Early Grade Reading Program Design and Implementation: Best Practices and Resources for Success

The purpose of this professional development series and training package is to provide GRN members with evidence-based information, guidance and resources to help them design and implement effective early grade reading (EGR) initiatives. The sessions—which have been delivered as webinars as well as during in-person workshops—are focused on key components of EGR programs, with cross-cutting issues including gender equity, inclusive education and technology referenced throughout. They are as follows:

- **Early grade reading programming: From Conception to scale**
- **Resources for teaching and learning early grade reading**
- **Key EGR skills and strategies for effective instruction and assessment**
- **Language considerations in early grade reading programs**
- **Continuous professional development in early grade reading programs** (includes a focus on coaching)

The content of the sessions was developed by Reading within Reach (REACH), a five-year initiative supported by USAID to collect and disseminate evidence-based practices and resources to increase the impact of primary grade reading programs. Content was developed by REACH Reading Program Specialist Alison Pflepsen and REACH technical consultants Adrienne Barnes, Marion Fesmire and Amy Pallangyo contributed.

Content and resources included in this training were reviewed by a Global Reading Network working group representing diverse roles and programs globally (see list of contributors on subsequent page). In addition to providing feedback on the content, GRN members submitted resources, examples and case studies that have been integrated throughout the training. Presentation materials, handouts and webinar recordings will be transitioned from the Global Reading Network website to USAID's Education Links website: https://www.edu-links.org/

We hope your engagement with the EGR Program Design and Implementation professional development package catalyzes enhancements to your work to improve early grade reading outcomes globally!

READING WITHIN REACH

Early Grade Reading Program Design and Implementation: Best Practices and Resources for Success

Webinar series presented by Reading within Reach (REACH) in collaboration with the Global Reading Network

June-July 2019

Welcome!

- This EGR professional development series was developed by the **Reading within Reach (REACH)** initiative, which is funded by **USAID** and implemented by **University Research Co., LLC (URC)**

- REACH supports the **Global Reading Network (GRN)** to develop and share research, innovations and resources related to EGR programming

- For more information about REACH and the GRN, visit www.globalreadingnetwork.net

Webinar presenters

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Webinar series goal, content and approach

- The purpose of this professional development webinar series is to **provide participants with evidence-based information, guidance and resources to support the design and implementation of effective EGR initiatives**

- Each session is focused on a key technical topic and includes a summary of **research, experiences and best practices to date**

- **Cross-cutting issues** such as gender equity, ICT and inclusive education are integrated throughout the different webinars

- Issues related to EGR program **monitoring, evaluation, expansion and sustainability** will be addressed as well

- **Opportunities for interaction and questions** will be provided throughout each webinar

Webinar session topics and dates

Past webinars – Materials available on GRN website

- **Webinar 1** – Early grade reading programming: From conception to scale (June 25)

- **Webinar 2** – Resources for teaching and learning early grade reading (July 10)

- **Webinar 3** – Key EGR skills and strategies for effective instruction and assessment (July 17)

- *TODAY!* **Webinar 4** – Language considerations in early grade reading programs (July 24)

- **Webinar 5** – Continuous professional development in early grade reading programs (July 30)

> TO REGISTER, VISIT:
> www.globalreadingnetwork.net/news-and-events/calendar

Language considerations in early grade reading programs

Alison Pflepsen
Reading within Reach

Adrienne Barnes
Florida State University

July 24, 2019

Acknowledgments

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- It was prepared by Reading within REACH, which is implemented by University Research Co., LLC. (URC). Contract No. AID-OAA-M-14-00001, MOBIS#: GS-10F-0182T, for the Office of Education (E3/ED).

Suggested citation:

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Webinar Objectives

By the end of this webinar, participants will know and be able to apply learning about:

- How language is a critical issue to consider and plan for in EGR programming

- The benefits of teaching children to read in a language that children and teachers understand

- Language-specific factors to consider when designing, implementing and evaluating an EGR program

- Policy and advocacy around language issues and EGR programs

Photo: RTI International, Nigeria RARA (USAID)

To share your questions and comments

- We will provide time throughout the webinar to address your questions and comments

- Please submit them via the chat box in Zoom

- Send them to "all panelists and attendees"

Part 1: Language issues in EGR programs

READING WITHIN REACH

Why is language a critical consideration for EGR improvement initiatives?

- Language and literacy go hand-in-hand

- Language-related issues are often sensitive and multi-faceted

- Addressing and integrating language issues is critical to the success of EGR programs

- Language is a significant factor in providing equitable and inclusive education
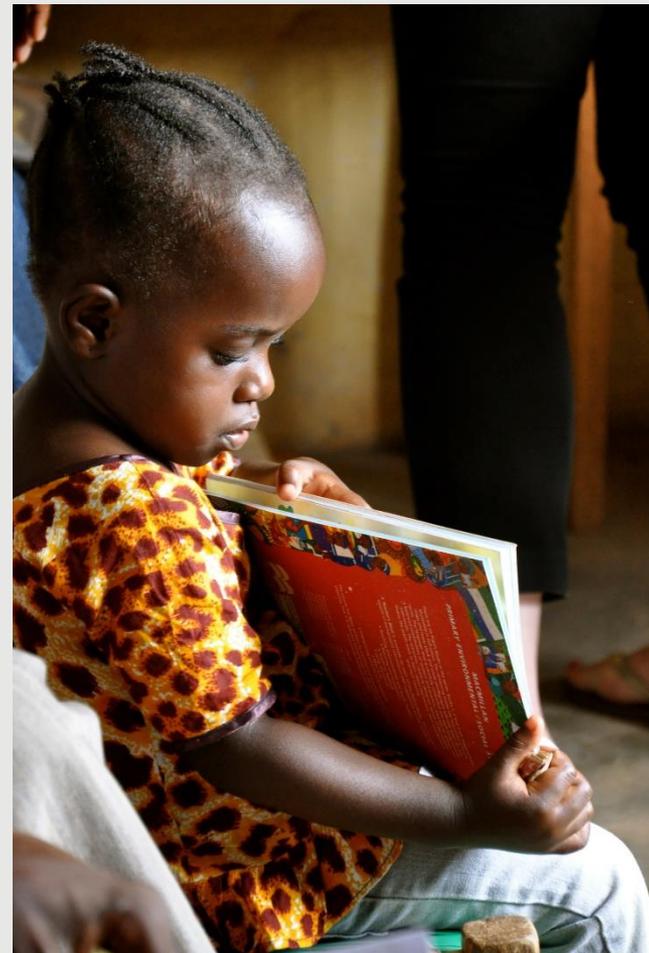
Photo: USAID

Language cuts across all EGR programming components: USAID Reading MATTERS framework

Handout 1: Language issues in EGR programs
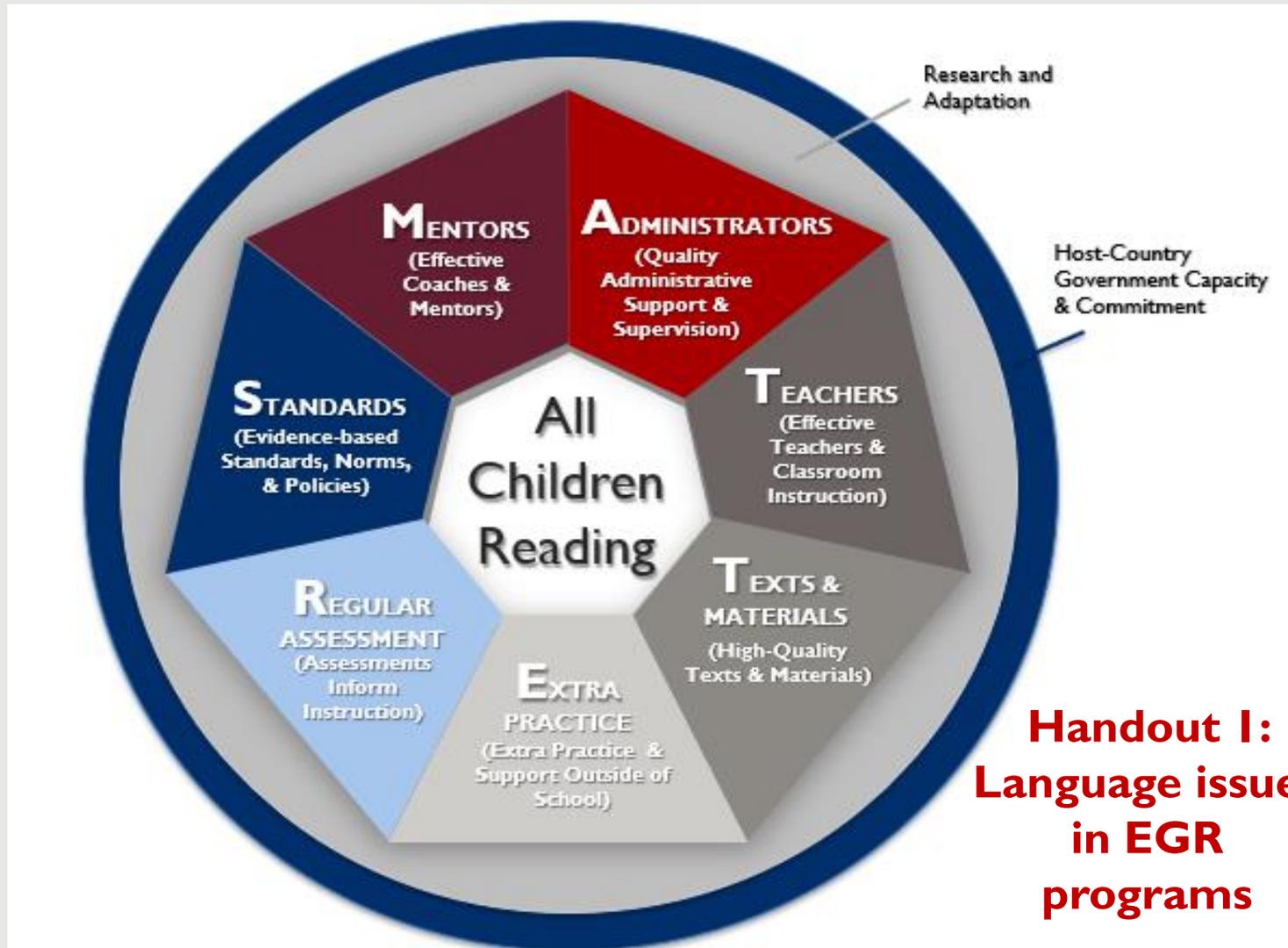
First, a few terms….

- A **first language (L1),** sometimes referred to as *mother tongue language,* is the language a child learns to speak and understand first

    - A person can have more than one L1

    - An L1 can be used for different purposes at different times

    - L1 proficiency may change over time

- A **second language (L2)** or **other language (Lx)** is a language learned in addition to a first language

- Other terms used in some contexts: **Dominant** and **non-dominant languages; official** and **national languages; language of wider communication**

- **Language of instruction (LOI)**, sometimes called Medium of Instruction (MOI), refers to the language used for teaching and learning

Sources: UNESCO, 2018b, 2018c

ACTIVITY:

Language issues in EGR programs—What do we need to consider?

Reading and language instruction	Sociolinguistic context
Education context	Stakeholder considerations

Handout 2: Factors to consider

Part 2: Effective approaches for teaching reading and language

How research on instruction informs programming

Research and evidence on how literacy and language are most effectively taught and learned can inform decisions regarding:

- What language(s) to use for literacy instruction

- What skills to teach, and when

- Instructional approaches to effectively teach literacy and language in a first (L1) language, a second language (L2) or other language (Lx)

- If, when and how to transition from learning in an L1 to learning in an L2/Lx

Reading is different from language learning!

Importance of a strong foundation in a familiar language

- The language in which a child learns oral communication is the basis for literacy development

- Children learn to read more efficiently when they do so in a language they already speak and understand

Sources: Nation, 2006; Nation & Wang, 1999; Seymour, Aro & Erskin, 2003; Van Ginkel, 2008

L1-based instruction is "at the heart of inclusive and equitable quality education and lifelong learning for all." ~Gwang-Jo Kim, Director, UNESCO Bangkok

Advocacy kit for promoting multilingual education: Including the excluded

Handout 3: Benefits of instruction in familiar languages

Handout 4: UNESCO Asia and Pacific Regional Bureau language infographic

How long does it take a child to learn to read?

- The length of time needed to learn to read in an L1 or familiar language varies depending on:

  - The **orthography** (written representation of the language)

  - **Time available for teaching and learning**

  - Availability of **quality instructional materials**

  - The **quality of instruction**

- With good instruction most children should be able to read in a familiar language by the end of grade 2

Relationship between L1 and L2 learning

- A solid foundation in L1 reading skills helps children to learn to read another language

- Success in L2 is strongly associated with oral and written proficiency in L1

- Teaching reading in an L2 too early may lead to reduced success or reading failure in both languages

- It's important to continue to build L1 literacy skills even after an L2 or Lx is introduced

Evidence from Kenya

Research conducted in Kenya supports existing evidence on the importance of children acquiring strong L1 literacy skills.

An analysis of grade 3 students' reading assessment results found that poor English-language outcomes were correlated with poor reading skills in children's first, or mother tongue, language.

