READING MATERIALS

Technical Session 6
All Children Reading Conference
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Session Facilitator:
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Northern Uganda Literacy Program
The Pedagogical Reasons for MT Instruction

- Learning to read is easier in the home language.
- Many African languages have transparent orthographies which are easier for children to learn.
- Teachers can use a wider range of instructional strategies and teach more creatively in their own language.
- Parents can be more involved in their children’s learning.

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Africa’s Linguistic Heritage is Under Threat

The pace of language extinction we're seeing, it's really unprecedented in human history. And it's happening faster than the extinction of flora and fauna. More than 40% of the world's languages could be considered endangered compared to 8% of plants and 18% of mammals.

K. David Harrison, When Languages Die.
Oxford University Press. 2007
Beyond the Pedagogical Reasons...

- What is the long-term impact on African societies when indigenous languages are lost or become irrelevant?

- What might happen if indigenous languages have the opportunity to flourish?

- What is government’s role in preserving languages?

- What impact does institutionalizing indigenous languages in the education system have on preserving language over the long-term?

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The Orthography Situation in Uganda

20+ Ugandan languages have inadequate or non-existent orthographies.
Presentation Overview

The Reading Materials Development Process:
Step 1: Orthography and Spelling Guidelines
Step 2: Instructional Model
Step 3: Instructional Design
Step 4: Implementation Plan
Step 5: Local Writers, Illustrators, Designers, Printers and Entrepreneurs
Presentation Overview

Where do we go from here?
• Possible phased approaches

Resource Implementation Models
• Resource light, medium and intense models

Other Cross-Cutting Issues to Address:
• Scalability
• Sustainability
• English Transition
• Special Challenges
Step 1: Orthography & Spelling Guidelines

- Is there an orthography?
- Is it any good?
- Is it available?

If the answer is no, then:

- Gather a team of linguists, educators and local language experts to get an orthography in place and distribute it.
- We used SIL’s expertise.

A Standardized Orthography and Spelling Guide for Lëblanjo

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Step 2: Mango Tree’s Instructional Model

The 5 Big Ideas of Literacy
1. Phonemic awareness
2. Alphabetic principle
3. Vocabulary
4. Fluency
5. Comprehension

Integrated Approach
Using both whole language and phonics

Top-Down Approach
Using whole language

Bottom-Up Approach
Using phonics

Basic Literacy Strategies
1. We learn by doing
2. I do. We do. You do.
3. From simple to complex

Uganda Ministry of Education and Sports

Reading Competences
Thematic Curriculum
Writing Competences
Listening Competences
Continuous assessment model
Speaking Competences

90 minutes of local language instruction every day
## What Our Model Looks Like in the Classroom

<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
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<tbody>
<tr>
<td><strong>Lesson 1: Story Reading Time</strong></td>
<td><strong>Lesson 2: Creative Writing Time</strong></td>
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<tr>
<td>• Reading for fluency and comprehension</td>
<td>• Self-directed writing for sharing</td>
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<td><strong>Lesson 3: Word Building Time</strong></td>
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<tr>
<td>• Key letter and keyword lesson</td>
<td>• Spelling dictation</td>
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<tr>
<td>• Blending and segmenting letters and syllables to make new words</td>
<td>• Handwriting (letter formation)</td>
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</table>

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Step 3: Instructional Design
Instructional Design Considerations

- Texts must be inexpensive to replicate and durable enough to last for at least 3 academic years.
- Texts should be printed locally.
- Primer texts written by local writers. *Ideally no translations.* Use local illustrators as much as possible.
- Teacher’s guide should make planning easy. Scripted lessons using standard lesson plan templates.
- Daily assessment of literacy competences built into lessons. Assessment tools also provided (continuous and summative).
- Systematic introduction of letter sounds with kinesthetic actions linked to each sound. Start with high frequency sounds.
Essential Text and Non-text Materials

• One teacher’s guide per teacher for the full year.
• One pupil primer per child each term.
• One supplemental reader per pupil each term.
• One slate per child in P1.

