



NIGERIA CENTER FOR READING RESEARCH AND DEVELOPMENT WITH BAYERO UNIVERSITY KANO FINAL REPORT

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1. PROGRAM OVERVIEW/SUMMARY

Program Name:	Nigeria Center for Reading Research and Development with Bayero University Kano
Activity Start Date and End Date:	June 15, 2017 – June 14, 2020
Name of Prime Implementing Partner:	Learning Systems Institute, Florida State University
[Agreement] Number:	AID-620-G-17-00001
Name of Subcontractors/ Subawardees:	Bayero University Kano
Major Counterpart Organizations	n/a
Geographic Coverage (cities and or countries)	Kano, Nigeria; Tallahassee, Florida
Reporting Period:	Final Report (June 15, 2017 – June 14, 2020)

As stated in our concept note, the goal of the project was to develop and establish the Nigerian Center for Reading Research and Development at Bayero University-Kano. Florida State University, in cooperation with Bayero University, established a Collaborative Agreement to achieve the following objectives:

- Familiarize BUK faculty with the content and train them to deliver the pre-service courses in the teaching of primary grades reading that FSU is currently developing for teacher training colleges in Bauchi and Sokoto under the NEI+ project,
- Engage six key BUK faculty in a series of one-semester scholarly residencies at FSU's Florida Center for Reading Research to familiarize them with the latest research in primary grades reading; to introduce them to the design, organization and objectives of a reading research center; and to study different models of academic program development, curricular content, and program design in reading,
- Engage key FSU faculty in advising BUK on the design and scope of the NCRRD,
- Support the infrastructural development of NCRRD, including computers and software,
- Engage key BUK and FSU faculty in collaborative research on primary grades reading in the Nigerian context,
- Assist BUK in the development of a one-year postgraduate diploma in the teaching of

- primary grades reading, and
- Assist BUK in the development of a master’s degree program in the teaching of primary grade reading.

2. EXECUTIVE SUMMARY OF ACCOMPLISHMENTS

This capacity development project aimed to establish the Nigeria Centre for Reading Research and Development (NCRRD), as a collaboration between Florida State University and Bayero University Kano. This aim was achieved—the NCRRD is now fully established and operating as a producer of research, a partner on education development projects, and a convener for stakeholders nationwide on early grade reading. With strong institutional support from BUK and ongoing partnerships with FSU and other organizations, the NCRRD is sustainable and well positioned to bring in external funding.

Capacity development activities under this grant took place at three levels—individual faculty development, center development, and broader outreach and policy engagement. The NCRRD has proved to be a highly collaborative organization, working with USAID, the British Council, DFID, UNICEF, and a number of nongovernmental organizations operating in Nigeria. In sum, these activities have built the NCRRD’s reputation as a centre of excellence in early grade reading.

This grant resulted in relevant, rigorous, and timely research that will inform early grade reading instruction in Nigeria, as an outcome of the faculty capacity development activities. The topics included content analysis of reading materials used in classrooms, teacher understanding of methods of teaching reading comprehension, and teacher approaches to reading instruction in large classes (see section 5 and Annex B for a full list of research products).

Recommendations for future activities include greater use of online and distance trainings, given the challenges of the COVID-19 period; investments in quantitative skill development for junior faculty; and greater engagement of the NCRRD with other USAID education projects, beyond NEI+. Please see Section 6 for further discussion of these recommendations.

3. ACTIVITIES

In this section, we will discuss the project activities completed at three levels: activities with individual NCRRD faculty, activities aimed at developing the NCRRD, and activities aimed at impacting stakeholders and policies beyond BUK.

Individual faculty fellow development

Individual-level capacity development began in October 2017, when FSU faculty traveled to BUK to deliver a graduate level course on early grade reading to the faculty fellows. The course was delivered in several multi-day sessions, ending in December 2017. During this course, FSU

faculty supported NCRRD faculty in writing research papers related to their areas of interest, which were later developed into an edited book, as discussed further below. This course provided the faculty fellows who would later attend FSU for extended residencies a foundation in the current evidence base on early grade reading. Fellows who completed all course activities successfully received certificates of completion.

During the project period, five faculty fellows of the NCRRD came to FSU for six month residencies and a sixth fellow completed a three month residency and a three month online training program, due to the COVID-19 pandemic. During the residencies, fellows completed coursework in three areas: early grade reading, research methods, and international and multicultural education. Each fellow audited four or five courses. These courses are listed below:

RED 6747 Theory and Research in Reading
RED 4310 Early Literacy Learning
EEX 5931 Special Topics in Special Education
EDE 4302 Literacy Assessment and Instruction
RED 4510 Teaching Reading in the Elementary School
EDF 6486 Applied Research Methods
EDF 6475 Qualitative Methods in Educational Research
SOW 6938 Advanced Quantitative Methods Seminar
EDF 5481 Methods of Educational Research
EDG 5365 Practitioner Research in Schools and the Community
EDF 5887 Multicultural Education
EDF 6865 Promoting Literacy in International Settings
EDF 5853 Comparative Education

In addition to coursework, fellows visited local primary schools to observe reading instruction and meet with school administrators. All fellows attended one national- or international-level conference outside of Florida. Conferences attended by fellows during residencies included the Comparative and International Education Society (San Francisco, 2019), the International Literacy Association (New Orleans, 2019), and the Literacy Research Association (Indian Wells, California, 2018). In some cases, fellows presented their work at these conferences (see Section 5 below and Annex B for further detail on research products resulting from this grant). Attendance at these conferences allowed the fellows to build their professional networks and exposed them to current research in the field of early grade reading.

During their residencies, each fellow was matched with an FSU professor as a research mentor. The mentors have extensive research and publication experience. Mentors helped fellows to develop a research question, design studies, and develop data collection tools. Upon their returns to Kano, fellows collected data, analyzed it, and wrote a journal article for publication in partnership with their mentors. While the COVID-19 pandemic prevented data collection for the fifth fellow, the sixth fellow was able to use phone interviews to collect data. Please see

Section 5 and Annex B for further information on the journal articles that are in press and under review. These publications and presentations help to establish the credibility and expertise of the NCRRD fellows in the field of early grade reading, both within Nigeria and internationally.

NCRRD Development

This project supported the development of the NCRRD in a number of ways. FSU purchased books and other print materials for the NCRRD library; these books were unavailable in Nigeria and will be an invaluable reference for researchers and graduate students in the region. In addition, FSU provided—and continues to provide—the NCRRD with free access to thousands of journal titles through its subscriptions to journal databases. This will allow NCRRD faculty to stay up to date on developments in early grade reading globally and to conduct new research. The materials available in the library were further bolstered by the textbooks, articles, and other materials brought back to BUK by the fellows after completing their residencies.

The grant supported a study visit to FSU by three senior fellows of the NCRRD, including the Director and the two Associate Directors, and BUK Vice-Chancellor Muhammad Yahuza Bello. This was an opportunity for the BUK group to meet with senior administrators at FSU, consult with faculty at the Florida Center for Reading Research regarding priorities for curriculum and teacher training in Nigeria, and examine the instructional technology used at FSU. This visit also provided an opportunity for discussions with a broad group of FSU administrators, faculty, and students on the role universities can play in conflict-affected areas of the world (please see Annex C for the poster used to publicize the event).

An important aim of the project was to establish the centre's reputation as a producer and disseminator of research. One means of doing this was through the two national conferences that were held in August 2019 and March 2020. Conference attendees from across Nigeria attended, including representatives of State Universal Education Boards, universities, teacher colleges, community-based and international nongovernmental organizations, and donor agencies. The high attendance at these two conferences demonstrates the interest in early grade reading in Nigeria, as well as the capacity of the NCRRD to act as a convener in this field. The conferences provided networking opportunities and helped build stakeholder relationships.

The NCRRD's reputation has also been developed through publications and presentations, as discussed above and in Section 5 and Annex B. Dissemination of research in international-level journals is a critical element of being perceived as a center of excellence internationally. The edited volume produced by BUK and FSU faculty and Nigerian stakeholders has also helped to spread the impact of the project across the country. Plans are under way for the book to be distributed nationally, with support from the Nigerian government.

