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Northern Education Initiative Plus



Transition to English Study Final Report

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ACRONYMS

ASC	Annual School Census
CPD	Continuous Professional Development
FOI	Fidelity of Implementation
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
IRR	Interrater Reliability
LGEA	Local Government Education Authority
LOI	Language of Instruction
MOE	Ministry of Education
MTB-MLE	Mother Tongue Based Multi-Lingual Education
NERDC	Nigerian Educational Research and Development Council
OOSC	Out of School Children
ORF	Oral Reading Fluency
RARA	Reading and Access Research Activity
SUBEB	State Universal Basic Education Board
TWG	Technical Working Group
USAID	United States Agency for International Development

INTRODUCTION AND PURPOSE OF THE STUDY

Commencing in October 2015 under funding 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 (OOSC)—and is significantly improving reading outcomes for more than one million school-aged children and youth.

As part of its comprehensive strategy, the Initiative has a policy research agenda, in collaboration with the Nigerian Educational Research and Development Council (NERDC) and with Bauchi and Sokoto state stakeholders, to make policy recommendations, including in regard to the transition from Hausa to English as the language of instruction (LOI) in formal primary schools. Transition from Hausa to English as the LOI currently occurs between P3 and P4. In accordance with the Nigerian Ministry of Education policy, pupils are introduced to oral English in P2 and begin to learn to read in English in P3. The goal is for P3 pupils to develop sufficient listening, speaking, reading, and writing skills in English to transition to using English as the LOI in P4.

LOI policy in general has been a historically contested issue for schools throughout Nigeria, and LOI policy specific to Hausa has been identified as a pressing issue for all schools in all Hausa speaking states. Accordingly, while capitalizing on access to Initiative schools for data collection, the present study aims for broad policy relevance by providing insights into factors affecting pupil readiness for LOI transition. The research therefore does not focus on the Initiative itself as an object of study and should not be interpreted as offering findings on the Initiative’s impact.

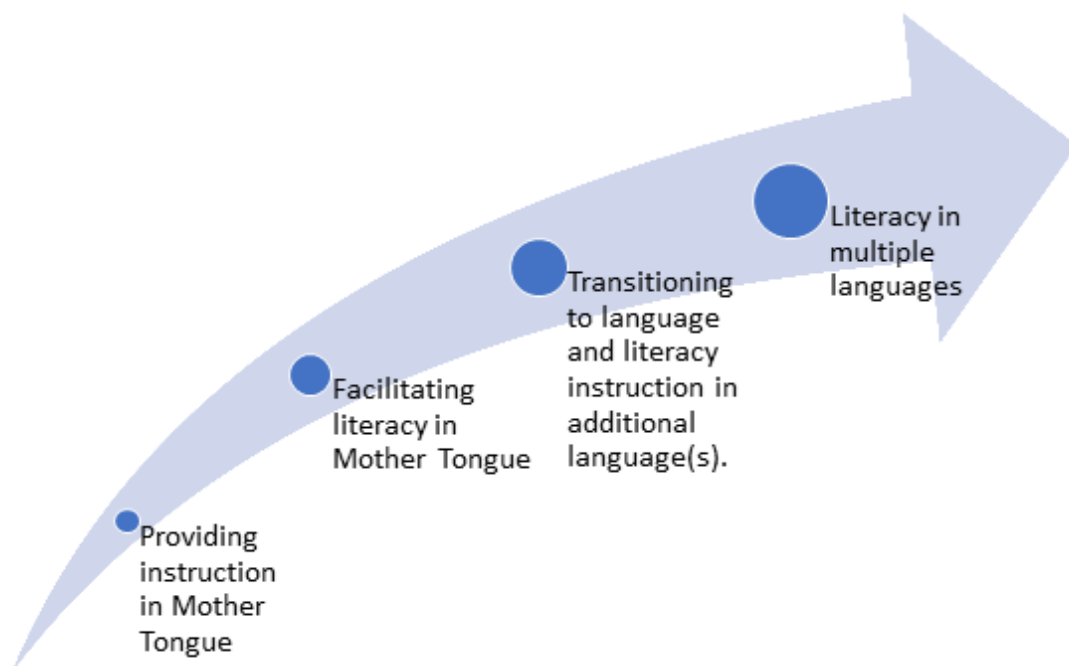
Given the relatively small scale of the study, it was not feasible to sample schools from the entire geographic domain of policy relevance (including non-Initiative LGEAs and states). As will be discussed, the findings and conclusions are consistent with available secondary data from other areas, especially data on early grade reading (EGR) outcomes, as well as with less formal classroom observations and with stakeholder input concerning the pupil, school, and teacher factors in question. We nonetheless encourage other researchers and practitioners to corroborate and complement this study’s findings and conclusions in other Local Government Education Authorities (LGEAs) and states.

Mother Tongue Based Multilingual Education

It is widely recognized in the field of education that learning to read is most efficient when teachers use the learner’s first language, known as the L1, to teach beginning reading and writing skills along with academic content. This approach is referred to

as Mother Tongue Based Multilingual Education (MTB-MLE). The second or foreign language, known as the L2, should be taught systematically so that pupils can gradually transfer skills from the familiar language to the unfamiliar one¹. Figure 1 depicts the theoretical sequence of MTB-MLE, which is that instruction in a student's first language supports their literacy development in that language. The proficiency in one's first language then transfers to learning to speak and read in other languages.

Figure 1. MTB-MLE Sequence



It is important to note that success of the MTB-MLE model relies on satisfactory implementation, which in turn depends on key conditions being met at the classroom, school, household, and community levels. These conditions pertain to factors such as children's readiness to learn, teacher competencies and motivation, availability of appropriate materials, and school management practices.

Historically, school level studies and observations in Bauchi and Sokoto states, and elsewhere in Northern Nigeria, including early grade reading results from these areas, have suggested that many of these conditions needed for a successful language transition are typically not in place. The Initiative's own baseline Early Grade Reading Assessment (EGRA) conducted in May of 2016 indicated that most P2 and P3 pupils had not acquired foundational readings skills in Hausa, and those in P3 had not acquired

¹ The pedagogical principles behind this positive transfer of skills are Cummins' (1991, 1999) interdependence theory and the concept of common underlying proficiency, whereby the knowledge of language, literacy and concepts learned in the L1 can be accessed and used in the second language..

them in English; close to 100% of P3 pupils assessed could not answer a single English comprehension question correctly. This poor performance made clear pupils' extremely limited capacity to speak, read, and write in English and learn content area material in English, and thus their lack of preparedness to transition to English as the Language of Instruction (LOI) in P4. Moreover, it suggested more direct instruction in learning to speak, read, and write in both Hausa and English was needed well beyond P3.

The above-mentioned baseline EGRA of 2016 sampled schools only from those LGEAs in Bauchi and Sokoto states covered by the Initiative. However, ample evidence was already available from other relevant EGRA studies indicating that similar extremely low levels of P2 and P3 pupil reading performance are the norm throughout these two states, as well as in other Hausa-speaking states of Northern Nigeria. For example, the 2015 end line report of the Nigeria Reading and Access Research Activity (RARA) stated that after six months of interventions focused on a small number of schools in Bauchi and Sokoto states, 82% of sampled pupils could not read a single word in a Hausa ORF passage.

Focus of the Study

The results of the Initiative's baseline EGRA prompted the research team to seek supplementary data to inform recommendations on LOI policy. The Language of Transition study was thus conceived to provide additional corroboration of pupil EGR achievement trajectories under current LOI policy and to focus on teacher and classroom factors hypothesized to be inhibiting its successful implementation. While intended to arrive at recommendations for revised LOI policy, the study also aimed to identify priorities for strengthening instruction, curriculum, and teacher preparation that could help improve learning outcomes, whether under a continuation of the current policy or under a revised one. The study design thus centered around four specific question areas:

- 1. Pupil reading proficiency:** What are pupils' proficiency levels in reading in Hausa and English at the end of P1, P2, and P3 in letter reading, syllable reading, word reading, oral reading fluency, reading comprehension, and listening comprehension? What progress are pupils making as they advance through the grades?
- 2. The language used by teachers:** Especially in other content areas (besides Hausa and English) what are the patterns of teacher and pupil language use, and in what language are any available texts?
- 3. Teacher reading proficiency:** What are teachers' own reading proficiencies in English and Hausa?
- 4. Quality of instruction:** What are the strengths and gaps in the observed quality and focus of reading instruction in English and Hausa and how do they affect pupils' preparedness for the LOI transition?

Structure of the Report

Following the introductory sections that outline the study's central issue and purpose, the report continues with a presentation of the study's methodology, including the research design, and data collection and analysis procedures. The report then examines the results of the series of three data collection periods on pupils' reading proficiencies and the supplementary findings on classroom and teacher factors assumed to affect learning. The report concludes with a discussion of findings, including its limitations, and provides recommendations for revising the LOI policy and practice to better align with current realities and to promote improvements in learner achievement.

METHODOLOGY

This section provides an overview of the study's methodology, including timeline, sampling approach, data collection tools and methods, and analysis plan. It is important to emphasize that while the study has sought broad policy relevance, as described above, its limited scale could not permit data collection from a sample of schools that would be statistically representative of Bauchi and Sokoto states as a whole, and even less so from schools statistically representative of the whole of Northern Nigeria where Hausa is the LOI in early primary. Therefore, in relation to the entire zone of policy relevance, the dedicated primary data collection for this study can be best understood as combining elements of convenience sampling (accessing Initiative schools), purposive sampling (one rural and one urban school per Initiative LGA, regardless of LGA size), and random sampling (the two schools in each LGA selected at random). The report therefore does not claim that its findings can stand as statistically generalizable to the Hausa states, or to Bauchi and Sokoto, or even to all Initiative schools. However, bolstered by broader corroborating EGRA data from informal observation of multiple Hausa states, we are confident that the study's primary findings are logically generalizable and richly illustrative, thus deepening understanding of LOI issues in schools.

Timeline of the Study

The Language Transition study was initiated in 2017. Near the end of the 2016-17 school year (July 2017) a sample of 20 schools (10 urban, 10 rural) was drawn in each of the Initiative's two states, Bauchi and Sokoto. P1, P2, and P3 pupils were sampled at each of these schools and assessed in reading. The P1 and P2 pupils were assessed in Hausa only; P3 pupils were assessed in both Hausa and English. In conjunction with these reading assessments, supplemental data collection on EGR instruction, language use, and teacher reading proficiency was conducted at these schools (see details below).

In June 2018, the same schools were visited, and an effort was made to find the same pupils, now near the end of P2, who had been assessed the year before when they were in P1. (For those who could not be found a replacement was selected.) These P2 pupils were administered the same set of EGRA subtests in Hausa. (At approximately the same time in 2018, the Initiative conducted its midline EGRA assessment in a sample of schools representative for the project at the state level.)

The original intention was to return to the same schools near the end of the 2018-2019 academic year (June of 2019) to seek out the same tracked pupils at the end of P3. However, project circumstances delayed the data collection until October of 2019, so the effort was made to find the same pupils in P4 classrooms at the very start of the 2019-2020 academic year. (Once again, for those pupils who could not be found a replacement was selected.) These P4 pupils were administered the same set of EGRA subtests in both Hausa and English. The supplemental data collection on EGR instruction (classroom observation) was repeated, as were teacher reading proficiency assessments in English only.

The figure below shows the timeline of evaluation activities for the data presented in this report.

Figure 2. Timeline of Transition to English Study

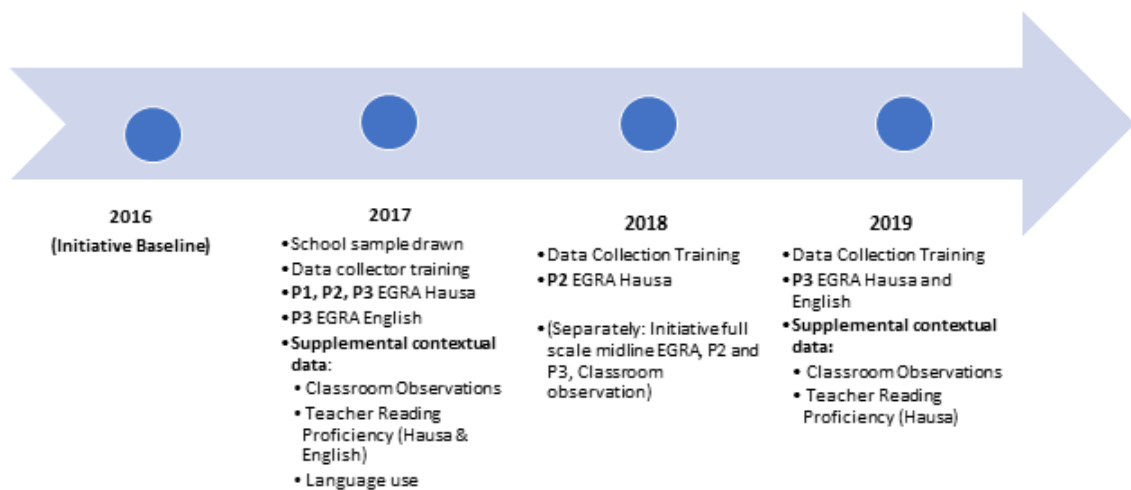


Table 1 presents a summary of the methods and tools used to answer each research question area.

Table 1. Data collection summary 2017 - 2019

Research question	Instrument used	Method and frequency of sampling
1. Pupil reading proficiency	Early Grade Reading Assessment (EGRA)	Longitudinal and Cross-sectional design over three years: In July 2017 (the end of the school year), P1 and P2 pupils were assessed in Hausa, and P3 pupils were assessed in both Hausa and English. In 2018 at the end of the school year, the effort was made to seek out the same initial P1 pupils, now in P2. Those not found were replaced and this sample was assessed in Hausa. At the start of the 2019-2020 school year, effort was made to seek out and assess the same pupils, now in P4, in Hausa and English ² (with replacements as necessary). Thus, as the cohort first tested in P1 in 2017 advanced through the grades, we tried to track its progress (with as many of the same pupils as could be found). Secondly, we also compared this cohort's end of P2 (2018) and start of P4 (2019) performance to the results of pupils who were in end of P2 and end of P3 back in 2017.
2. Language use by teachers	Classroom observation for language use	One time: July 2017. From sampled schools, classrooms sampled by convenience for availability of Social Studies lessons.
3. Teacher reading proficiency	Teacher reading assessment	July 2017 and September 2019
4. Quality of instruction	Classroom observation for quality of instruction	July 2017, July 2018 (data from Initiative's midline EGRA), September 2019

Sampling

To investigate question areas one through four, this study used a sampling approach that combined aspects of:

- **Convenience sampling:** the study capitalized on access to Initiative schools to gain insights into the broader geographic domain of LOI policy relevance. Consistent with agreements made with state and LGEA stakeholders, two schools were selected from each LGEA, regardless of pupil populations in the LGEAs. In addition, during school visits in 2017 the selection of social

² Logistical complications caused the delay of 2019 data collection until September. Pupils were thus technically at the very start of P4, but their learning levels would be expected to be similar to at the end of P3.

studies lessons (P1-P4) for language use observation was also essentially by convenience (according to the grades in which a social studies lesson was occurring or could be arranged during the visit). The same convenience sampling approach was used in 2017 and 2019 for classroom observation of Hausa and English lessons supplemental to those from which the assessed pupils were drawn (see details below under “Quality of Instruction”).

- **Purposive sampling:** the researchers, in consultation with Initiative technical teams, reflected on how to establish a useful sample population, while knowing that it would not be a fully statistically representative of the greater population of interest. Extensive prior experience with schools in Initiative LGAs, and beyond, provided reasonable confidence that general features and practices related to EGR, including language use and teacher competencies, are broadly shared among schools. Given these insights gleaned from the Initiative and elsewhere about similarities across schools, it is reasonable to conjecture that findings in the sample apply elsewhere in northern Nigeria, providing insights relevant to the overall population of schools affected by Hausa to English LOI transition issues.
- **Stratified random sampling:** to avoid any appearance of bias or favoritism, one urban and one rural school were selected at random from each LGEA. At the school level, where necessary, a single classroom of each relevant grade was randomly selected, and in all schools an equal number of boy and girl pupils were randomly selected for assessment in 2017. Random pupil replacements were made as necessary in 2018 and 2019.

Pupil Reading Proficiency

To investigate pupils’ reading proficiency, the 2017 sample was designed to reach 720 pupils per state, 240 in each of the grades from P1 to P3, and evenly distributed by sex. To serve all the purposes of the July 2017 data collection exercise, schools needed to have at least 12 male, and 12 female pupils enrolled in their P1, P2, and P3 years. The 2016-2017 Annual School Census (ASC) datasets were used for the stratified random sampling of schools; and selected schools were validated through phone calls and visits to ensure that they had the minimum pupil numbers and that they were participating in the Initiative, ensuring access. Replacement schools were also selected and reserved in case any unforeseen circumstances prevented data collectors from reaching any of the original sample.

At each school in 2017, as noted above, pupils were selected randomly from the classrooms of the relevant grades: 6 boys and 6 girls from each wherever possible; in rare cases where fewer than 6 pupils of one sex were available and willing to participate, a pupil could be replaced by one of the other sex.

Returning to the same 20 schools in each state in 2018, the same initial P1 pupils, now mostly in P2, were sought out. Those who could not be found were replaced. This group of 12 (tracked or replaced) pupils were once again assessed in Hausa. At the start of the 2019-2020 school year, the same pupils, now mainly beginning P4, were sought out, replaced when needed, and assessed in both Hausa and English³. Thus, as the cohort first tested in P1 in 2017 advanced through the grades, we endeavored to track its progress with as many of the same pupils as could be found. (Unfortunately, limitations and inconsistencies in assessors' procedures to record pupil identities and link them with EGRA data resulted in a significantly smaller longitudinal sample than desired. While pupil tracking sheets indicate that fully 298 (61%) of the initial 512 tested in 2017 were successfully tracked and tested again over the next two years, the available identity markers in the actual EGRA data sets permitted linking of scores across the three years for only 79 pupils. Additional discussion of this issue is provided in the Limitations section below.

The obtained samples of P1, P2, and P3 pupils are disaggregated by state, data collection year, and grade in Table 2. (Disaggregation by sex is provided in Annex 1.)

Table 2. Summary of sub-samples by research question

Research question	Instrument used	Sampling method	Sample size (after data cleaning)		
1. Pupil reading proficiency	Early Grade Reading Assessment (EGRA): Hausa only for P1 and P2; Hausa and English for P3	12 pupils randomly selected per grade, with as close to an equal number of males and females as possible, from P1, P2, and P3 classes at selected schools.	2017 ⁴ sample	P1	Bauchi: 228
					Sokoto: 223
				P2	Bauchi: 236
					Sokoto: 252
				P3	Bauchi: 244
					Sokoto: 261
		Pupils who had been assessed in P1 in 2017 were sought out, and replaced where necessary, retaining the same proportion of males and females.	2018 Sample	P2	Bauchi: 237
					Sokoto: 239

³ Logistical complications caused the delay of 2019 data collection until September. Pupils were thus technically at the very start of P4, but their learning levels would be expected to be similar to at the end of P3.

⁴ For gender percentages of obtained samples, see Annex 1.