Source: Piper, B., Schroeder, L., & Trudell, B. (2015)

Sources: Ball, 2001; Center for Applied Linguistics, 2006; Cummins, 2009; August & Shanahan, 2006; Bialystock, 2006; Geva, 2006

Transfer of language and literacy skills

- Basic language/ literacy skills and knowledge are the foundation for literacy learning in any language

- L1 skills can be applied to a new language
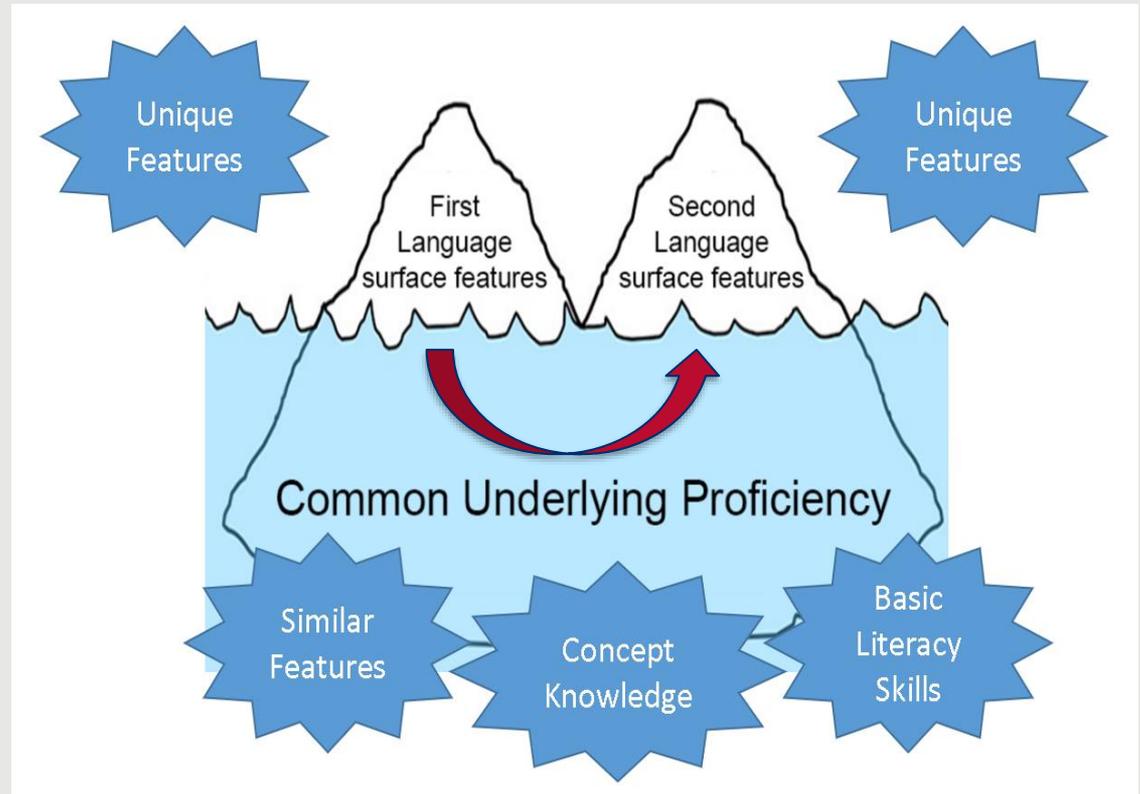
Learning to read a second or additional language

Factors influencing children's acquisition of a second or additional language include:

- Language characteristics

- Proficiency in L1

- Time for instruction

- Quality of instruction

- Exposure outside the classroom

Photo: EDC Basa - Pilipinas (USAID)

ACTIVITY:
Language-related issues in EGR programs

Reflect and use the Zoom chat window to share your experiences and ideas

1. In the contexts where you work, are the evidence-based approaches to reading and language instruction we just discussed being used? If not, why? How might you be able to support their use?
2. Tell us one new piece of information you learned today about effective approaches to reading and language instruction. How could you apply the information to your work?

Part 3: Steps to take to effectively incorporate language throughout an EGR program

1. Engage diverse stakeholders at all stages

- Learn about stakeholder attitudes, knowledge and beliefs related to language

- Involve stakeholders in information gathering, analysis, decision-making and planning

- Provide learning and professional development opportunities to build knowledge and skills

UNESCO Bangkok, 2018

Examples from practice: Understanding stakeholder considerations and working with government

The GRN webinar "Language Policy, Planning and Practice in EGR Programs" shares recent experiences and reflections on working with government on language-related issues in Ethiopia, Nepal and the Philippines

Photo: RTI International, Nepal Early Grade Reading Program (USAID)

2. Understand the country's educational context

Learn about:

- Education and learning goals

- Policy and practice related to language

- Political issues related to language

- Access and learning outcomes as they relate to language

- Past experience planning and implementing language-related education policies and plans

Photo: Democratic Republic of Congo ACCELERE (USAID)

- Teacher language proficiency and skills

- Materials available for teaching reading, language and content

3. Understand the sociolinguistic context

To inform program design and implementation, gather information about:

- What languages and dialects are spoken, by whom and where

- Percentage of children/student population whose home language is an official LOI or other languages

- Languages teachers and students speak, and their level of proficiency

Handout 5: Language mapping experiences and resources

Conduct a language mapping exercise

Example from practice: Language mapping in Afghanistan

Purpose: Document the linguistic landscape in and around a school

Photo: Creative Associates Int'l

Findings:

- Greater language diversity than originally assumed (12-15% of students in some areas do not speak LOI)

- Differences between dialect spoken by students and their teachers, and in textbooks

- Teachers were using languages besides the LOI when students spoke other languages

Handout 5: Language mapping experiences and resources

4. Review and analyze orthography

- Identify whether it has been standardized and is ready to be used for instruction

- Identify how language characteristics will influence how reading is taught

Handout 6:
Orthography assessment tool

Handout 7:
Orthography standardization:
A case study from Uganda

- Identify similarities and differences between languages that will be taught simultaneously

EGR program experiences

- Balancing linguistic and contextual factors: Example from Nepal (Ralaingita & van Ginkel, 2018)

- The role of linguistics in Ghana *Learning* (Trudell, 2018)

- Negotiating language complexities and government policies for Khmer instruction (Pinto, 2018)

Example from practice: Orthography review

- Khmer is a relatively complex language in terms of the number of graphemes (71), density of script and similarity between letters

- Review of language identified ways in which instructional approach and materials could be adapted to the language

Learn more about the experience in Cambodia and implications for other contexts in the presentation by Pinto, C. (2018)

ACTIVITY: Taking stock of the context

Reflect and use the Zoom chat window to share your experiences and ideas

1. In your work, what information have you gathered (or plan to gather) about the sociolinguistic and educational context? How did you do so?
2. How did the information gathered affect program design and implementation?
3. What information gaps do you still have?

5. Identify languages to be used for instruction

Take into consideration:

- sociolinguistic context

- language mapping findings

- education and language learning goals

- orthography readiness

- similarities between languages

- languages for children with disabilities (sign language, Braille)

- availability of materials and other resources

- timeline and funding available

In countries with multiple languages, consider *staggering the use of languages for instruction.*

Piloting instruction in select languages can build support for L1-based instruction and use of additional languages, identify effective approaches, and provide sufficient time for materials development.

6. Develop instructional approach based on evidence, context and languages to be used

- Build oral language skills before teaching reading

- Create a strong foundation in the L1 or other familiar language

- Support gradual transition to learning to read in L2/Lx
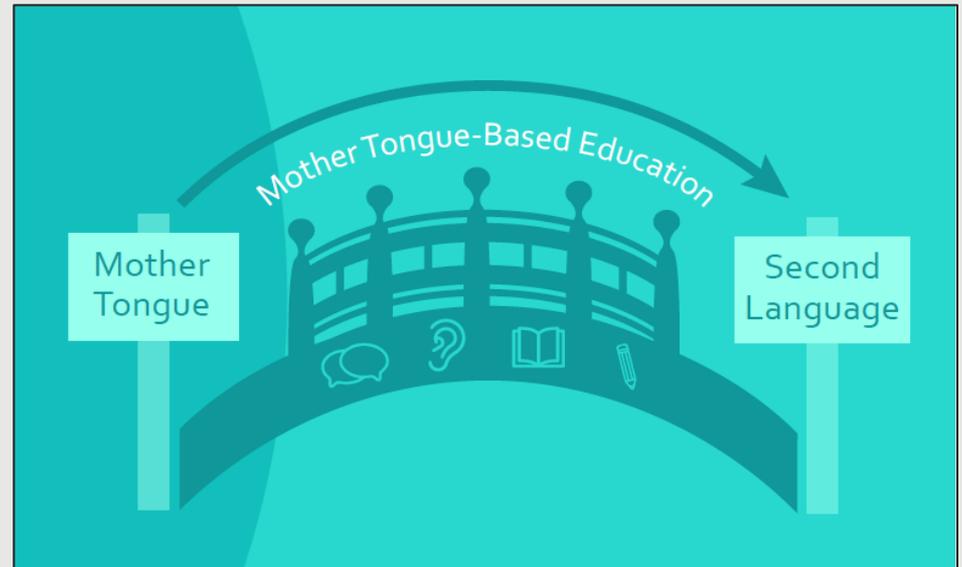
Image: MTB-MLE Asia-Pacific Infographic (2018)

Handout 8:
Guidance on language skills transfer and supporting instruction for L2/Lx learners

Example from practice: Supporting reading acquisition across languages in the Philippines

What I want to learn in Filipino or English

What I know in my home language
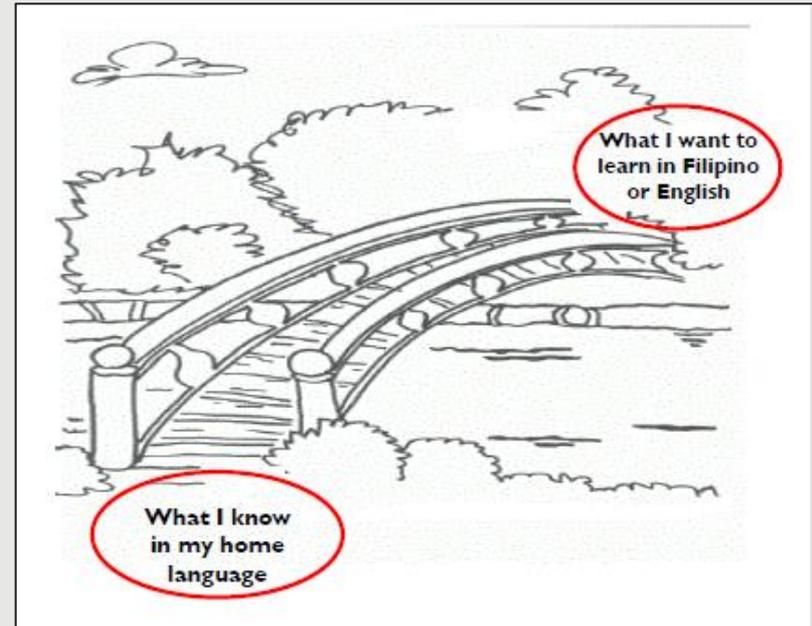
For more information, consult Bruckner, S. & Ocampo, D. (2018) GRN presentation

	GRADE 1				GRADE 2				GRADE 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Mother Tongue	Reading/Writing and Language of Instruction for All Subjects											
Filipino Language		Oral Language			Reading/Writing							
English Language			Oral Language				Reading/Writing					

Source: Bruckner, S. (2018)

6. Develop instructional approach based on evidence, context and languages to be used (continued)

- Develop scope and sequence (e.g., what is taught and when) based on properties of the languages; align S&S when multiple languages will be taught

- Identify how language type, properties and orthography will affect content and instructional strategies

Reading and Language should be taught as two separate subjects:
- In different time blocks
- Using different materials
- Implementing different—yet synergistic—instructional strategies

Engage reading specialists *and* language specialists to identify how to most appropriately teach reading in a specific language!

6. Develop instructional approach based on evidence, context and languages to be used (continued)

- Identify competency-based "language thresholds" in contexts where children are expected to learn to read in more than one language

USAID-supported research in India identified specific skill levels students need to successfully transfer their knowledge of reading from one language to another.