Initially, this project aimed at developing research capacity. During the course of the project, however, we expanded our support to include administrative capacity development. FSU

supported BUK through the lengthy process of applying for DUNS and SAMS numbers, which are a prerequisite for receipt of USAID funding, with the support of USAID's Office of Financial Management and Office of Acquisition and Assistance. In December 2019, FSU faculty and staff conducted financial grants administration and compliance trainings in Abuja and Kano. The Abuja training also included representatives of other universities participating in USAID projects, including the University of Maiduguri and the American University of Nigeria. The Kano training included representatives of other BUK centres, such as the Centre for Dryland Agriculture, as well as NCRRD faculty and administrative staff. Additionally, FSU provided online trainings for the informational technology staff member assigned to the NCRRD. These trainings included technical trainings on cybersecurity and the development of IT policies as well as on research ethics and the protection of participant data. As a whole, this subset of activities will support the research and training activities of the NCRRD faculty fellows.

Looking to the future, FSU faculty have supported NCRRD faculty in grant and contract proposal writing. During the grant period submissions were made to UNESCO, Dubai Cares, and USAID. FSU faculty nominated the NCRRD for the U.S. Library of Congress International Award, though the NCRRD was unfortunately not selected for the award.

Wider-scope activities

The NCRRD has already influenced early grade reading in Nigeria in several ways. The Director of the NCRRD has contributed to the development of the National Reading Framework for Nigeria, through participation in the Technical Working Group. NCRRD faculty have consulted and collaborated with various programs and program implementers working in Nigeria, including USAID's Northern Education Initiative Plus, RANA, Jolly Phonics, the British Council, UNICEF, and RTI International. Their local knowledge and expertise in early grades reading will help ongoing and new education projects to be both rigorously designed and contextually appropriate.

The NCRRD has also engaged in national-level curriculum development work and the development of new academic programs, in line with the project's objectives shown above. The NCRRD has designed and proposed to the national Universities Commission the incorporation of reading components into the curricula of language-learning-based programs at the undergraduate and postgraduate levels in all Nigerian universities. This material was developed with consultation from Dr. Laura Steacy of the Florida Center for Reading Research and draws on content in the State of Florida's reading endorsement courses, as taught at FSU. At the time of this report, the Director is awaiting approval of the new course content by the National Universities Commission and National Commission for Colleges of Education.

Additionally, the NCRRD has designed two new programs at BUK focusing on early grades reading. These programs are currently awaiting approval of Faculty of Education and the School

of Continuing Education upon the new term, and are expected to commence upon the following term. Please see Annex D for the outlines of the proposed curricula for the Postgraduate Diploma in the Teaching of Reading and the in-service summer course on the Teaching of Reading for teachers. The NCRRD will promote and support specialization in reading at both the Master's and PhD degree levels within Faculty of Education degree programs.

Finally, the NCRRD has served as a convener in the area of early grade reading in Nigeria, helping to spread knowledge regarding early grades reading to stakeholders across the country who might otherwise not have had access to this information, like teacher training colleges. The NCRRD has demonstrated its capacity to work with both local and international partners to improve the teaching of reading in Nigeria.

4. ACHIEVEMENT OF PROJECT GOALS

The overarching goal of the project—the establishment and development of the NCRRD—was accomplished. As discussed in the previous section, activities built the skills of individual faculty fellows, strengthened the new centre's administrative capacity, and impacted policy, research, and practice in Nigeria more broadly. These goals were accomplished with a high degree of buy-in from the administration of Bayero University Kano, including the construction of a new building to house the centre, a new vehicle for the centre's use, ten new laptops, and financial support for the two national conferences.

While the main goals of the project were met, there were some areas where challenges were faced. For example, while new courses and content on early grades reading were developed for undergraduate and graduate programs in Nigeria with support from this grant, the new content had not yet been approved by the National Universities Commission and National Commission for Colleges of Education before the shutdown of government activities related to COVID-19 began in March.

Turning specifically to the three indicators for this project, all were met or exceeded over the course of the project, as shown in the tables below:

Summary of Program Results

Standard indicators	Baseline FY 2018	Annual Target	Q1 FY18	Q2 FY18	Q3 FY18	Q4 FY18	Annual Performance Achieved to the End of Reporting Period (%)	On Target Y/N
ES. 2-1: Number of host country tertiary education institutions receiving capacity development support with USG assistance.	0	1	1	1	1	1	100%	Y
ES.2-2: Number of individuals attending tertiary education institutions with USG scholarship or financial assistance	0	2	0	0	0	2	100%	Y
Number of individuals who complete professional development activities on implementing evidence-based reading instruction with USG assistance	0	2	0	0	8	8	400% ¹	Y

Note: The Results performance column depicts level of achievement expressed as a percentage of Actual versus planned

- 1. The goal was exceeded due to the course taught by FSU faculty at BUK in October, November, and December 2016, in which six NCRRD fellows participated.*

Standard indicators	Baseline FY 2019	Annual Target	Q1 FY19	Q2 FY19	Q3 FY19	Q4 FY19	Annual Performance Achieved to the End of Reporting Period (%)	On Target Y/N
ES. 2-1: Number of host country tertiary education institutions receiving capacity development support with USG assistance.	0	1	1	1	1	1	100%	Y
ES.2-2: Number of individuals attending tertiary education institutions with USG scholarship or financial Assistance	0	4	2	4	2	1	125% ¹	Y
Number of individuals who complete professional development activities on implementing evidence-based reading instruction with USG assistance	0	4	2	8	3	0	200% ²	Y

Note: The Results performance column depicts level of achievement expressed as a percentage of Actual versus planned

1. The goal was exceeded due to the schedule of the residencies: two in fall 2018, two in spring 2019, and one in fall 2019.

2. The goal was exceeded due to the study visit to FSU by the full NCRRD team (Seven teaching faculty participated) in January 2019, and the April 2019 attendance of Dr. I. Tsiga at the Comparative and International Education Society conference.

Standard indicators	Baseline FY 2020	Annual Target	Q1 FY20	Q2 FY20	Q3 FY20	Q4 FY20	Annual Performance Achieved to the End of Reporting Period (%)	On Target Y/N
ES. 2-1: Number of host country higher education institutions receiving capacity development support with USG assistance	0	1	1	1	1	n/a	100%	Y
ES.2-52: Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance	0	2	1	3	2	n/a	150%	Y
Number of individuals who complete professional development activities on implementing evidence-based reading instruction with USG assistance	0	4	0	405	0	n/a	10,125%	Y

Note: The Results performance column depicts level of achievement expressed as a percentage of Actual versus planned.

5. RESEARCH PRODUCTS

The following research publications were produced and presentations made with support from this grant:

Publications

Tsiga, I., Zuilkowski, S. S., & Barnes, A. E, Eds. (2020). *Issues in the Teaching of Early Grade Reading in Nigeria*. Lagos: Havilah.

Adamu, A., Tsiga, A. U., & Zuilkowski, S. S. (in press). Teaching reading in northern Nigeria: the challenges of large class size. *Pedagogy, Culture, & Society*.

Danyaro, B. A., Marty, A., Akinrinmade, B., & Zuilkowski, S. S. (under review). The teaching of reading comprehension in Kano State, Nigeria. *Pedagogies: An International Journal*.

Kabir, U., Marty, A., Akinrinmade, B., & Zuilkowski, S. S. (under review). An Analysis of Teaching and Learning Materials in Kano State, Nigeria: Curricular Relevance, Cultural Responsiveness, and Gender Equity. *International Journal of Educational Research*.

Conference Presentations

- Tsiga, A. U. (2020). Large class size and the challenges of teaching reading in the early grade in Nigeria: Situation report from selected primary schools. Second National Conference on Children's Books and the Teaching of Early Grade Reading in Nigeria. Bayero University Kano.
- Danyaro, A. B. (2020). Comprehension instruction and teachers' knowledge of comprehension strategies in Nigeria: Evidence from Kano State. Second National Conference on Children's Books and the Teaching of Early Grade Reading in Nigeria. Bayero University Kano.
- Kabir, U. (2020). The use of learning materials in the teaching of early grade reading in Nigeria: An Examination of selected primary 3 classes in Kano State. Second National Conference on Children's Books and the Teaching of Early Grade Reading in Nigeria. Bayero University Kano.
- Tsiga, I., & Zuilkowski, S. S. (accepted 2020). Leveraging university partnerships to strengthen education systems: The case of the Nigeria Centre for Reading Research and Development. Accepted for the USAID Global Education Conference (cancelled due to COVID-2019).
- Tsiga, I. (2019). Motivation for the Nigeria Centre for Reading Research and Development. Presented at the Comparative and International Education Society Annual Conference, San Francisco.
- Zuilkowski, S. S. (2019). Long-term university partnerships to support early grade literacy. Presented at the Comparative and International Education Society Annual Conference, San Francisco.
- Tsiga, A. U., & Adamu, A. (2019). Contextually relevant reading research: Research partnerships through the NCRRD. Presented at the Comparative and International Education Society Annual Conference, San Francisco.
- Patton Terry, N. (2019). Addressing reading through research and partnership. Presented at the First National Conference on Children's Books and the Teaching of Early Grade Reading in Nigeria. Bayero University Kano.
- Tsiga, I. (2019). Children's Books in Nigeria. Presented at the First National Conference on Children's Books and the Teaching of Early Grade Reading in Nigeria. Bayero University Kano.
- Zuilkowski, S. S. (2019). Literacy: the foundation for learning and development. Presented at the First National Conference on Children's Books and the Teaching of Early Grade

Reading in Nigeria. Bayero University Kano.