		Pupils who had been assessed in P1 in 2017 and P2 in 2018 were sought out, and replaced where necessary, retaining the same proportion of males and females.	2019 Sample	P3 ⁵	Bauchi: 241 Sokoto: 239
2. Language use by teachers	Classroom observation tool for language use	Convenience sample of classrooms at selected schools from grades 1-4 (see details in narrative and additional tables below).	47 social studies lessons in Bauchi 27 social studies lessons in Sokoto		
3. Teacher reading proficiency	Teacher reading assessment	Convenience sample of Hausa and English teachers at selected schools. (In both years, includes all teachers whose pupils were sampled for EGRA; in 2017 these are a subset of all teachers observed; in 2019 these are the same teachers as those observed). See further details below.	2017	Bauchi: 67	
				Sokoto: 64	
			2019	Bauchi: 20	
				Sokoto: 20	
4. Quality of instruction	Classroom observation for quality of instruction in EGR	Convenience sample of EGR (Hausa and English) lessons at selected schools. Includes all teachers whose pupils were sampled for EGRA, plus others as available	2017	Bauchi: 84	
				Sokoto: 69	
			2018 (Mid-line sample)	Bauchi: 99	
				Sokoto: 93	
			2019	Bauchi: 20	

Language use by Teachers

In 2017, for the classroom observations that investigated language use, a convenience sample of classes within the stratified random sample of schools was obtained. Upon arrival at the schools, the data collectors coordinated with the head teacher to determine which teachers were present and to schedule for one or more P1-P4 social studies lessons to be included for observation along with EGR lessons. Social Studies lessons were chosen as a focus because:

⁵ Logistical complications caused the delay of 2019 data collection until September. Pupils were thus technically at the very start of P4, but their learning levels would be expected to be similar to at the end of P3.

- they are prominent in the timetable throughout the early primary grades;
- it was expected that Social Studies lessons would feature discourse in natural language (as opposed to mathematical terms) on topics familiar to pupils' everyday experience;
- it had been reported that textbooks were sometimes used in Social Studies, and the use of any such textbooks would be relevant to the study.

In Bauchi, an average of approximately one and a half social studies lessons per school were observed for language use, and in Sokoto just under one social studies lesson per school, resulting in a total sample size of 74 classroom observations. The distribution of these observations across the four grade levels by state is displayed in Table 3.

While it could potentially have been useful to complement the language use observation sample with data from additional years, there was no expectation, in the two-year time frame, of a changed pattern in language use, since the Initiative did not intervene in Social Studies teaching (either via training or materials), and there were no other known factors hypothesized to influence practice in Social Studies lessons. The decision was therefore taken to not repeat observation of social studies lessons for language use in either subsequent year of this study.

Table 3. Distribution of social studies classes observed within states for language use by grade, 2017 only

State	Grade	n	Percent
Bauchi (n=46)	Primary 1	11	24%
	Primary 2	12	26%
	Primary 3	9	20%
	Primary 4	14	30%
Sokoto (n=27)	Primary 1	1	4%
	Primary 2	3	11%
	Primary 3	15	55%
	Primary 4	8	29%

Quality of Instruction

To investigate the quality of instruction in Hausa and English in P1 - P4 classrooms, a convenience sample of classes from each school was used in 2017. The research team was instructed to prioritize the languages according to grade levels:

- for P1, observe Hausa classes, as English is not taught in P1;
- for P2, observe either Hausa or English;

- for P3, observe English classes, or Hausa if English was not available; and
- for P4, observe English classes.

Upon arrival at the schools, classroom observers coordinated with the head teacher to determine which Hausa and English teachers were present and which P1-P4 Hausa and English lessons were available for observation. Across the two states, an average of over two lessons per school was observed for quality of instruction, resulting in 153 lessons for 2017. In 22 cases the same teacher was observed delivering two lessons, either at the same grade level or two different grade levels. We also include, as relevant to the analysis, the timed classroom observation data from the Initiative’s 2018 midline that was collected using the same instrument. The 2019 data collection dedicated to this Language Transition study also included timed classroom observation of 20 English lessons in each state in the classrooms from which the pupils were selected for EGRA administration. This additional sampling of classroom observation for quality instruction is summarized in Table 4.

Table 4. Language classes observed for quality of instruction by grade and subject, data collection

Year	State	Grade	Frequency by grade	Subject	Frequency
2017	Bauchi (n=84)	P1	19	P1 Hausa	All
		P2	28	P2 Hausa	All
				P2 English	
				Unknown ⁶	
		P3	27	P3 Hausa	4
				P3 English	9
				Unknown	14
	P4	10	P4 English	10	
	Sokoto (n=69)	P1	9	P1 Hausa	9
		P2	32	P2 Hausa	18
				P2 English	14
		P3	28	P3 Hausa	11
				P3 English	17
		P4	0	P4 English	0

⁶ Constraints on enumerators' ability to comply with data collection procedures resulted in a portion of classroom observations not being tagged with the lesson's subject area.

2018 (Initiative Midline)	Bauchi (n=99)	P2	50	P2 Hausa	50
		P3	49	P3 English	49
	Sokoto (n=93)	P2	49	P2 Hausa	49
		P3	44	P3 English	44
2019	Bauchi (n=20)	P4	20	P4 English	20
	Sokoto (n=20)	P4	20	P4 English	20

Table 5. Summary of all lessons observed for quality of instruction.

Total 2017	153
Total 2018 (Midline)	192
Total 2019	40
Grand Total	385
Total Hausa Lessons	168
Total English Lessons	189
Total unknown subject of lesson	28
Grand total	385
Total P1 lessons	28
Total P2 lessons	159
Total P3 lessons	148
Total P4 lessons	50
Grand total	385

Teacher Reading Proficiency

In 2017, data collectors administered a teacher questionnaire and administered the reading proficiency assessments to teachers whose lessons were observed for quality of literacy instruction. Sixty-seven teachers in Bauchi and 64 teachers in Sokoto took the reading assessment, for 131 in total⁷. While the sex ratio of teachers in Bauchi was close to equal (38 male and 34 female), in Sokoto, there were more than twice as many male teachers (44) as there were female teachers (20). Teacher demographics are presented in the table below. In 2019, all of the P4 teachers whose classes were observed and sampled for EGRA were administered the English reading proficiency assessment (20 teachers in each state).

⁷ As noted above, the difference between the number of lesson observations (153) and the number of teacher reading assessments (131) is explained by the fact that 22 teachers were observed in multiple lessons.

Table 6. Teachers assessed for reading proficiency in Hausa and English in 2017 by state, sex, and grade level

State	Disaggregation	N	Percent
Bauchi (n=67)	Sex		
	Male	33	49%
	Female	34	51%
	Class		
	Primary 1	12	18%
	Primary 2	26	39%
	Primary 3	24	36%
	Primary 4	5	7%
Sokoto (n=64)	Sex		
	Male	33	49%
	Female	34	51%
	Class		
	Primary 1	8	13%
	Primary 2	27	42%
	Primary 3	25	39%
	Primary 4	4	6%

Table 7. P4 English Teachers assessed for reading proficiency in English in 2019.

State	Disaggregation	N	Percent
Bauchi (n=20)	Male	13	65%
	Female	7	35%
Sokoto (n=20)	Male	16	80%
	Female	4	20%

Data Collection and Analysis

Consistent with the system strengthening agenda of the Initiative, the data collectors were drawn from state education institutions, in particular the State Universal Basic Education Board (SUBEB) and the LGEAs. In each state, special meetings were held to pre-validate the credentials of all those who would participate in the actual training sessions. Subsequently, trainings were held in each state with two co-trainers (one EGRA trainer and one classroom observation trainer) facilitating the training with support from state-level colleagues with previous EGRA administrations.

In 2017, sixty data collectors (40 EGRA assessors, 20 classroom observers) were trained in each state. All data collectors passed an interrater reliability (IRR) test with at least 90% agreement and were all deployed to the field for data collection. In each state they were grouped into ten teams of six members (four EGRA assessors and two classroom observers) for the ten Initiative LGEAs, with one among the team identified as its leader.

The assessors administered the EGRA to pupils, while classroom observers collected data on language use by teachers, teaching reading proficiency, and quality of instruction. Teachers provided informed consent to have their classes observed, to be interviewed, and to be assessed on their reading proficiency, and pupils provided informed assent to take the EGRA. Data was collected on tablets using the SurveyToGo application. Data could be collected without network connectivity, and it was synced daily when a network became available. The Initiative M&E and Reading staff, along with members of the state technical working groups, provided supervisory support to the teams during data collection.

In 2018, data collection at the same 40 schools was conducted concurrently with the Initiative's larger midline EGRA exercise. To prepare for both data collections, six-day intensive trainings of EGRA assessors were held in Bauchi and Sokoto. In each state, over half of the approximately 90 participating assessors had participated in the baseline and other previous EGRAs. Consequently, experienced assessors were able to provide additional support to inexperienced assessors through partnered practice. The assessors were drilled on EGRA test items, classroom observation domains, teacher proficiency reading questions, textbook quality, pupil interview questions, teacher interview questions, survey administration protocols, tracking of previously assessed pupils using the sampling sheets, tips for data solicitation, and logistics for data collection. Among the top performing trainees, as determined by IRR exercises, 40 EGRA assessors were selected and 20 classroom observers were selected for the EGRA midline and another 10 EGRA assessors were selected for the Transition to English Study. The same EGRA administration procedure as described above was conducted.

In 2019, a two-day refresher training of assessors on EGRA administration was conducted in Bauchi and Sokoto. The assessors were re-oriented on all of the domains of data collection. All data collectors passed the interrater reliability (IRR) test with at least 90% agreement to the gold standard. In Bauchi, 41 assessors were trained out of whom the 30 best assessors were engaged in data collection. Forty assessors were trained in Sokoto out of whom 30 were deployed for administering EGRA assessments.

Using the Statistical Package for the Social Sciences (SPSS), the Initiative's M&E team cleaned and analyzed the data. For each EGRA subtest, both the percentage of zero scores and mean score were calculated. The results were disaggregated by cohort, state, and grade, as appropriate. To assess progress across successive years and compare cohorts, means tests were conducted. Within the limited longitudinal sample of tracked pupils, scatter plots were produced, and correlations run to seek possible predictors among earlier Hausa scores of better outcomes in English in early P4.

Data Collection Instruments

This section provides detailed descriptions of each data collection instrument used; all instruments used are presented in the annexes. All instruments were programmed on the SurveyToGo application on tablets.

Early Grade Reading Assessment (EGRA)

The Early Grade Reading Assessment (EGRA) is an individually administered oral assessment. For this study, the EGRA focused on five fundamental readings skills and took approximately 15 minutes per pupil. The EGRA is a familiar assessment tool in Northern Nigeria, widely used in the original NEI project and the Reading and Access Research Activity (RARA), as well as studies conducted for other donors. For the Transition to English Study, the Initiative's Reading specialists, in collaboration with a technical working group (TWG) of Nigerian stakeholders, reviewed the subtasks from the Initiative's baseline EGRA tool. All subtasks were retained, as they were considered appropriate for measuring reading performance and language readiness with the goal of informing recommendations on language transition policy⁸. The only revisions made to the EGRA subtasks consisted of re-ordering items within each line.

In Hausa, pupils' foundational reading and writing skills were tested using the following subtasks: syllable reading, familiar word reading, oral reading fluency (passage reading), reading comprehension, and dictation (scored in terms of both letters and full words). The English EGRA subtasks were; letter names, familiar word reading, oral reading fluency (passage reading), listening comprehension, and reading comprehension. See Annex 2 for the EGRA tool.

⁸ We emphasize again that the EGRAs administered for this study were not intended as an impact evaluation of learning outcomes for the Initiative.

Classroom Observation for Language Use

In project contexts where many observers must be trained to conduct observations in a consistent format, classroom observation tools employing time segments, including those that use discrete “snapshots” (see the quality of instruction tool described below), and those with more ongoing observation, are commonly used. These tools are typically presented as providing “estimates” of lesson time spent on specific activities or lesson content. It is important to note, however, that such tools are not technically measuring the duration of activities or practices. For the purposes of this study, the Timed Language Use classroom observation tool was developed to provide an estimate of the relative frequency at which teachers and pupils use English and Hausa for various speaking, reading, and writing activities exclusively within Social Studies lessons. The following paragraph describes how the tool functions and the nature of the quantitative data that it yields.

During the lesson, the tablet’s screen automatically advanced at 3-minute intervals. On each screen, throughout the entire three-minute interval, data collectors marked all of the forms of language use (specific speaking, reading, and writing activities) that they observed teachers or pupils doing. They then noted whether it was conducted in English, Hausa, or both for each observed activity. Analysis from this instrument yielded the percentages of all three-minute segments in which each specific activity in each language was observed. See Annex 3 for the Classroom Observation for Language Use instruments.

Teacher Questionnaire and Reading Assessments

A teacher survey was administered orally, in Hausa, to Hausa and English teachers whose lessons were observed. The data gathered included demographic information about the teacher, including teaching qualifications and experience; questions related to support for instruction in EGR; and questions testing knowledge of evidence based EGR instructional principles. The teacher interview concluded with short reading assessments in Hausa and English. Before administering the questionnaire and the tests, assessors explained their purpose and reconfirmed consent from teachers.

For the assessment, the teacher was first asked to read a cloze passage⁹ in Hausa silently and to fill in five blanks with the correct words.

Then, the teacher was instructed to pretend that he/she was using the passage as a read-aloud for class and to read the passage in a way that would make the class interested in the story. The assessor marked any words that the teacher read incorrectly or skipped

⁹ Cloze passage (also cloze test, or occlusion test). An assessment consisting of a reading passage with certain items, words, or punctuation removed, where the participant is asked to replace the missing language item. Cloze tests require the ability to understand context and vocabulary in order to identify the correct language or part of speech that belongs in the deleted text.

and rated the teacher as either "fluent" or "not fluent." The provided definition of "non-fluent" reading was one having "repetitions, long pauses, extremely slow reading, or no observation of punctuation." Fluent reading is where teachers' reading is smooth and has expression, where they read in phrases and add intonation appropriately. Similar tasks were repeated with an English passage. See Annex 4 for the Teacher Questionnaire and Reading Assessment instruments.

Classroom Observation for Quality of Instruction

The classroom observation tool for quality of instruction was designed to record the presence or absence of instructional practices and provide rough estimates of the proportions of lesson time that teachers spend on various components of the evidence-based EGR pedagogy that the Initiative promotes. For continuity with previous data collections, the tool was essentially the same as that used for the EGRA baseline in 2016, which the Initiative adapted from one that the RARA project had previously developed.

In the timed classroom observation instrument, assessors recorded at three-minute intervals, which specific foundational EGR and writing components, such as phonics, writing, vocabulary, comprehension, and oral language skills were being taught. Every three minutes, assessors indicated which particular skills (and sub-skills) were the focus of instruction just at that moment (i.e. a "snapshot" at each three-minute mark, rather than during the duration of the three-minute interval) and whether activities were being conducted by the whole class, in groups, or independently. The data thus technically yields the percentages of snapshots in which various skills are being taught. As noted above, these percentages have conventionally been presented as a proxy for proportions of overall lesson time. For greater precision, we will consistently present this data only as percentages of snapshots at three-minute intervals.

For all data collections, assessors spent multiple days training on the instrument, reviewing authentic classroom video and refreshing consensus on how to code all possible observations.

See Annex 5 for the Classroom Observation instrument.

Limitations

As detailed in the introductory section, and in the above section on sampling, it was not feasible to design this study of Language Transition issues to provide data that is statistically representative of all Initiative implementation zones, never mind of the two states as a whole, or of all of the Hausa speaking Northern states to which it bears relevance. (Note that the Initiative's baseline and midline EGRAs have employed

samples representative of Initiative schools at the state level, since they were dedicated to measuring impact of the Initiative’s interventions on pupil EGR outcomes.) This study has rather employed the sampling strategy detailed above, which includes all LGEAs, and the report brings to bear other available EGRA and teacher observation data to corroborate, deepen, and more formally document understandings of systemic issues related to language of instruction that were previously mostly informal and anecdotal. We reiterate that the findings of the present study should not be interpreted as impact evaluation of the Initiative.

As a result of enumerator capacity constraints and apparent insufficiency of protocols and training, the study had very limited success in its initial plan to analyze EGRA data from the same pupils as they progressed from P1 (2017) through P3 (2019). From the 512 P1 pupils tested in 2017¹⁰, 393 pupils (77%) were found in the schools and tested in 2018 (end of P2), and 312 pupils (61%) were found and tested in both 2018 (end of P2) and 2019 (start of P4). Unfortunately, however, while the enumerators successfully documented the pupils’ matched identities on separate sampling sheets, they inconsistently entered the needed identity markers into the EGRA instrument administered on tablets. As a result, after data cleaning, EGRA scores across the full three years could be reliably linked to only 79 of these pupils (15%).

We also emphasize that the data collection was carried out by separate teams in Bauchi and Sokoto. Both teams were comprehensively trained by the same trainers within a short time window in order to minimize any divergence in methods or inter-rater reliability. However, caution should nonetheless be exercised in making direct comparisons between data from the two states.

In addition, we emphasize that the classroom observation instruments that provided the data on what we refer to as “quality of instruction” were designed as low-inference instruments for use by large teams of observers with varying expertise, meaning that they make relatively low demands on observers’ interpretive judgements for identifying observed practices. Therefore, strictly speaking, these instruments (both timed and non-timed) provide data on the relative quantity of various relevant EGR components observed during language classes, but their design inherently limits how informative they can be about the actual quality of teachers’ instruction in any of the EGR components observed. The extent of the EGR instructional quality issue and its implication in children’s low reading proficiency is thus not fully captured in these data.

We also note that disaggregation of classroom observation data by grade and language in some cases results in particularly small Ns. Accordingly, any conclusions from these disaggregated data should be especially tentative.

¹⁰ Note that this N=512 is prior to data cleaning. As presented in table 2, after cleaning N=451 for P1 pupils in 2017.

SUMMARY OF RESULTS

Pupil Reading Proficiency

This section presents relevant EGRA results organized as follows:

1. From the sample of 40 schools assessed specifically for this study in all three years.
 - Results of cohort in P1 in 2017, tracked to follow its progression to P2 in 2018 and start of P4 in 2019, using all pupils in all three yearly samples, of which 60% were in the sample all three years.
 - Comparison between P2 samples from 2017 and 2018
 - Comparison between end of P3 sample from 2017 and start of P4 sample from 2019
 - Analysis of small longitudinal sample (N=79) for which EGRA scores are linked to pupil identity tracked over three years (P1 in 2017, P2 in 2018, start of P4 in 2019)
2. From the Initiative's midline EGRA of 2018 (samples representative of Initiative schools at state level)
3. From the World Bank Nigeria Partnership for Education Project (NEPIP) EGRA of 2019 in other Hausa speaking states

EGRA Results from Language Transition Study's Dedicated Sample of Schools

As explained above, the Language Transition study's design involved tracking a sample of pupils across the early primary grades in order to analyze their progress in Hausa and English EGR skills. In practice this design met with mixed success. From the 512 P1 pupils tested in the field in 2017¹¹, pupil tracking sheets confirm that 393 pupils (77%) were found in the schools and tested again in 2018 (end of P2), and that 312 pupils (61%) were found and tested again in both 2018 (end of P2) and 2019 (start of P4). Below we present the three-year progression of EGRA results (mean scores and percentage of zero scores) from this tracked cohort containing the 61% of the same pupils across the grades, with the rest replaced at random from the same classrooms in 2018 and 2019 as needed to fill out the samples.