Nakamura & Hoop, 2014

Facilitating Reading Acquisition in Multilingual Environments in India (FRAME-India)

FINAL REPORT

Example from practice: Assessing bilingual reading trajectories in Guatemala

- A longitudinal study of children in Guatemala (USAID Lifelong Learning project) compared expected versus actual trajectories in children's L1 and L2 reading skills

- The results were used to develop policy and practice recommendations to improve literacy and language instruction

Source: Maldonado, S. & Rosales, L., 2018
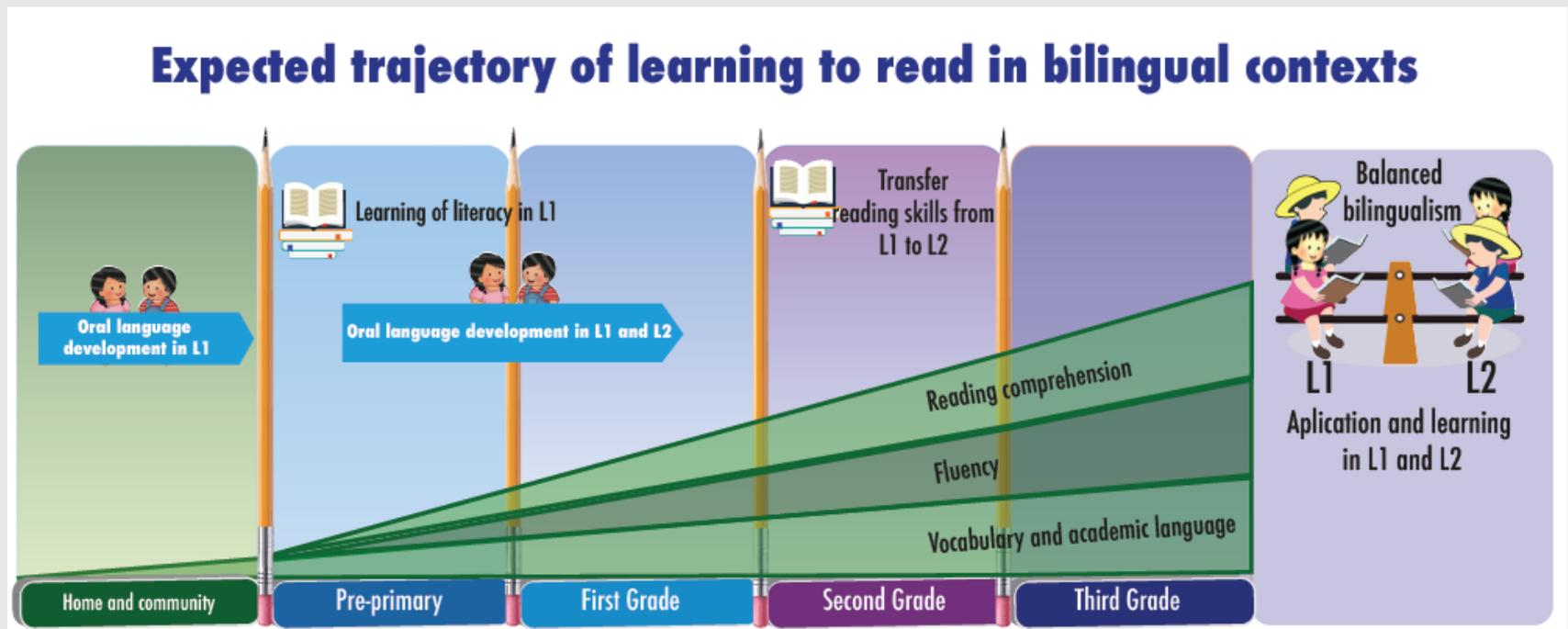
7. Develop language-specific resources

- **Involve language-specific teams** including authors, teachers, community members, language specialists and children

- **Conduct an inventory** of available materials; analyze quality, appropriateness

- **Conduct orthography review** as described previously

- **Use software** (such as Bloom) to inform scope and sequence, develop controlled text

- **Develop quality control processes and tools** to support production of materials across languages
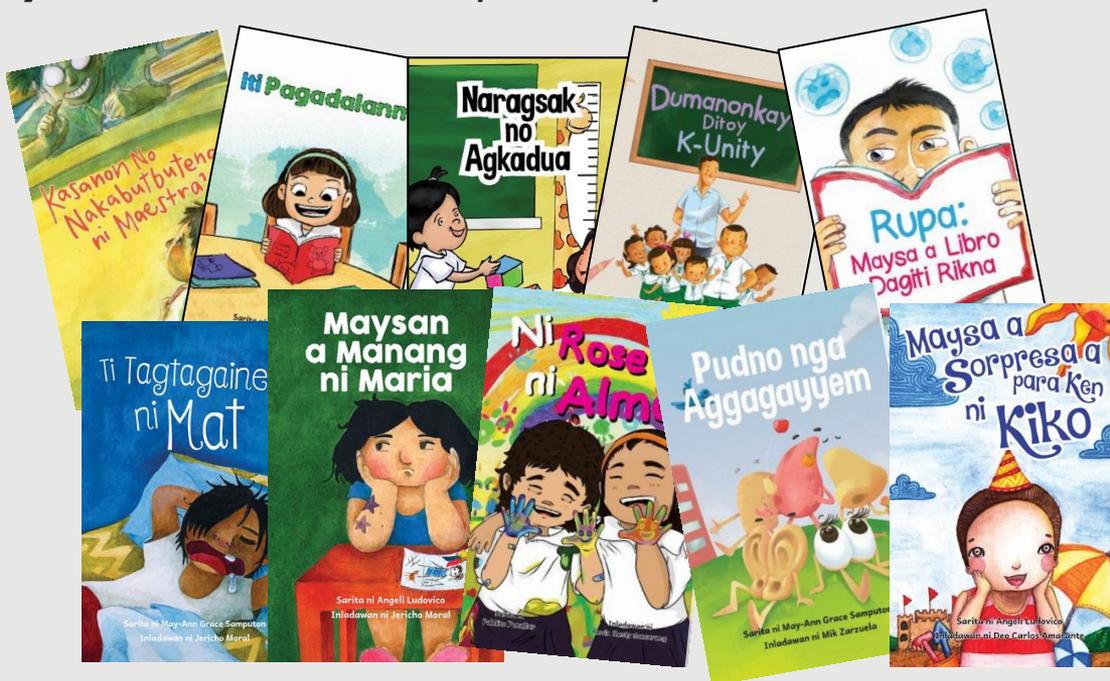
Resources developed for Philippines Basa Pilipinas (USAID; Image from Bruckner, 2018)

Examples and resources from practice: Developing resources in multiple languages

- **Handout 9: Role of linguistics in content and materials development**

- **Handout 10: Language-specific considerations for EGR materials**

- **Handout 11: Multilingual digital libraries**

- **Developing materials in 11 languages: The case of Ghana**

- **Enabling Writers**

Technology to support resource production

- **Bloom** software supports decodable and leveled text development

- **PrimerPro & SynPhony** software conduct language analysis

- **SIL** provides fonts, language analysis software and shell books

Webinar 2: Resources for teaching and learning EGR includes many country examples, tools and recommendations
Handouts include lesson templates and other tools to support materials development across languages

The link between language and effective teachers

To be effective, teachers need to be:

✓ Able to communicate with students in a language they both understand

✓ Able to speak, read and write in the language they are teaching

✓ Knowledgeable about the orthography, sound structure and spelling patterns of the language in which they are teaching reading

✓ Able to apply evidence-based best practices for teaching children to read

✓ Knowledgeable about and able to apply strategies for teaching a second or other language, if required

✓ Respectful of the language (and language speakers) they are teaching

8. Incorporate language in teacher professional development

- Assess teacher language and literacy knowledge, skills and practices (see next slide)

- Include language-specific issues and instructional strategies in teacher PD (pre- and in-service)

- Provide teachers with TLMs in the appropriate languages

- Provide opportunities for teachers to improve their literacy and language skills if needed

Photo: RTI International Nigeria RARA (USAID)

Examples from practice: Assessing teacher language knowledge, skills & practices in 3 countries

- Informs teacher PD, materials development and content, teacher placement

- Requires thoughtful planning and appropriate tools

- Findings should be used only for the purpose of informing program design and PD

Handout 12: Assessing teacher language and literacy skills

ACTIVITY:
Language-related issues in EGR programs

Reflect and use the Zoom chat window to share your experiences and ideas

How have teachers' professional development needs specific to language been addressed in your EGR work? Have teachers' language and literacy skills been assessed? Share your experiences with us before we move on to the next section….

9. Incorporate language into EGR program MERL

- Language should be a specific focus of monitoring, evaluation, research and learning (MERL)

- Programs should:

  - Monitor fidelity of implementation

  - Disaggregate outcomes by school and home language

  - Conduct relevant research

  - Report language-related results appropriately

  - Identify language-specific benchmarks

  - Use findings to adapt instructional approach, teacher PD and materials, policy and practice related to language

Examples of language-related research

- What is children's reading and language progression over time?

- What are skill-specific thresholds for students to successfully transition from L1 to Lx learning?

- What skills and instructional strategies are more effective for teaching certain languages?

- What strategies are most effective in multilingual classroom contexts?

Example from practice: Evaluating the multilingual approach to instruction in the Philippines

Percent of Ilocos Learners Meeting L1 (Mother Tongue) and L2 (Filipino) Proficiency Standards

- 40.6%
- 25.5%
- 22.6%
- 8.5%
- 1.9%
- 0.9%

Grade 1 — Grade 2 — Grade 3

— L1 (Ilokano) — L2 (Filipino)
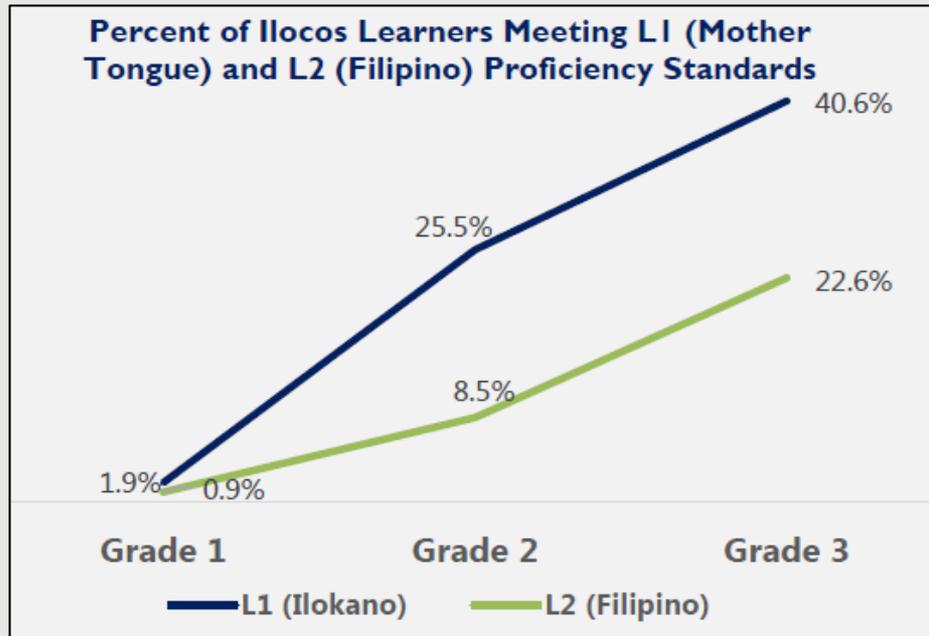
Expectation that children will become proficient in three languages by the end of grade 3 is not realistic, given current approach and context

- Fluency in L1 is associated with higher fluency in L2 (Filipino) & L3 (English)

- But most students do not acquire sufficient proficiency in Filipino or English to transition to learning in those languages by grade 4

- Children for whom Filipino is not their MT do not "catch up" to MT speakers of Tagalog, the basis of Filipino

Source: EDC, 2017

10. Communicate and advocate about language issues

- Develop a communications and advocacy strategy

- Target information appropriately

- Use appropriate media (briefs, infographics, radio, television, etc.) to reach specific groups

- Share experiences and results along the way

Handout 13: Policy Brief: Transition to English

POLICY BRIEF

Improving the Teaching of Early Grade Reading & the Transition to English

NOVEMBER 2017

Source: Creative Associates, 2018

ACTIVITY: Key steps to take

Reflect and use the Zoom chat window to share your experiences and ideas

1. Reflecting on the key steps just presented, which have you conducted? Which did you find to be most challenging? What was most successful?

2. What guidance can you offer others about steps to take and factors to consider with respect to EGR programming?

The following resources provide additional guidance and support:

- **Handout 14: Strategies for addressing language-related issues in EGR programs**

- **Handout 15: Language in EGR programs: Key activities, questions and considerations**

Key takeaways

✓ Language applies to all aspects of EGR improvement

✓ Take time to understand the context and the evidence

✓ Engage in a collaborative process to build understanding, knowledge, capacity and consensus on language issues

✓ Ground decisions in evidence and good practices

✓ Monitor, evaluate and *adjust* plans, practices and policies as needed

✓ Communicate plans and findings, and conduct appropriate advocacy

Coming soon!

We are currently updating the resource Planning for Language Use in Education: Best Practices and Practical Steps to Improve Learning Outcomes (2016) to reflect the latest information and experiences related to language issues in EGR programming

Stay tuned!