Tsiga, I. (2018). *Fostering Literacy for Effective Learning and Sustainable Literacy: The role of the Nigeria Centre for Reading Research and Development*. National Literacy Workshop, University of Ibadan.

Additional research products are expected to result from initial steps taken under this grant. For example, Dr. Muhammad Ammani, the sixth NCRRD fellow, collected data on parental support for children's literacy development during COVID-related school closures in May 2020. Dr. Ammani and Dr. Zuilkowski are currently analyzing this data and will begin writing a manuscript in July 2020.

Please see Annex B for the Table of Contents of the book and abstracts for the journal articles and conference presentations. While the list above focuses on work by NCRRD-affiliated BUK faculty, note that the edited book and the NCRRD conferences also highlighted research by other BUK faculty and stakeholders, including representatives of NEI+.

6. RECOMMENDATIONS

Overall, this project has been successful in developing capacity at Bayero University Kano, in terms of early grade reading knowledge, research methodologies, and administrative capacity. This project made long-term investments in NCRRD faculty and staff, rather than brief, one-off trainings. This investment will have an ongoing impact on policy, research, and practice in Nigeria for years to come. We encourage the use of similar approaches to higher education capacity development in other countries. We have four recommendations that may be helpful for similar programs in the future:

- Due to COVID-19, we pivoted toward online trainings in the final months of the program. The sixth fellow completed his FSU coursework online, and an information technology staff member at BUK completed online trainings through FSU's system. While we had focused on face-to-face training and engagement earlier in the program, the COVID-19-related changes led to the realization that online trainings can be useful in reaching a wider set of faculty and staff at lower cost. In the future, program implementers should offer distance trainings, in addition to face-to-face activities. However, successful use of online trainings assumes that universities are open and faculty and staff have high-speed internet access.
- One component of our training program for faculty fellows was research mentorship. These were initially planned to happen after the fellows returned to Kano from FSU. However, in one case, the fellows arrived with raw data in hand. This allowed the fellows and their FSU mentor to work together on the data in person, speeding the analysis process. In future programs using this model, we would recommend beginning the research mentorship *before* the residency begins. This will likely shorten the time

needed to complete publications.

- While the faculty fellows made impressive progress on early grade reading and research methodology during their residencies, there is still need for faculty with advanced training in quantitative methods. It is impossible to produce a psychometrician in six months, and these skills are needed in order to design large-scale assessments and other quantitative studies and to analyze quantitative data. Investing in doctoral training for NCRRD faculty with masters degrees would be a positive step towards providing this expertise.
- Finally, we encourage the development of partnerships between the NCRRD and other USAID program implementers. While these relationships exist with some programs, the NCRRD can serve multiple roles as an implementing partner, subcontractor, or external evaluator. Funded opportunities to engage in further research and development projects will allow for further development of the NCRRD.

ANNEX A: PROGRESS SUMMARY

Table 1(a): PMP indicator progress – USAID Standard Indicators and Project Custom Indicators

Indicators	Data Source	Baseline Data		FY 2018		Quarterly Status= FY 2018				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
		Intermediate Result (IR): ES. 2-1: Number of host country tertiary education institutions receiving capacity development support with USG assistance									
		2018		1	1	1	1	1	1	100%	
Intermediate Result (IR): ES.2-2: Number of individuals attending tertiary education institutions with USG scholarship or financial assistance											
		2018		2	2	0	0	2	2	100%	
Intermediate Result (IR): Number of individuals who complete professional development activities on implementing evidence-based reading instruction with USG assistance											
		2018		2	8	0	8	8	2	400%	

Indicators	Data Source	Baseline Data		FY 2019		Quarterly Status= FY 2019				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
		Intermediate Result (IR): ES. 2-1: Number of host country tertiary education institutions receiving capacity development support with USG assistance									
		2019		1	1	1	1	1	1	100%	
Intermediate Result (IR): ES.2-2: Number of individuals attending tertiary education institutions with USG scholarship or financial assistance											
		2019		4	5	2	4	2	1	125%	
Intermediate Result (IR): Number of individuals who complete professional development activities on implementing evidence-based reading instruction with USG assistance											
		2019		4	8	2	8	3	0	200%	

Indicators	Data Source	Baseline Data		FY 2020		Quarterly Status= FY 2020				Annual Performance Achieved to Date (in %)	Comment(s)
		Year	Value	Annual Cumulative planned target	Annual Cumulative Actual	Q1	Q2	Q3	Q4		
		ES. 2-1: Number of host country higher education institutions receiving capacity development support with USG assistance									
		2020		1	1	1	1	1	n/a	100%	
ES.2-52: Number of individuals affiliated with higher education institutions receiving capacity development support with USG assistance											
		2020		2	1	1	3	2	n/a	150%	
Number of individuals who complete professional development activities on implementing evidence-based reading instruction with USG assistance											
		2020		4	0	0	405	0	n/a	10,125%	

ANNEX B. RESEARCH PRODUCTS

Issues in the Teaching of Early Grade Reading in Nigeria
Editors: Ismaila A. Tsiga, Stephanie S. Zuilkowski, and Adrienne Barnes

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Teaching reading in northern Nigeria: the challenges of large class size

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Abstract

Teachers in northern Nigeria face large class sizes that lead to challenges in successfully teaching children to read. In this study, we documented primary grades classes with as many as 160 children. We used in-depth interviews with 20 teachers in Kano State to explore how teachers approached reading instruction, as these numbers preclude the instructional approaches supported by the literature, such as regular formative assessment, differentiated instruction, and frequent interactions with text. Most of the interviewed teachers reported using grouping to teach reading, while some relied on instructional materials or teacher-centered approaches that aimed to draw and hold student attention. Assessment was largely at the group level rather than with individual students, meaning that teachers lacked a detailed understanding of students' reading development. Classroom management and discipline were ongoing concerns, exacerbated by the poor physical conditions of classrooms. We conclude with recommendations on ways to build on teachers' practices in ways that better align their pedagogy with evidence-based approaches, such as more purposefully creating groups that would allow for differentiated instruction.

An Analysis of Teaching and Learning Materials in Kano State, Nigeria: Curricular Relevance, Cultural Responsiveness, and Gender Equity

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High quality teaching and learning materials (TLM) are essential for early literacy learning, particularly in low-resource settings where children have few literacy materials at home and teachers are underprepared to teach reading. The purpose of this study was to determine if TLM used in schools in Kano State, Nigeria were culturally appropriate, gender balanced, and relevant to the Nigeria Universal Basic Education Curriculum. Using a researcher-adapted rubric, lesson plans, textbooks, and reading books from ten private and public schools located in urban and rural areas in Kano were evaluated. The TLM were rated as moderately relevant to the Primary 3 English studies curriculum. However, the materials were generally not culturally responsive to this region and displayed only emergent gender balance. Some differences were noted across public and private schools, particularly in the usage of lesson plans to teach early grade reading, which was more prevalent in public schools. We conclude with recommendations for policy and practice, including the greater involvement of stakeholders from this region in materials development.

The teaching of reading comprehension in Kano State, Nigeria

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Abstract

The purpose of this study was to explore the teaching of reading comprehension in Kano state, Nigeria. Specific objectives were to determine the goals, strategies, and preparation techniques of Primary 3 teachers. Twenty teachers from schools in metropolitan Kano were observed and interviewed when teaching English literacy. Only 25% of the teachers reported instructional goals that were directly related with the teaching of reading comprehension, and the instructional techniques observed did not align with those goals. Teachers did not report using evidence-based strategies in the classroom, nor did they use instructional plans that included objectives, teaching materials and strategies. Implications for teachers' professional development and training are provided.

**University partnerships for sustainable development:
The case of the Nigeria Center for Reading Research
Presented at the 2019 Comparative and International Education Society Annual
Conference, San Francisco**

International aid projects are often unsustainable—the interventions or activities funded cannot be supported by the country after the donor-supported staff leave. This is the case in the field of education as well as in other areas. In Nigeria, substantial sums have been invested in early grade reading projects by donors over the last decade. These projects have been supported by foreign experts, due the lack of sufficient Nigerian personnel trained in reading development. To address this gap, the University of Bayero—Kano and Florida State University have partnered to create the Nigeria Center for Reading Research and Development (NCRRD), with the support of the United States Agency for International Development (USAID).