The intention was for each year's EGRA scores across to be reliably linked to the tracked, uniquely identified pupils, allowing investigation of possible correlations between scores on Hausa subtests in P1 and P2 with more successful outcomes in English subtests in P3. However, as noted above within the limitations section, in most cases the EGRA enumerators did not properly enter the needed identity markers from the separate pupil tracking sheets into the EGRA instrument administered on tablets. As

¹¹ Note that this N=512 is prior to data cleaning. As presented in table 2, after cleaning N=451 for P1 pupils in 2017

a result, after data cleaning, EGRA scores across the three years could be reliably linked to only 79 of the tracked pupils (15%). While recognizing the limitations of this small longitudinal sample, we present below some results of investigating, through statistical means, intuitive hypotheses about which earlier Hausa scores may be predictive of later success in English.

Results of 2017 cohort tracked over three years

Table 8 and Table 9 present the EGRA result trajectory across three years of the cohort originally tested at the end of P1 in the 2016-2017 school year. As explained above, the 2018 sample includes 77% of the pupils from the original P1 sample (77% in Bauchi and 76% in Sokoto), with the rest of the sample replaced. The 2019 sample includes 61% of the same pupils from 2017 (63% in Bauchi and 58% in Sokoto), with the rest of the sample replaced.

It is important to note that the EGRA subtasks encompass a range of pre-reading and reading skills, the more advanced of which pupils are typically thought to be working on mastering by the end of P2. At the end of their P1 year, almost all pupils scored zero in all sub-tasks except for writing of letters, and in all subtasks, the percentage of pupils with zero scores was slightly higher in Bauchi than in Sokoto.

Table 8. Percentages of zero scores: Trajectory of original 2017 end of P1 cohort: retested at end of P2 in 2018 (77% of same pupils) and start of P4 in 2019 (61% of same pupils)

Bauchi		Sokoto					
EGRA Subtasks		P1 2017 (n=228)	P2 2018 (n=237)	P4 2019 (n=241)	P1 2017 (n=223)	P2 2018 (n= 239)	P4 2019 (n=239)
Hausa Syllable Identification		91%	44%	59%	87%	71%	63%
Hausa Familiar Word Reading		98%	55%	63%	93%	89%	74%
Hausa Oral Reading Fluency		97%	52%	62%	96%	90%	80%
Hausa Reading Comprehension		100%	65%	72%	97%	96%	88%
Hausa Letter Dictation	Zero Letters Correct	76%	23%	23%	68%	33%	24%
	Words Letter Correct	96%	52%	58%	95%	86%	70%

At the end of P1 in both states, pupils performed best in syllable identification and letter writing; still, the average number of correct syllables identified per minute was 0.31 in Bauchi and 1.33 in Sokoto, and the average number of correct letters written out of 15 was 0.67 in Bauchi and 1.05 in Sokoto. Pupils were weakest in reading comprehension,

where Bauchi and Sokoto pupils answered an average of 0.00 and 0.04 questions correctly out of a possible 5, respectively.

Table 9. Mean scores: Trajectory of original 2017 P1 cohort: retested at end of P2 in 2018 (77% of same pupils) and start of P4 in 2019 (61% of same pupils):

Bauchi		Sokoto					
EGRA Subtasks		P1 2017 (n=228)	P2 2018 (n=237)	P4 2019 (n=241)	P1 2017 (n=223)	P2 2018 (n= 239)	P4 2019 (n=239)
Hausa Syllable Identification (correct syllables per minute)		0.31	19.24	13.82	1.33	5.05	7.81
Hausa Familiar Word Reading (correct words per minute)		0.11	10.99	8.91	0.65	2.57	4.38
Hausa Oral Reading Fluency (correct words per minute)		0.14	12.8	10.16	0.45	2.62	4.36
Hausa Reading Comprehension (questions correct out of 5)		0	0.89	0.67	0.04	0.13	0.24
Hausa Letter Dictation	Letters (of 15)	0.67	6.67	6.35	1.05	2.87	4.78
	Words (of 5)	0.05	1.52	1.42	0.14	0.89	0.84

In Bauchi, from end of P1 to end of P2 this cohort of pupils showed substantial progress in all subtasks, both in terms of decreased zero scores and improved mean scores. We note, however, that in every sub-test the scores from this particular 2018 end-of P2 sample significantly exceed those of the full Initiative mid-term end-of-P2 sample, taken essentially at the same time (see table 15 below), suggesting that the P1-P2 progress of this sample was not entirely typical. Moreover, the sample tested at the start of P4 displayed backsliding from the end-of- P2 results.

It is difficult to fully explain this apparent regression, especially since it is not evident in the results for Sokoto. It may be partially explained by the random introduction into the 2019 Bauchi sample of weaker pupils to replace the 38% of 2017 pupils not found for the third assessment in 2019. It may also be partly explained by the timing of the assessments. As noted above, logistical constraints required that the originally planned end-of-P3 assessment be conducted instead at the very beginning of P4. The approximately six weeks of break between the two school years can be expected to have resulted in some learning loss. A slight difference in timing between the assessments in the two states could have been a factor in the differing pattern of results, since the

Bauchi assessment was conducted very close to the start of the year, allowing minimal time for teachers and pupils to refresh learning from the previous year, whereas the Sokoto assessment was conducted a few weeks later into the start of the school year. However, even if this timing issue was a contributing factor, it would only have been expected to slow the rate of progress, rather than result in start-of-P4 scores actually being lower than those at end of P2. Indeed, in contrast to Bauchi, the Sokoto sample showed gradual but continuous improvement from end of P1 to start of P4, both in terms of zero score reduction and increased mean scores. In addition, we note that the Sokoto 2018 end-of-P2 scores from this Language Transition study sample more closely resembled those in the Initiative's full midline sample.

Comparison between P2 samples from 2017 and 2018

We note that from this limited sample there are at least encouraging indications of positive impact on EGRA scores from the Initiative's interventions, particularly in Bauchi, not only based on the trajectory shown above, but even more so by comparing this group's scores from end of P2 in 2018 and start of P4 in 2019 to the P2s and P3s tested in 2017. We present these cohort comparisons here. However, remaining focused on relevance to LOI policy, we will emphasize how even the improved performance of the samples from the later cohort (exposed to two and three years of intervention) do not reach levels required for the current LOI policy to be effectively implementable. The 2017 and 2018 P2 samples had received one and two years of Mu Karanta!, respectively.

As shown in Table 10 and Table 11 below, there were important decreases in P2 zero scores and increases in mean scores in these Bauchi samples from the 2017 cohort to the 2018. As noted above, the Bauchi 2018 scores from this sample should not be considered representative, since they significantly exceed those in the full Initiative midline sample, which was designed to be representative of Initiative schools at the state level (see Table 14 and Table 15 below). However, since it is also the case that the 2017 P2 scores from this limited sample were inferior to the Initiative's full-scale baseline from 2016, the single year cohort improvement within this study's sample of schools provides encouraging evidence of the efficacy of the intervention, at least for a portion of pupils.

Nonetheless, remaining focused on implications for LOI policy, it must be emphasized that even in this most favorable limited sample from end of P2 in 2018 in Bauchi, over 50% of pupils received a zero score in almost all subtasks and the mean Hausa ORF score of 12.8 wpm remained well below the modest benchmark for P2 of 20 wpm. In Sokoto, little change was seen between the 2017 and 2018 end-of-P2 samples, despite the 2018 pupils having received one more year of Mu Karanta! In fact, zero scores were even slightly higher among the 2018 P2 pupils than the 2017 P2 pupils in Sokoto for Familiar Word Reading, ORF, Reading Comprehension, and word writing. The contrast in these state level results may suggest additional implementation

challenges in Sokoto compared to Bauchi. Most importantly, taken as a whole they strongly corroborate previous EGRA findings indicating that most pupils have not mastered foundational skills in reading in Hausa by the end of P2.

Table 10. Percentages of zero scores on EGRA subtasks for end-of-P2 pupils in 2017 and 2018

Bauchi		Sokoto			
EGRA Subtasks	P1 2017 (n=228)	P2 2018 (n=237)	P1 2017 (n=223)	P2 2018 (n= 239)	
Hausa Syllable Identification	83%	44%	72%	71%	
Hausa Familiar Word Reading	92%	55%	86%	89%	
Hausa Oral Reading Fluency	92%	52%	87%	90%	
Hausa Reading Comprehension	96%	65%	92%	96%	
Hausa Letter Dictation	Zero letters correct	58%	23%	40%	33%
	Zero words correct	92%	52%	85%	86%

Table 11. Summary of mean scores on EGRA for end-of-P2 pupils in 2017 and 2018

Bauchi		Sokoto			
EGRA Subtasks	2017 (n=241)	2018 (n = 237)	2017 (n=241)	2018 (n=239)	
Hausa Syllable Identification (correct syllables per minute)	1.27	19.24	5.05	3.36	
Hausa Familiar Word Reading (correct words per minute)	1.68	10.99	2.57	1.56	
Hausa Oral Reading Fluency (correct words per minute)	0.71	12.80	2.62	1.91	
Hausa Reading Comprehension (questions correct out of 5)	0.06	0.89	0.13	0.07	
Hausa Letter Dictation	Letters Correct (of 15)	1.55	6.67	2.87	3.67
	Words Correct (of 5)	0.16	1.52	0.89	0.38

P3 Pupils: end of P3 in 2017 versus start of P4 in 2019 (Hausa and English)
For the cohorts measured at the end of P3 (2017) and start of P4 (2019), the patterns of difference were similar to those described above for P2, although in Bauchi the improvements for the later cohort were less pronounced, which is consistent with the

regression in scores between the end-of-P2 sample to the start-of-P4 sample, discussed above.

As displayed in Table 12, in both years, in almost all Hausa subtasks at least 50% of pupils got a zero score. Zero scores ranged from a low of 23% in correct letters among the 2019 start-of-P4 pupils in Bauchi to a high of 88% in Reading Comprehension among the 2019 start-of-P4 pupils in Sokoto.

In 2019, along with this 88% of start-of-P4 pupils in Sokoto, 72% of them in Bauchi did not answer a single Hausa reading comprehension question correctly. These findings further corroborate available P3 EGRA results in suggesting that, at the end of P3, most pupils still have a long way to go to “learn to read” in their mother-tongue, Hausa, and have not transitioned yet to “reading to learn” or “understanding text.”

Currently, P3 is the year that pupils officially start learning to read in English. Both the 2017 end-of-P3 and the 2019 start-of-P4 pupils sampled had received one year of Let’s Read! However, the 2019 start-of-P4 pupils had also received three years of Mu Karanta! compared to just one year for the 2017 end-of-P3 sample. In Bauchi, the two additional years of Mu Karanta! may have contributed to improved English results in 2019, as each English subtask has a lower percentage of pupils with zero scores, and slightly higher mean scores than in 2017. However, this trend was not observed in Sokoto, where the 2019 start-of-P4 pupils actually had a higher percentage of zero scores and slightly lower means on each English subtask.

In both samples in each state, the percentage of pupils with zero scores is, predictably, higher for English subtasks than for their analogous Hausa subtasks. It is interesting, however, that on some subtests, the difference between Hausa and English performance is not large. For example, in the 2019 start-of-P4 sample, the percentages of pupils with zero scores on English ORF were 62% in Bauchi and 83% in Sokoto, compared to 62% in Bauchi and 80% in Sokoto on Hausa ORF. This may be an indication that among the strongest pupils there is indeed transfer of some key reading competencies from Hausa to English (see also following section).

Overall, however, the high percentages of zero scores suggest that at the end of P3 the great majority of pupils do not have the proficiency in English to support understanding of either oral or written English and that they are not prepared for the transition from mother-tongue instruction to English in P4.

Table 12. Percentages of zero scores on EGRA subtasks for pupils in the 2017 end-of-P3 and 2019 start-of-P4 samples

Bauchi		Sokoto			
EGRA Subtasks	End of P3 2017 (n=244)	Start of P4 2019 (n=240)	End of P3 2017 (n=261)	Start of P4 2019 (n=238)	
Hausa Syllable Identification	67%	59%	54%	63%	
Hausa Familiar Word Reading	73%	63%	75%	75%	
Hausa Oral Reading Fluency	75%	62%	76%	80%	
Hausa Reading Comprehension	83%	72%	83%	88%	
Hausa Letter Dictation	Zero letters correct	38%	23%	31%	24%
	Zero words correct	68%	58%	73%	70%
English Letter Identification	78%	70%	86%	87%	
English Familiar Word Reading	83%	71%	84%	85%	
English Listening Comprehension	83%	78%	90%	95%	
English Oral Reading Fluency	77%	62%	79%	83%	
English Reading Comprehension	95%	90%	96%	99%	

Table 13. Summary of mean scores on EGRA for pupils in P3 2017 and 2019 samples

Bauchi		Sokoto			
EGRA Subtasks	End of P3 2017 (n=244)	Start of P4 2019 (n=239)	End of P3 2017 (n=261)	Start of P3 2019 (n=239)	
Hausa Syllable Identification (correct syllables per minute)	8.32	13.82	10.31	7.81	
Hausa Familiar Word Reading (correct words per minute)	5.50	8.91	6.11	4.38	
Hausa Oral Reading Fluency (words/minute)	5.80	10.16	6.64	4.36	
Hausa Reading Comprehension (out of 5)	0.37	0.67	0.39	0.24	
Hausa Letter Dictation	Letters Correct (of 15)	3.82	6.35	4.49	4.78
	Words Correct (of 5)	0.89	1.42	0.97	0.84
English Letter Identification (correct letters per minute)	4.28	6.97	1.67	1.46	

English Familiar Word Reading (correct words per minute)	2.77	4.95	3.21	2.25
English Listening Comprehension (questions correct out of 5)	0.38	0.48	0.23	0.07
English Oral Reading Fluency (words/minute)	3.45	6.57	3.80	2.32
English Reading Comprehension (questions correct out of 5)	0.10	0.20	0.11	0.02

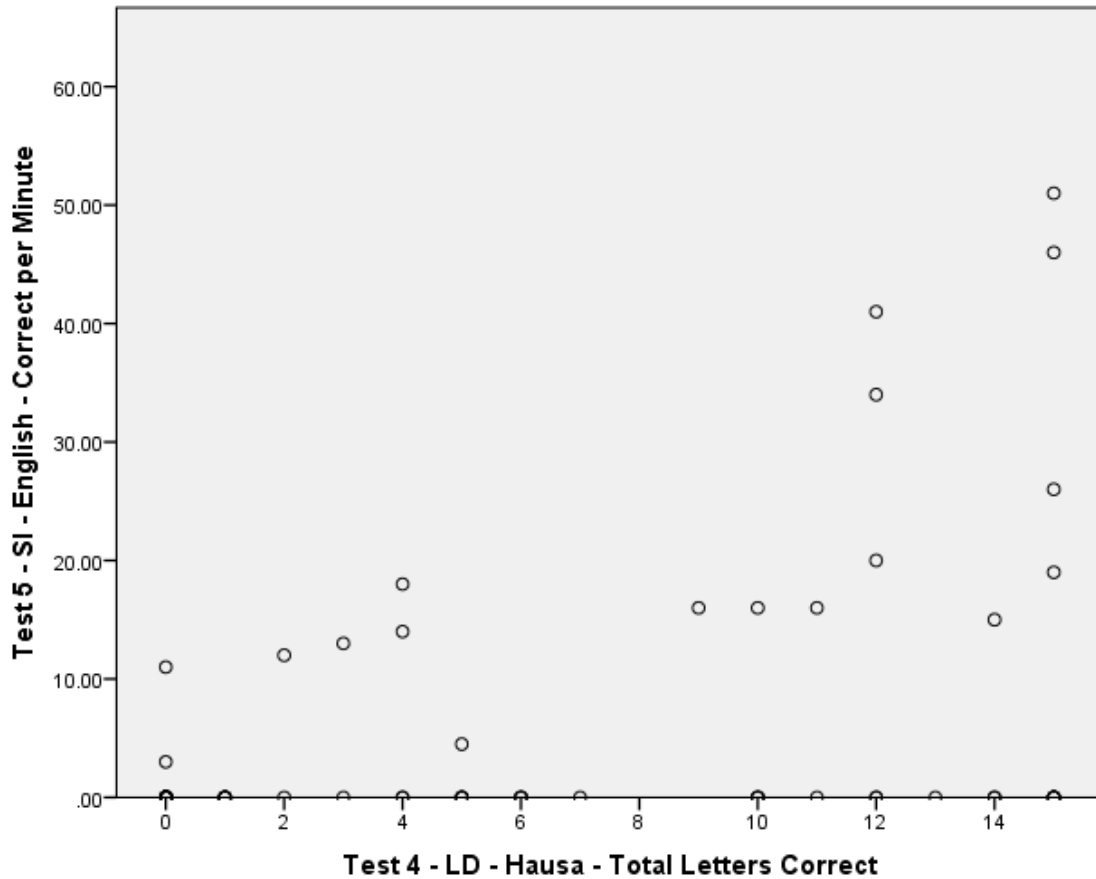
Attempted longitudinal analysis

As explained above, EGRA scores for tracked pupils could be definitively matched across the three test administrations for this study (2017, 2018, 2019) for just 79 of the pupils. The high frequencies of zero scores for the 2017 P1s, and indeed across the subtests and years, have presented further challenges to using statistical analysis to test out how earlier success in Hausa EGR skills may predict subsequent success in English EGR skills. While there were nearly 30% non-zero scores across the two states for letter writing among P1s tested in 2017, even this subtest provided minimal insight about learning trajectories across the grades.

Concerning letter dictation at end of P2 from the limited longitudinal sample (N=79), Figure 3 below displays a scatterplot that plots pupils' scores on this subtest against their English letter identification score (the most basic English subtest) at start of P4 (over a year later). In general, the stronger the relationship between two such sets of scores, the more closely the points in a scatterplot will approximate a line or curve leading steadily upwards from left to right. While the points in Figure 3 may appear to slightly display such a trend, it is essential to notice the many points lying directly upon the X axis, most of which represent multiple cases of pupils with non-zero scores on Hausa letter dictation at end of P2, but still scoring zero on English letter identification at the start of P4. This suggests that those pupils who could write one or more letters in Hausa dictation at end of P2 did not transfer those skills to English at the start of P4, as shown by their English letter identification scores being 0. This means that within the limited longitudinal sample, a pupil's performance on the first of these subtests still did not reliably predict how they would perform on the second¹².

¹² Regression analysis yields a statistic called R squared that estimates the strength of a relationship between two variables. An R squared value of 1.0 would indicate a perfect correlation, where the variance in the dependent variable was completely explained by the variance in the independent variable, with the corresponding scatterplot showing all points lying exactly upon a line (or curve) of best fit. As discussed in the main text, examination of this particular scatterplot reveals what is referred to as a bias, in that only 18 points would lie above or on the line of best fit, while the remaining 61 (all of the points on the X axis) would lie below it. In the presence of such bias, it is generally advised not to rely on the R-squared value as an estimate of the predictive value of the independent variable. In this case the calculated R squared is 0.189

Figure 3. Scatterplot: Hausa letter dictation score end of P2 and English letter identification score at start of P4 (Longitudinal sample)



In contrast to this limited finding, we do in fact find a relatively strong correlation between the same pupils' Hausa and English ORF results from within the same P3 (or early P4) EGRA administration. For all end-of-P3 and start-of-P4 pupils tested for this study (2017 and 2019 samples combined), the correlation calculated between their Hausa ORF and English ORF scores was $R^2 = 0.721$. While the high number of zero scores in the sample may somewhat inflate this estimate, there is still a reliable indication that by the end of P3, pupils who have made some progress in Hausa EGR skills have also done so in English, while those who remain on zero scores in Hausa also tend to do so in English. (See footnote 12 above for explanation of R^2 and the bias introduced by prevalent zero scores.)