PLANNING FOR LANGUAGE USE IN EDUCATION: BEST PRACTICES AND PRACTICAL STEPS TO IMPROVE LEARNING OUTCOMES
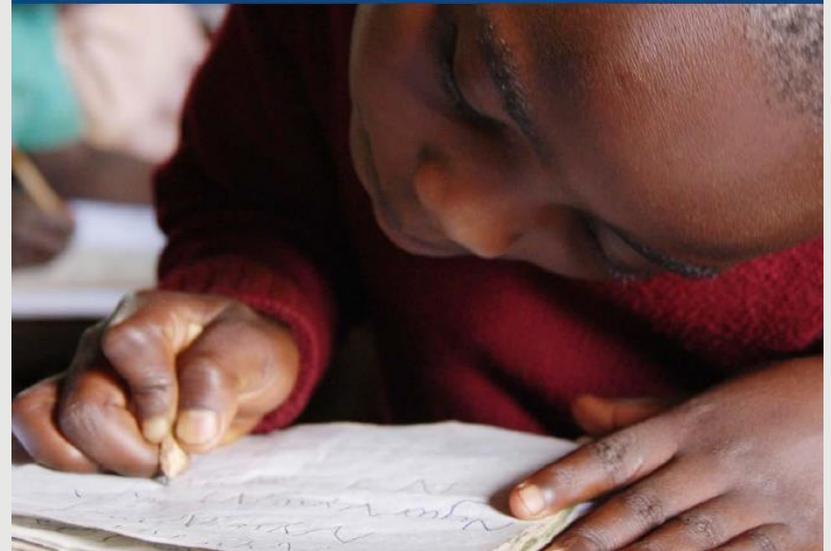
EdData II: Data for Education Research and Programming (DERP) in Africa

AUGUST 2015
This publication was produced for review by the United States Agency for International Development. It was prepared by RTI International.
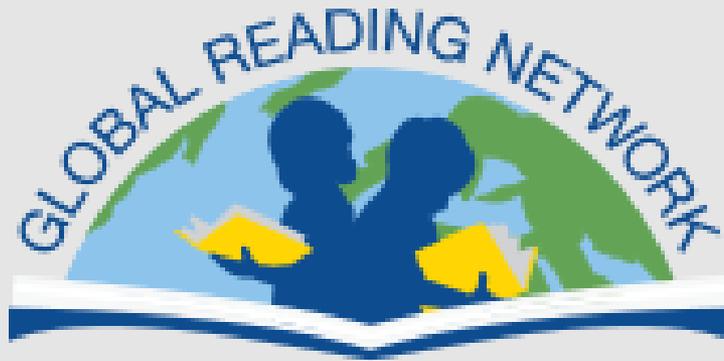
Thank you for attending the "Early Grade Reading Program Design and Implementation: Best Practices and Resources for Success" webinar series!

Webinar presentation materials and handouts may be downloaded from the "Tools and Training" category at:

www.globalreadingnetwork.net

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Upcoming webinars and events

- **July 30:** Continuous professional development in early grade reading programs (5th and final webinar in the series)

- **August 22-23:** Universal Design for Learning Toolkit in-person workshop in Chevy Chase, MD – details coming soon

  www.globalreadingnetwork.net/news-and-events/calendar

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Webinar 4: Language considerations in EGR programs

Resources and References

This list was compiled by Reading within REACH, in collaboration with the Global Reading Network. It accompanies the webinar delivered on November 13, 2018.

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2. More than Stories: Developing Decodable and Leveled Texts in Mozambique - Corrie Blankenbeckler, Creative Associates

3. Developing Effective and Appropriate Decodable and Leveled Books: The Case of Niger - Lisa Easterbrooks, School-to-School International

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Technology resources

- **Bloom:** Software to support language analysis and text development. Available at https://bloomlibrary.org/landing

- **SIL** provides free, online resources to support materials development, including fonts, language analysis software and shell books https://www.sil.org/resources

- **PrimerPro & SynPhony:** Language analysis software https://software.sil.org/primerpro/ & https://tinyurl.com/synphonylanguagesoftware

Webinar 4: Handout 1

Language issues in early grade reading programming

Policy, Planning and Systems Issues

- Education policies (e.g., language of instruction policies) and/or practices that do not support evidence-based approaches to teaching and learning literacy and language

- Education goals and languages taught do not align

- Lack of leadership and support related to language issues

- Mismatch in LOI assigned to a school and the languages students speak and understand best

- Challenges obtaining consensus on languages to be used for reading instruction

- Challenges recruiting qualified reading and language specialists to develop curriculum and materials, and to train teachers

- Beliefs around the effectiveness, cost and feasibility of teaching in multiple languages that create inertia or obstacles

- Insufficient instructional time for teaching reading and language, particularly in contexts where children are expected to learn to read more than one language

- Lack of communication and advocacy to diverse stakeholders on education and language issues

- Lack of capacity to design, implement and evaluate language-related issues and approaches to instruction

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Instruction, Assessment and Materials

- Lack of standardized orthography for some languages

- Curriculum/instructional approach for teaching reading not based on evidence, and not language- and context-specific

- Standards for learning to read in specific languages do not exist, or not based on research

- Instructional approach for teaching L2/Lx inappropriate, ineffective or not based on evidence

- Curriculum or scope and sequence does not exist or is not specific to the language

- Assessments not aligned with languages taught and used

- Insufficient quantity and quality materials for teaching reading, teaching language, and teaching subject matter in specific languages

- Development of materials in multiple languages (often simultaneously, on tight timelines)

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Teacher Effectiveness and Workforce Issues

- Teachers do not speak or read the language(s) of instruction well, or do not speak the languages their students speak and understand

- Teachers do not receive pre- or in-service training on effective practices for teaching reading, for teaching language, and for teaching reading and language as a second or additional language

- Teachers do not receive pre- or in-service training on the specific languages for which they are expected to teach, or teach in

- Teachers do not speak and understand the language(s) learners speak and understand

- Teachers' attitudes, knowledge and beliefs about reading and language are not aligned with effective practices

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Stakeholder Knowledge, Attitudes and Beliefs

- Lack of understanding of language-related effective pedagogy, such as the difference between teaching reading and language, advantages of learning to read in a familiar language (e.g., L1) first, and effective strategies for teaching L2/Lx and facilitating language transfer

- Preference (among parents, education authorities and teachers) to teach reading, and as well as to teach other subjects, in non-familiar languages/former colonial languages/languages of "power" (e.g., English, French, Portuguese)

- Negative attitudes and beliefs about certain languages, and possibly about those who speak them

- Attitudes and beliefs about the use of first languages/local languages for instruction that are not grounded in evidence and research-based best practices

- Belief that not all languages can be used for instruction (e.g., are not "developed" enough, cannot communicate certain subjects or complex ideas, are not spoken by "enough" people to make it "worth" teaching them, etc.)

- Reliance on individual experiences instead of evidence ("If I learned to read in 'X' language, then other children can, too…")

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Webinar 4: Handout 2

Factors to consider when addressing language issues

Read the factors to consider when addressing the language issues. Think about your own program and whether and how it has considered these issues. Use the key below to indicate where you are.

1. We have <u>really</u> considered and addressed these issues. I have experiences and ideas I can share with others.
2. We have <u>somewhat</u> considered and addressed these issues. But there's more I need to learn.
3. We have <u>not</u> considered or addressed these issues. There's a lot more I need to learn.

Factors	Issues	We have…. Write the number that best describes your situation and notes on areas for additional learning and improvement.
Sociolinguistic context	• Languages and dialects spoken by whom, where and for what purpose • Level of standardization of the orthography (written representation of the language) • Variation in sociolinguistic context within the country	
Education context	• Learning and language policies, goals, standards and practices • Teacher language and literacy knowledge, skills • Student language and literacy skills • Teacher-student "language match" • Instructional time and materials available across languages	
Reading and language instruction	• Evidence-based effective approaches for teaching reading and language generally, as well as for specific languages • Research on teaching children a first and additional languages	
Stakeholder considerations	• Stakeholder attitudes, knowledge and beliefs related to language • Community and caregiver preferences on language use in schools	

Webinar 4: Handout 3

Benefits of instruction in a familiar language

Instruction in languages children and teachers understand has numerous advantages:

- Increases education access (children are more likely to come to school if they understand the LOI)

- Improves learning outcomes (children are more likely to learn curricular content that is taught in a language they understand)

- Supports child-centered learning and gender equity

- Facilitates more accurate assessment of student learning (students' knowledge not confounded with their L2/Lx ability)

- Increases cost-effectiveness (fewer drop-outs, better learning outcomes)

- Greater parental and community involvement in education (parents better able to support literacy and learning if home and school language match)

- Validates and preserves culture

Photo: Cambodia (USAID)

Read more about these benefits and the evidence behind them in Pflepsen, A., Benson, C., Chabbott, C., & van Ginkel, A. (2015). *Planning for Language Use in Education: Best Practices and Practical Steps to Improve Learning Outcomes.* Washington, DC: U.S. Agency for International Development. Available at https://tinyurl.com/languageuseineducation

Webinar 4: Handout 5
Language mapping experience and resources

Afghanistan

The purpose of a language mapping by the Afghan Children Read initiative (supported by USAID) was to document the linguistic and literacy landscape in and around primary schools to better understand current practices under Afghanistan's current LOI policy, which states that either Dari or Pashto should be used for instruction. The language mapping research was designed to inform policy discussions about LOI in the classroom and how to best support children's reading and language acquisition in their mother tongue and the national languages.

Photo: Creative Associates Int'l (2018 Q1 report)

To collect data, the research team conducted classroom observations, structured interviews with school principals, teachers and students; and focus groups with parents and community members. Information gathered included the language used in classrooms; teacher self-reported language skills; and stakeholder opinions on language-related issues. Main findings included the following:

- Greater language diversity exists than originally assumed (12-15% of students in some areas do not speak the official LOI).
- Dialects spoken by students differ at times with those spoken by their teachers and found in textbooks.
- Teachers use languages besides the official LOI when students speak other languages, they employ various instructional strategies to support learners whose L1 was not the LOI.

The data collected provide a foundation for broad recommendations regarding language, education and reading instruction in Afghanistan.

To learn more about the instruments, technology and processes used, consult:

Ayari, S. & van Ginkel, A. (2018). Language mapping research in Afghanistan: Purpose, data collection issues, tools and lessons learned. Presented at the annual conference of the Comparative and International Education Society (CIES). Available at
https://www.globalreadingnetwork.net/resources/afghanistan-language-mapping-research-purpose-data-collection-issues-tools-and-lessons

Ghana

Under the USAID-supported Ghana *Learning* early grade reading program, the establishment of a Language Policy Working Group (LPWG) led to the recommendation for the program to conduct a language mapping study to understand the language situation in *Learning*'s targeted schools and districts. The language mapping exercise was designed to answer the following question: To what extent does the designation of the Ghanaian language of instruction (LOI) reflect the language environment of Ghanaian schools, as demonstrated by the languages spoken by pupils, teachers, and used in teaching and learning materials?

Map showing degree of teacher-student language "match" in Ghanaian schools

To answer this question, a census survey was conducted in partnership with the College of Languages Education–Ajumako and the University of Education–Winneba (UEW) between 2016-2017 in 7,105 schools in 100 target districts. In addition to assessing children's language skills, group interviews were conducted with select pupils, and interviews were conducted with teachers and head teachers in kindergarten through primary 3. An inventory of materials was also conducted.

The main findings were as follows:

- Just over half of surveyed schools (58%) have high pupil language match.
- In 71% of schools surveyed, the pupil population includes at least two language groups.
- Across the 100 districts surveyed, 73% of schools have high teacher language match.
- Combining pupil and teacher match, 46% of schools have high overall match, 41% medium match and 13% low match.

The findings resulted in a set of short- and long-term recommendations related to LOI assignment in schools, instructional approaches and teacher qualifications and deployment. A "Language Map Decision Tool" has also been developed to assist stakeholders in identifying best and better practices in terms of instruction depending on the degree of teacher-student language match.

For more information, consult:

FHI 360. (2018). Ghana *Learning* Language Mapping Study: Analysis Report. Available at https://pdf.usaid.gov/pdf_docs/PA00T4QS.pdf

Mozambique

Through the USAID-supported *Vamos Ler!* early grade reading program, a language mapping study was conducted to measure children's oral language proficiency (OLP) in each language they identified knowing. The data were used to describe what language skills children bring to the classroom to help them learn to read. The information was gathered to assist the program and policymakers to:
- Identify the best choice of language for initial literacy instruction and support children who may not have the OLP required to learn in that language
- Identify multilingual classrooms
- Identify to what extent students' oral language proficiency matches the official language of instruction assigned to the schools

Main findings were as follows:
- Large mismatch between students' self-reported linguistic ability and objectively measured linguistic ability
- Nearly three-fourths (73%) of students had an L1 that differed from the official LOI
- 62% of schools are linguistically heterogenous

The findings are now being used to inform ongoing work to improve the teaching and learning of early grade reading in Mozambique.

Findings from the Mozambique language mapping study show a language mismatch between teachers and students in many schools in certain areas.

A full report and presentation about the study can be found at:

Nakamura, P., Carson, K.; Davis, D. Rai, N. & Todd, A. (2018). Language mapping study in Mozambique. Produced by the American Institutes for Research (AIR) for Creative Associates International, on behalf of the U.S. Agency for International Development (USAID). Available at https://pdf.usaid.gov/pdf_docs/pa00n7sd.pdf

Nakamura, P., Rai, N., Davis, D., Carson, K. & Blankenbeckler, C. (2018). "Are you bilingual? Unpacking 'language' in language mapping in Mozambique." Presentation at the annual conference of the Comparative and International Education Society (CIES). Mexico City, Mexico. Available at https://globalreadingnetwork.net/resources/are-you-bilingual-unpacking-language-language-mapping-mozambique

Orthography Assessment score sheet

Language name: ....Dialects: ....