The NCRRD has several goals: to train teachers, teacher trainers, and reading program staff through masters and specialist degrees in early grade reading; to become a center of excellence for reading research in sub-Saharan Africa; and to provide local reading experts to donor-funded projects in Nigeria and throughout the region. To develop the center faculty's expertise, six fellows will spend a semester at Florida State University, where they will sit in on reading courses, be mentored in center administration, and develop their grant writing and management skills. Each fellow will be paired with a Florida State University faculty member to jointly produced peer-reviewed journal articles and present at conferences.

USAID's education strategy for 2011-2015 listed improving reading skills for 100 million children in primary grades and increasing equitable access to education in crisis and conflict environments for 15 million learners as two of its top three priorities. These goals have been reaffirmed in USAID's 2016-2020 education strategy. USAID has invested widely in reading projects in sub-Saharan Africa, including Senegal, Sierra Leone, Ethiopia, Kenya, Malawi, and Uganda, as well as elsewhere in the world.

To further its literacy goals in Nigeria, USAID is supporting the Northern Education Initiative Plus (NEI+) to improve access and quality of education for more than two million children in three northern, conflict-affected states. Implemented by Creative Associates International (CAI), NEI+ will strengthen the states' ability to provide quality education and improve children's reading skills by incorporating early grades reading instruction concepts, techniques, practices and materials into national teacher education programs and training as many as 45,000 teachers who can reach children in schools and non-formal learning centers.

Florida State University's Learning Systems Institute is proud to partner with CAI and other US and Nigerian-based organizations to help implement this important project. Specifically, FSU has been tasked with developing courses for pre-service teachers on research-based strategies for teaching early grades reading and training teacher educators at teacher education colleges in Bauchi, Sokoto and a third state to deliver these courses as part of their program of study for early grades teachers. FSU will also carry out targeted studies in both states to better understand how primary grades reading instruction and other subjects can be successfully integrated into the curricula of non-formal learning centers in order to expand access to higher quality education for schoolchildren in conflict-affected areas of northern Nigeria. Clearly, NEI+ represents a major effort on the part of the Nigerian and US governments, as well as Nigerian and US-based non-governmental organizations to improve the access to and quality of education in northern Nigeria.

Despite the high level of financial commitments made to literacy in Nigeria, to date, insufficient attention has been paid to the need for highly trained local professionals proficient in reading instruction, materials development, and teacher training. Many development projects have funded one-off or short-term workshops, but these efforts have not been intensive or long lasting enough to produce a deep cadre of local reading specialists. This is the gap we aim to fill with the creation of the Nigerian Center for Reading Research and Development (NCRRD). This effort demonstrates the impact that universities can have on their communities as well as the world. Developing local Nigerian expertise in reading instruction will benefit not only donor-funded projects, but also the Nigerian education system as a whole. We also aim to diversify the body of peer-reviewed literature on early grade reading, with a focus on issues of contextual relevance and sustainability in low- and middle-income countries.

Presentation 1

Higher Education and Early Grades Literacy Development in Nigeria: USAID's approach Dr. Koli Banik, USAID

This presentation will discuss the relationship between investment in higher education and the improvement of reading outcomes for children in Nigeria, from USAID's perspective. USAID has supported several reading initiatives in Nigeria, including the Northern Education Initiative Plus and Education Crisis Response. USAID's support of the NCRRD is intended to enhance the sustainability of these programs, by improving the training offered to pre-service and in-service reading teachers, developing the skills of faculty researchers, and increasing local capacity to lead reading interventions.

First, this presentation will cover USAID's higher education policy globally. Then we will discuss the connections between higher education investments and basic education outcomes in northern Nigeria. We will also cover USAID's approach to education investments in Nigeria generally.

Presentation 2

Motivation for the Nigerian Center for Reading Research and Development

Dr. Ismaila Tsiga, Bayero University—Kano

The teaching of reading in Sub-Saharan Africa, especially in the early grades, has not always been successful, despite the significance of developing operational reading skills as the vital platform for all effective learning. As the ability to decipher written language and other symbols into meaningful patterns of communication, reading is, undoubtedly, the most significant skill in teaching and learning. It enables the reader to directly access the rich sources of information and ideas published in texts and non-text material, especially textbooks; as well those available through the modern media of communication, which have now become a rich source of instruction and knowledge. At the same time, it is an engaging activity that brings immeasurable pleasure and fosters speed in the learning process and learner independence; always inspiring the reader into deeper explorations and greater achievements, with confidence and understanding. Indeed, reading is an indispensable tool for effective learning, especially among children in the early grades, as they are launched into the schooling process.

In this regard, scholars and educationists have for long argued in support of developing an effective reading skill at the tertiary level, arguing that it is no less significant for success in the

university, where, unfortunately, it is not always taught, because it is assumed that students would have normally acquired the skill as part of their pre-entry training. Thus, a recent review concludes that “success at the university level mainly depends on existing pre-entry college attributes, including the mastery of some fundamental academic skills [like] reading, writing, critical thinking, oral presentation and media literacy” (Herminda 2009, p. 20). So fundamental are the skills of reading for the learners at every stage that without them students will be unable to read academic texts deeply; and may miss out the ability to utilise their higher-order cognitive skills for the construction of meaning in the texts they will encounter later in life.

It is in this context that Baryero University—Kano decided to develop a reading center. The jointly developed concept for the NCRRD derives from the well-known network of reading research centers in the United States, which produce innovative research and influence the field in applied means, through pre-service and in-service teacher education. Many also conduct outreach activities with parents, ensuring that the most current research-based recommendations are widely understood. The Florida Center for Reading Research, the Iowa Reading Research Center, and the Minnesota Center for Reading Research are a few examples of such centers.

Presentation 3

Long-term university partnerships to support early grade literacy

Dr. Stephanie Simmons Zuilkowski, Florida State University

This presentation will discuss the general framework of the NCRRD development project. The goals of the project are as follows:

- Familiarize BUK faculty with the content and train them to deliver the pre-service courses in the teaching of primary grades reading that FSU is currently developing for teacher training colleges in Bauchi and Sokoto under the NEI+ project,
- Engage six key BUK faculty in a series of one-semester scholarly residencies at FSU’s Florida Center for Reading Research to familiarize them with the latest research in primary grades reading; to introduce them to the design, organization and objectives of a reading research center; and to study different models of academic program development, curricular content, and program design in reading,
- Engage BUK and FSU faculty in collaborative research on primary grades reading in Nigeria,
- Assist BUK in the development of postgraduate reading programs.

A central goal of this project is to develop within BUK a number of faculty capable of becoming leaders of the NCRRD. To do this, we will use the resources available at the Florida State University to enhance research skills, expand familiarity with cutting-edge research, and increase exposure to reading teacher graduate programs. We have developed a postdoctoral fellowship program which will welcome two BUK reading education faculty to campus each six months, for a total of six fellows. During the year following each fellow’s residency on campus, he or she will be mentored by an FSU faculty member to conduct applied reading research in Nigeria.

The postdoctoral fellows are housed at the Florida Center for Reading Research. FCRR is one of the preeminent reading research centers in the United States. FCRR is particularly known for its strength in quantitative research methodologies, including randomized control trials and

other causal designs. The fellows are provided office space at FCRR and participate in a wide range of activities there, including lecture series and trainings. The fellows will receive both formal and informal mentoring in research skills, according to his or her needs and interests. Grant writing is also a component of the training, via workshops offered through FSU's Office of Research.

Additionally, the fellows are affiliated with the FSU School of Teacher Education (STE). STE faculty offer a series of five courses which lead to an endorsement in reading for teachers in training. These courses will serve as potential models for the BUK programs that will be developed as part of this initiative. After returning to BUK, fellows will adapt these courses to reflect the Nigerian context and local curricula.

In order to provide a broad view of the literacy landscape in Florida, we will also facilitate meetings between the fellows and policymakers at the Department of Education, headquartered in Tallahassee. Additionally, fellows may spend time in the Florida State University Schools and in local Leon County schools. This approach will allow the fellows to understand how the various parts of the education system—elementary schools, teacher training institutes, governmental agencies, and other community groups—work together to promote early literacy.

