua Readers* and a local *School Journal* initiative.

## **CONCLUSION**

Many developing countries face enormous challenges in teaching their children to read, especially in a language which is rarely used outside the classroom. The principles inherent in the VANLEP Programme, such as a flood of high-interest books in the target language, and short workshops which provide training for teachers in shared reading and associated practices, have the potential to meet this challenge. The abundance of reading materials provided rich supplies of “comprehensible input”, and the workshops showed teachers how to ensure that pupils had many opportunities to re-visit and engage with the texts in exciting activities. In the process, they acquired higher levels of literacy in the target language. Moreover, teachers and pupils alike were found to enjoy the experience. Most children enjoy stories. The drudgery often associated with artificial drills and skills in a foreign tongue were replaced with fun activities. Word study was not neglected – just carried out in an appealing context.

Comparable benefits have been produced by programmes which adopted similar principles in a range of countries - Fiji, Niue, Tonga, Singapore, Sri Lanka and South Africa - using different books, different trainers, different cultures, different evaluators and different research designs. (Elley, 2001; Mangubhai, 2001; De’Ath, 2001; Gadd & Elley, 2003). These principles point to one possible way forward for developing countries to meet their Millenium Development Goals. We believe that pupils

need an abundance of opportunities to engage with natural, comprehensible text if they are to overcome the twin problems of low motivation and insufficient exposure to the language.

If these efforts are not continued, Vanuatu children will continue to struggle against the odds with the learning of what is essentially a foreign language. It need not be a painful, negative process. Most of the children who participated in VANLEP appeared to enjoy the experience. The photographs taken by the PINZ trainers, and presented in their official reports, reveal many examples of creative art, re-written stories, happy children and smiling teachers. Once VANLEP is spread to all schools, and all teachers are trained in the methodology, and more reading resources are available for other levels of the school, it is reasonable to expect that the benefits that have so far been enjoyed by the few, would be available to all pupils in Vanuatu.

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Table 1

Mean Scores, Percentages & Gains for VANLEP & Control Groups in 2004 & 2005

		Pre-tests		Post-tests		
YEAR 3 N		Mean2004	Mean %	Mean2005	Mean %	Gain %
Project	257	9.6	40.0%	11.9	49.6%	9.6%
Control	86	12.2	50.9%	12.8	53.3%	2.4%
YEAR 4						
Project	260	18.1	45.4%	21.5	53.7%	8.3%
Control	93	21.8	54.5%	21.6	54.1%	-0.4%

Table 2

Mean Scores (2003 & 2007) and Gains for VANLEP and Non-VANLEP Schools

	VANLEP Schools			Non-VANLEP Schools		
	2003	2007	Gain	2003	2007	Gain
Means	20.6	23.9	3.3	21.6	20.8	-0.81
Mean %	51.5%	59.8%	8.3%	54.0%	52.0%	-2.0%

Author Details:

WARWICK ELLEY, Education Consultant.

12 A Kiteroa Tce, Rothesay Bay  
North Shore, Auckland. 0630

Phone/Fax (09) 478 2245  
<[val.warwickelley@iconz.co.nz](mailto:val.warwickelley@iconz.co.nz)>

SEREIMA LUMELUME  
Institute of Education  
University of the South Pacific  
Box 1168  
Suva, Fiji

<lumelume\_s@usp.ac.fj>