Language family: .... Area(s) where language is spoken: ....

Note on scoring: 0 = not found/not true; 1 = inadequate; 2 = barely adequate; 3 = satisfactory; 4 = excellent

|	Description of the writing system	Scale of 0 to 4				
	Orthography Guide					
1.	**Exists and is readily available** Do people know where to find the orthography guide (either in a shop or in a home in the village)? **Scoring** 0 = does not exist 1 = exists but is not found. 2 = exists but only a few people have it, or is in a location, form, or medium that most ordinary people find difficult to obtain 3 = exists and some people have it, though it is in locations, forms, or media that is not easy for ordinary people to afford, access, or obtain 4 = exists, is easily obtainable, accessible, and affordable	0	1	2	3	4

2.	**Is written in a way that anyone can follow**
	 Format is accessible:
	    a. spacing, font size, etc.
	 The organization of the content:
	    b. easy to find different topics (subheadings, table of contents, etc.)
	    c. logical arrangement of the topics (from smaller units of the language to the bigger units)
	    d. it has a summary of the alphabet
	 Scoring (based on the 4 sub-criteria above)
	 0 = no information found
	 1 = only one of the above is present
	 2 = only two of the above are present
	 3 = three of the above are present
	 4 = all four of the above are present
		0	1	2	3	4

3	**Is written such that a lower grade primary school teacher can understand it and is bilingual (in both the local language and a language of wider communication)** **Scoring** 0 = no information found 1 = written in one language only and uses complex language 2 = written in one language or bilingual but uses rather complex language 3 = written in either L1 or a language of wider communication and language is at an appropriate level of complexity 4 = is bilingual and the language is at the right level of complexity	0	1	2	3	4
4.	**The orthography guide is based on linguistic research of the language** There is a linguistic write up of the language (phonological description, grammatical descriptions, etc.) and/or a qualified linguist has worked with the community to develop the orthography. The phonological description has information about the phonetics, phonemes, tone, syllable structures, word boundaries, etc. The grammatical description has at least a description of basic word order, pronoun system, noun system and verbal phenomena: tense aspect mode, verbal derivations; adjectives, numeral, and adverbs. **Scoring:** 0 = no information exists 1 = it is not clear that the orthography guide is based on linguistic research—no specific linguistic documentation is found or referred to 2 = it is said to be based on linguistic research but the adequacy of that research cannot be confirmed 3 = the orthography guide is based on linguistic research of satisfactory quality, or a qualified linguist has worked with the community to write the guide 4 = the orthography guide is based on linguistic research that is excellent quality	0	1	2	3	4
	TOTAL					

	Writing/Spelling Rules					
5	The extent to which the consonant phonemes are represented by graphemes **Scoring** 0 = no information found, or insufficient information to make an informed judgment about it 1 = serious under-representation such that reading is so difficult that many people do not even attempt to read in the language 2 = significant under-representation which causes reading difficulties that frustrate readers 3 = some under-representation or over-representation which may cause some reading difficulties though people are still able to read 4 = efficient representation	0	1	2	3	4
6	The extent to which the vowel phonemes are represented by graphemes **Scoring** 0 = no information found, or insufficient information to make an informed judgment about it 1 = serious under-representation such that reading is so difficult that many people do not even attempt to read in the language 2 = significant under-representation which causes reading difficulties that frustrate readers 3 = some under-representation or over-representation which may cause some reading difficulties though people are still able to read 4 = efficient representation	0	1	2	3	4
7	The extent to which the phonemic tone is represented in the orthography **Scoring** 0 = no information found 1 = tone is present and important but not marked 2 = tone is present and important but not adequately marked and is causing reading difficulties that frustrate readers 3 = tone is present and important though not marked, is not adequately marked, or is over-represented which may cause reading difficulties though people are still able to read 4 = There is no tone, it is present but not important and does not need marking, or tone is present and efficiently marked	0	1	2	3	4
8	Difference between underlying & surface form of morphemes or words is explained by rules **Scoring** 0 = no information found 1 = there is serious inconsistency in or a total lack of rules for writing underlying versus surface forms and many people do not even attempt to read or write the language 2 = there are significant inconsistencies in rules for writing underlying versus surface forms, or just a few of the rules are stated, which causes reading and writing difficulties that frustrate readers 3 = there are some inconsistencies in the rules for writing underlying versus surface forms, or most of the rules but not all are stated, which may cause reading and writing difficulties although people are able to read 4 = underlying and surface forms are completely explained in the orthography and rules for writing them are defined	0	1	2	3	4
9	The rules for writing word boundaries are appropriate for the language **Scoring** 0 = no information found 1 = boundaries are not appropriate and will greatly hinder learning to read and write 2 = boundaries are mostly inappropriate and will hinder learning to read and write 3 = boundaries are generally appropriate; people can learn to read and write with appropriate pedagogies and methods 4 = The MSW are appropriate to the language and will not hinder learning to read and write.	0	1	2	3	4
10	The orthography makes efficient use of symbols Monographs are used as much as possible (in particular when the language has consonant clusters), and the tone writing system is visually clear and does not clutter the visual appearance of text. **Scoring** 0 = no information found 1 = a great number of symbols in the orthography make reading more difficult 2 = there are a number of symbols in the orthography that make reading more difficult 3 = most symbols used in the orthography are efficient 4 = the orthography makes efficient use of symbols	0	1	2	3	4
11	Facilitates transfer to other relevant languages The symbols used in the orthography have the same sound quality as the symbols used in neighbouring and dominant languages. **Scoring** 0 = no information found 1 = there are several symbol-sound correlations that are very difficult to transfer to other languages 2 = there are some differences between the sounds the symbols represent in this language and the other languages and it causes difficulties in transfer 3 = almost most of the symbols in the language represent the same sounds as in other languages, and the ones that are different cause little confusion 4 = the symbols in the language represent the same sounds in other languages.	0	1	2	3	4
	TOTAL					

Orthography Assessment Score Sheet

	The orthography and community						
12	**Meets with the visual and auditory expectations of the speakers** **Scoring:** 0 = no information found 1 = the community is very dissatisfied with the visual and auditory aspects of the orthography and do not like to use it 2 = the community is dissatisfied with the visual and auditory aspects of the orthography and would like to see some changes 3 = the community is satisfied with the visual and auditory aspects of the orthography, but express some questions and doubts 4 = the community is very satisfied with the visual and auditory aspects of the orthography	0	1	2	3	4	
13	**The orthography is widely used in the community and there are no other competing orthographies** **Scoring:** 0 = no information found 1 = The orthography is not used, and people use a different orthography 2 = The orthography is only used by a small group of people, and there is another orthography available 3 = The orthography is only used by a small group of people, and there are no other orthographies available 4 = The orthography is widely used and there are no other competing orthographies	0	1	2	3	4	
	TOTAL						

Webinar 4: Handout 7

Orthography standardization and reading instruction:
The Case of Uganda

Prior to developing reading materials in 12 Ugandan languages under the School Health and Reading Program, project staff worked intensely with technical experts to ensure that several orthographies (language writing systems) that were new or for which consensus had not yet been established were reviewed and standardized (RTI International, 2013b). Over an intense period of approximately six months, the project team and advisors helped establish or strengthen 12 local language boards; conducted orthography review workshops for each language; prepared 30- to 50-page orthography guides; and collaborated with the language boards to discuss, correct, amend, validate, and adopt the writing systems. The project team then trained writers in the standardized orthographies, assisted in compiling appropriate vocabulary lists for each language, and oversaw the authors' practice in reading and writing their languages. Teaching and learning materials were then developed using the agreed-upon orthographies.
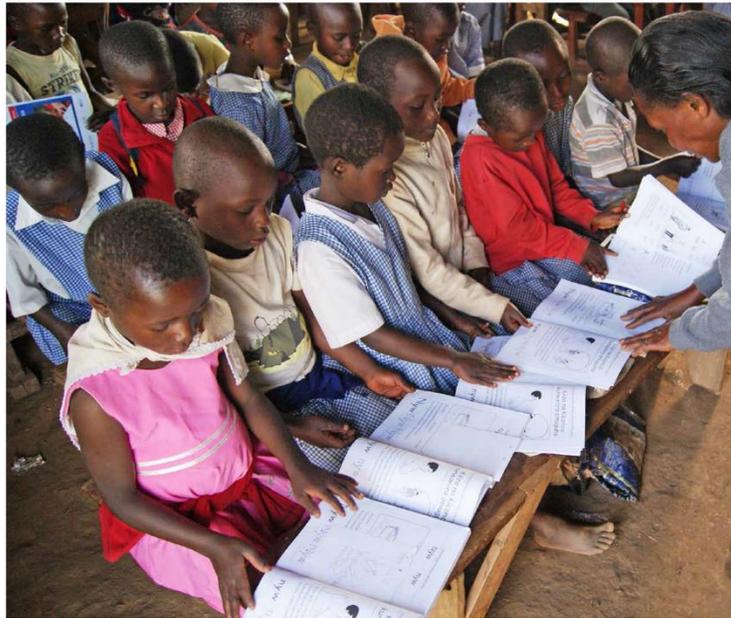
Children read in languages that were standardized prior to materials being developed through the Uganda School Health and Reading Program. Photo: RTI International (USAID)

Excerpted from: Pflepsen, A., Benson, C., Chabbott, C., & van Ginkel, A. (2015). *Planning for Language use in Education: Best Practices and Practical Steps to Improve Learning Outcomes*. Washington, DC: U.S. Agency for International Development. Available at https://globalreadingnetwork.net/eddata/planning-language-use-education-best-practices-and-practical-steps-improve-learning-outcomes

Webinar 4: Handout 8
Strategies for supporting language transfer and L2/Lx learning

Instructional strategies for supporting transfer of knowledge and skills across languages

- Begin instruction in L2/Lx with similarities to the L1 (i.e., same letters that represent the same sounds or words that have the same meanings) and progress to differences between the languages

- Use simpler speech: shorter sentences, slower pace, simple words

- Assess and build on student background knowledge of the content (what they already know)

- Provide contextualized experiences (hands-on learning, realia, interaction, drama, pictures, etc.)

- Use scaffolding: visual aids, graphic organizers, peer activities, L1 support, etc.

- Scaffold language use (e.g., repeat and expand student responses when appropriate)

- Integrate peer, small-group and whole-class discussions into lessons

Instructional techniques to support second language learners

- Create links to personal experiences and background knowledge (personal connections)

- Encourage use of the first language (new vocabulary & concepts should be understood in both/all languages if possible)

- Give students time to process and test out ideas (discussions & projects)

- Enhance meaning with pictures, objects and actions (realia or drama)

- Practice and play with the sounds of an L2/Lx (language games)

Additional Resources:

FHI 360. (2017). Five Techniques to Support Second Language Learners in the Classroom. Global Education. Available at https://www.fhi360.org/resource/five-techniques-support-second-language-learners-classroom

Louge, N. (2016). Learning to reading in multilingual contexts: Best practices from the field. Presentation for the Global Reading Network. Available at https://globalreadingnetwork.net/resources/mother-tongue-based-multilingual-education-mtb-mle

Pflepsen, A., Benson, C., Chabbott, C., & van Ginkel, A. (2015). *Planning for Language Use in Education: Best Practices and Practical Steps to Improve Learning Outcomes*. Washington, DC: U.S. Agency for International Development. Available at https://globalreadingnetwork.net/eddata/planning-language-use-education-best-practices-and-practical-steps-improve-learning-outcomes

Teacher's guide and instructional strategies to support language transfer:

Examples from Uganda

In Uganda, English instruction begins in grade 1 as a subject, and in grade 4 language of instruction transitions from local language to English. To support the teaching and learning of multiple languages and transition from learning in a Ugandan language to learning in English, the USAID-supported Uganda School Health and Reading Program and the LARA program (implemented by RTI International in collaboration with its partners and the Ministry of Education, Science, Technology, and Sports) developed teacher's guides that included activities and design elements to support teachers in doing so.

The image below is from the grade 2 English teacher's guide. In grade 1, students learned their letters in the local language. The column on the right includes guidance to teachers on how to explicitly explain to learners the differences and similarities between letters from different languages. Because the English teacher's guide is used by teachers teaching in 12 different languages, the word "language" is used in place of the name of a specific language.

Step 2: Letter Names and Sounds (7 minutes)	Compare the English alphabet to the local language alphabet. Suggestions:
a. Display the new letter on the chalkboard, point to it and say its name and sound.	
b. Repeat with learners as they point to the letter in their pupil books.	*This English letter has the same sound and same symbol as language X.*
c. Repeat with individual learners.	
d. Teach the gesture that is related to the letter sound. *(See pupil book.)*	*This English letter has the same symbol but the sounds are different.*
e. Say the letter name and sound together with the class.	*This English letter is not used in language X.*
f. Repeat with selected learners.	
g. Review the letters by switching between giving the letter sounds, the letter names or the gestures. Learners respond with the missing parts.	When you show how to air write a letter, your back should be to your learners.
h. Option: Have learners air write or write the letter on the desk or their arm.	Do not add an extra vowel to consonant sounds. Say /t/ not /tuh/.
Continuous Assessment: Assess 3-5 learners' ability to identify letter names and sounds. Mark on the CAM Form.	