Presentation 4

Contextually relevant reading research: Research partnerships through the NCRRD

Dr. Aishat Umar and Dr. Amina Adamu, Bayero University—Kano

In order for the new center to be viewed as a leader in reading research, both nationally and internationally, BUK faculty members will participate in scholarly activity, including publishing journal articles and presenting their work in a range of settings. To facilitate this, each returning fellow will be paired with an FSU faculty member, who will partner with the fellow on the production of at least one peer-reviewed journal article. The FSU faculty member will receive funds toward his or her summer salary in order to allow for deep engagement with the joint research project. FSU faculty will mentor their BUK colleagues on research methods, writing, and the publication process as needed by the individual fellow. Additionally, FSU faculty and BUK faculty have begun to collaborate on grant proposals, with hopes of leveraging existing resources to conduct larger studies.

The research produced through these collaborations will be applied research directly relevant to the needs of Nigerian teachers; local, state, and national education systems; and teacher training institutions. All work will be branded with the name of the new center, promoting it as a center of excellence in the field.

This presentation will discuss the initial steps taken on collaborative research between BUK and FSU faculty, including secondary data analysis of existing USAID reading data from Nigeria and an interview study with reading teachers in northern Nigeria.

**First National Conference on Children's Books and the Teaching of Early Grade Reading
in Nigeria
Bayero University Kano, August 2019**

Programme Of Events

Monday 19th August 2019

10am – 6pm: Arrival and Registration of Participants.

Tuesday 20th August 2019

9am – 10am: Registration of Participants.
10am – 1:00pm: Opening Ceremony (See details below).
1:00pm – 2:30pm: Lunch Break
2:30pm – 4:00pm: Presentation/Discussion of First Lead Paper.
4:00pm – 4:30pm: Tour of Book Exhibition Stands.
4:30pm: Closing.

Wednesday 21st August 2019

9:30am – 11:00am: Presentation/Discussion of Second Lead Paper.
11:00am – 11:30am: Tea Break.
11:30am – 1:00pm: Presentation/Discussion of Third Lead Paper.
1:00pm – 2:30pm: Lunch Break.
2:30pm – 4:00pm: Presentation/Discussion of Fourth Lead Paper.
4:00pm – 4:30pm: Tour of Book Exhibition Stands.
4:30pm: Closing.

Thursday 22nd August 2019

9:30am – 11:00am: Roundtable on Children's Books in Nigeria.
11:00am – 11:30am: Tea Break.
11:30am – 1:00pm: Roundtable on the Teaching of Early Grade Reading in Nigeria.
1:00pm – 2:30pm: Lunch Break.
2:30pm – 3:45pm: Presentation/Discussion of Conference Report.
3:45pm – 4:30pm: Final Tour of Exhibition Stands.
4:30pm – 5:00pm: Closing Ceremony/Presentation of Certificates.

Friday 23rd August 2019

Departure.

**Second National Conference on Children’s Books and the Teaching of Early Grade
Reading in Nigeria
Bayero University Kano, March 2020**

Day 1: 16th March 2020
Arrival and Registration

Day 2: 17th March 2020

- 10:00am -11:20am - Opening Ceremony
- National Anthem.
 - Opening Prayers.
 - Introduction of Guests.
 - Welcome Address by
Professor Isma'ila A. Tsigu, Director, NCRRD.
 - Remarks by Chief Host, Professor Muhammad
Yahuza Bello, VC, BUK.
 - Remarks by Dr Denise O'Toole, Director, Education
Office, USAID, Abuja/Her Excellency, Mary Beth
Leonard, Ambassador of the United States of
America to Nigeria.
 - Remarks by Dr Jordene Hale, Chief of Party,
Northern Education Initiative Plus (NEI+)/Creative
Associates International, Abuja.
 - Remarks by Dr Stephanie Zuilkowski, Florida State
University, Tallahassee.
 - Remarks by Professor Ismail Junaidu, Executive
Secretary, Nigerian Educational Research and
Development Council, Abuja.
 - Remarks and presentation of the book,
Issues in Early Grade Reading in Nigeria, by
Dr Hamid Bobboyi, the Executive Secretary,
Universal Basic Education Commission, Abuja.
- 11:20am – 11-50am Tea Break
- 11:50 – 1:00pm - SESSION 1

Keynote Address

Dr Sara Hart, Florida Centre for Reading Research, Florida State University, Tallahassee, USA: The Role of Context in Reading Development.

1:00pm – 2:30pm - Lunch Break

2:30pm – 4:00pm - SESSION 2

Presentations on Emerging Researches from the NCRRD

2:30pm – 2:50pm - Dr Amina Adamu & Dr Aisha Umar
Large Class Size and the Challenges of Teaching Reading in the Early Grade in Nigeria: Situation Report From Selected Primary Schools.

2:50pm – 3:10pm - Dr Aminu Bala Danyaro
Comprehension Instruction and Teachers' Knowledge of Comprehension Strategies in Nigeria: Evidence from Kano State

3:10pm – 3:30pm - Umar Kabir
The Use of Learning Materials in the Teaching of Early Grade Reading in Nigeria: An Examination of Selected Primary 3 Classes in Kano State

3:30pm – 4:00pm – Discussions.

DAY 3: 18th March 2020

9:30am – 10:30am - SESSION 3

Big Books for Effective Teaching of Reading in the Early Grade
USAID - Northern Education Initiative Plus (NEI+)

10:30am – 11:00am - Tea Break

11:00am – 12:00pm - SESSION 4

Teaching Reading to Children With Disabilities

12:00noon – 12:20pm - Dr Marion Fesmire, Florida State University.

12:20pm – 12:40pm - Professor Kyauta Ibrahim, BUK.

12:40pm – 1:00pm - Presentation by the NEI+ Project

12:00 – 12:30pm – Discussions.

12:30pm – 2:00pm - Lunch Break

2:00pm – 4:00pm - SESSION 5 - Roundtable Discussion

Moving Forward on Children's Books and the Teaching of Early Grade Reading in Nigeria: Where Should Nigeria's Efforts Be Focused?

2:00pm – 2:15pm –	NCRRD – On Children's Books
2:15pm – 2:30pm –	Universal Basic Education Commission.
2:30pm – 2:45pm -	Nigerian Educational Research and Development Council.
2:45pm – 3:00pm -	National Commission for Colleges of Education.
3:00pm - 3:15pm -	Northern Education Initiative Plus (NEI+) (USAID-Funded)
3:15pm – 3:45pm –	Reading and Numeracy Activity (RANA) (DFID/UNICEF/FHI360)
3:45pm – 4:00pm -	Nigerian Publishers' Association
4:00pm - 4:30pm -	Closing Ceremony/Presentation of Certificates
·	Closing Remarks - VC (BUK)
·	Closing Remarks - Rep. (FSU)
·	Closing Remarks - (NEI+)
·	Vote of Thanks - (NCRRD) Director

DAY 4: 19th March 2020 Departure

ANNEX C: POSTER FOR DISCUSSION SESSION DURING SENIOR BUK DELEGATION VISIT TO FSU

Roundtable discussion with Nigerian visiting scholars at FSU



Challenges and opportunities for universities in conflict contexts: a discussion with Bayero University faculty from Northern Nigeria

Date: Friday, January 25, 2019
Time: 10:00 AM -11:30 AM
Location: Center for Global
Engagement - Room 2300
110 S. Woodward Avenue
Tallahassee FL, 32306

The speakers will lead a discussion on the role of universities in promoting peace and providing opportunities for development in settings that have been impacted by conflict. They will also discuss the partnerships that FSU is undertaking in the region to support educational systems and research infrastructure.

This event is sponsored by the Learning Systems Institute at Florida State University



Speakers:

- Dr. Muhammad Bello, Vice Chancellor, Bayero University-Kano
- Dr. Ismaila Tsiga, Coordinator, Nigerian Center for Reading Research and Development and Professor, Bayero University-Kano
- Dr. Jeffrey Ayala Milligan, Professor and Director of the Learning Systems Institute at Florida State University

Note: Due to the U.S. federal government shutdown during this period, USAID branding was not used on this poster at the advice of the project's AOR at that time, Janet Thomas.