Initiative Midline EGRA Results

To provide additional context for the EGRA data collected specifically for this study, we here present the Initiative’s midline EGRA results from the end of the 2017/2018 school year (June 2018) for P2 and P3 with comparison to the baseline that was taken at the end of the 2015/2016 school year, before the Initiative’s intervention began. Note that the overall baseline/midline sample from which this data was collected was designed to be representative for Initiative schools at the state level for each sex. The following tables present P2 and P3 Hausa zero scores and mean scores for each subtest at baseline and midline by state, followed by P3 English zero scores and mean scores.

Table 14. Hausa P2 zero scores at Initiative baseline and midline

EGRA subtest	Bauchi		Sokoto	
	Baseline (2016)	Midline (2018)	Baseline (2016)	Midline (2018)
Syllable Identification	77%	58%	81%	65%
Familiar Words Correct	79%	69%	89%	81%
Oral Reading Fluency	79%	74%	91%	82%
Reading Comprehension	89%	82%	94%	90%
Letter Dictation (Zero letters correct)	63%	25%	46%	38%
Word Dictation (Zero words correct)	86%	62%	84%	78%

Table 15. Hausa P2 mean scores at Initiative baseline and midline

EGRA subtest	Bauchi		Sokoto	
	Baseline (2016)	Midline (2018)	Baseline (2016)	Midline (2018)
Syllable Identification (Correct Syllables per Minute)	3.0	10.3	3.2	6.5
Familiar Words Correct (Correct Words per Minute)	2.2	5.6	1.9	3.0
Oral Reading Fluency (Correct Words per Minute)	3.0	7.3	1.9	3.9

Reading Comprehension (questions correct out of 5)	0.2	0.5	0.1	0.2
Dictation (letters correct out of 15)	2.0	5.9	3.2	3.8
Dictation (words correct out of 5)	0.3	1.1	0.5	0.5

Table 16. P3 Hausa zero scores at Initiative baseline and midline

	Bauchi		Sokoto	
	Baseline (2016)	Midline (2018)	Baseline (2016)	Midline (2018)
EGRA subtest				
Syllable Identification	65%	35%	68%	37%
Familiar Words Correct	73%	47%	75%	58%
Oral Reading Fluency	72%	50%	77%	58%
Reading Comprehension	81%	60%	86%	69%
Letter Dictation (Zero letters correct)	46%	13%	28%	16%
Word Dictation (Zero words correct)	73%	39%	65%	52%

Table 17. P3 Hausa mean scores at Initiative baseline and midline

	Bauchi		Sokoto	
	Baseline (2015/16)	Midline (2017/18)	Baseline (2015/16)	Midline (2017/18)
EGRA subtest				
Syllable Identification (Correct Syllables per Minute)	6.3	22.2	8.4	17.0
Familiar Words Correct (Correct words per Minute)	4.0	14.9	5.0	10.0
Oral Reading Fluency (Correct Words per Minute)	5.1	18.0	4.9	10.7
Reading Comprehension (questions correct out of 5)	0.4	1.4	0.3	0.8
Letter Dictation (letters correct out of 15)	3.9	9.8	5.6	7.8

Word Dictation (words correct out of 5)	0.8	2.2	1.1	1.4
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Table 18. P3 English zero scores at Initiative baseline and midline

subtest	Bauchi		Sokoto	
	Baseline (2015/16)	Midline (2017/18)	Baseline (2015/16)	Midline (2017/18)
English Familiar Words (correct words per minute)	77%	45%	81%	61%
Listening comprehension (questions correct out of 5)	64%	78%	96%	82%
English Oral Reading Fluency (Correct words per Minute)	74%	54%	82%	67%
Reading Comprehension (questions correct out of 5)	90%	75%	98%	85%

Table 19. P3 English mean scores at Initiative baseline and midline

subtest	Bauchi		Sokoto	
	Baseline (2015/16)	Midline (2017/18)	Baseline (2015/16)	Midline (2017/18)
English Familiar Words (Correct words per minute)	2.3	11.4	2.3	6.1
Listening comprehension (questions correct out of 5)	1.1	0.4	0.1	0.4
English Oral Reading Fluency (correct words per minute)	3.2	11.4	2.7	5.3
Reading Comprehension (questions correct out of 5)	0.2	0.5	0.0	0.3

The Initiative's midline report provides extensive additional details on these results and discusses them comprehensively through the lens of the Initiative's overall evaluation and learning strategy. In the present context we only emphasize certain aspects having clear implications for language of instruction policy, and which corroborate the tendencies indicated in the EGRA data from this specific study, presented above.

We first note that despite statistically significant, and in some cases practically quite substantial reductions in zero scores from baseline to midline, more than half of pupils tested at the end of P3 still could not read a single word of connected text in Hausa (Oral Reading Fluency). The mean Hausa Oral Reading Fluency scores for P3 - about 18 in Bauchi and 11 in Sokoto - were less than the modest benchmark of 20 words per minute set by state partners for P2. Furthermore, roughly three-quarters of pupils tested at the end of P3 at midline answered zero questions correct out of five on English listening comprehension. As with the more limited P3 samples discussed above, the midline sample also showed a quite strong correlation between pupils' Hausa and English ORF scores ($r^2 = .781$), indicating that those pupils making progress in Hausa reading proficiency indeed tend to transfer it to English as well. However, these results overall suggest that by the end of P3, most pupils in Initiative schools in Bauchi and Sokoto are: 1) not yet on the verge of reading fluency in Hausa, and 2) not prepared to begin learning with English as the language of instruction in P4, as expected in the current policy.

Recent Secondary Data on EGR Outcomes in Hausa-Speaking States

The World Bank's Nigeria Partnership for Education Project (NIPEP) conducted a Hausa and English language EGRA in 2019 after five years of implementation in Jigawa, Kaduna, Kano, Katsina, and Sokoto states, with a sample of 4,000 pupils designed to be representative at the state level for project schools. It found that 94% of P3 pupils sampled across the five states could not answer a single English reading comprehension question correctly and 84% could not answer a single English listening comprehension question correctly¹³. These results further corroborate the EGRA findings from our own more limited study in Bauchi and Sokoto, as well as the Initiative midline, in pointing to the conclusion that the vast majority of pupils learning to read in Hausa in Northern Nigerian states are not prepared for a transition to English as LOI in P4.

Contextual Findings

Language use in the Classroom

Seventy-three social studies lessons were observed to examine the use of Hausa and English during various instructional modes and classroom activities. Using the timed, tablet-based tool, observers recorded which speaking, reading, and writing activities

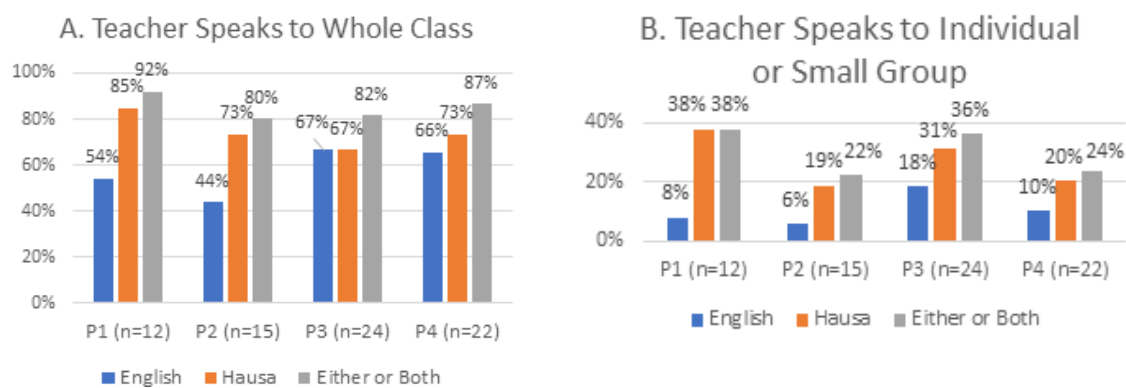
¹³ "Final Report on The Conduct of Early Grade Reading and Learning Assessment of The Nigeria Partnership for Education Project (NIPEP) in Five Focal States (Kano, Kaduna, Sokoto, Katsina And Jigawa)." Submitted to the Federal Ministry of Education, Nigeria NIPEP Secretariat by Educational Assessment and Research Center (EARC). This report furthermore notes that "most of the 2019 zero score percentages were identical, or nearly so, to those in the 2013/2014 study [sampling from the same states]."

happened one or more times in each three-minute segment, and in which language. As with any such classroom observation tools used on a large scale, it is not possible to measure the duration of the many observed activities within or across the three-minute time segments. As a consequence, the study can report on the proportion of three-minute segments in which various activities were observed, which can only serve as a rough proxy for the actual time spent on various activities. (See further discussion of timed observation tools in the methodology section above and the following section Quality of Instruction below.) We also note that each grade-level sub-sample is relatively small (ranging from 12 to 24), so interpretation of grade-level findings and trends across grades from this instrument must be tentative.

All of the figures in this section display the percentage of segments in which the activity was observed 1) in Hausa, 2) in English, and 3) in any language (i.e., either language or both). Note that column 3 is in most cases not equal to the sum of columns 1 and 2 precisely because both Hausa and English were often observed to be spoken in some of the same time segments.

Figure 4 presents findings on teacher speech other than reading from a text. Both when addressing the entire class (Figure 4A) and when addressing an individual learner (Figure 4B), teachers spoke Hausa in more time segments than they spoke English, with the difference being more pronounced for speaking to individuals. For speaking to the whole class, the number of segments in which teachers spoke Hausa versus English broadly tended to become more equal moving from P1 to P4, as expected. Given that the official LOI in P1 is Hausa, and that neither the overall SUBEB nor the specific Initiative curricula include English in P1, it is noteworthy that P1 teachers were nonetheless observed to speak English to the whole class in more than 50% of the three-minute segments observed within P1 social studies lessons. Similarly noteworthy is that in P4, where official policy has English as LOI, teachers still spoke to learners in Hausa in more segments than they did English.

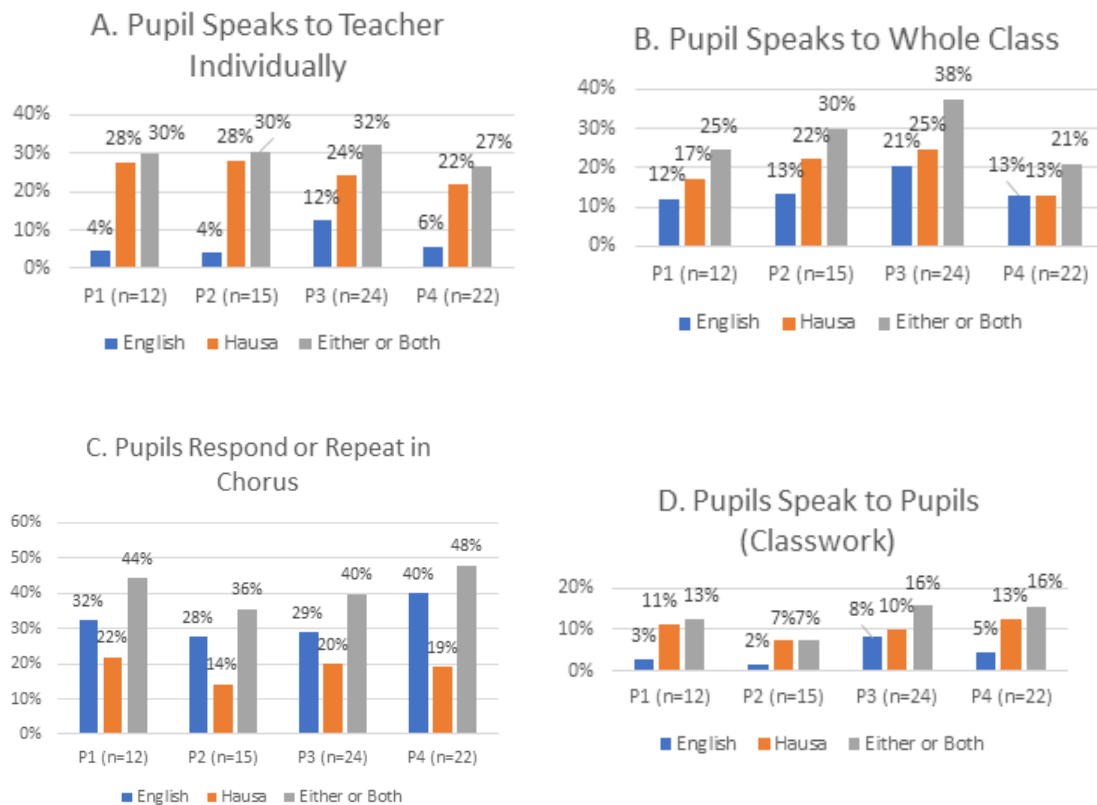
Figure 4. Percentages of three-minute observation segments in which teacher speech was observed in English and Hausa (n=73)



Consistent with previous classroom observations, classrooms were dominated by teacher talk, as reflected in higher percentages of segments with teachers talking (see Figure 4) as opposed to students talking either to the teacher (individually), to the whole class, or to each other about classwork (see Figure 5). Another familiar trend was that pupils’ choral (i.e., full group) response to teacher prompts or repetition of teacher words or phrases occurred in a higher percentage of segments than any other form of pupil speech.

Overall, when speaking just to the teacher or to each other, pupils did so in a higher proportion of segments in Hausa than they did in English. On the other hand, when an individual pupil spoke to the whole class, as in responding to a teacher question, it was observed in more comparable percentages of segments in Hausa and English. This occurred particularly in P4, but also in lower grades. When considered in combination with the predominance of segments with English choral responses over Hausa, it indicates again that English is being used in practice as a language of instruction, even in P1 to P3. As discussed below, these patterns of both teacher and pupil preference for English in whole class interaction appears largely driven by the predominant reliance on English texts for lesson content.

Figure 5. Percentages of three-minute observation segments in which pupil speech was observed in English and Hausa (n=73)

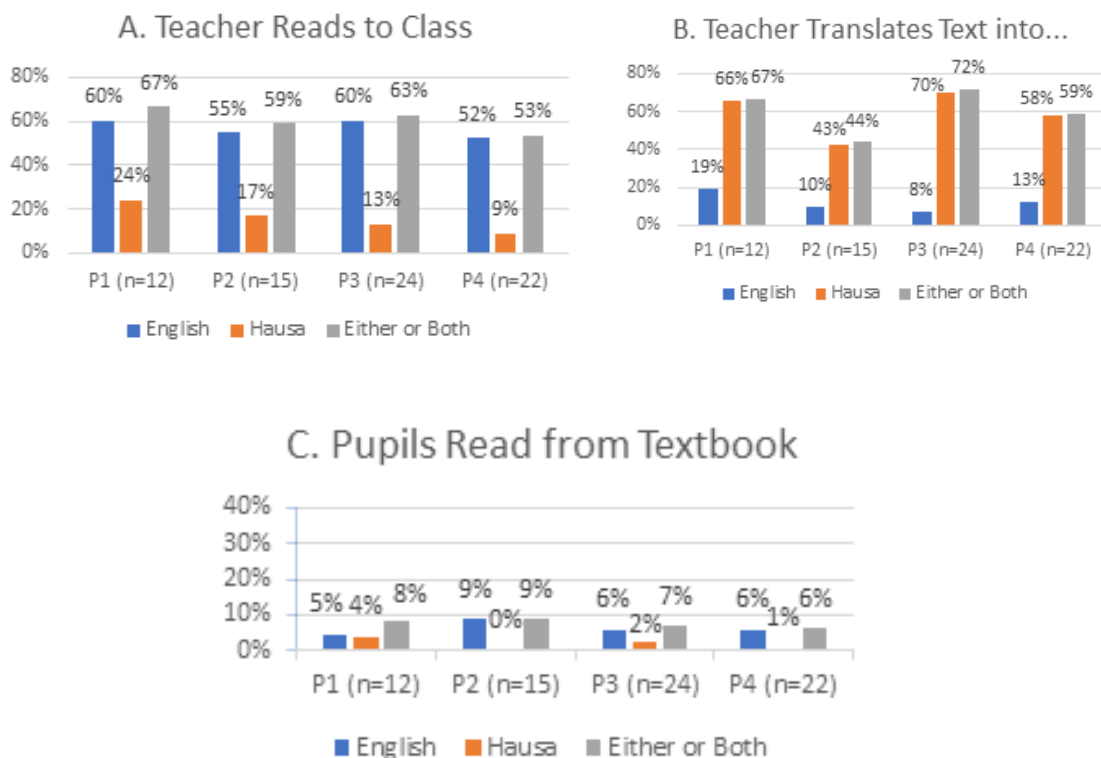


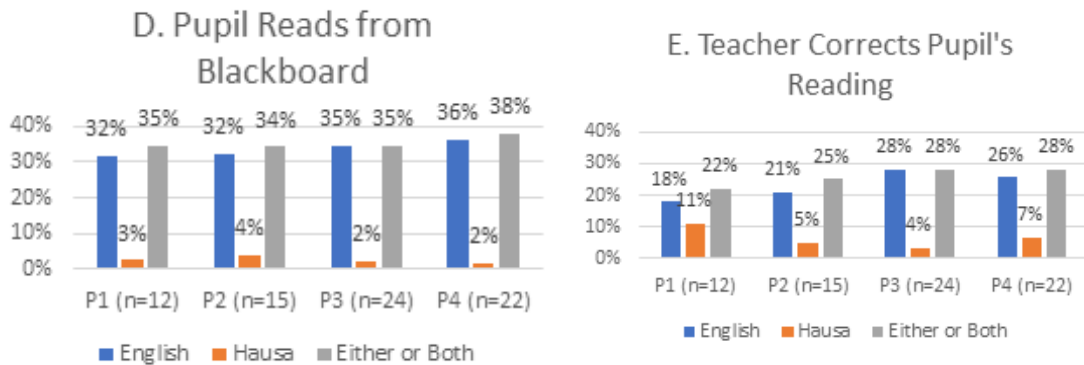
Further supporting this finding is that in more than half of the three-minute segments across all grades, the teacher read to pupils in English, compared to less than a quarter of segments in which they read to pupils in Hausa, and pupil reading was also predominantly in English (see Figure 6 A-D). This finding is not surprising, given that the few observed social studies textbooks are in English, and even when pupils do not have access to the texts, teachers read aloud from text and/or copy excerpts onto the blackboard for pupils to read via choral repetition and individually. (Across all grades, pupils were observed in less than 10% of time segments reading from an actual social studies textbook.)

Consistent with informal observation, Social Studies teachers deal with the absence of Hausa texts by spending considerable time orally translating the English passages into Hausa (Figure 6B). Further investigation would be needed to determine how effectively this translating promotes English comprehension and vocabulary building, or if teachers even have such objectives clearly in mind.

Pupils received teacher feedback on their reading in roughly a quarter of time segments. Likely because pupils are reading text in English, teacher feedback on their reading is much more likely to occur in English than in Hausa.