Source: USAID/Uganda School Health and Reading Program. Teacher's Guide: English I can read and write, Primary 2 (2014). Ministry of Education, Science, Technology, and Sports of Republic of Uganda. Available at:
https://globalreadingnetwork.net/eddata/p2-english-teachers-guide

The image below is in the grade 4 English pupil book. To support transition from learning in a Ugandan language to learning in English at this grade level, a section was added to the English book to support the development of academic language. The transition lessons (see "transition text week" in columns below) use informational text structure, glossaries, graphics and bolded terms, which will be helpful when engaging with textbooks in other subjects. There are four weeks of activities for each transition text. The transition lessons are distinct from the English lessons. They are a distinct section in the pupil book and have grayscale on the side of the page to find them easily. Informational text is often considered useful across contexts because topics tend to be more culturally neutral.

Table of Contents

Source: USAID/Uganda School Health and Reading Program. Pupil Book: English I can read and write, Primary 4 (2015). Ministry of Education, Science, Technology, and Sports of Republic of Uganda. Available at:
https://shared.rti.org/content/pupil-book-english-i-can-read-and-write-primary-4

This image below is on page 60 of the grade 1 English teacher's guide. In Uganda, grade 1 English is a subject, and the purpose is primarily oral language development. This activity is included to provide teachers an optional activity for supporting language development. Note that the teacher reads the word (from a distance) and asks the children to point to the item. The use of labels is to develop print awareness and to learn the English word for something that is likely known in the local language.

4.1 Parts of the body

Vocabulary Words

- ears
- eyes
- nose
- arm and hand
- head
- leg and foot

Vocabulary: Phonological Awareness

- ears (1)
- eyes (1)
- nose (1)
- arm (1) hand (1)
- head (1)
- leg (1) foot (1)

Sentence Structures

1. Show me your...
   This is my...
2. Show me your...
   These are my...

Concept of Word: Text

Picture 1: I use my brain to think, think, think
Picture 2: I use my nose to smell
Picture 3: I use my eyes to blink, blink, blink
Picture 4: I use my throat to yell

Concept of Word: Actions

Picture 1: Touch head with one finger and nod three times.
Picture 2: Touch nose with one finger and pretend to smell something.
Picture 3: Touch under eyes and blink three times.
Picture 4: Touch throat with hands. Open mouth wide to yell.

Do More

Read the Room

On recycled cardboard or paper, draw pictures relevant to the theme (arm, leg, etc). Label the drawings in both English and local language. Post the drawings and labels throughout the room - from the ceiling, on the walls. Say a word and ask learners to point to it.

References

NPSCU Teacher's Guide
- Competences for Assessment, pages 79-80
- Sample Scheme of Work, pages 187-188
- Lesson Plan Guidelines, pages 191-200

NPSCU Curriculum Scope and Sequence
- Page 25

Source: USAID/Uganda School Health and Reading Program. Pupil Book: English I can read and write, Primary 1 (2015). Ministry of Education, Science, Technology, and Sports of Republic of Uganda. Available at https://globalreadingnetwork.net/eddata/p1-english-teachers-guide

Early Grade Reading Program Design and Implementation: Best Practices and Resources for Success

Webinar 4: Handout 9
Role of linguistics in developing
EGR materials

The role of linguistics in the USAID Partnership For Education: *Learning* Activity in Ghana

Barbara Trudell, SIL Africa

CIES 2018

- Language analysis tools for developing scope/sequence and monitoring decodable stories

- Orthographic features and linguistic scope and sequence

- Teaching grammar

- Language policy environment

Primer Pro language software

- Helps validate the orthography of a language
- Helps the developer decide which graphemes should be taught
- Generates a recommended teaching order for the graphemes being taught
- Generates frequency counts of graphemes, syllables and words
- Generates decodable word lists with indicated graphemes
- Monitors the decodability of written texts

- *Input required*
  - At least a 4000-word lexicon/dictionary/word list (word, gloss, parts of speech) and at least 4000 words in natural text
  - Grammatical and phonological features of the language

- *Alert!*
  - The output is only as good as the language input.
  - Works best when there is a 1-1 correspondence between grapheme and sound (transparent orthographies)

- Ghanaian languages are too rich for English orthography!

- Unmarked tone and nasality are particular challenges.

At the word level (Dangme example)

Seven meanings of ma

- town
- fish
- bread dough solidified
- on the way
- to plant
- the future aspect

At the grammatical level (Dangme example)

/mi/ "swallow"
/mí/ "not swallow"

/si/ "fry"
/sí/ "not fry"

Current spelling: **mi**

Current spelling: **si**

- Letters, syllables, and many words are not decodable

- Word meaning is ambiguous

- Ga language example: *yɔɔ*

- yɔɔ exist somewhere. "I live here." Or "You are the best, the first and foremost, the greatest." V.

- yɔɔ beans; cowpea, Congo pea, dahl, pigeon pea. N.

- yɔɔ a type of antelope, Maxwell's Crowned duiker, also gray duiker. N.

- yɔɔ teasing, pretended sympathy. "He teased you by pretending to be sympathetic". N.

- yɔɔ dejected, forlorn. "Why do you look so dejected?" ADJ.

- yɔɔ smoothly, sluggishly. "The water flowed smoothly." ADV.

Sentence meaning is also ambiguous without sufficient context (Dangme example)

Modu gave his mother the ma *(fish)* for supper.

Modu gave his mother the ma *(dough)* for supper.

Providing context:

Modu gave the ma to his mother, and she made bread for supper.

- Pros and cons
  - Linguistically indicated, pedagogically helpful
  - Sociolinguistic context is crucial

- Stakeholder input
  - University linguists do not "own" the orthographies to change them
  - Local-language authors: No support for changes
  - Guidance from key Ghanaian institutions

- Outcome
  - Agreement by *Learning* and the MoE: No changes to be made to the official orthographies in *Learning* materials
  - Reading method must compensate

- Phonics methods alone are not sufficient when the graphemes are not all decodable

- Readers need to learn context-based guessing, and allowing for more than one correct meaning of words and sentences

- Recommendation
  - Start with phonics teaching until the unambiguous graphemes are learned
  - For the remaining graphemes, use learning activities that build experience in the use of context

Dagaare singular-plural (human nouns)	(English gloss)	(Pictures of each)
Pɔgebilii **ba**naare	four girls	*Teacher: "*What letters are the same in all of these phrases? They tell us there is more than one person."
Dɔɔbilii **ba**yoɔbo	six boys	
Polisiri **ba**yi	two policemen	
(Contrast)		*Teacher: "What is different in these two phrases?"*
Polisiri **ba**yi	two policemen	
Polisi **bun**yeni	one policeman	

10 policy changes in 27 years

- English as LoI from grade 1
- Ghanaian language* as LoI through grade 1 or grade 3, English as LoI afterwards

Current policy

- Ghanaian language* as LoI through grade 3, English as LoI afterwards

Proposed policy modifications under consideration

- late-exit transition bilingual education model
- Ghanaian languages and English as "two pillars of successful learning"

*11 Ghanaian languages have been approved for use as LoI in primary classrooms

- When implementing a reading program in African languages, attention to the linguistic features of each language is crucial.

- Linguistic features such as grapheme inventory, orthography and grammatical features must be attended to in the reading method.

- Program decisions should always align with existing language policy; leadership by key national institutions is crucial.

- Deciding that a language is "enough like English" to ignore its unique linguistic features is never a good idea!

Webinar 4: Handout 10

Language-specific considerations for early grade literacy materials

Language-specific guidance for developing EGL materials

- Develop a template for teaching and learning materials across languages (see session on EGR resources for templates to use to develop materials across languages)

- Consider the language-related skills and knowledge of those involved in materials development

- Take time to build capacity to improve the quality of materials, support scale up and sustainability

- Involve teachers, students and community members in the materials development process, as they will provide valuable input on language-specific vocabulary, context and culture

Materials should:

- Be aligned to the scope and sequence (e.g., curriculum) for each language

- Use languages in educationally appropriate ways

- Be written/reviewed by native speakers of the language

- Include stories and illustrations that reflect and respect the culture

- Use text in ways that reflect best practices for instruction in first or additional languages (e.g., number of words on a page, in a sentence, sentence complexity, etc.)

- Support development of vocabulary and content knowledge in all languages

- Be appropriate for teachers' language skills (e.g., written in language(s) teachers can read, while at the same time including content in languages they need to teach)

Early Grade Reading Program Design and Implementation:
Best Practices and Resources for Success
Webinar 4: Handout 11
Multilingual digital libraries of early grade reading materials

Global Digital Library (GDL)

https://digitallibrary.io/

- The recently launched GDL, an initiative of the Global Book Alliance, collects existing high-quality, open educational reading resources and make them available via the web, on mobile devices and for print

- The GDL provides books in 15 languages, with a goal of 25 languages by the end of 2018, and 100 by the end of 2020. It will also facilitate translation and localization of resources to more than 300 languages

Bloom library

https://bloomlibrary.org/
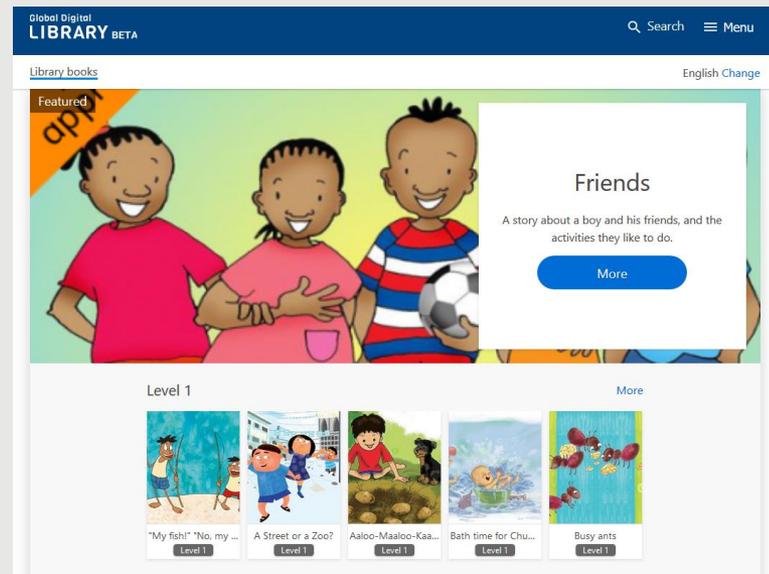
- Winner of an All Children Reading-Grand Challenge for Development competition, Bloom was designed to be accessible to those with minimal training, to support the timely production of early grade reading resources

- Bloom provides shell books as well as books from around the world that can be downloaded directly

- Books can also be submitted for upload onto Bloom

Let's grow a library

Bloom®

StoryWeaver

https://storyweaver.org.in/

- An initiative of Pratham Books, StoryWeaver is a digital library of 6,579 stories (and counting) in 104 languages, from India and elsewhere

- All stories and illustrations are available under open licenses to give people the right to share, use, translate or build upon the creative work that is available

- Stories can be downloaded for printing, or for adaption in an e-publication software

st⚙ryweaver

PRATHAM BOOKS

Let's Read!

https://www.letsreadasia.org/

- An initiative of The Asia Foundation's Books for Asia program that fosters young readers in Asia

- Includes high-quality children's stories in national and indigenous languages, with a focus on underserved languages

- Library includes "Girls Can do Anything" and STEM collection

Book Dash

http://bookdash.org/
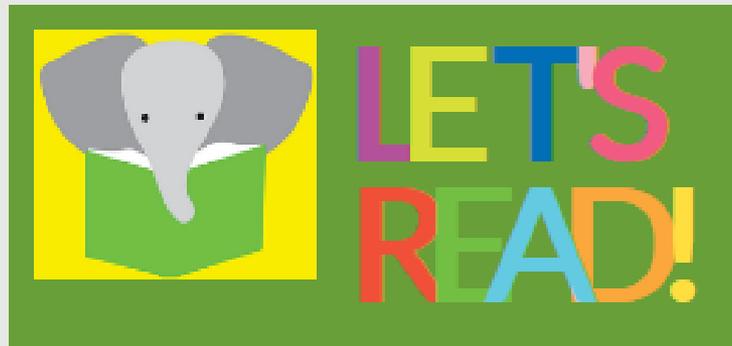
- South African initiative focused on creating high-quality, low-cost children's books that anyone can freely translate and distribute

- Volunteers create new storybooks

- The books are licensed to allow anyone to freely translate and distribute (under a Creative Commons Attribution license).