ANNEX D: PROPOSED CURRICULA FOR NEW PROGRAMS IN THE TEACHING OF READING AT BAYERO UNIVERSITY KANO

PROPOSAL FOR THE INTRODUCTION OF POSTGRADUATE DIPLOMA IN THE TEACHING OF READING (PGDTR)

BY

THE NIGERIAN CENTRE FOR READING RESEARCH AND DEVELOPMENT

IN COLLABORATION WITH

THE DEPARTMENT OF EDUCATION

BAYERO UNIVERSITY, KANO

Philosophy and Objectives of the Programme

The philosophy of Postgraduate Diploma in the Teaching of Reading programme is to prepare potential language and education graduates with adequate background knowledge of teaching and reading research. The specific objectives of the programme are:

1. To provide sound background knowledge to postgraduate students on the contemporary approaches and skills in the teaching of reading;
2. To equip in-service and prospective teachers with adequate knowledge and skills of organizing a conducive learning environment for the effective teaching/learning of reading skills;
3. To equip in-service and prospective teachers with learning methodologies that are appropriate for the effective teaching/learning of reading skills;
4. To equip in-service and prospective teachers with adequate knowledge of the kinds of learning materials appropriate to the teaching/learning of reading and how those materials are appropriately used to facilitate the acquisition of relevant reading skills in students;
5. To prepare teachers on improvising learning materials for the effective teaching/learning of reading skills;
6. To lay a solid background to postgraduate students on research in reading.

Basic Admission and Graduation Requirements

As contained in the General BMAS for Postgraduate Diploma in Education programmes in Nigerian Universities.

Learning Outcomes

- a. Regime of subject knowledge
- b. Competence and skills in teaching reading and research
- c. Behavioral Attribute

Resource Requirements for Teaching and Learning

- a. Academic and Non-academic staff
- b. Academic and Non-space
- c. Academic and Administrative Equipment
- d. Library and Information Resources

All as applicable to all Postgraduate Diploma in Education programmes.

Structure of the Programme:

Reading Courses:

COURSE CODE AND TITLE	SEMESTER	CREDITS
1. TOR7301: STUDIES IN LITERACY AROUND THE WORLD		3
2. TOR7302: COMPONENTS OF TEACHING READING		3
3. TOR7303: READING AT THE ELEMENTARY LEVEL		3
4. TOR7304: READING FLUENCY INSTRUCTION		3
5. TOR7305: FUNDAMENTALS OF READING COMPREHENSION		3
6. TOR7309: TEACHING READING TO STUDENTS WITH SPECIAL NEEDS		3
TOTAL CREDITS: 18		

Education Courses:

CODE AND TITLE	SEMESTER	CREDITS
1. EDU7201: PSYCHOLOGY OF EDUCATION I	1 st	2
2. EDU7205: CURRICULUM STUDIES	1 st	2
3. EDU7206: TEST AND MEASUREMENT	1 st	2
4. EDU7208: RESEARCH METHODS	1 st	2
5. EDU7209: GENERAL TEACHING METHODS	1 st	2
6. EDU7219: EDUCATIONAL STATISTICS	1 st	2
7. EDU7220: EDUCATIONAL TECHNOLOGY	2 nd	2
8. EDU7426: LONG ESSAY	2 nd	4
9. EDU7625: TEACHING PRACTICE	2 nd	6
TOTAL CREDITS: 24		

GENERAL TOTAL CREDITS = 42

KEY: TOR = Teaching of Reading

COURSES DESCRIPTION

TOR 7301: STUDIES IN LITERACY AROUND THE WORLD

It is paramount to note that what counts as ‘literacy’ is negotiated in context. This course is aimed at engaging the candidates into a robust discussion on a number of submissions/arguments concerning the term ‘literacy’ and how educators and policy makers view literacy in Nigeria and other countries around the globe. The course, if completed, is expected to prepare the PGDTR students’ mind in thinking about and understanding how to effectively and rationally contribute, in whatever capacity, towards improving the Nigerian educational policies that relate with literacy pedagogy and other issues suitable with how children learn to read in schools. Topics to be covered in the course are as follows:

1. Understanding Literacy: Debates about what Literacy is, Literacy as Skills, Literacy as Tasks, Literacy as Social Practice, Literacy as Critical Reflection
2. Literacy Measurement at the Regional, National and International Levels
3. Literacy and National Language Policy: Planning for Literacy, The Language of Literacy, Monitoring and Evaluating Literacy Programs
4. Understanding the Learning Process: Resources for Literacy, Training and Supporting Literacy Educators, Assessing Literacy Learning
5. Literacy Pedagogy/Curricular
6. Promotion of Literacy in consistent with its overall policy objectives in Nigeria

TOR 7302: COMPONENTS OF TEACHING READING

This course is aimed at previewing the five components of teaching reading, by paying more emphasis on the phonological awareness component, which stands as an umbrella term that includes the awareness of the larger parts of the spoken language and the smaller parts. In other words, the main thrust or scope of this course is limited to Phonemic awareness and Phonics. The former helps students differentiate between letter sounds, whereas the latter teaches students the relationship between graphemes and phonemes. The topics to cover in the course are:

A. PHONEME

1. The meaning of Phoneme

2. Consonant and Vowel Phonemes
3. Consonant Phonemes Classifications
4. Consonant Phonemes Articulation
5. Vowel Phoneme Classifications
6. Use of Letter Names to Learn Letter Sounds
7. Identification of Phonemes through: Isolation, Identification, Categorization, Blending, Segmentation, Deletion, Addition and Substitution
8. Teaching of Phonemes via Onset- Rime Technique
9. Teaching of Phonemes via Syllabication
10. Teaching of Phonemes via Compound Words
11. Teaching of Phonemes via Sentence Segmentation

B. PHONICS

12. The meaning of Phonics
13. Approaches to Phonics Instructions: Synthetic Phonics, Analogy Phonics, Analytic Phonics, Embedded Phonics
14. Explicit Phonic Lesson Sequence

TOR 7303: READING AT THE ELEMANTARY LEVEL

The course, specifically, focuses on issues regarding early grade reading. Narrowly speaking, it concentrates on the teaching of spelling of words and vocabulary to the elementary pupils. This is very essential because it helps the pupils develop more strategies of building different words in their learning process. Word building is an activity that supports decoding and word recognition by giving pupils opportunities to experience and discriminate the effects on a word. Words are transformed and vocabulary is progressively improved, within each word-building sequence, by substituting, inserting, or deleting a letter. Topics to cover in this course are as follows:

A. SPELLING

1. Letter Knowledge
2. Letter Characteristics: Letter shapes that are visually similar, Letter names that are phonologically similar and Letters that are both phonologically and visually similar
3. Spelling Development
4. Irregular and Multisyllabic Word Spelling

B. VOCABULARY

5. The meaning of Vocabulary
6. Types of Vocabulary
7. Specific Word Instruction: Tier-1 Words, Tier-2 Words and Tier-3 Words
8. Vocabulary and Categorical Inferences
9. Teaching Vocabulary in Story Books

TOR 7304: READING FLUENCY INSTRUCTION

The development of oral reading fluency is a gradually becoming a complex skill (Speece and Ritchey, 2005). It is a complex and multifaceted skill because it is made up of at least three key elements i.e. accuracy reading of connected text at a conversational rate with appropriate prosody or expressions. It then requires that fluency instruction should focus on ensuring that word reading becomes automatic so that readers have sufficient cognitive resources to understand what they read. The course is expected to cover the following topics:

1. Word Reading Accuracy
2. Word Reading Rate
3. Prosody Reading
4. Fluency Assessment: ORF, CBM
5. Calculation of ORF Scores
6. Prosody Assessment (Stress, Phrasing, Intonation, Expression, Pauses etc.)
7. Instructional Strategies for Building Automaticity and Fluency: Independent Silent Reading, Assisted Reading, Repeated Oral Reading, Integrated Fluency Instruction/ Fluency-oriented Reading Instruction (FORI), Dialogic Reading
8. Irregular and Multisyllabic Word Reading: Sounding out, Sounding out and Rhyming, Sounding out, Rhyming and Feeling off, Sounding out, Rhyming, Feeling off and Vowel Alert
9. Types of Irregular Words: Permanent and Temporary
10. Types of Syllables: Closed, Open, Vowel Combination, r-Controlled, Vowel Consonant – e, Consonant –le
11. Dysfluent Reading and its Causes

TOR 7305: FUNDAMENTALS OF READING COMPREHENSION

This course is aimed at preparing the PGDTR candidates with some of the skills to use in teaching comprehension at different levels of education. Comprehension itself is often viewed as the essence of reading because it is a process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Upon successful conclusion of this course, the candidates will be able to understand properly what it means by the term “Reading Comprehension”, identify some of the skills a child needs to have in order to comprehend any type of reading text, identify the importance of reading comprehension and how it should be taught for the betterment of the education of children at school, and identify the best reading strategies. The course will focus on the following topics:

1. Type of Reading Texts: Informational and Literary
2. Choosing the Right Text: Text Length, Text Genre, Text Content and Level of Text Difficulty
3. Types of Readers
4. The Effective Reading Processes
5. Comprehension Strategies
6. Components of Comprehension
7. Characteristics of Good Comprehension Strategy Users
8. Explicit Reading Comprehension Strategies Instruction
9. Reading Comprehension Assessment

TOR7309: Teaching Reading to Students with Special Needs

Children are diverse in their background knowledge, interests, as well as intellectual and physical abilities. The focus on the course is on appreciating the diverse needs of children in and planning effective reading instruction to cater for children with special needs. Topics in this course include: types of disabilities such as physical/health disabilities, intellectual disabilities, hearing and visual disability. Emphasis will be given to Specific instructional methods (such as, grouping, assessment to differentiate instruction and differentiated instruction) for teaching reading to children with hearing and visual impairment, speech disorder, learning disability (especially dyslexia), children with autism, children who are at risk and children who are gifted.