Figure 6. Percentages of three-minute observation segments in which reading activities were observed in English and Hausa (n=73)

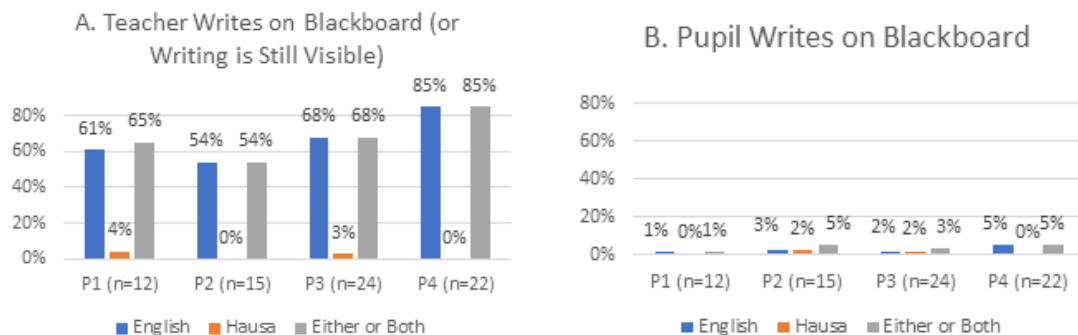


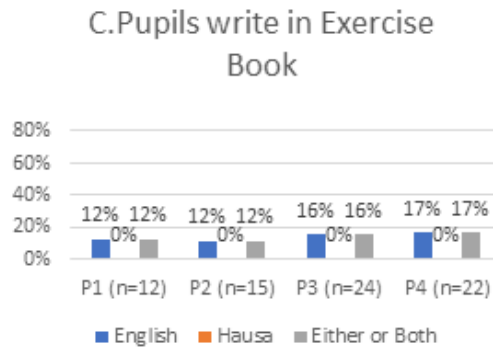


In the majority of observed three-minute segments, ranging from 54% in P2 to 85% in P4, teachers either wrote on the blackboard in English or their English writing remained visible on the blackboard. As previously mentioned, the lack of textbooks or available social studies materials in Hausa promotes teacher copying of English text onto the blackboard. Pupil use of the blackboard was observed to be minimal (no more than 5% of segments). Some time (10-20% of segments) is devoted to pupils having the opportunity to write in their exercise books (see Figure 7 A-C).

In all writing activities, English was much more prevalent across segments than Hausa; often, Hausa writing was not observed at all. Across all the activities, Hausa was only observed in pupils writing on the blackboard in 2% of segments in P2 and P3, with the teacher writing on the blackboard in Hausa in 3% of segments in P3 and 7% in P1. All individual writing in exercise books was noted to be in English—even for P1. By P4, all writing activities were exclusively in English. There is a slight upward trend in the prevalence of all writing activities and their corresponding use of English as the grades progress.

Figure 7. Three-minute observation segments in which writing activities were observed in Hausa and English (n=73)





Quality of Instruction

The timed classroom observation tool for quality of instruction was the same in design and content as that used in for the Initiative’s baseline, and closely derived from the instrument used in previous projects in Northern Nigeria. As described above in the section on data collection instruments, every three minutes assessors indicated which particular skills (and sub-skills) were the focus of instruction just at that moment (i.e., a “snapshot” at each three-minute mark, rather than during the duration of the three-minute interval) and whether activities were being conducted by the whole class, in groups, or independently. The data thus technically yield the percentages of snapshots in which various skills are being taught. These percentages have conventionally been presented as a proxy for proportions of overall lesson time¹⁴. For greater precision, we will consistently present this data explicitly as percentages of snapshots at three-minute intervals.

It is equally important to reiterate that the instrument provides data on the relative quantity of various essential EGR components observed during language classes, but its design inherently limits how informative it can be about the actual quality of teachers’ instruction in any of the EGR components observed. The extent of the EGR instructional quality issue and its implication in children’s low reading proficiency is thus not fully captured in these data.

Figure 8, Figure 9, and Figure 10 show the percentages of snapshots in which four core EGR components (reading skills, writing skills, vocabulary and comprehension, and oral skills) were observed in lessons from the 2017, 2018 (midline), and 2019 data collections, respectively. All figures show disaggregation by grade and language of the class observed. (As noted in the methodology section above, in some cases the language of the observed class was not recorded; as a result, some figures include a portion

¹⁴ This language from RTI’s RARA report is typical: “The relative amount of time spent teaching the different skills was extrapolated based on data captured at the three-minute intervals. While the calculated durations are estimates, they are nonetheless useful in approximating the time spent on key lesson content.” (We are, however, not aware of any efforts to estimate how adequate an approximation such snapshots can provide, e.g., by comparing with actual timings done with the aid of video. One might reasonably assume that accuracy of estimates would increase with sample size.)

labeled “unknown”, meaning that they are likely a mix of Hausa and English lessons.) The three subsequent figures show a fine-grained analysis of the snapshots that were identified in the first three figures as “reading skills”, now sub-categorized as: letter names, letter sounds, syllables (reading or decoding), words (sounding out, decoding, rhyming), and passage reading. Accordingly, in this second trio of figures the totals of the percentages displayed are equal, for each grade and language, to the percentages for “reading skills” in the first three figures. In all figures the Ns refer to the number of classrooms in each category, not the number of snapshots.

While the sample sizes at the level of grade and language from the 2017 data collection are small, their findings are broadly corroborated by the larger samples from 2018 (midline) and 2019. Considering Figure 8 and Figure 9 together, teachers in P1 to P3 were focused on reading skills in 55%-75% of observational snapshots across both Hausa and English language lessons. The snapshot percentages, particularly from the large sample from 2018 in Figure 9, suggest a slightly reduced focus on reading skills in P3 English as compared to P2 Hausa, with the difference being made up in the P3 English lessons by a slightly greater percentage of snapshots coded as vocabulary and comprehension, and as oral skills. These broad quantitative estimates (suggesting heavy focus on mother-tongue reading in P2, and still on reading but increasingly on vocabulary and oral skills in English in P3) appear appropriate and consistent with the theoretical MTB-MLE sequence described in the introduction, which the current LOI policy assumes to be implementable.

In the two samples of P4 English (2017 and 2019, combined N=50) we find a drop-off, to below 45%, in the number of snapshots recording a focus on reading skills, accompanied by an increase over earlier grades (to roughly 20%) in the percentage of snapshots recording a focus on writing skills. While the percentage of snapshots for vocabulary and comprehension holds roughly at the same level as in P3 English, there is a slightly decreased percentage of snapshots recording oral language skills compared to P3 English. These shifts can partially be explained by the fact that P4 English was not targeted by the Initiative for teacher training or provision of teacher manuals or pupil readers. Closer examination of the data confirms that in many cases the P4 English teachers were following the familiar practice of tasking their pupils with extended copying sessions after completing whole class interaction in their lesson, which contrasts with the Initiative-prescribed approach of shorter writing tasks interspersed with other content within lessons (which could potentially result in some underreporting of writing skills focus when using the snapshot approach). Overall, further investigation is warranted into what the appropriate mix of EGR and English language emphases for P4 English would be in light of the pupil reading and English comprehension results presented above, and in consideration of scenarios in which: 1) the current LOI transition policy remains and 2) a revised policy in which Hausa continued to be the LOI in P4 or even beyond.

We also note the increase in the percentage of snapshots recorded as “Other” for P4 English, the majority of which the classroom observers specified as absence of any instruction resulting from such causes as teacher uncertainty as to how to proceed, interruptions from cell phone calls, etc. This trend may also be explained at least in part by the fact that P4 was not targeted by the Initiative.

The above-noted finding of an increase in snapshots that recorded writing skills in P4 English also draws attention to the quite low observed snapshot percentages that recorded writing skills in the earlier grades (just 5% in P1 Hausa, and 7% in P2 and 9% in P3 with both languages combined). While it is possible, as mentioned above, that the snapshot approach has resulted in underreporting of P1 to P3 writing practice, because of the intentional brevity of its instances, further investigation and reflection by EGR pedagogy specialists may be warranted into whether these low percentages of writing practice are fully consistent with the EGR practice prescribed by the Initiative’s Mu Karanta and Let’s Read programs.

Figure 8. 2017 data collection: Percentages of classroom observation snapshots (at three-minute intervals) recording four main focus areas of EGR instruction (reading, writing, comprehension, oral language).

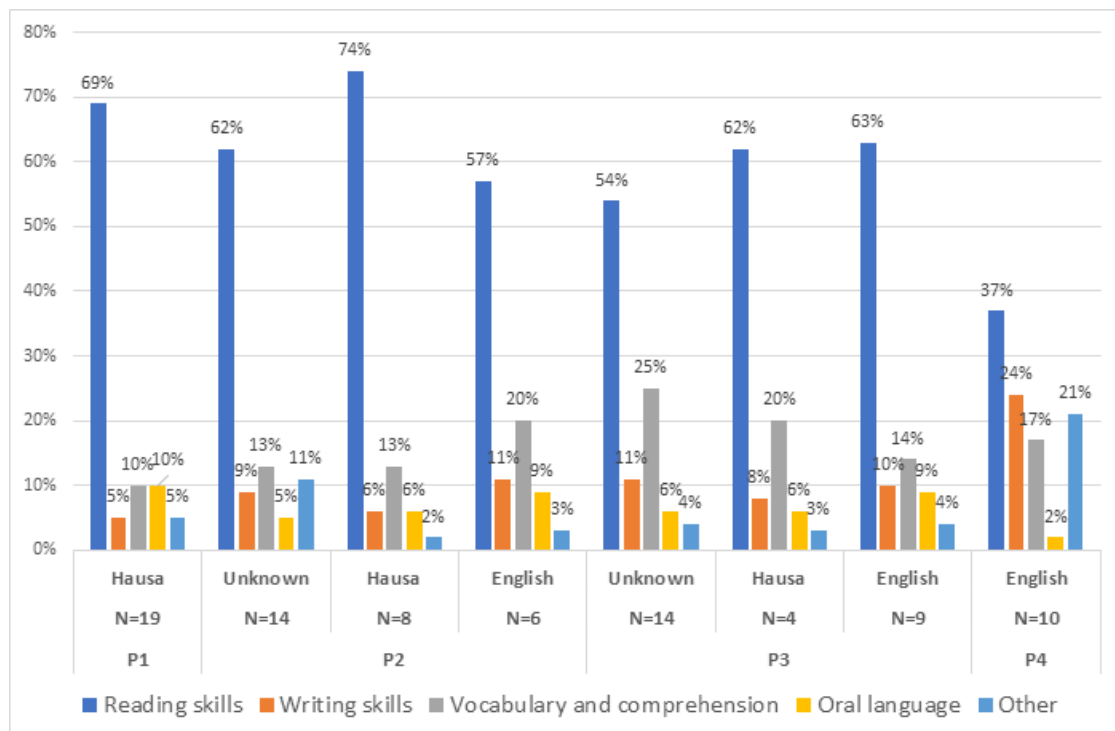


Figure 9. Initiative midline (2018): Percentages of classroom observation snapshots (at three-minute intervals) recording four main focus areas of EGR instruction (reading, writing, comprehension, oral language)¹⁵.

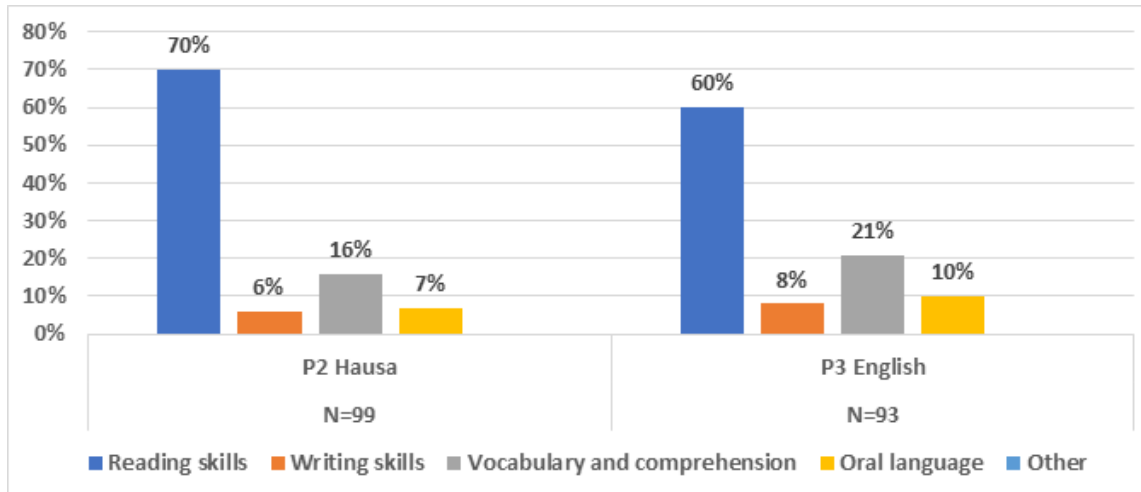
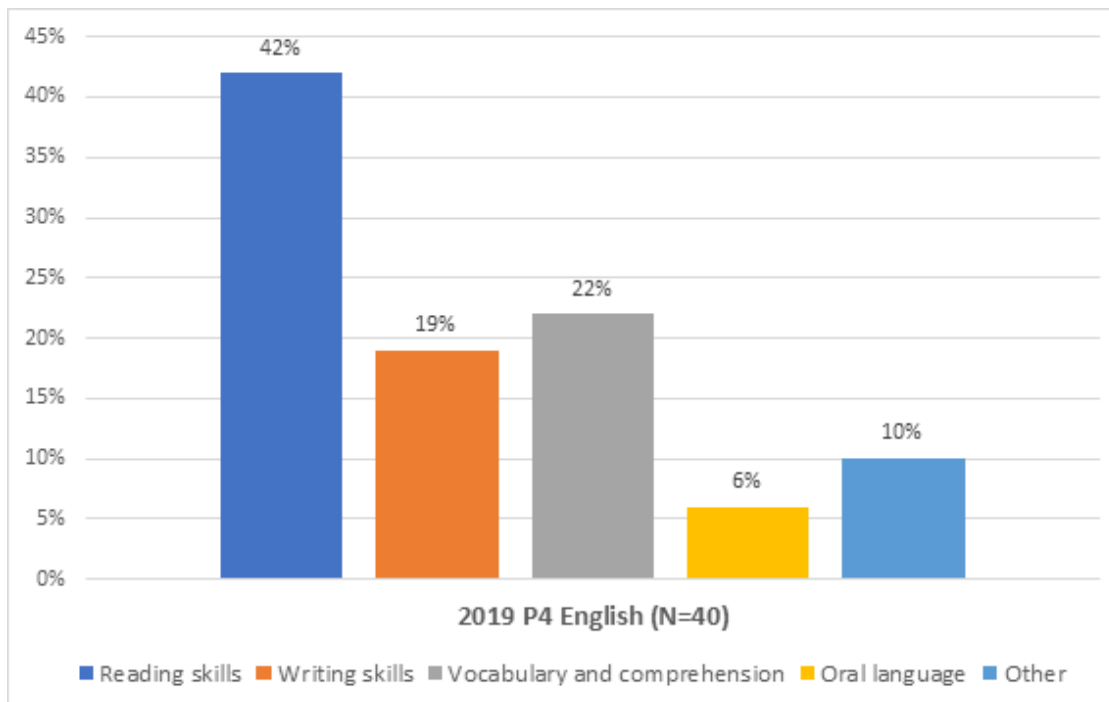


Figure 10. 2019 data collection: Percentages of classroom observation snapshots (at three-minute intervals) recording four main focus areas of EGR instruction (reading, writing, comprehension, oral language).



¹⁵ Note that in this data collection, 0% of snapshots were coded as “other”.

In looking at Figures 11 -13, we find the expected shift in percentages of snapshots, as the grades advance, from a greater focus on letters and syllables in P1 and P2 towards greater focus on words and passages, with Hausa outpacing English in this progression, as would be appropriate for pupils following the expected EGR and language transition trajectory. The relatively high percentage of passage reading at the end of P2 Hausa (over 20% of total snapshots across the two samples, N=107) is an example of teaching to where most learners should ideally be in their reading level, but are not, as the results presented above have demonstrated. For the majority of learners, the continued focus on syllables (also roughly 20% across the P2 Hausa samples) still appears most appropriate.

Another salient finding from Figures 11 and 12, is the relatively high percentage of snapshots recorded as “letter names” in P1 and P2 Hausa across the 2017 and 2018 samples (as well as in the very small sample of P2 English lessons). Mu Karanta is based on a syllabic approach and any focus at the level of the letter, even in English, would more effectively be on letter sounds. Indeed, “letter names” was only added to the observation instrument as a choice after an earlier data collection revealed that teachers were spending time teaching letter names despite their training.

Figure 11. 2017 data collection: Percentages of classroom observation snapshots (at three-minute intervals) recording focus on specific reading sub-skills

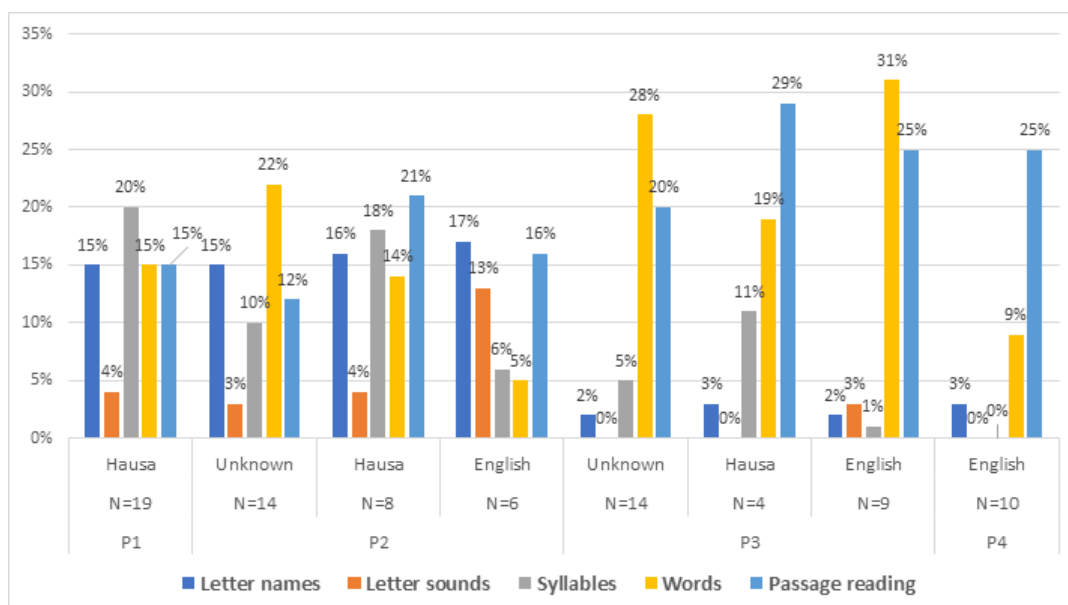


Figure 12. 2018 Initiative midline: Percentages of classroom observation snapshots (at three-minute intervals) recording focus on specific reading sub-skills

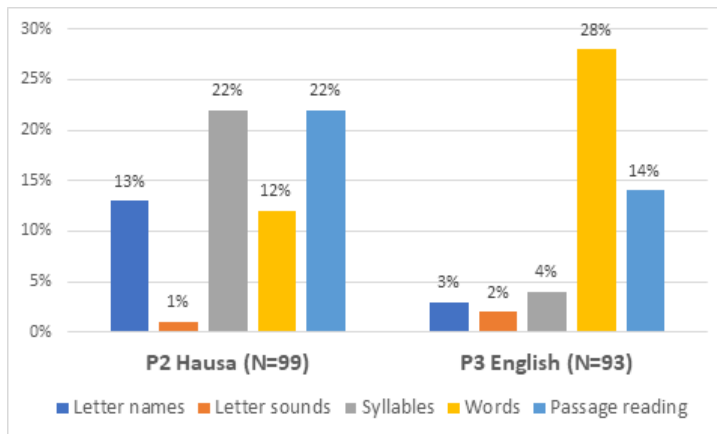
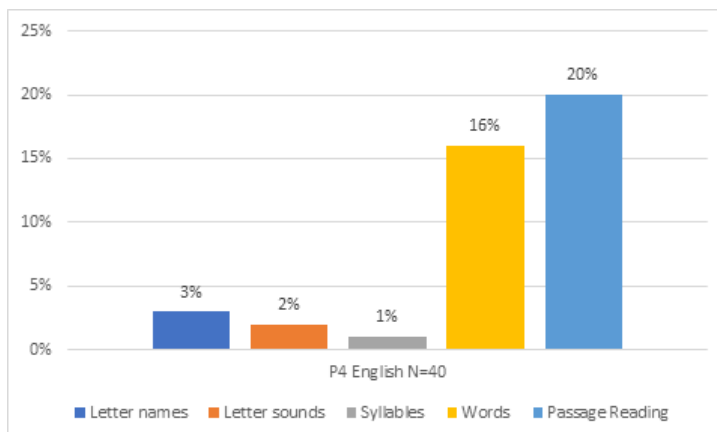


Figure 13. 2019 data collection: Percentages of classroom observation snapshots (at three-minute intervals) recording focus on specific reading sub-skills



Beyond these limited findings from the timed classroom observation instrument, we reiterate that concerns remain about crucial aspects of instruction into which these classroom observation data could provide only partial insight, namely:

1. the effectiveness of teachers' instruction in the focal areas recorded in the snapshots. For example, the observation that a teacher was focusing on syllables does not in itself provide any insights into whether this instruction constituted effective decoding practice for the learners. For all EGR skills and sub-skills, this concern would include whether the teacher adequately incorporated regular checks on pupil progress, i.e., either systematic or informal formative assessment;

2. the overall time on task for Hausa and English lessons. As an interruption of regular school routines, such formal classroom observations as were conducted for this study and the midline may often create a partly or entirely artificial lesson situation whose use of time is not typical of all of the slots in the official timetable when such lessons are meant to be conducted.