- The library includes PDF e-books, as well as PDF print-ready files and some audiobooks

The African Storybook Initiative

http://www.africanstorybook.org/

- A literacy initiative implemented by the South African Institute for Distance Education (Saide) that provides openly licensed picture storybooks for early reading in African languages. Currently houses 862 **s**tory books in 120 languages (some sourced from StoryWeaver)

ASb approved

Yabelana ngokulinganako
Phephelaphi Mnguni
Magriet Brink

isiNdebele

African Storybook.org
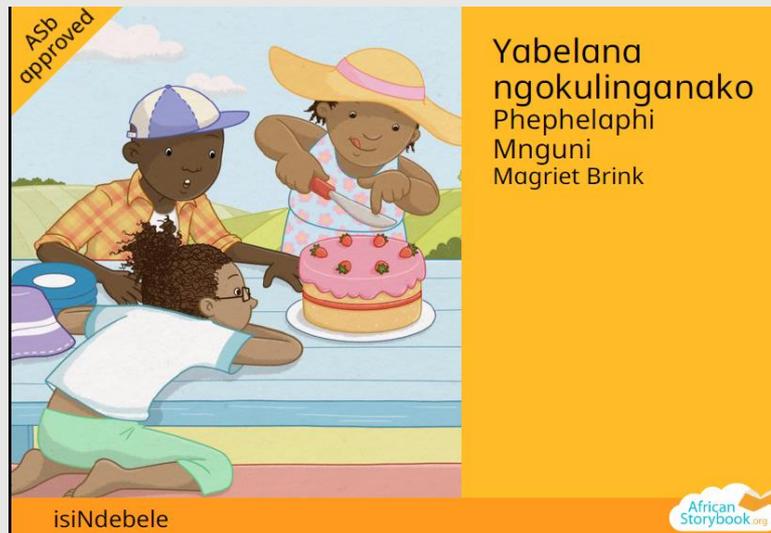
- Focus on creation of an online platform that provides access to completed stories, while providing tools for creation and translation/adaptation of existing stories

Little Thinking Minds

https://littlethinkingminds.com/en

- LTM is an online learning platform that provides Arabic language books (including leveled readers), videos, worksheets and interactive learning opportunities

- LTM received an All Children Reading-Grand Challenge for Development award to develop an early grade literacy app of e-books that are leveled, interactive and animated, and provide automated feedback and recommendations for child-centered and differentiated learning.

- Read more about the award at: https://allchildrenreading.org/innovators/little-thinking-minds/

Worldreader

https://www.worldreader.org/what-we-do/worldreader-mobile/

- Worldreader's mobile app contains more than 42,000 books in 43 languages from 150 publishers around the world.

- Resources include story books and textbooks in multiple genres

- The app is works on both smartphones and simple feature phones

Worldreader

The All Children Reading website contains a searchable list of more digital libraries! Check it out here: https://allchildrenreading.org/digital-libraries/#

Webinar 4: Handout 15

EGR program planning tool

LANGUAGE: Key activities, questions and considerations

Purpose of this tool:

The purpose of this worksheet is to assist early grade reading teams as they plan and implement their programs. Designed to guide initial discussions and decisions about program design, implementation, monitoring and evaluation, the worksheet includes a list of key activities, questions and considerations related to a specific topic. EGR teams are encouraged to complete the worksheet as a team, so all stakeholders' and collaborators' ideas can be considered. More detailed planning related to each topic and key activity would then follow.

How to use this tool:

1. Review the list of key activities at different stages of the program cycle.
2. Read and review the key considerations that will guide your planning.
3. In the "Your program experience and plans" column, for each key activity:
    a. identify steps or tasks that your team will undertake to carry out the activity. Identify key collaborators and people responsible.
        If you have already undertaken a particular activity:
        i. identify lessons learned or guidance that may inform scale up of the program, or that could be shared with others in a similar context (either within the same country or in another country)
        ii. identify how you might need to modify an approach if you have encountered challenges during initial implementation, or if monitoring and evaluation has indicated the approach has not been effective
        iii. identify how your approach might need to be modified when the program is scaled up
    b. Identify specific challenges with respect to each activity or key consideration. What actions need to be taken and what strategies may need to be undertaken to address them?

LANGUAGE ISSUES		
Key activities	**Questions & considerations to guide planning**	**Your program experience & plans**
1. **Conduct a language mapping exercise**	• What languages are spoken in the geographic area, communities, and schools? • What dialects are used in different areas? To what degree are dialects of the same language similar or different, and may require different reading materials? • Are the communities mainly monolingual, bilingual or linguistically heterogenous, and in which languages? • How do individuals from communities that use different languages communicate (for the purposes of trade, etc.)? • What languages do students and teachers speak? What are their proficiency levels? What is the degree of "student-teacher" match with respect to language? What is the degree of student and teacher "match" with the assigned language of instruction (LOI) for the school?	
2. **Become familiar with/conduct research on language-specific issues, policies, and practices that are already in place**	• What is the national policy or guidance on language of instruction (LOI)? • What are LOI *practices* with respect to language and reading instruction? How are these similar to or different from official language policy or guidance? • What are the national and local goals of language acquisition? • Do current policies and/or practices reflect evidence-based best practices for instruction (i.e., learning to read in a language already spoken fluently)? • Is time allocated for reading/literacy instruction? For L2/Lx language learning? Is language learning in a separate time block from reading instruction? • At what age are students expected to transition to L2/Lx for instruction? • What languages are teachers expected to teach? What is teachers' skill level with respect to the languages they are expected to teach?	
3. **Evaluate attitudes, beliefs, and power dynamics associated with the language(s) used for instruction**	• Who speaks the language(s) used for instruction? What is the status of these groups within the community, region or country? • What attitudes and beliefs do people hold about the different languages of instruction and people who speak them? How might these affect whether languages are taught or used for instruction?	

LANGUAGE ISSUES		
Key activities	**Questions & considerations to guide planning**	**Your program experience & plans**
	• What attitudes and beliefs do people hold with respect to teaching children to read in familiar or indigenous languages? How might these affect whether these languages are taught or used for instruction? • Are policy makers open to including additional languages of instruction or adjusting the age of transition to a second or other language?	
4. **Assess language orthographies for standardization and "readiness"**	• Has the orthography, or writing system, of the languages that may be used for instruction been analyzed and reviewed to verify whether it is "ready" to be used for instruction? (See Orthography Assessment Tool for guidance.) • Which languages' orthographies are the most standardized and are ready for use for reading instruction? • Which languages' orthographies are the least standardized and will need to be standardized to be ready to use for reading instruction? • What is the process that will need to take place for a language to be reviewed, standardized and officially "approved" for use for instruction? How much time will it take and who will be involved?	
5. **Identify and obtain consensus on what languages will be used for reading and language instruction**	• What is the process and who needs to be involved in deciding what languages will be used for reading and language instruction? • Is the following information available to inform decision-making?: number of children who speak the different languages, orthography readiness, dialect differences, availability of TLMs, political or cultural considerations, etc. • What is the process for developing a reading program in multiple different languages? Will it be staggered? • Are all stakeholders in agreement regarding the language(s) of instruction? If not, how can consensus be obtained?	
6. **Develop and conduct public awareness campaign around language issues**	• What are language-related attitudes and beliefs in the communities where the EGL program will be implemented? • What kinds of public awareness activities regarding language and the reading program will be most effective in fostering understanding and encouraging support for the reading program among different audiences/stakeholders? • What is the effectiveness of the public awareness campaign?	
7. **Analyze language-specific issues to inform**	• What are the differences and similarities between the languages to be used for language and literacy instruction?	

LANGUAGE ISSUES		
Key activities	**Questions & considerations to guide planning**	**Your program experience & plans**
instruction, materials development	• What instructional approaches will be needed to teach children to read in the languages chosen, based on the specific properties of the languages, degree of similarity between languages, etc.? How might these be similar or different across languages? • What instructional approaches will be needed in contexts where children will be expected to learn to read in a language that is not their first or mother-tongue language? • What instructional approaches will be needed to support transfer of skills in contexts where children will be expected to learn to read in more than one language? • What research may be needed to support the identification of effective instructional approaches, especially in contexts where children are expected to transition from one LOI to another? • What materials are available in the languages chosen for instruction? What new resources will need to be developed?	
8. **Assess teacher language and literacy skills, as well as knowledge and beliefs about reading and language instruction**	• How well do teachers read, write and speak the languages they will be expected to teach? • What kind of teacher language/reading skills assessment would be appropriate and feasible to conduct, based on the information needed and contextual considerations? • What PD opportunities and resources might teachers need to improve their literacy skills? • What knowledge and beliefs do teachers have about language and literacy instruction, early grade reading, and the languages to be used? How might their knowledge and beliefs affect their training and instructional support needs? • How can teaching and learning materials be designed to accommodate teachers' language skills as well as improve them?	
9. **Align instructional scope and sequence (S&S) for all languages to be used for reading instruction**	• Do scopes and sequences (e.g., plan for what to teach, and how to teach it) reflect instruction of familiar/similar language characteristics before unfamiliar/dissimilar characteristics? • Are skills presented in logical, developmental patterns associated with language learning (i.e., oral skills before reading/writing skills, interactive lessons, use of realia or drama, etc.)?	

LANGUAGE ISSUES		
Key activities	**Questions & considerations to guide planning**	**Your program experience & plans**
	• Do S&S include continuous improvement of L1 literacy skills, even after Lx has been introduced?	
10. Evaluate implementation to determine whether approach to teaching reading in different languages, language policies and practices need to be fine-tuned	• How has language been explicitly incorporated into MERL plans? • Are all aspects of the program (content, instruction, materials teacher PD) aligned with respect to language? • Are teachers providing appropriate, effective instruction in the languages identified for instruction? • Are children learning to read in the target languages as anticipated? If not, what are the challenges and what needs to be modified? • In contexts where children are learning to read an L1 and Lx, what "language thresholds" have been identified to inform transfer and transition from one LOI to another? • How are language-specific aspects of EGL program implementation and results being communicated and used?	
11. Address language-related policies and practices	• What changes in policy may need to be made related to the languages used for instruction? • What changes in policy or practice may need to be made with respect to LOI assignment to schools? • What changes in policy or practice may need to be made with respect to teacher school assignment based on language? • What changes in policy or practice may need to be made with respect to teacher training (language of training, training on language issues, etc.)?	

Webinar 4: Handout 14

Strategies for preventing and addressing language-related issues

Policy, Planning and Systems Issues

- Gather data and information to inform policy, practice and planning

- Identify policies and practices that do not support effective, evidence-based best practices around language use and literacy learning, and identify specific ways of remedying the situation

- Identify ways in which education goals are more likely to be achieved through improved literacy and language instruction and outcomes

- Identify potential leaders and "cultivate" them to be leaders on language-related issues

- Develop procedures for assigning an LOI to schools based on the language(s) students speak and understand best

- Identify how to increase instructional time for reading and language instruction

- Discuss language-related issues early and often with key stakeholders so they can be identified, discussed and addressed as soon as possible

- Build the knowledge and capacity of relevant stakeholders to help design, implement and evaluate an approach to language use in education, including all aspects of early grade reading programming

- Conduct pilot studies on language-specific approaches and outcomes to build evidence and support

- Conduct language-specific cost-effectiveness analysis and budgeting for all aspects of the program (e.g., language mapping, orthography standardization, materials development, materials procurement, data collection across language groups, outreach to different stakeholders on language issues, communications in different languages, etc.)

- Monitor and evaluate language-related issues, and report results by language; adjust implementation as needed

- _____

- _____

Instruction, Assessment and Materials

- Assess "orthography readiness" of languages to be used for instruction

- Standardize orthographies before developing materials

- Conduct language analysis and develop curriculum appropriate for the language

- Identify evidence-based approach for L1-based instruction, introducing an L2 or Lx

- Conduct an inventory of existing materials across languages; analyze quality for primary grade reading instruction

- Develop plan for developing materials, quality control processes and tools

- Engage language and reading specialists to develop instruction approach and materials

- _____

- _____

Teacher Effectiveness and Workforce Issues

- Collect data on teacher language skills (develop and conduct assessment, analyze and communicate results)

- Conduct language mapping to identify where teachers are placed and whether their language skills "match" those of their learners/communities

- Identify what pre- and in-service training related to language and instruction is provided, and identify ways of addressing gaps (e.g., integration of language into existing courses/PD events, development of new courses/PD events, etc.)

- Integrate language-related issues into all aspects of pre- and in-service teacher professional development

- Address teacher placement issues do improve teacher-student "language match"

- _____

- _____

Stakeholder Knowledge, Attitudes and Beliefs

- Conduct a survey of stakeholder knowledge, attitudes and beliefs and experiences around language-related issues to identify what they are and how to address

- Share with stakeholders information related to language to create a shared understanding of issues, address questions or concerns and support consensus-building

- Involve key stakeholders in all aspects of program design, implementation and evaluation— including education authorities, parents and teachers—to build knowledge and skills

- Educate stakeholders about evidence-based best practices for teaching and learning reading and language through formal workshops, informal discussions, production of communications materials, media and social media

- Explicitly address the attitudes and beliefs identified through the survey by conducting advocacy and awareness-raising campaigns and other activities targeted to different stakeholders

- _____

- _____

Webinar 4: Handout 12
Assessing teachers' language and literacy skills

Teachers' knowledge, skill level and beliefs with respect to language are important issues that should inform the design and development of early grade reading program, including content and materials, teacher professional development, teacher placement, and advocacy and awareness raising that may need to be conducted. As such, during the program design phase, programs should conduct a survey of teachers to understand these issues. Care should be taken to do so in a sensitive and appropriate manner. This includes developing an appropriate language assessment tool (piloting is highly recommended), making sure that all stakeholders are aware of the purpose of the assessment and how results will (and will not) be used, and maintaining teachers' anonymity. Below is a summary of some early grade reading programs' efforts to assess teachers' language skills, knowledge and beliefs.