Teacher’s Guide
US $ 10.00

3 Primers
US $ 2.25

3 Readers
US $ 2.25

Slate
US $ 1.75

TOTAL COST FOR CLASS OF 100 PUPILS FOR 3 YEAR’S INSTRUCTIONAL MATERIALS
US $ 635.00

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Instructional Design Changes

Things we’ve eliminated from our core literacy kit:

• Thematic charts and picture cards
• Specially designed handwriting booklets
• Extra readers

Things we’ve added:

• More guidance on handwriting
• End-of-term assessment test guidelines and templates
• Instructional materials for English transition

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Theme and Sub-theme for the week

Comprehension Questions

Weekly Sight Words

Vocabulary

Weekly Competences in Reading, Writing, Listening & Speaking

Kinesthetic Sound Sign

Song, rhyme, riddle, poem or tongue-twister

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Teacher’s Guide – Sample Pages 3-4

Continuous Assessment Activities

Instructional Materials Development

Weekly Handwriting Patterns

Handwriting Tips

References to MoES documents

Class Story Starter

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“Apio wun Ocen, wot wunu iwek pii,” Atat okobo.

“Atat, körj icëkki wa icina ote wot werkko pii,” Apio okobo.

“Aco bed wunu pín wëk acëkki wu icina,” Atat ogamo.
"Neni! Borjic tye iwi yat malo dang kic odonyo oko iye," Ocen okobo. "Obuny deppu owelo me odok pacu. Kic g't akayo wa."

"Aworo maca kic okaa ate kak," Apio okobo.
"Mito kic pe kaa," Ocen okobo.

**kic**

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Mango Tree’s Northern Uganda Literacy Program
P1 Term 1 Reader: *Wot Atim i Limo*
P1 Term 2 Reader: *Bollo Koc!*

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Wëo otum okö.

Bed pïŋ.
Step 4: Implementation Plan

Mango Tree’s Implementation Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>When</th>
<th>Weeks</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>Conceptualization Workshop</td>
<td>July</td>
<td>1</td>
<td>Lay out plan for the year.</td>
</tr>
<tr>
<td>Content Development</td>
<td>Termly</td>
<td>6</td>
<td>Write all content for a term.</td>
</tr>
<tr>
<td>Design and Pre-test</td>
<td>Termly</td>
<td>8</td>
<td>Two review cycles + a pre-test.</td>
</tr>
<tr>
<td>Production</td>
<td>Termly</td>
<td>3</td>
<td>Source local production units.</td>
</tr>
<tr>
<td><strong>SUBTOTAL – 1 TERM</strong></td>
<td></td>
<td>17</td>
<td><em>(6 + 8 + 3 = 17)</em></td>
</tr>
<tr>
<td><strong>GRAND TOTAL – 3 TERMS</strong></td>
<td></td>
<td>52</td>
<td><em>(17 x 3 = 52)</em></td>
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Total development for one full grade level set of instructional materials takes 52 weeks!
Step 5: Local Writers, Illustrators, Designers, Printers & Entrepreneurs

- Identify talented writers and illustrators.

- Trainings on writing and illustrating children’s literature. Simple, leveled texts for emerging readers!

- Train local IT folks to use Publisher and InDesign software.

- Build the capacity of local printing companies.