Teacher Reading Proficiency

As described above in the section on sampling, in 2017 all teachers observed delivering lessons (for quality of instruction) were also administered short reading assessments in Hausa and English¹⁶. We here present both the Hausa and the English results for all teachers tested in 2017¹⁷. We also isolate the English results of those teachers who reported in 2017 that they actually taught English¹⁸. In 2019, the decision was made to focus only on observing and testing P4 English teachers in English.

Among all teachers tested in 2017, reading performance was slightly better in Hausa reading than English reading (see Table 20). While about three-fourths of all teachers were judged to read fluently (at natural speed, without halting, observing punctuation) in Hausa in 2017, only half were considered to read fluently in English. Relatively low scores on a simple Cloze task (teachers got an average of almost two out of six wrong in Hausa and almost three out of five wrong in English) also call into question their reading comprehension abilities in both languages. Teachers were generally able to read all words in the passage in both languages (mean scores close to 100%); however, as this test was not timed, these results often did not constitute “fluent” reading.

Isolating those teachers who teach English reveals superior performance in English, as expected. Still, between the 2017 and 2019 samples, roughly 35% of them were judged to not read the English passage fluently, and they scored an average of about one out of five incorrect in the cloze sub-task. It could be expected that English fluency demands are higher in P4 English than in lower primary grades. In Bauchi in 2019 the English teachers drawn exclusively from P4 (N=20) indeed outperformed the English teachers drawn from all grades in 2017 (N=26). However, this trend did not hold for Sokoto (N=20 for P4 teachers in 2019, N=29 for all grades in 2017).

¹⁶ Note that in 2017, between the two states, 22 teachers were observed in two lessons, but assessed only once, resulting in different Ns for the two instruments in 2017.

¹⁷ We believe it relevant to include in the English results those teachers who did not report teaching English at the time because some of them reported teaching other subjects, such as Social Studies and Math, which in upper primary are supposed to be taught in English under the current policy, and because others of them could have subsequently been assigned such teaching duties that ostensibly require English.

¹⁸ The teachers who were observed, interviewed, and tested reported having teaching responsibilities for various combinations of subjects (including subjects other than Hausa and English). Twenty-one of them included both Hausa and English among the subjects they reported teaching.

Table 20. Teacher reading proficiency results in by state (2017 and 2019)

	Item	Bauchi			Sokoto		
		2017 all teachers (n=67)	2017 English teachers only (n=36)	2019 English teachers (N=20)	2017 all teachers (n=64)	2017 English teachers only (n=29)	2019 English teachers (N=20)
Hausa	Cloze passage score (mean) out of 6	4.31 (72%)	NA	NA	4.25 (71%)	NA	NA
	Total words correct (mean) out of 116	113 (97%)	NA	NA	114.0 (98%)	NA	NA
	Teachers rated “fluent” (%)	73%	NA	NA	80%	NA	NA
English	English Cloze passage score (mean) out of 5	3.18	3.47	4.2 (83%)	3.53	4.21	3.8 (75%)
	Total words correct (mean) out of 101	91 (90%)	94 (93%)	99 (98%)	94 (93%)	97 (96%)	96 (95%)
	Teachers rated “fluent” (%)	48%	61%	70%	53%	69.0%	60%

KEY CONCLUSIONS AND DISCUSSION

In considering the implications of this study’s findings for language transition policy, we emphasize that pupils’ transition from P3 to P4 has often been identified as challenging, even in contexts where pupils are speaking and reading only in their most familiar language. The difficulties of this transition have long been documented in the research on reading and have historically been referred to in the United States as the “fourth grade slump”¹⁹. This challenge is of course compounded in Northern Nigeria by pupils’ weakness in L2 (English) comprehension when they enter P4.

Pupil Reading Proficiency

Consistent with the Initiative’s baseline and midline EGRAs and with the NIPEP study cited above, the majority of the P1-P3 pupils tested in all three data collection waves specific to this study obtained zero scores on the Hausa syllable identification, Hausa

¹⁹ Chall, J.S., Jacobs, V.A., & Baldwin, L.E. (1990). *The Reading Crisis: Why Poor Children Fall Behind*. Cambridge, Mass.: Harvard University Press.

familiar words, Hausa reading passage, and reading comprehension subtests. On the Hausa dictation subtest, the same high level of zero scores was observed for pupils' ability to write full words correctly, but pupils scored better in terms of their ability to write individual letters.

In English, as measured by the end of P3 and start of P4 EGRAs reviewed in this report, those pupils having at least non-zero scores in Hausa (i.e., at least some initial foundational skills in Hausa such as letter identification) appear to have transferred these skills at least partially to English. Still, students are unprepared to comprehend English texts, as demonstrated in both Listening Comprehension and Reading Comprehension subtasks. These findings show that even after three years of material and teacher training inputs under the Initiative (and, similarly, after the multi-year interventions of the World Bank funded NIPEP), pupils throughout Northern Nigerian states did not demonstrate readiness for transition in language of instruction from Hausa in P3 to English in P4.

Analysis of Teacher and Classroom Factors

Language use in the classroom. In terms of speaking practices in the observed social studies lessons, the dominant mode of interaction was confirmed to be teachers speaking to the whole classroom of pupils. Apart from choral response and repetition, pupils themselves quite infrequently speak, whether to the teacher, the whole class, or each other. From this finding alone, it appears that pupils have little opportunity to engage in discourse—in either Hausa or English. This is significant since a pupil's ability to use language is an important variable in learning to become proficient readers.

Of equal importance, Social Studies teachers were observed in substantial percentages of the time segments, beginning in P1, to be speaking to the class in English, as well as reading to the class in English, despite the fact that Hausa is the only official language of instruction in the early grades (with English being introduced as a subject only in P3). In Social Studies, teachers' writing on the blackboard and reading to the class, and pupils reading from the blackboard – were almost exclusively in English, regardless of grade level. This regular practice is a function of pupils not having textbooks, and the teacher having one copy, which is in English. Pupils rarely wrote on the blackboard and were given infrequent opportunities to write in their exercise books (which also consisted of copying in English, regardless of grade level). In the sample classrooms, despite considerable effort by the teachers to translate text into Hausa, it is clear that there is not strict adherence to the language policy in which Hausa is the LOI until P3. The role that available materials play in this situation must be emphasized.

Teacher reading proficiency. On average, teachers performed better on the reading fluency assessment in Hausa than in English. However, reading comprehension levels from two simple passages (one in Hausa and one in English) raise concerns about teachers' ability to understand simple text in both Hausa and English. This finding in

turn raises concerns about teachers' ability to support pupils in their processing and comprehension of text in both languages.

Quality of Instruction. The observational findings overall from Hausa and English lessons suggest moderate alignment of teaching emphases with an EGR developmental profile, (e.g., a higher proportion of time spent on letters in P1 and appropriate tailing off in later years). However, since pupil performance is generally not following this developmental profile as expected, the instructional focus on lower-level skills in the early grades appears to have been largely ineffective, such that moving on to higher level skills and transferring to English, instead of focus on further remediation, does not seem appropriate for most of them. At the same time the findings may prompt reflection on whether teachers are devoting appropriate attention across the grades to reading comprehension, as prescribed in the Initiative curriculum. Comprehension, or making meaning of the text, which is the very purpose of reading, should not simply be considered a "higher level" skill, but rather needs to be kept in the forefront as the motivation for reading drills and practice in the early stages, even if it is via the teacher's oral reading at first that pupils come to make meaning. Even in P4 English, we note that the percentage of snapshots focused on comprehension increases only minimally from early primary grades, despite the clear importance of work on understanding English under the current LOI transition policy. (We reiterate that P4 English teachers were not specifically targeted by the Initiative, though some of them may also serve in lower primary and therefore have received training.)

GENERAL CONCLUSION

This study has presented findings on:

- pupil reading proficiency in Hausa and English, supported by the Initiative midline EGRA and the NIPEP EGRA findings,
- factors that should promote pupil reading proficiency, including teachers' language proficiency, language use in the classroom and EGR instructional quality.
- Taken as a whole, these findings indicate that:
- Most pupils in Initiative schools in Bauchi and Sokoto, and widely in other Hausa states, have not mastered fluent reading with comprehension in Hausa (their L1) by the end of P3.
- These pupils are therefore not well prepared to begin learning in English, and learning through reading in English, in P4.
- Based on 316 lesson observations in P1 to P4 Hausa and English classrooms in Initiative schools between 2017 and 2019, the essential teacher competencies and instructional practices needed to ensure pupils' mastery of reading in early grades are not yet reliably in place in Bauchi and Sokoto primary schools.

- Observations focused on language use in 51 P1-P3 Social studies lessons indicate that the official policy of teaching in Hausa in P1 to P3 is not followed in practice.
- The absence of teaching and learning materials in Hausa outside of EGR materials (e.g., Hausa social studies texts), and resulting reliance on available English materials, inhibits teachers from following the policy and means that pupils have no opportunity to learn subject content in the same language they are learning to read, as is recommended practice to support L1 literacy acquisition.

This study’s specific findings, corroborated by the Initiative midline data and the NIPEP EGRA, support the contention that the current Language Transition Policy is not working well in practice, and cannot be expected to work well in the near future, given the time it would take to improve the crucial instructional factors - even assuming more intensive inputs than the Initiative has been able to provide.

RECOMMENDATIONS

Primary Recommendation

Bilingual Late-Exit Transitional Programming. Hausa EGRA results from 2017 to 2019, including the Initiative’s midline and the NIPEP study in multiple non-Initiative states shows that most pupils in P1 – P3 are still only in the beginning stages of learning to read, rather than at a level where they are capable of reading to learn. Similarly, P3 English EGRA results revealed that most pupils had not acquired the necessary foundational skills to understand and interpret a grade-level text, or even to comprehend oral English. These findings, in combination with the fact that English is not a language of wider communication in the Northern Nigerian context, lead to the conclusion that a more appropriate policy and program model for primary school in the context would be bilingual late-exit transitional programming, i.e., one that develops Hausa skills for four to five years (as opposed to only three years), while introducing oral English, and then transitions to English as the language of instruction only in P6 or later. Studies in similar contexts have demonstrated that such “late-exit” transitional programs have better results in terms of student performance²⁰.

Secondary Recommendations

Additional recommendations underscore the importance of intensifying and complementing Initiative interventions that support improved Hausa and initial English literacy outcomes and thus more successful eventual transition to English as LOI.

²⁰ USAID, 2019. Handbook on Language of Instruction Issues in Reading Programs: A Global Reading Network Resource (<https://www.globalreadingnetwork.net/resources/handbook-language-instruction-issues-reading-programs>)

Enforcing Time on Task for Effective EGR Instruction. Planned interventions to improve the quality of teaching and learning will not yield desired outcomes if they are not implemented as intended. The Initiative’s special study on Time on Task has corroborated both structured and informal school monitoring data to document significant loss of instructional time, prominently including teacher absences from school and time not spent in classrooms. Additional strategies should be explored to empower, incentivize, and hold school directors accountable for their teachers’ Time on Task, while also motivating teachers to use instructional time more productively.

Fidelity of Implementation (FOI) Monitoring. The Local Education Monitoring Approach introduced by the Initiative has demonstrated promise as a foundation for LGEA level Fidelity of Implementation monitoring focused on EGR instruction, and on formative assessment of EGR outcomes. Components of the LEMA tools could be complemented to focus on details of language use and availability of materials in Hausa, including in lessons outside of Hausa EGR.

We emphasize that even low-inference classroom observation of teachers’ instruction, conducted with standardized tools as in the present study and in the LEMA, can help identify correlations among training, teacher behaviors, and learning outcomes. Just as important, more open-ended, qualitative observation conducted by experienced EGR pedagogy experts, along with exploratory interviews and focus groups with teachers and coaches, can greatly enrich understanding of FOI and of additional training and support needs.

Provide Supplementary Reading Materials Related to Other School Subjects. This study found that the absence of Hausa language teaching and learning materials, and indeed the absence of any teaching and learning materials, impedes effective teaching in the early grades in other school subjects, such as Social Studies, that should be conducted in Hausa. The recent USAID handbook on language of instruction issues explains:

While time during the school day needs to be dedicated to explicitly teaching children reading and writing skills—preferably 90-120 minutes—children need opportunities to practice the skills they are learning. This process is supported when children learn subject content in the same language they are learning to read. For example, alignment of the language used for reading instruction and for curricular teaching subject content provides children with an opportunity to build vocabulary and background knowledge, two important literacy skills.²¹

Frequent, guided, and independent opportunities to read interesting and challenging texts are essential for literacy learning. Therefore, in addition to development and

²¹ USAID, 2019. Handbook on Language of Instruction Issues in Reading Programs: A Global Reading Network Resource

provision of grade-appropriate Hausa language texts for other school subjects, such as Social Studies, we recommend more support to the development of school libraries where pupils may read and from which they may take books home to read alone or with support of a family member.

The absence of Hausa texts in Social Studies also drew attention to limitations in the instructional competencies and repertoires of Social Studies teachers. The language use data indicate that when relying on English texts for curricular content, even lower primary teachers tended to revert to English as the de facto LOI while engaging in improvised forms of “code switching” (alternation between English and Hausa) whose pedagogical effectiveness for supporting reading skills and promoting comprehension of subject content is uncertain at best. Such patterns of classroom interaction involving code switching and choral responses have been well documented in contexts where a colonial language is still the official LOI²².

The current study did not directly investigate the English competencies of these lower primary Social Studies teachers’, but it may be confidently assumed that they, like their pupils, would be more comfortable conducting these lessons entirely in Hausa. It appears that the exclusive availability of English texts influences them to rely on the familiar (code switching) instructional routines that most of them likely experienced as students throughout their own education. Lower primary subject teachers such as these should, therefore, ideally also benefit from professional development activities that initiate them into practical methods for effectively delivering curricular content in Hausa, and providing additional reading practice in Hausa, in scenarios where they have no texts or only English texts, as well as in the more ideal scenario in which Hausa texts are introduced.

Sensitize School Staff Regarding Literacy Standards, Benchmarks, and the National Reading Framework. Nigeria’s National Reading Framework reflects international research on how the period spanning preschool through P3 is a critical time for the development of foundational reading skills. The Initiative’s program has similarly been developed in alignment with international EGR standards and thus has aimed to enable pupils to be able to read fluently, independently, and enthusiastically, and to be able to write confidently and competently in Hausa by the time they reach P3. To further support literacy learning in Hausa that eventually can be transferred to English, it is recommended that additional emphasis be given to educating school staff and all system stakeholders on reading standards and benchmarks contained in the National Reading Framework for P1 through to P3. All stakeholders need to share the understanding that the framework’s expectations for competency development are evidence-based and entirely realistic for their context.

²² See, for example, Clegg, 2011. “Teaching and learning in two languages in African classrooms”; and Ferguson, 2003. “Classroom code-switching in post-colonial contexts: Functions, attitudes and policies.” Both offer extensive further references.

Provide Regular Continuous Professional Development (CPD). This study’s findings on teacher competencies and performance, and on their pupils’ learning, corroborate the extensive international research showing that teachers need a comprehensive, sustained professional development effort in order to: build their knowledge about reading and writing; gain facility with and commitment to evidence-based pedagogy; and develop their own L1 and English language skills. Teachers need regular access to coaches and mentors who understand and have experience with effective EGR pedagogy and mother tongue based multilingual education practices. We note also that where Hausa textbooks and materials remain unavailable for other subjects such as Social Studies, teachers in those subjects will require training in strategies to effectively teach their subject matter, rather than resorting heavily to pupils’ choral reading and repetition of English passages and their own ad hoc oral translations. Consequently, a crucial component of a vision for strengthened state basic education systems would be LGEAs’ capacity to coordinate and monitor regular CPD of all early grade teachers.

ANNEX 1. GENDER PROPORTIONS OF INTENDED LONGITUDINAL PUPIL SAMPLES 2017 – 2019

	State	Sex	Percent
P1 2017 Cohort	Bauchi (n=228)	Male	50.4%
		Female	49.6%
	Sokoto (n=223)	Male	50.2%
		Female	49.8%
P2 2017 Cohort	Bauchi (n=236)	Male	49.6%
		Female	50.4%
	Sokoto (n=252)	Male	50.0%
		Female	50.0%
P3 2017 Cohort	Bauchi (n=244)	Male	48.0%
		Female	52.0%
	Sokoto (n=261)	Male	51.0%
		Female	49.0%
P2 2018 Cohort	Bauchi (n=237)	Male	49.4%
		Female	50.6%
	Sokoto (n=239)	Male	49.8%
		Female	50.2%

P3 2019 Cohort	Bauchi (n=241)	Male	49.8%
		Female	50.2%
	Sokoto (n=239)	Male	49.8%
			50.2%

ANNEX 2. EGRA SUB-TASKS

Hausa Syllable Identification

Misalai: zi ni ta

te ya la ko fa ci ma go fu mu
na hu me ri ra cu wa he wa su
ki tu sa so bu fi le gi qo ru
na ju ji lu fo hi da ri co mu
bu be mo ka su nu ku ti mi ma
sa ma du ha be ja sa wa si de
yo ji ka gi ke ba ye ka zu ge
wu gu re do na tu li gu ca jo
fi ta lo ho ta di yu no ra bo
je di bo bi ro wo bi ko do fe

Hausa Familiar Word Reading

tana	in	nan	tafiya	sai
ina	kai	ɗaya	yi	zo
su	malam	za	ku	ce
makaranta	audu	suna	ta	iya
shi	gida	ba	har	ka
wata	tare	ya	wasa	to
ruwa	yara	tafi	ana	mai

lafiya ki da wani daga
yana ga rana aka suka
cikin ke ina ne ni

Hausa Oral Reading Fluency

Misalai: ɗauka sha masu

Adamu da abokinsa Bala sukan tafi gona kullum. Wata rana sai Adamu ya ga mangwaro ja a kan bishiya. Adamu ya ɗauki doguwar sanda domin ya kaɗo mangwaro. Tsawon sandar bai isa ba. Ya ce wa abokinsa ya ɗaga shi sama ya kaɗo mangwaro. Ya kado mangwaro. Adamu da Bala suka raba mangwaro suka sha.