Ghana

Under the USAID Partnership for Education: Ghana *Testing* activity, a teacher questionnaire was included in the 2015 national EGRA/EGMA survey in Ghana. This was in response to the 2013 EGRA/EGMA pupil data, which raised questions about how both pupils and their teachers experienced the language of instruction (LOI) policy, which stipulates that pupils should be taught in the Ghanaian language of the local area in the early grades and transition to English by P4. In an effort to learn more about how the LOI policy is implemented in schools, this teacher questionnaire was added in 2015 to collect more information about teacher preparation and instructional practices related to language use. The questionnaire was administered to 671 Primary 2 teachers. Major findings from the teacher survey were: many teachers appear to be posted to schools where they do not speak the language of instruction; many teachers did not study the language for which they must now provide instruction; and some languages have an "oversupply" of teachers, while others face a shortage vis-à-vis the number of schools where a given language is spoken. A complete summary of the results and the instruments can be found here: https://shared.rti.org/content/ghana-teacher-questionnaire

A follow-up survey conducted as part of the USAID Partnership for Education: Ghana *Learning* early grade literacy program further explored teacher language skills as part of a larger survey aimed at identifying the degree to which the Ghanaian language assigned to be used as the language of instruction matched the languages spoken by pupils, teachers and used in teaching and learning materials. The survey was conducted in more than 7,000 schools in 100 districts where the program is implemented. The result is a typology of school "language match" conditions. Complete survey results and instruments can be found here:

FHI 360. (2018). Ghana *Learning* Language Mapping Study: Analysis Report. Available at https://pdf.usaid.gov/pdf_docs/PA00T4QS.pdf

Mozambique

To inform various aspects of the USAID-supported *Vamos Ler!* Program, a qualitative analysis of teachers' instruction was conducted in tandem with an assessment of student language and literacy skills. The survey found that the majority of sampled teachers used both a mother tongue (MT) language and Portuguese to teach in monolingual Portuguese LOI schools. A survey of teachers' beliefs further found that teachers believed that "the impact on student learning in Portuguese was higher when they used both the MT and Portuguese in the classroom." The findings indicate that schools LOI policies are not necessarily being implemented as intended by teachers who find it necessary to provide some instruction in MT languages. The full report and a summary presentation are available here:

Nakamura, P., Carson, K.; Davis, D. Rai, N. & Todd, A. (2018). Language mapping study in Mozambique. Produced by the American Institutes for Research (AIR) for Creative Associates International, on behalf of the U.S. Agency for International Development (USAID). Available at https://pdf.usaid.gov/pdf_docs/pa00n7sd.pdf

Nakamura, P., Rai, N., Davis, D., Carson, K. & Blankenbeckler, C. (2018). "Are you bilingual? Unpacking 'language' in language mapping in Mozambique." Presentation at the annual conference of the Comparative International Education Society (CIES). Mexico City, Mexico. Available at https://globalreadingnetwork.net/resources/are-you-bilingual-unpacking-language-language-mapping-mozambique

Nigeria

To inform materials development and teacher PD, the Nigeria Research and Access Reading Activity (RARA) conducted a simple assessment of grade 2 teachers' phonics, fluency and comprehension skills for the Hausa language. Teachers' knowledge of early grade reading pedagogy and practice, including language-specific issues, as well as their attitudes about teaching in the L1, were also surveyed. The language assessment indicated that teachers had a basic understanding of the relationship between letters and sounds but needed training to teach this skill. The assessment further indicated that teachers' oral reading fluency was suitable for reading aloud to students, and that they would be able to read a teacher's guide provided in Hausa. Instruments and results can be found here:

RTI International (2014). Nigeria Reading and Access Research Activity (RARA): Results of the 2014 baseline data collection in government primary schools in Bauchi and Sokoto states. Prepared for USAID under the EdData II project, Task Order No. AID-620-BC-14-00002 (RTI Task 26). Research Triangle Park, NC: RTI. Retrieved from http://pdf.usaid.gov/pdf_docs/PA00KM2J.pdf

RTI International (2016c). Nigeria Reading and Access Research Activity (RARA): Results of an approach to improve early grade reading in Hausa in Bauchi and Sokoto states. Prepared for USAID under the EdData II project, Task Order No. AID-620-BC-14-00002 (RTI Task 26). Research Triangle Park, NC: RTI. Retrieved from http://pdf.usaid.gov/pdf_docs/PA00KVM1.pdf

POLICY BRIEF

Improving the Teaching of Early Grade Reading & the Transition to English

NOVEMBER 2017

USAID
FROM THE AMERICAN PEOPLE

NORTHERN EDUCATION INITIATIVE **PLUS**

INTRODUCTION

Commencing in October 2015 with support from the United States Agency for International Development (USAID), the five-year Northern Education Initiative Plus project (the Initiative) is strengthening the ability of Bauchi and Sokoto states to provide greater access to basic education - especially for girls and out-of-school-children - and to significantly improve reading outcomes for more than two million school-aged children and youth. In reaching these outcomes, the Initiative employs an evidenced-based and system-strengthening approach that recognizes the need for engagement at the policy level.

Evidence from effective reading programs has lead to the 5Ts plus C framework for Early Grade Reading. The framework is a result of analyzing what works globally and helps education ministries, practitioners and development partners develop sound, evidenced-based policies, practices and programs.[i] Reading supporting policies have to be in place in order to get consistent, sustained improvements in the delivery of the early reading program.

5Ts + C of Good Reading Programs

TIME
More time devoted to instruction of core reading components

+ CURRICULUM
Curriculum with 5 key reading skills, and scope and sequence

TEACHING
Improve teacher knowledge of and skill in teaching reading

TEXT
Provide learners with more books and materials to support learning to read

TESTING
Use of assessments to identify reading levels and to track progress at all levels

TONGUE (language)
Provide instruction in familiar languages, support L1 to L2 transition

Reading Enabling Policies

WHY EARLY GRADE READING?

The first three years of primary school are critical years for children to establish themselves as emergent readers. Children at this stage are developmentally and cognitively ready to learn to read. If they haven't learned to read by the time they reach primary four, they may find it difficult to catch up. [ii] They often drop out of school as a result of not being able to read. Numerous studies have shown[iii] that children learn to read faster if they speak the language in which they are learning to read. When children are successful at reading and writing:

1. They are better able to understand their other subjects
2. They are successful in school
3. Their parents are supportive and send them to school
4. They proceed through to grade 4 and beyond
5. School drop out is reduced
6. Girls' enrollment and retention increases
7. More children complete high school and have greater social and economic returns to the individual and society

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A nation's economic prospects follow the learning curve of its children.
- (Gove, A. and P. Cvelich,. 2010)

Background: Improving the teaching of early grade reading and the transition to English

Competent, effective teachers of reading in the early grades are perhaps a nation's most valuable teachers. Ensuring that children learn to read early and well, with interest, sets a foundation for the success of children in school and the rest of their lives. The developing, recruiting, supporting and deploying of quality teachers is a complex undertaking. Numerous research studies[iv] point to the need for quality early reading teachers to have the required knowledge, skills, beliefs and motivation. Systems then need to ensure that:

• Teachers know the language of the environment in which children are learning to read

• Teachers know the transition language (English in the case of Nigeria)

• Teachers have successfully completed a pre-service program that included teaching children to learn to read in their mother tongue in a systematic and explicit way and the transition to the langue of instruction in upper grades where it is appropriate

• Teachers are deployed to teach at the grade levels and in subjects for which they have the qualifications

• Teachers have regular support and participate in professional learning communities

• Teachers have appropriate teaching and learning spaces and materials

• Teachers are remunerated regularly and at a salary that attracts good teachers and keeps them

Currently, pre-service programs do not prepare teachers to teach reading, and once deployed there may be little opportunity for continuous professional development. In many countries, teachers of the primary grades are typically the least qualified, lowest paid, have the largest number of pupils, teach more hours than teachers in upper grades, and have fewer opportunities for professional development. In essence, the primary teacher is undervalued by society and education officials.

Findings From Bauchi, Sokoto And Federal Level

The quantity and quality of teachers in Nigeria is a cause of concern for all. From a survey of teacher characteristics in Bauchi and Sokoto,[v] 22 percent of teachers in Bauchi and 42 percent in Sokoto do not have the requisite qualifications for teaching. The contextual analysis of pre-service curricula conducted in September 2016 revealed that the National Certificate of Education curriculum contains no explicit and systematic teaching of reading in the early grades.[vi] Only 30 percent of teachers have participated in in-service professional development since taking up their posts. There is little support or supervision for teachers by School Support Officers, whose roles seem unclear even to them. Teacher absenteeism in both states is high.

Evidence from classroom observations of teachers who have completed the 14 day in-service training for *Mu Karanta!* (learning to read in Hausa) and *Let's Read!* (the transition to English) show weak skills and commitment, even after training and support. Many of these trained teachers are unable to:

• Follow a structured teacher's guide

• Produce teaching and learning aids and use them effectively

• Use child-friendly approaches in class

• Write clearly and in appropriate script on the chalkboard

• Position themselves appropriately in the classroom

• Engage all pupils in learning

• Make the classroom a print-rich environment

These inadequate teaching skills are compounded by:

• Overcrowded classrooms with student teacher ratios upwards of 100:1

• Dilapidated classrooms and poor school infrastructure

• Lack of libraries or access to anything to read

These factors combined give an alarming picture of the state of teaching and learning in the primary grades in Sokoto and Bauchi. ■

POLICY RECOMMENDATIONS

Develop a policy that prioritizes improving the quality and stature of primary teachers. The policy should include the following:

- Improve intake systems at pre-service colleges to attract Hausa and English speakers with good high school results

- Ensure all newly recruited teachers have completed and passed courses on early reading in their pre-service course

- Ensure all in-service teachers have successfully completed at least 14 days of training on early reading (*Mu Karanta!*) and the transition to English (*Let's Read!*)

- Ensure all Area Education Officers (AEOs) and School Support Officers (SSOs) supporting primary 1-3 teachers have successfully completed a training program on providing support to primary reading teachers

- Institute professional learning communities at the school (teacher learning circles) and cluster (cluster learning circles) levels for teachers to continue learning and growing through exchanges with peers and supervisors

- Develop schemes to recruit more female teachers and aim for gender parity in the primary grades

- Institute class teaching in primary 1-3 and eliminate subject teaching

- Develop non-monetary incentives (awards, certificates, recognition in the community and on media) for teachers who improve and excel

- Deploy enough teachers in the primary grades for a maximum student teacher ratio of 40:1

- Pay teachers regularly, well, and on time. Budget and plan for improve learning spaces at the primary level including multiple working chalkboards in each room, furniture for pupils and teachers, supplies for teachers to make and display teaching and learning materials, school libraries or book boxes in each classroom for pupil reading.

Endnotes

[i] Kim, Y.-S. G., Boyle, H. N., Zuilkowski, S. S., & Nakamura, P. (2016). *Landscape Report on Early Grade Literacy*. Washington, D.C.: USAID.

[ii] Gove, A. and P. Cvelich. 2010. *Early Reading: Igniting Education for All*. A report by the Early Grade Learning Community of Practice. Research Triangle Park, NC: Research Triangle Institute.

[iii] Ouane, Adama and Christine Glanz, Eds, (2011) *Optimising Learning, Education and Publishing in Africa: The Language Factor A Review and Analysis of Theory and Practice in Mother-Tongue and Bilingual Education in sub-Saharan Africa*, UNESCO Institute of Life Long Learning and Asssociation for the Development of Education in African (ADEA) and African Development

Bank (ADB); and Barbara Trudell & Leila Schroeder (2007): Reading Methodologies for African Languages: Avoiding Linguistic and Pedagogical Imperialism, Language, Culture and Curriculum, 20:3, 165-180 http://dx.doi.org/10.2167/lcc333.0

[iv] Kim, Y.-S. G., Boyle, H. N., Zuilkowski, S. S., & Nakamura, P. (2016). *Landscape Report on Early Grade Literacy*. Washington, D.C.: USAID.: du Plessis, J., & Muzaffar, I. (2010). *Professional Learning Communities in the Teachers' College*. A Resource for Teacher Educators. Washington, DC: American Institutes for Research, USAID/EQUIP1.; Clark-Chiarelli, N., & Louge, N. (2016). T*eacher quality as a mediator of student achievement. In UNESCO Institute of Statistics, Understanding what works in oral reading assessments

(pp. 30-40). Montreal, Canada: UNESCO. And Barbara Trudell & Leila Schroeder (2007): Reading Methodologies for African Languages: Avoiding Linguistic and Pedagogical Imperialism, Language, Culture and Curriculum, 20:3, 165-180 http://dx.doi.org/10.2167/lcc333.0

[v] NEI Plus (2016) Baseline EGRA Report. USAID/Nigeria

[vi] NEI Plus (2016). *Baseline assessment of pre-service teacher education programs and institutions of teacher education in Bauchi and Sokoto States, Nigeria*. A technical report produced by the Florida State University team for the Northern Education Initiative Plus (NEI Plus) Project, Creative Associates International: USAID-Nigeria 2017