EDUCATION COURSES

EDU7201 – EDUCATIONAL PSYCHOLOGY

This course will introduce students to a variety of aspects of child and adolescent development and various theories of development with special reference to Nigerian children.

Childhood:

- a. The goal and method of child psychology;
- b. General principle of development, maturation and learning phase of early development, some Nigerian perspectives on child development;
- c. Biological bases of development;
- d. Cognitive development: perception, concept formation – language development; Piaget's theory of cognitive development, more recent theories of cognitive development;
- e. The development of personality; biological factors, cultural determinants; family influences and child rearing practices with special reference to Nigeria.
- f. The development of social behavior; social behavior of different age levels; factors influencing social development in Nigeria.

Adolescence:

- a. General characteristics of adolescent development
- b. Adolescent development in different cultures with special references to Nigeria.
- c. Phases of development.
- d. Disadvantage adolescence.
- e. Delinquency
- f. Adolescent peer relations
- g. Adolescence and their families
- h. Values and controls.

EDU7205 – CURRICULUM STUDIES

Historical Background

1. Pre-Islamic and Pre-Christian curricula
2. The curriculum of Islamic education

3. The Christian mission curriculum
4. Colonial government schools and their changing curriculum
5. Post-colonial development
6. The primary school curriculum
7. The junior secondary curriculum
8. The senior secondary curriculum of teacher training institutions
9. The influence of university curricula on the schools agencies of development and implementation: NERO, NTI, State Resource Centers Examination system and their effect on the curriculum common entrance, junior secondary, senior secondary, grade II.

EDU7206: TEST AND MEASUREMENT

1. Introduction
 - 1.1 concept of measurement
 - 1.2 Scales/levels of measurement
 - 1.3 Test and Testing
 - 1.4 Purpose of Measurement
2. Measuring Achievement
 - 2.1 Achievement tests
 - 2.2 Teacher-made tests
 - 2.3 Standardized achievement tests
 - 2.4 Essay tests
 - 2.5 Objective tests
3. Test Construction Procedure (objective tests)
4. Test Construction Procedure (Essay tests)
5. Judging the quality of measuring instruments
 - 5.1 Validity
 - 5.2 Reliability
6. Test Administration
7. Test Scoring
 - 7.1 Marking scheme
 - 7.2 Techniques for scoring objectives tests
8. Test Interpretation

8.1 Percentage and percentile ranks

8.2 Transformed scores (Z – and t – scores)

EDU7208 – RESEARCH METHODS

1. Nature and purpose of research
2. Categories of research activities: descriptive, historical, experimental.
3. Writing a research proposal, selecting a topic, contents and organization of the proposal.
4. Literature review, its role; methods of citing literature.
5. Research bias, political, religious and social bias in research; objectivity; cross-cultural applications.
6. Ethical issues in research: subjects understanding, cooperation with the researcher, confidentiality, publication, misinterpretation and misuse of research findings.
7. Hypotheses and research questions: nature and use of hypotheses, and research findings.
8. Sampling procedures: rational and procedures, advantages and disadvantages of sampling procedures
9. Data collection techniques: questionnaires, interview observations, case studies, tests, government statistics, documentary analysis.
10. Research validity and reliability
11. Writing the research report
12. Review of the role of research in education

EDU7209 – GENERAL TEACHING METHODS

1. Definition of concepts:
 - a. Teaching methods
 - b. Techniques
 - c. Strategies
2. Approaches to teaching

The teacher centered approaches/direct instruction: lecture, demonstration, mastery learning, seatwork, discussion, question and answers etc.

Uses and limitations

Learner centered approaches/indirect instruction: essential questions, role playing, dramatization, discovery learning, project, inquiry.

Uses and limitations

EDU7219: EDUCATIONAL STATISTICS

This course introduces students to the fundamentals of educational statistics which include:

- 1) Descriptive statistics;
- 2) Frequency distribution;
- 3) Measures of central tendency;
- 4) Measure of variability;
- 5) Percentiles and standard scores;
- 6) Inferential and non-inferential statistics;
- 7) Rational for statistical inferences;
- 8) Selection of appropriate statistical tests;
- 9) Parametric test: t-test, ANOVA, Pearson Product Moment Correlation;
- 10) Non-parametric test: Chi-square, Spearman Rank Order Correlation

EDU7220: EDUCATIONAL TECHNOLOGY

1. The concept, scope, characteristics, and objectives of Educational technology
2. Instructional designs
3. Edgar Dale's cone of learning experiences
4. Multimedia approach to teaching-learning process
5. The Concept of communication and Communication in the classroom.
6. Instructional Resource Centre
7. Programmed learning
8. Information and Communication Technology (ICT) in Education

**PROPOSAL FOR THE INTRODUCTION OF SIX WEEKS SUMMER COURSE IN THE
TEACHING OF EARLY GRADE READING FOR BASIC SCHOOL TEACHERS IN
NIGERIA**

BY

THE NIGERIA CENTRE FOR READING RESEARCH AND DEVELOPMENT

BAYERO UNIVERSITY, KANO

Philosophy and Objectives of the Programme

The philosophy of the six weeks summer course in the teaching of early grade reading (EGR) is to equip in-service language teachers in basic education schools with adequate knowledge of early grade reading (EGR) and the contemporary methods, techniques, and strategies used in teaching EGR skills. Specifically, the course is designed to:

7. Provide in-service basic school teachers with sound knowledge of what literacy is and why early literacy teaching is necessary in basic education schools.
8. provide sound background knowledge to in-service basic school teachers on the contemporary approaches and skills in the teaching of EGR;
9. Equip in-service basic school teachers with adequate knowledge and skills of language curriculum and how to break it down into teachable units and skills;
10. Equip in-service basic school teachers with adequate knowledge and skills of organizing a conducive learning environment (homes, schools, classrooms, etc.) for the effective teaching/learning of EGR;
11. Equip in-service basic school teachers with relevant and contemporary teaching/learning methodologies, styles, and strategies that are appropriate for the effective teaching/learning of EGR skills;
12. To equip in-service basic school teachers with adequate knowledge of different kinds of learning materials appropriate to the teaching/learning of EGR skills and how those materials are appropriately used to facilitate the acquisition of relevant reading skills in students;

13. To prepare in-service basic school teachers on improvising learning materials for the effective teaching/learning of EGR skills;
14. Develop the abilities of basic school teachers on how to appreciate and appropriately utilize information and communication technology (ICT) facilities for the effective teaching/learning of EGR

Basic Admission and Graduation Requirements

The basic admission requirements for all applicants of the six weeks summer course in the teaching of EGR are:

1. Applicant must have at least NCE or a Diploma in education;
2. Applicant must have studied language in his/her NCE or Diploma combination e.g. Hausa, Yoruba, Fulfulde, English etc.
3. Applicant with a Degree with language combination will also be considered.