Questions [Answers]	Correct	Incorrect	No
1. Ina Adamu da abokinsa sukan tafi kullum? [sukan tafi gona kullum]			
2. Me Adamu ya gani a kan bishiya? [Ya ga mangwaro: mangwaro ja: nunanen mangwaro]			
3. Me ya hana Adamu kaɗo mangwaro? [saboda tsawon sandar bai isa ba]			
4. Me Adamu ya ce wa abonkisa, ya yi masa? [Ya ɗaga shi sama]			
5. Me Adamu da Bala suka raba? [Mangwaro]			

Hausa Letter Dictation

- (/) Mark any incorrect letters with a slash
- (O) If all letters are correct, circle “All correct”
- (Ø) Circle self-corrections if you already marked the letter incorrect
- (□) Tick Correct, Incorrect or No Response to indicate whether the entire word is written correctly

s a	y i	b a n	t a r e	k u m a
<input type="checkbox"/> All letters correct	<input type="checkbox"/> All letters correct	<input type="checkbox"/> All letters correct	<input type="checkbox"/> All letters correct	<input type="checkbox"/> All letters correct
Word:	Word:	Word:	Word:	Word:
<input type="checkbox"/> Correct	<input type="checkbox"/> Correct	<input type="checkbox"/> Correct	<input type="checkbox"/> Correct	<input type="checkbox"/> Correct
<input type="checkbox"/> Incorrect	<input type="checkbox"/> Incorrect	<input type="checkbox"/> Incorrect	<input type="checkbox"/> Incorrect	<input type="checkbox"/> Incorrect
<input type="checkbox"/> No response	<input type="checkbox"/> No response	<input type="checkbox"/> No response	<input type="checkbox"/> No response	<input type="checkbox"/> No response

English Letter Identification

V p h g S y Z W L N
a K T D K T q d z w
h w z m U r j G X u
g R B Q I f I Z s r
S n C B p Y F c a E
y s Q P M v O t n P
Z A e x f F h u A t
W G H b S c g m i i
L L o o X N E Y p x
N k c D d y b j R v

Misalai: O N A

English Familiar Word Reading

Misalai: pot bell

back	came	but	look	went
what	did	be	got	me
eat	do	like	there	little
with	had	are	your	make
put	he	see	it	The
all	here	no	from	tree
out	an	come	will	time
my	you	too	cat	she
have	some	away	down	A
them	we	in	that	they

English Listening Comprehension

Adama has a hen. It lays eggs everyday. She sells the eggs at the market. One day, Adama dropped her basket of eggs. All the eggs broke. Adama was very sad. The next day Adama’s hen gave new eggs. Adama was very happy.

Questions [Answers]	Correct	Incorrect	No
1. What does Adama have? [a hen]			
2. What does Adama sell at the market? [eggs]			
3. What happened to Adama’s egg? [they broke]			
4. Why was Adama sad? [She dropped her eggs, her eggs broke]			
5. Why was Adama happy? [her hen gave new eggs, she had new eggs to sell at the market]			

English Oral Reading Fluency

Binta and Ali clean their classroom every day. Ali cleans the blackboard and Binta sweeps the floor. One day, they could not find Binta's broom. They looked in every classroom. Then they saw a goat eating the broom! Binta and Ali told their teacher. Their teacher gave them a new broom.

English Reading Comprehension

Questions [Answers]	Correct	Incorrect	No
1. What do Binta and Ali do everyday at school? [clean their classroom]			
2. What is Binta's duty at school? [sweeping the floor]			
3. Where did Ali and Binta look for the Broom? [in all the classrooms; in the school]			
4. Where was the broom? [a goat ate it, In the goat's mouth]			
5. What did the teacher give Ali and Binta? [gave them a new broom]			

ANNEX 3. TIMED OBSERVATION: CLASSROOM LANGUAGE USE IN SOCIAL STUDIES LESSONS

Instructions for Assessors (Dos and Don'ts).

Arrive to the subject lesson at least 5 minutes before the lesson begins. Sit in the back or to the side of the classroom. Do not block any pupil's view; do not take a seat that is reserved for a pupil; and do not occupy any pupil's desk or workspace.

Turn off your mobile phone completely, as even on vibrate it will cause disturbance. While observing the teacher, do not interrupt the teacher or the lesson for any reason. Do not show any emotion that would distract the teacher or the pupils. Stay silent for the entirety of the lesson.

Instructions for Administering the Language Use Timed Observation Form.

At the beginning of the lesson. As soon as the teacher begins by greeting the class, advance the tablet to the first timed segment.

During the Lesson. The tablet’s screen will automatically advance at 3-minute intervals. On each screen, throughout the entire three-minute interval, mark all of the forms of language use observed.

Note that each screen is divided into three discrete sections: Speaking, Reading, and Writing; it may be necessary to scroll down to view all of them. Each category is subdivided by specific speaking, reading, and writing activities that the teacher or pupils may be doing. For each observed activity in the three-minute interval note whether it is conducted in English or Hausa. It is possible that both languages will be used in the same activity in the same three-minute interval.

After the Lesson. Be sure to thank the teacher.

Lesson Start Time: ____:____

Which language is being used in the classroom? For each three-minute period, check the boxes that apply:

E=English H=Hausa										
Minutes	3	6	9	12	15	18	21	24	27	30
1. SPEAKING										
2. Teacher speaks to whole class	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H
3. Teacher translates text for class into	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H
4. Teacher speaks to individual or small group	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H
5. Pupils repeat or respond in chorus	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H
6. Pupil speaks to teacher individually	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H

7. Pupil speaks to whole class	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H
8. Pupils speak to pupils (class work)	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H
9. Pupils speak to pupils (“making noise”)	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H
10. READING	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H
11. Teacher reading to class	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H
12. Teacher corrects pupil reading	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H
13. Pupil(s) read from textbook	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H
14. Pupil (s) read from blackboard	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H
15. WRITING	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H
16. Teacher writes or written text remains on blackboard	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H
17. Pupil(s) write on blackboard	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H
18. Pupil(s) write in exercise books	E	E	E	E	E	E	E	E	E	E
	H	H	H	H	H	H	H	H	H	H

When the lesson has finished, please answer the following questions:

11. PRIOR to any reading that occurred, did the teacher engage pupils in any activities in preparation for reading (e.g., vocabulary, brainstorming, graphic organizer, charts)?

YES: English _____ and/or Hausa _____ NO _____

12. AFTER any reading, did the teacher engage pupils in any activities that extends their understanding of the reading? (large group discussion, small group discussion, writing)?

YES: English _____ and/or Hausa _____ NO _____

13. Did the pupils use a textbook in the lesson?

14. If the teacher and pupils used a textbook, take a photo of a page at the beginning, middle, and ending of the book.

15. If the teacher wrote text on the blackboard, photograph the text on the blackboard.

16. Please add any comments about the use of Hausa and English in the observed lesson:

ANNEX 4. TEACHER QUESTIONNAIRE AND READING ASSESSMENT

Teacher Questionnaire

INSTRUCTIONS TO ENUMERATOR

- Teachers selected for this interview **MUST** be the same Teachers observed. Do **NOT** survey Teachers if they were not observed.
- The Teacher Interview is to be completed after the lesson is finished with only the Teacher present. If the classroom is being used, ask the teacher if there is another room that is available and quiet.
- Ask the Teacher whether he/she has time to participate in an interview. It should not take more than an hour. If the teacher is not free at this time, set a time to come back when he/she is free.
- Ask the Teacher each question verbally, as in an interview. Text to be read to Teachers is in **BOLD**.
- **DO NOT READ THE ANSWER OPTIONS TO THE TEACHER UNLESS INDICATED TO DO SO.**
- Wait for the teacher to respond to each question, and then tick the box () that corresponds to his or her response.
- Only one response is permitted, except where indicated otherwise.

Na gode da kika/ka ba ni lokacinki/ka don samun bayanai game da abubuwan da kuke fuskanta wajen ko yarwa. Yanzu bari mu fara da tambayoyin.

Thank you for taking the time to speak with me about your teaching experiences. Let's begin the interview.

1.	<p>Wadanne darussa kike/kake koyarwa a wannan makarantar?</p> <p>What subjects do you teach in this school?</p>	<p><input type="checkbox"/> Do not know/No response Multiple responses are allowed. Tick all responses provided by the teacher.</p> <p><input type="checkbox"/> Hausa <input type="checkbox"/> English <input type="checkbox"/> Arabic <input type="checkbox"/> Science <input type="checkbox"/> Maths <input type="checkbox"/> Social Studies <input type="checkbox"/> Life Skills <input type="checkbox"/> Arts <input type="checkbox"/> Other</p>
2.	<p>Wadanne azuzuwa kike/kake koyarwa a wannan makarantar?</p> <p>Which classes do you currently teach in this school?</p>	<p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response) Multiple responses are allowed. Tick all responses provided by the teacher.</p> <p><input type="checkbox"/> Pre-Primary <input type="checkbox"/> Primary 1 <input type="checkbox"/> Primary 2 <input type="checkbox"/> Primary 3 <input type="checkbox"/> Primary 4 <input type="checkbox"/> Primary 5 <input type="checkbox"/> Primary 6 <input type="checkbox"/> Others</p>
3.	<p>Gaba daya shekaru nawa kika/ka yi kina/kana koyarwa? (Gaba daya ba a wannan makarantar kawai ba)</p> <p>How many years of teaching experience do you have? (In total, not just in this school)</p>	<p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p> <p style="text-align: center;">Number of Years</p>
4.	<p>Mene ne mafi girman shaidar ilimi ta koyarwa da kika/ka mallaka?</p> <p>What is your highest professional teaching qualification?</p>	<p><input type="checkbox"/> None <input type="checkbox"/> Grade II <input type="checkbox"/> NCE <input type="checkbox"/> B.Ed. <input type="checkbox"/> PGDE (Post-Graduate Diploma in Education) <input type="checkbox"/> M.Ed. <input type="checkbox"/> Other <input type="checkbox"/> Do not know/No response</p>

<p>5.</p>	<p>Wane fanni ne kika/ka karanta a lokacin horon shiga aikin malanta?</p> <p>What was your specialization during pre-service training?</p>	<p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p> <p>Multiple responses are allowed. Tick all responses provided by the teacher.</p> <p><input type="checkbox"/> Primary Education Studies</p> <p><input type="checkbox"/> Hausa</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Arabic</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Maths</p> <p><input type="checkbox"/> Arts</p> <p><input type="checkbox"/> Social Studies</p> <p><input type="checkbox"/> Other</p>
<p>6. Ask only if Hausa chosen at Q1.</p>	<p>Ko kin/ka samu wani horo a kan koyar da karatun Hausa a kananan azuzuwa a lokacin da kike/kake karɓar horon fara aikin koyarwa?</p> <p>Have you received specific instruction on how to teach Hausa reading for pupils in early primary during your pre-service training?</p>	<p><input type="checkbox"/> A'a (No)</p> <p><input type="checkbox"/> I (Yes)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
<p>7. Ask only if Hausa chosen at Q1.</p>	<p>Ko kin/ka samu wani horo a kan koyar da karatun Hausa a kananan azuzuwa a lokacin da kike/kake cikin aikin koyarwa?</p> <p>Have you received specific instruction on how to teach Hausa reading for pupils in early primary during any in-service training?</p>	<p><input type="checkbox"/> A'a (No)</p> <p><input type="checkbox"/> I (Yes)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
<p>8. Ask only if English chosen at Q1.</p>	<p>Ko kin/ka samu wani horo a kan koyar da karatun Turanci a kananan azuzuwa a lokacin da kike/kake karɓar horon fara aikin koyarwa?</p> <p>Have you received specific instruction on how to teach English reading for pupils in early primary during your pre-service training?</p>	<p><input type="checkbox"/> A'a (No)</p> <p><input type="checkbox"/> I (Yes)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>

<p>9. Ask only if English chosen at Q1.</p>	<p>Ko kin/ka samu wani horo a kan koyar da karatun Turanci a kananan azuzuwa a lokacin da kike/ kake cikin aikin koyarwa?</p> <p>Have you received specific instruction on how to teach English reading for pupils in early primary during any in-service training?</p>	<p><input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
<p>10.</p>	<p>Wane yare kika/ka fi fahimta sannan kika/ka fi Magana da shi?</p> <p>What language do you speak and understand best?</p>	<p>Only one response allowed.</p> <p><input type="checkbox"/> Hausa <input type="checkbox"/> Fulfulde <input type="checkbox"/> Arabic <input type="checkbox"/> English <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
<p>11.</p>	<p>Wane yare kika/ka fi kwarewa wajen karatu Da rubutu?</p> <p>What language do you read and write best?</p>	<p>Only one response allowed.</p> <p><input type="checkbox"/> Hausa <input type="checkbox"/> Fulfulde <input type="checkbox"/> Arabic <input type="checkbox"/> English <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
<p>12.</p>	<p>A ra'ayinki/ka yaya za ki/ka kimanta kwarewarki/ka wajen iya magana da Hausa da fahimtarta: Dan kadan, dama-dama, Sosai</p> <p>[If "Hausa" is not the language the teacher reports speaking and understanding best in Question 12] In your opinion, how much can you speak and understand Hausa: A little, Some, or A lot?</p>	<p><input type="checkbox"/> Dan kadan (A little) <input type="checkbox"/> Dama-dama (Some) <input type="checkbox"/> Sosai (A lot) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>

<p>13.</p>	<p>[If “English” is not the language the teacher reports speaking and understanding best in Question 12] A ganin ki/ka wane mataki kike/kake na iya yin magana da kuma fahimtar Turanci: a kadan ko da dama ko sosai?</p> <p>In your opinion, how much can you speak and understand English: A little, Some, or A lot?</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Dan kadan (A little) <input type="checkbox"/> Dama-dama (Some) <input type="checkbox"/> Sosai (A lot) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)
<p>14. Ask only if Hausa chosen at Q1.</p>	<p>Yaya za ki/ka kimanta adadin dalibanki/ka da suka iya karatun Hausa da fahimtar sa sosai? Duk daliban ko Sama da rabin daliban ko Rabin daliban ko Kasa da rabin daliban ko Ba dalibi ko daya?</p> <p>How many pupils in your class can read and comprehend well in HAUSA? All, more than half, half, less than half or none.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Duk daliban sun iya (All pupils) <input type="checkbox"/> Sama da rabin daliban (More than half of pupils) <input type="checkbox"/> Rabin daliban (Half of pupils) <input type="checkbox"/> Kasa da rabin daliban (Less than half of pupils) <input type="checkbox"/> Ba dalibi ko daya (No pupils)
<p>15. Ask only if English chosen at Q1.</p>	<p>Yaya za ki/ka kimanta adadin dalibanki/ka da suka iya karatun Turanci da fahimtar sa sosai? Duk daliban ko Sama da rabin daliban ko Rabin daliban ko Kasa da rabin daliban ko Ba dalibi ko daya?</p> <p>How many pupils in your class can read and comprehend well in English?: All, more than half, half, less than half or none.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Duk daliban sun iya (All pupils) <input type="checkbox"/> Sama da rabin daliban (More than half of pupils) <input type="checkbox"/> Rabin daliban (Half of pupils) <input type="checkbox"/> Kasa da rabin daliban (Less than half of pupils) <input type="checkbox"/> Ba dalibi ko daya (No pupils)
<p>16.</p>	<p>A wane lokaci kike/kake fara darasi a kowace ranar karatu? (Ana nufin lokacin da ke/kai kike/kake fara darasin ba wai yadda yake a jadawali ba.)</p> <p>At what time do you actually start instruction on a typical day? (We are not asking about the official timetable, but rather when instruction typically starts.)</p>	

17.	<p>A wane lokaci ne ya kamata a tashi yara daga makaranta a kullum?</p> <p>At what time do children typically get dismissed for the day?</p>	
18.	<p>Mene ne tsawon lokacin da dalibai ke dauka ba tare da karɓar darasi ba cikin lokutan karatu a kowace rana?</p> <p>How long do your pupils get for break in a typical school day?</p>	
19. Ask only if Hausa chosen at Q1.	<p>Darasin Hausa nawa ne kika/ka gabatar a satin da ya gabata?</p> <p>How many Hausa lessons did you teach last week?</p>	
20. Ask only if English chosen at Q1.	<p>Darasin Turanci nawa ne kika/ka gabatar a satin da ya gabata?</p> <p>How many English lessons did you teach last week?</p>	
<p>Umurni: Ba malami/malama/shugaban makaranta/mai taimaka wa malamai takardar amsa tambayoyi. Ki/ka karanta dukkanin bayannan a bayyane yayin da za ta/zai iya karantawa a zuci yayin da kike/kake karantawa. Ba malami/malama/shugaban makaranta/mai taimaka wa malamai takardar za ta/zai iya canka ko fadfa miki/maka amsar da ta/ya fi amincewa/gamsuwa da ita.</p> <p>Instructions: Give the teacher/ head teacher the response sheet. Read each set of statements. The teacher can read along (silently) as you read aloud. The teacher can tick the response, or tell you orally, the statement he/she agrees with the most.</p>		
<p>Umurni: “Yanzu zan karanta miki/maka waɗansu bayanai da suka shafi karatu. Za ki/ka iya karantawa a zuci yayin da nake karantowa. A kan kowane jerin bayani, ina so ki/ka zabi amsar da kika/ka fi amincewa da ita. Kina/kana kuma iya gaya min amsar kawai, idan kin/ka fi buƙatar yin hakan.”</p> <p>Instructions: “Now I’m going to read to you series of statements related to reading. You can follow along on your paper if you like. For each set of statements, please tick the one you agree with the most. Or, you can just tell me which you prefer.”</p>		

<p>1.</p>	<p><input type="checkbox"/> Rashin kaifin basira ne kadai dalilin da zai sa karatu ya yi wa yaro/yarinya wahalar koya.</p> <p>If a pupil is struggling to learn to read, it is because he or she lacks the natural intelligence to do so.</p>	<p><input type="checkbox"/> Akwai dalilai masu dama da ke iya sa karatu ya yi wa yaro/yarinya wahalar koya.</p> <p>Many factors may cause a pupil to struggle to learn to read.</p>
<p>2.</p>	<p><input type="checkbox"/> Karanta kalmomi daidai shi ke nuna cewa dalibai sun fahimci abin da suka karanta.</p> <p>Reading words correctly indicates if a pupil understands the text.</p>	<p><input type="checkbox"/> Karatu tare da nuna yanayi shi ke nuna dalibai sun fahimci abin da suka karanta.</p> <p>Reading with expression indicates if a pupil understands the text.</p>
<p>3.</p>	<p><input type="checkbox"/> Iyayen da ba su da ilimin zamani ba za su iya taimaka wa yaransu wajen koyon karatu ba.</p> <p>Uneducated parents cannot assist their pupil to learn to read.</p>	<p><input type="checkbox"/> Iyayen da ba su da ilimin zamani na da rawar da za su iya takawa wajen taimaka wa yaransu su iya karatu.</p> <p>Uneducated parents can play an important role in helping their pupil learn to read.</p>
<p>4.</p>	<p><input type="checkbox"/> Kwarewa a karatu da yaren da yaro/yarinya ke yi a gida kan iya yin tasiri ga koyon karatu a wani yare.</p> <p>Some literacy skills in a pupil's first language transfer to other language literacy skills.</p>	<p><input type="checkbox"/> Kwarewa a karatu da yaren da yaro ko yarinya ke yi a gida kan yi tasiri ne a wannan yaren kawai.</p> <p>Literacy skills in a pupil's first language only benefit the first language.</p>
<p>5.</p>	<p><input type="checkbox"/> Wajen koyar da yadda za a karanta sabuwar kalma, zai fi dacewa a koyawa dalibai yadda ake furta sautukan haruffan ko kuma yadda za su furta gabobin kalmar.</p> <p>To teach pupils to learn to read a new word, it is best to show them how to break the word up into syllables.</p>	<p><input type="checkbox"/> Wajen koyar da yadda za a karanta sabuwar kalma, zai fi dacewa a nuna wa dalibai Kalmar sannan a umurce su da su maimaita furta Kalmar.</p> <p>To teach pupils to learn to read a new word, it is best to point at the word and tell them to repeat it.</p>