- Challenge your preconceived notions of what the publishing business should look like in local languages! Encourage grassroots business models that make money.
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Letter Name Knowledge Results (in LPM)

- 2011 Average Letters per Minute (in LPM)
- 2010 Average Letters per Minute (in LPM)
- 2011 Average Pupil (19.6 LPM)
- 2010 Average Pupil (8.7 LPM)
- P1 Benchmark (50 LPM)
Number of Letters Read per Pupil

<table>
<thead>
<tr>
<th>Number of Letters Read per Minute</th>
<th>Pupils</th>
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<tbody>
<tr>
<td>0 letters (6%)</td>
<td>19</td>
</tr>
<tr>
<td>1-9 letters (25%)</td>
<td>81</td>
</tr>
<tr>
<td>10-19 letters (22%)</td>
<td>72</td>
</tr>
<tr>
<td>20-29 letters (18%)</td>
<td>59</td>
</tr>
<tr>
<td>30-39 letters (18%)</td>
<td>57</td>
</tr>
<tr>
<td>40-49 letters (5%)</td>
<td>18</td>
</tr>
<tr>
<td>50+ letters (4%)</td>
<td>14</td>
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</tbody>
</table>

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Oral Reading Fluency Results (in WPM)

- 2011 Average Oral Reading Fluency (in WPM)
- 2010 Average Oral Reading Fluency (in WPM)
- 2011 Average Pupil (7 WPM)
- 2010 Average Pupil (0.77 WPM)
- P1 Benchmark (30 WPM)

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Number of Words Read per Pupil

Words Read per Minute

- 0 words (54%)
- 1-5 words (14%)
- 6-10 words (16%)
- 11-15 words (11%)
- 16-20 words (2%)
- 21-25 words (2%)
- 26-30 words (<1%)

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Resource Development Models

• Resource “light”
  • Use or translate exiting materials (where relevant)
  • Bilingual glossary (lexicography for subjects)
  • Train teachers in using glossary, child-friendly teaching methods, writing own stories

• Resource “medium”
  • Develop some resources (e.g. Teacher’s Guide, Primers, Readers)
  • Add graded reading materials linked to syllabus and subjects

• Resource “intense”
  • Full inception-based development of materials in the local language tied to syllabus and national curriculum
Where do we go from here?

• Phase 0: Do your homework
  • Conduct a language survey – who is ready?
  • Focus on teachers, texts and willingness
  • Cross-border languages

• Phase 1: Start with the “easy wins”
  • Community readiness
  • Developed orthography
  • Existing materials
  • Available teachers

• Phase 2: Go for the “moderate wins”
  • Less developed languages but with some existing foundational materials

• Phase 3: Finish with the “difficult but important wins”
  • Complete the remaining languages who have no materials
Cross-cutting Issue: Scalability

• What is the core set of materials required for a successful literacy program?
• Is there a target for total per pupil or per school costs?
• What are the training requirements for teachers to get them competent to use the instructional materials?
• What are the features at the school level that make successful implementation possible?
• What does a demand-driven model look like?
• We know the limitations of existing scale up models. What new models are emerging?
Cross-cutting Issue: Sustainability

• What is the involvement of Primary Teacher Colleges, Local Government and Ministry?
• How do you involve parents and get their buy-in?
• Who owns the materials that are developed?
• How will schools get replacement materials over the long-term?
• How do you build/promote a local language publishing industry and the local language board?
Cross-cutting Issue: English Transition

• Link English instruction to the local language. Consider the linguistic features of L1 when teaching English.

• P1 English is listening and speaking skills only (Teacher’s Guide and Primer).

• P2 English introduces reading and writing (addition of a reader in P2 – P3).

• English Teacher’s Guide and Primer have similar design to the Local Language materials. Also feature related characters and themes. Vocabulary reinforced in both.
Cross-cutting Issue: Special Challenges

- Orthography changes.
- Lexicography challenges.
- Identifying talented writers, illustrators, editors, etc.
- The amount of time and skill it takes to develop a scripted model.
- The teacher training and support supervision costs required for successful uptake.
Teaching Early Literacy is Hard Work

Primary teachers consistently commented that local language classes in lower primary grades, and specifically the teaching of reading and writing, were the most difficult teaching assignments in primary schools because of the lack of trained reading specialists, the absence of suitable instructional materials/reading books and the scarcity of trained teachers with specific local language knowledge.

For more information, contact Mango Tree:

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