Learning Outcomes

- a. Regime of subject knowledge
- b. Competence and skills in teaching EGR
- c. Behavioral Attributes

Resource Requirements for Teaching and Learning

- a. Academic and Non-academic staff
- b. Academic and Non-space
- c. Academic and Administrative Equipment
- d. Library and Information Resources

COURSES TO BE OFFERED

Six courses are to be offered within the six weeks period which are:

1. EGR101 – Literacy and Teaching of Reading in Nigeria
2. EGR102 – Phonological Awareness Instruction
3. EGR103 – Phonics Instruction
4. EGR104 – Fluency Instruction
5. EGR105 – Vocabulary Instruction
6. EGR106 – Comprehension Instruction

COURSES DESCRIPTION

EGR101 - LITERACY AND TEACHING OF READING IN NIGERIA

COURSE CONTENTS:

1. Literacy: Meaning, Forms and Functions
2. An Overview of Literacy Development
3. Understanding the Relationships and Differences Between “Literacy” and “Reading”
4. Language Policy and the Teaching of Early Grade Reading (EGR) in Nigeria
5. Developing Children’s Interest in Reading: Some Basic Strategies
6. The Essential Components of Early Grade Reading Instruction
7. Early Grade Reading Assessment

EGR102- PHONOLOGICAL AWARENESS INSTRUCTION

COURSE CONTENTS:

1. Phonological Awareness:

Meaning, Importance, Levels, and Guidelines

2. Print Awareness and Letter Knowledge:

Meaning, Basic Knowledge and Instructional Techniques

3. Phonological Awareness at Word Level:

Meaning, Skills: Sentence Segmentation, Blending, Segmentation, and Deletion

Method/Strategy: Phonological Medley,

4. Phonological Awareness at Syllable Level:

Meaning, Skills: Blending, Segmentation, and Deletion

Method/Strategy: Salad Toss

5. Phonological Awareness at Onset-Rime Level:

Meaning, Skills: Recognizing Rhyme, Generate Rhyme, Categorization, Blending, and Segmentation.

Methods/Strategies: The Hungry Thing, Critter Sitter

6. Phonological Awareness at Phoneme Level:

Meaning, Skills: Isolation, Identification, Categorization, Blending, Segmentation, Deletion, Addition, and Substitution.

Methods/Strategies: Bridge Game, Sound Match, Odd One Out, Simon Says, Say-It-And-Move-It, and Elkonin Sound Boxes

7. Assessing Pupils' Phonological Awareness:

Screening

Progress Monitoring

EGR103 – PHONICS INSTRUCTION

COURSE CONTENTS:

1. Phonics:

- Meaning and Aims
- Principles and Approaches
- Scope and Sequence

2. Decoding and Word Recognition:

- Meaning, Phases: Pre-Alphabetic Phase, Partial Alphabetic Phase, Full Alphabetic Phase, Consolidated Alphabetic Phase, and Automatic Phase.
- Letter/Sound Correspondence: Integrated Picture Mnemonics
- Sound/Spelling Correspondences: Introducing Consonant Diagraphs and Short Vowels

3. Decoding Regular Words:

- Meaning and Types of Regular Words
- Blending Strategies: Sound by Sound Blending, Continuous Blending, Whole Word Blending and Spelling Focused Blending.

4. Phonograms and Word Work Activities:

Meaning and Strategies: Word Sorting, Elkonin Boxes with Letters, Word Building, and Dictation.

5. Irregular and Multisyllabic Words Reading:

Irregular Words Reading:

- Meaning, Identification and Selection Criteria
- Instructional Strategies: Sound-Out Strategy and Spell-Out Strategy

Multisyllabic Words Reading:

- Syllabication: Syllable Types and Division Principles, Affixes as Syllables, and Flexible Syllabication Approach
- Instructional Strategies: Introducing Open and Closed Syllables, Syllable Division Strategy, Syllable Search Procedure, Introducing Affixes Root Word Transformation Strategy, Syllable Segmentation Strategy, Flexible Strategy for Reading Big Words etc.

6. Spelling Development:

Effective Spelling Program:

- Systematic
- Focus on More Useful Words
- Focus on Words Frequency
- Focus on Daily Errors
- Focus on Small number of Spelling Rules

7. Assessment of Phonics Instruction:

- Screening
- Progress Monitoring

EGR104 – FLUENCY INSTRUCTION

COURSE CONTENTS:

1. Fluency:-

Meaning and its Influences

Aspects: Accuracy, Rate, and Prosody

2. Choosing the Right Text for Fluency Instruction and Practice:

The Criteria: Text Length, Genre, Text Content and Text Difficulty

3. Fluency Instruction in Connected Text:-

Independent Silent Reading and Assisted Reading: Meaning and Methods

- Teacher-Assisted Reading
- Peer-Assisted Reading
- Audio-Assisted Reading

4. Fluency Instruction in Connected Text:-

Repeated Oral Reading: Meaning and Methods

- Timed Repeated Oral Reading
- Self-Timed Repeated Oral Reading
- Partner Reading
- Phase-Cued Reading
- Readers Theatre etc.

5. Fluency Instruction in Connected Text:-

Integrated Fluency Instruction:

- Deliberate Assisted Instruction
- Student Independent Reading at School
- Student Independent Reading at Home

6. Assessing Pupils' Oral Reading Fluency (ORF):

When to Assess ORF: Screening, Progress Monitoring

Assessing Rate and Accuracy: Curriculum Based Measurement (CBM), ORF Norms

Assessing Prosody: Stress, Phrasing, Intonation, Expression and Pauses

EGR105 – VOCABULARY INSTRUCTION

COURSE CONTENTS:

1. Vocabulary:

- Meaning, Forms and Importance
- Size, Gap, and Relationship with Comprehension

2. Components of Vocabulary Instruction:

- Intentional: Specific Word Instruction, Word Learning Strategies, and Word Consciousness
- Incidental: Rich and Varied Language Experiences and Wide Reading

3. Specific Word Instruction:

- Words Selection: The three-tier system and Words Sequence Strategy
- Methods:
 - Read-Aloud Methods: Text Talk , Direct Explanation, Concept Picture Sort etc.

- Independently Read Text: Semantic Map, Semantic Feature Analysis, Possible Sentences etc.

- Activities: Using Words in Contextualized Literature, Introducing the Words, Developing In-Depth Word Knowledge, and Extending Words Use Beyond the Classroom

4. Word Learning Strategies:

Meaning and Types:

- Dictionary Use Strategy: Using the Dictionary, PAVE Procedure, Concept of Definition Map
- Morphemic Analysis Strategy: Compound Words, Words Families, Word-Part Clues for Prefixes, Suffixes and Roots etc.
- Contextual Analysis Strategy: Context Clues, Introducing and Applying Types of Context Clues
- Synthetic Strategy: Introducing the Vocabulary Strategy, Practicing the Vocabulary Strategy, Collaborative Strategic Reading.

5. Word Consciousness:

Meaning and Aspects:

- Adept Diction: Synonyms, Antonyms, Homographs Figurative Language and Idioms.
- Word Play: Names, Expressions, Word Formations, Word Games, and Word Manipulations.
- Word Histories and Origins

Methods:

Vocabulary Hotshot Notebook, Antonyms Scales, Web Word Web, Poetry as Word Play, Animal Idioms, Five-Senses Simile Web, Latin and Greek Number Words etc.

6. Assessing Pupils' Vocabulary:

- Teacher Assessments
- Standardized Tests and Root Word Inventory

COURSE CONTENTS:

1. Reading Comprehension:

- Meaning, Fundamental Elements: The Reader, The Text, and The Activity and Related Tasks
- Components of Reading Comprehension

2. Comprehension Processes and Strategies:

- Processes: Accessing Previous Knowledge, Understanding Vocabulary, Making Inferences, and Linking Ideas.
- Strategies: Monitoring, Connecting to World Knowledge, Predicting, Recognizing Text Structure, Asking and Answering Questions, Constructing Mental Images, and Summarizing.

3. Developing Comprehension Strategies:

- Multiple-Strategy Instruction Program
- Explicit Comprehension Strategies Instruction
Scaffolding:
 - Scaffolding Model: Teacher and Student Responsibility
 - Scaffolding Tools: Graphic Organizers, Prompts, Cooperative Learning, and Read-Aloud Methods
- Contextualized Instruction
- Reader Response: Discussion-Oriented Instruction and Responding Through Writing

4. Comprehension in Literary Text:

- Meaning, Types, and Organizational Structure: Setting, Characters, Plot, and Theme
- Application of Comprehension Strategies in Literary Text
- Methods/Strategies: Dialogic Reading-Picture Book Read-Aloud Method, The Story Structure, Transactional Strategies Instruction (TSI), Book Club, etc.

5. Comprehension in Informational Text:

- Meaning, Types, and Organizational Structure: Description, Compare-Contrast, Cause-Effect, Problem/Solution, and Time Order/Sequence.

- Selecting a Considerate Text: Structural Cues, Coherence, and Audience Appropriateness
- Application of Comprehension Strategies in Informational Text
- Methods/Strategies: Question-Answer Relationships (QAR), Paragraph Shrinking, Rule-Based Summary, Collaborative Strategic Reading (CSR), Questioning the Author (QtA), and Concept-Oriented Reading Instruction (CORI).

6. Comprehension Assessment:

- Traditional and Informal Assessment
- Combining Traditional and Informal Assessment
- Response Format: Cloze, Maze CBM, Open-Ended, Multiple-Choice, Retelling, and Think Aloud.