<p>6.</p>	<p><input type="checkbox"/> Aikin malamai shi ne koya wa dalibai duk kalmomin da ya kamata su sani, wannan shi zai sa su kware wajen karatu.</p> <p>The teacher's role is to teach pupils all the words they need to know and they will become good readers.</p>	<p><input type="checkbox"/> Aikin malamai shi ne koya wa dalibai dabarun da suke bukata don koyon kalmomi da kansu, wannan zai sa su kware wajen karatu.</p> <p>The teacher's role is to teach skills pupils need so they can learn words independently and become good readers.</p>
<p>7.</p>	<p><input type="checkbox"/> Dalibai za su kware wajen karatu idan ɗaya bayan ɗaya suna karatu a bayyane acikin aji.</p> <p>Pupils will learn to read well if they read out loud by taking turns in the classroom.</p>	<p><input type="checkbox"/> Yana da muhimmanci malamai su rika daukar lokaci wajen yin ingantaccen karatu ta hanyar karanta labarai a bayyane.</p> <p>It is important for the teacher to take time to model good reading through read aloud stories.</p>
<p>8.</p>	<p><input type="checkbox"/> Gwajin bi-da-gyara da ake yi wa dalibai zai taimaka min wajen gano bukatun dalibaina da ra'ayoy-insu da kuma fannin da suka fi kwarewa a kai.</p> <p>Formative assessment will help me build on a pupil's needs, interests and strengths.</p>	<p><input type="checkbox"/> Gwajin bi-da-gyara da ake yi wa dalibai na taimakawa wajen gano matakin da daliban suke a aji.</p> <p>Formative assessment helps to determine a pupil's placement/rank.</p>
<p>9.</p>	<p><input type="checkbox"/> Ya dace dukkan dalibai su fara koyon karatu da Turanci ko da kuwa suna da wani yare.</p> <p>All pupils should learn how to read in English first, regardless of their local language.</p>	<p><input type="checkbox"/> Ya dace dukkan dalibai su fara koyon yadda ake karatu a cikin yarensu (wato Hausa).</p> <p>All pupils should learn how to read in their local language (e.g. Hausa) first.</p>
<p>Thank you. Now I have some more questions about your teaching experiences:</p>		
<p>10.</p>	<p>Shin ko kin/ka yi fashin zuwa makaranta ko da sau ɗaya ne a makon da ya gabata?</p> <p>Were you absent from school any day last week? [If NO, skip to 26]</p>	<p><input type="checkbox"/> A'a (No) <input type="checkbox"/> I (Yes) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>

<p>11.</p>	<p>[IF YES to Question 24] Mene ne dalilin fashin zuwan naki/naka? Why were you absent?</p>	<p><input type="checkbox"/> A'a, ban yi fashin zuwa makaranta ba satin da ya gabata (No, I was not absent from school last week) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response) TICK ALL RESPONSES PROVIDED AS APROPRIATE <input type="checkbox"/> Rashin lafiya (Illness) <input type="checkbox"/> Wani aikin daban (have other jobs) <input type="checkbox"/> Rashin ingantaccen albashi (Do not get paid/ pay insufficient/pay irregular) <input type="checkbox"/> Rashin kwarin guiwa (Lack of motivation) <input type="checkbox"/> Lalurorin iyali (Family responsibility) <input type="checkbox"/> Rashin abin hawa (No means of transportation) <input type="checkbox"/> Wasu dalilan daban (Other)</p>
<p>12. Ask only if Hausa chosen at Q1.</p>	<p>Idan a ka ba ki/ka zabi ɗaya, wurin wa za ki/ka je idan kina/kana da bukatar karin bayani dan- gane da darasinki/ka na Hausa? If you had only one choice, who would you go to first when you need help or advice with your Hausa language Teaching?</p>	<p><i>Do NOT read response options. Select only one response.</i> <input type="checkbox"/> Head Teacher <input type="checkbox"/> Peer Teacher <input type="checkbox"/> Department Head <input type="checkbox"/> Class Master <input type="checkbox"/> Mentor/Lead Teacher <input type="checkbox"/> School Supervisor/SSO <input type="checkbox"/> TLC/CLC <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
<p>13. Ask only if English chosen at Q1.</p>	<p>A naki/naka ganin wa ya kamata ki/ka fara tuntuba domin tallafi ko bayar da shawara akan gabatar da darasin ki/ka na Turanci? If you had only one choice, who would you go to first when you need help or advice with your English language teaching?</p>	<p><i>Do NOT read response options. Select only one response.</i> <input type="checkbox"/> Head Teacher <input type="checkbox"/> Assistant Head Teacher <input type="checkbox"/> Senior or Peer teacher <input type="checkbox"/> Department Head <input type="checkbox"/> Class Master <input type="checkbox"/> Mentor Teachers <input type="checkbox"/> Mentor Supervisors <input type="checkbox"/> School Supervisor/SSO <input type="checkbox"/> Other <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>

<p>14. Ask only if Hausa chosen at Q1.</p>	<p>A wannan shekarar , ko za ki/ka kimanta min adadadin da shugaban makarantarku ya duba yadda kike/kake gabatar da darasinki/ka na Hausa? In the current academic year, how frequently did the head teacher observe you teaching a Hausa lesson?</p>	<p><i>Do NOT read response options. Select the option that most closely matches response provided by the teacher.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Ko wace rana (Daily) <input type="checkbox"/> Sau biyu zuwa huɗu a sati (2-4 times per week) <input type="checkbox"/> Sau ɗaya a sati (Once per week) <input type="checkbox"/> Sau ɗaya duk sati biyu (Once every two weeks) <input type="checkbox"/> Sau ɗaya a wata (Once per month) <input type="checkbox"/> Sau ɗaya a duk wata biyu (Once every two months) <input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term)
<p>15. Ask only if Hausa chosen at Q1.</p>	<p>A wannan shekarar, ko za ki/ka kimanta min adadadin da shugaban makarantarku ya duba yadda kike/kake gabatar da darasinki/ka na Hausa? In the current academic year, how frequently did the head teacher observe you teach a Hausa lesson?</p>	<p><i>Do NOT read response options. Select the option that most loosely matches response provided by the teacher.</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Kowace rana (Daily) <input type="checkbox"/> Sau biyu zuwa huɗu a sati (2-4 times per week) <input type="checkbox"/> Sau ɗaya a sati (Once per week) <input type="checkbox"/> Sau ɗaya duk sati biyu (Once every two weeks) <input type="checkbox"/> Sau ɗaya a wata (Once per month) <input type="checkbox"/> Sau ɗaya a duk wata biyu (Once every two months) <input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term) <input type="checkbox"/> Sau ɗaya a shekara (Once per year) <input type="checkbox"/> Ban taɓa ba (Never) <input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)

<p>16. Ask only if Hausa chosen at Q1.</p>	<p>A wannan shekarar, yaya za ki/ka kimanta adadin zuwan jami'i mai kula da makarantu ko jami'i mai tallafa wa malamai a makarantar nan domin ya ga yadda kike/kake koyar da Hausa?</p> <p>In the current academic year, how frequently did the AEO/LGEA SSO observe you teach a Hausa lesson?</p>	<p><i>Do NOT read response options. Select the option That most closely matches response provided by the teacher.</i></p> <p><input type="checkbox"/> Kowace rana (Daily)</p> <p><input type="checkbox"/> Sau biyu zuwa huɗu a sati (2-4 times per week)</p> <p><input type="checkbox"/> Sau ɗaya a sati (Once per week)</p> <p><input type="checkbox"/> Sau ɗaya duk sati biyu (Once every two weeks)</p> <p><input type="checkbox"/> Sau ɗaya a wata (Once per month)</p> <p><input type="checkbox"/> Sau ɗaya a duk wata biyu (Once every two months)</p> <p><input type="checkbox"/> Sau ɗaya a zangon karatu (Once per term)</p> <p><input type="checkbox"/> Sau ɗaya a shekara (Once per year)</p> <p><input type="checkbox"/> Ban taɓa ba (Never)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
<p>17.</p>	<p>Wannan tambayar ta funshi amsar I ko A'a. A shekarar da ta wuce, an taɓa rufe makaranta ko yara sun daina zuwa sakamakon yajin aiki ko tarzoma ko rikicin zaɓe ko na siyasa ko kuma rikicin fabilanci?</p> <p>This question requires a Yes/ No answer. In the past year, has the school ever been closed or have pupils not come to school due to strikes, riots, election-related violence or other political or communal violence? [If NO, skip to 34 below]</p>	<p><input type="checkbox"/> A'a (No)</p> <p><input type="checkbox"/> I (Yes)</p> <p><input type="checkbox"/> Ban sani ba/Ba amsa (Do not know/No response)</p>
<p>18.</p>	<p>Idan amsar 'I' ce, kwanaki nawa makarantar ta kasance a rufe?</p> <p>If yes, how many days was the school affected due to one of these incidents?</p>	<p style="text-align: center;">_____</p> <p style="text-align: center;">Days</p>

19.	<p>A shekarar da ta wuce, wane tsawon lokaci malamai suka taba dauka ba su zo aiki ba domin rashin tsaro? Ba su taba ba, ko Sau daya, ko kaɗan, ko da yawa?</p> <p>In the past year, how often have teachers not come to school because of safety or security concerns? Never, once, a few times, a lot?</p>	<input type="checkbox"/> Ba su taba ba (Never) <input type="checkbox"/> Sau daya (Once) <input type="checkbox"/> Kaɗan (A few times) <input type="checkbox"/> Da yawa (A lot) <input type="checkbox"/> Do not know/No response (Ban sani ba/ Ba amsa)
20.	<p>A wace rana ake fara wa dali-bai darasi na sabuwar shekarar karatu?</p> <p>On what day did classes begin for the new school year for pupils?</p>	
21.	<p>Mene ne yawan kwanaki ko arowi da kan sa a rufe makaranta sakamakon:</p> <ul style="list-style-type: none"> - Tantancewar Malamai - Zuwa karɓar albashi - Ranakun kasuwa <p>How many days/hours a year is school not in session due to:</p> <ul style="list-style-type: none"> -teacher verification -teacher pay check retrieval - market days 	<p>-teacher verification: _____ days</p> <p>-teacher pay check retrieval: _____ days</p> <p>- market days: _____ days</p>

Teacher Reading Assessment

Instructions: “We would like teachers to try out this activity. The task is to read the sentences silently and insert the correct word in the blank by choosing one from the word list. This first activity is in Hausa.”

Akwai (1) masu tarin yawa akan Gizo a nahiyar mu ta afurka. Gizo yana da tarin wayo. Daya daga cikin labarai akan Gizo shi ne, wata rana yayi yunkurin (2) wa kansa duk ilimin da ke cikin duniyar nan. Sai ya tara dukkan ilimin a cikin wata tukunya. Yayi dabarar (3) tukunyar. Sai ya nemi (4) tukunyar domin ya boye a kan bishiya. Amma kutunyar ta yi (5); ya kasa daga ta. Da ya sake yunkuri, sai ya zame. Sai duk ilimin da ke dauke cikin tukunyar ya zube. Can sai ga (6) ta zo ta watsar da dukkan ilimin nan a cikin kogi. Daga nan ne fa ilimi ya watsu a duniya kowa ya samu.

boye Mallaka Tatsuniyoyi guguwa nauyi daga

After the teacher has finished filling in the blanks, say: “Now, pretend that you use this as a read aloud to your class. Please read it in a way that would make the class interested in the story.”

Akwai tatsuniyoyi masu tarin yawa akan Gizo a nahiyar mu ta afurka. Gizo yana da tarin wayo. Daya daga cikin labarai akan Gizo shi ne, wata rana yayi yunkurin mallaka wa kansa duk ilimin da ke cikin duniyar nan. Sai ya tara dukkan ilimin a cikin wata tukunya. Yayi dabarar boye tukunyar. Sai ya nemi daga tukunyar domin ya boye a kan bishiya. Amma kutunyar ta yi nauyi; ya kasa daga ta. Da ya sake yunkuri, sai ya zame. Sai duk ilimin da ke dauke cikin tukunyar ya zube. Can sai ga guguwa ta zo ta watsar da dukkan ilimin nan a cikin kogi. Daga nan ne fa ilimi ya watsu a duniya kowa ya samu.

Select any words that the teacher does not read correctly or skips entirely.

Rate the fluency: Fluent Not Fluent

“Now, please read this English passage silently and fill in the blanks with words from the word list.”

How the Camel Got Its Hump

Long ago, there was a (1) who lived in the sandy desert. He was very proud. Every day, he admired himself in pools of (2). He loved his (3) legs and beautiful flat back. But, the camel was lazy and did not want to work. All the other animals asked him to help. All the camel would say was “Humpff.” In time, in repayment (4) his bad attitude, his “Humpff” became a hump. Because his hump held days of food, he could work (5) hard. All the other animals were happy that the camel had to do his share of work.

camel water long for very

After the teacher has finished filling in the blanks, say: “Now, pretend that you use this as a read aloud to your class. Please read it in a way that would make the class interested in the story.”

How the Camel Got Its Hump

Long ago, there was a camel who lived in the sandy desert. He was very proud. Every day, he admired himself in pools of water. He loved his long legs and beautiful flat back. But, the camel was lazy and did not want to work. All the other animals asked

him to help. All the camel would say was “Humpff.” In time, in repayment for his bad attitude, his “Humpff” became a hump. Because his hump held days of food, he could work very hard. All the other animals were happy that the camel had to do his share of work.

In the text select any words that the teacher does not read correctly or skips entirely.

Rate the fluency: Fluent Not Fluent

ANNEX 5. CLASSROOM OBSERVATION FOR QUALITY OF INSTRUCTION

Instructions for Assessors (Dos and Don'ts): Arrive to the reading/literacy lesson at least 5 minutes before the lesson begins. Sit in the back or to the side of the classroom. Do not block any learner's view; do not take a seat that is reserved for a pupil; and do not occupy any learner's desk or workspace.

Turn off your mobile phone completely (unless you use it as a stopwatch), as even on vibrate it will cause disturbance. While observing the facilitator, do not interrupt the teacher or the lesson for any reason.

Do not show any emotion that would distract the facilitator or the pupils. Stay silent for the entirety of the lesson.

Instructions for Administering the Timed Observation Form.

At the beginning of the lesson. Be sure to have at least two pencils with working erasers, a stopwatch, and a desk or pad to write on. Note the time the lesson begins. As soon as the facilitator begins by greeting the class, start your stopwatch. Do not stop the stopwatch until the end of the lesson.

During the Lesson. The Observation Form is subdivided by columns into 3-minute intervals. Each column represents three minutes of lesson time, beginning with the first column on the far left (first 3 minutes) to the last column on the far right (42 to 45 minutes total). There are 15 columns for a cumulative total of 45 minutes. Every 3 minutes, tick the appropriate column and row of the action or activity is observed. Once

2.1 Copying or tracing	Pupils copying or tracing letters, copying words, sentences or passages from chalkboard, book or other print media, including multiple choice exercises; writing in the air.
2.2 Dictation	Pupils writing letters, words, sentences or passages dictated by teacher.
2.3 Creative writing	Pupils free writing letters, words, sentences or passages; could include creative sentence or story writing or illustrating.
3.1 Vocabulary	Pupils or facilitators explaining word meaning; could include translating, synonyms, definitions, or role play.
3.2 Reading comprehension	Pupils answering questions about sentences, stories or passages; could include answering explicit (literal) questions or implicit, inferential or predictive questions.
3.3 Image interpretation	Pupils or facilitators discussing or interpreting images, drawings, illustrations, etc.
4.1 Singing/chanting	Pupils singing or chanting in chorus, either repeating/echoing the teacher or pupil, or singing songs. Tick only if the children are NOT reading or following any text while singing or chanting.
4.2 Role playing / drama / games	Facilitators or Pupils acting, role playing, or playing games. If role playing is used for explaining word or passage meanings, tick 3.1 or 3.2.
5.1 Grammar	Grammar is taught including tenses, sentence structure, punctuation, etc.
5.2 Other instruction	Other reading or non-reading instruction occurs
Section B. Lesson Delivery	
6.0 Whole class	Facilitator is engaging whole class.
7.0 Individual Work	Facilitator assigns activities to all individuals to work alone.
8.0 Groups/ Pairs	Facilitator assigns activities to small groups or pairs to work together.
9.0 No instruction	Facilitator out of the classroom; no tasks provided to Pupils; teacher is managing class behavior and not teaching

(Non-Timed Content): When the lesson is finished, please answer the following additional questions:

Lesson Closure and practice	1. Did the teacher summarise the lesson of the day?	<input type="checkbox"/> Yes <input type="checkbox"/> No
	2. Did the teacher task the pupils to read their books at home or outside the classroom?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Section B. Pupil engagement, feedback and support		
3.	Did the teacher balance opportunities given to boys and girls to speak?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
4.	Did the teacher engage pupils from all parts of the classroom (not just the front row)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.	Did the teacher nominate pupils to speak who have NOT volunteered or raised their	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.	Were the majority of pupils' eyes on text (in a book or similar material, not just the board) as they read individually or in a group?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.	Overall, was the class on task (pupils doing what the teacher asked them to do)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
8. If a pupil responded incorrectly, did the teacher: [If no pupils responded incorrectly, leave blank]		
<p>19.1 Supply the correct answer? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>19.2 Scold, belittle, or punish the pupil? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>19.3 Ask another pupil? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>19.4 Ask the pupil to try again/repeat the question? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>19.5 Ask a clarifying question, cue the pupil, or break down the task as appropriate? <input type="checkbox"/> Yes <input type="checkbox"/> No</p>		
9. Teaching Methods: Over the course of the lesson, did the teacher: [Do not tick if the action was not observed]		
<p>9.1 Ask pupils questions about the lesson? <input type="checkbox"/> Yes</p> <p>9.2 Provide explanation if the pupils didn't understand or make errors? <input type="checkbox"/> Yes</p> <p>9.3 Direct the pupils to apply and practice the lesson further on their own, that is, individually, in pairs, or in small groups, during the class period? (This could be reading to one other, practicing questions in pairs, doing a practice exercise similar to but not exactly the same as the one presented, practicing their handwriting with a focus on mastering the form, etc. Just copying the lesson from the board does not count.) <input type="checkbox"/> Yes</p> <p>9.4 Check pupils' progress during individual and group activities? <input type="checkbox"/> Yes</p> <p>9.5 Praise or compliment pupils? <input type="checkbox"/> Yes</p>		



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