

Statement of Work (SoW) for French Language Consultancy

Period of Performance for Service: on or about October 1 – October 31, 2020

Estimated Level of Effort: estimated to be 10 days

Assignment Location: virtual

Statement of Work Justification: Studies have begun to emerge examining how the choice of language of instruction influences and interacts with student language proficiencies and learning outcomes in low and middle-income contexts. Recent work suggests benefits when the language of instruction is aligned with a child's first language such as increased enrollment and attendance, reduced attrition, and improved learning outcomes. Yet, there is limited understanding of how the language of instruction interacts with a teacher's language proficiency, including their reading and writing skills.

Teachers are recognized as an important element in classroom instruction and student learning. Without a skilled teacher, classroom inputs such as teaching and learning materials cannot be effectively used and will not lead to positive student outcomes. The degree to which teachers are effective in producing student learning outcomes can vary. One variable is the teacher's ability to effectively communicate with students and help them navigate learning in multiple languages in which they all, both teacher and students, may have varying levels of proficiency.

RTI International has developed a tool, the Teacher Language and Literacy Assessment, which assesses teachers' language proficiency and literacy in the language of instruction that they are required to use in class to better understand how the teacher's language proficiency affects learning. The assessment tool consists of subtasks assessing speaking, listening, reading and writing, as well as vocabulary and grammar, in the language(s) used for teaching and learning at the primary school level in that context. An English and Luganda version of the tool have been developed. The consultant will support this tool's adaptation and translation to French for broader dissemination of this tool.

Objectives/consultancy purpose:

1. To translate and adapt the existing subtasks; consent form; and teacher booklets to French. (9 days)
2. Meetings with RTI staff to discuss the subtasks. (1 day)

The consultant will be responsible for:

- Construct Validity: Reviewing the content to be assessed and advise on its relevance for French.
- Adapt the content of the 14 subtasks to French.
- Instructions: Translate the English instructions that the assessor reads to the teacher to explain the subtask.
- Communicate with the research team virtually.

Deliverables:

1. Translation of the instructions for the 14 subtasks said by the assessor to the teacher from English to French.
2. Adaptation of the content of the 14 subtasks to French where relevant.
3. Creation of the content for the 14 subtasks to French as needed.

TLLA Tool Overview:

- Consent form
- Language background interview task
- Vocabulary task
- Listening task (sentence repetition)
- Oral reading task:
 - Letter-sound identification subtask

- Nonsense word reading subtask
- Oral reading fluency subtask
- Oral reading comprehension subtask
- Grammar task:
 - Structure and written expression subtask
 - Error identification subtask
 - Silent reading comprehension task
- Writing task:
 - Correcting student writing subtask
 - Responding to a writing prompt subtask
 - Spelling subtask