



REPORT ON THE

LEARNING ENGLISH

AUDIO PROJECT (LEAP)

PILOT IN

AKWA IBOM STATE, NIGERIA

MAY 2014 TO JUNE 2015



The results of a one year pilot study to discover the potential for a new technology known as The Lifeplayer, to help raise literacy levels in government schools in Akwa Ibom State, Nigeria.



EXECUTIVE SUMMARY



This is the report of the findings and recommendations of the LEARNING ENGLISH AUDIO PROJECT (LEAP), a one year pilot study. It was conducted to discover the potential of an Interactive Radio Instruction (IRI) technology known as the Lifeplayer, in raising literacy levels in remote rural government schools in Akwa Ibom State, Nigeria.

The Lifeplayer is the first MP3-enabled multi-band radio designed and engineered for the humanitarian sector. This innovative tool combines a radio and media player, and is powered by electricity, a solar panel and a safe winding mechanism.

SSN and the British Council uploaded literacy content onto 132 Lifeplayers. Synthetic phonics content was provided free of charge by Jolly Learning.

The target population included 52 schools, many that are difficult to access by road and have no access to electricity. Primary 1 and Primary 2 teachers from these schools were trained in the use of Lifeplayers to teach Jolly Phonics.

The key objectives of the project were:

1. To discover the extent to which Lifeplayers can raise literary levels using the Jolly Phonics programme
2. To provide teachers with suitable audio resources for the development of listening, speaking and reading skills
3. To improve awareness of synthetic phonics initiatives amongst community members



Akwa Ibom Teachers with their Lifeplayers

The findings were that using the Lifeplayer to teach Jolly Phonics has brought about improvement in pupils' reading skills, thus raising literacy levels of the pupils in Akwa Ibom State.

The teachers not only like using the Lifeplayer to teach Jolly Phonics, they also find it more effective. More than 97% of teachers found that students learnt better with the Lifeplayer.

The research team strongly recommends that the LEAP project be expanded in the State to include more schools and more content. Some of these major findings are listed below.

“All schools that have been implementing the phonics programme should now use the Lifeplayer to build vocabulary, passage reading and comprehension skills.

Further training should be provided to the current Lifeplayer schools in order to improve use of the stories and songs, as well as simple technical operations. A technician need in-depth training on how to repair the Lifeplayer and should be ‘on-call’ to conduct repairs. Faults should be reported to British Council and Lifeline Energy in order to improve the function of the Lifeplayer.”

The findings showed that this project is viable and sustainable, and should be expanded.



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I. PROJECT SUMMARY



THE LIFEPLAYER PROJECT

The project was a one year pilot study called LEARNING ENGLISH AUDIO PROJECT (LEAP). It was conducted to discover the potential for a new Interactive Radio Instruction (IRI) technology known as “The Lifeplayer”, to help raise literacy levels in remote rural government schools in Akwa Ibom State, Nigeria. The Lifeplayer is the first MP3-enabled multi-band radio designed and engineered for the humanitarian sector. This innovative tool combines a radio and media player, and is powered by electricity, a solar panel and a safe winding mechanism. The Lifeplayer was developed by Lifeline Technologies Trading Ltd. (LTTL) .

This project aim was to conduct research on the impact of the lifeplayer on raising literacy levels at the same time as providing a tool for improving the reading and writing ability of State school children aged between six and eight years.

The key objectives of the project are:

- 1. To discover the extent to which Lifeplayers can raise literary levels in remote, rural areas of Akwa Ibom State, Nigeria**
- 2. To provide teachers from rural, remote areas in Akwa Ibom State with suitable audio resources for the development of listening, speaking and reading skills**
- 3. To improve awareness of synthetic phonics initiatives amongst community members in Akwa Ibom State**



2. PROJECT PARTNERS



UNIVERSAL LEARNING SOLUTIONS

Universal Learning Solutions is a not-for-profit organisation that works with government, educators, donors and experts around the world to provide bespoke services that deliver innovative literacy solutions.

Their work enables and enthuses teachers to deliver high quality literacy tuition and builds the institutional capacity of partners through knowledge and skills transfer. This gives children of all abilities the skills needed to read and write and helps governments meet their global education targets.

“Our vision is of a world where all children can read and write.”

Stepping Stones Nigeria (SSN)

SSN already have wide-ranging experience in raising literacy levels in Nigeria. SSN has been leading the way in providing synthetic phonics training. Stepping Stones Nigeria (SSN) collaborated with the British Council (BC), The University of Uyo (UNIUYO), and the Akwa Ibom State Universal Basic Education Board (SUBEB) to pilot the Lifeplayers in 60 government primary schools to assess their potential to raise literacy levels and to overcome common obstacles to teacher capacity such as lack of electricity, distance to training venues, and poor teacher motivation.

Stepping Stones Nigeria recently handed over all its literacy projects, including this LEAP project to the not-for-profit organisation, **Universal**

Learning Solutions, due to a desire to focus more on child rights, and considering Universal Learning Solutions’ primary focus on child literacy and shared values.

British Council (BC)

The British Council (BC) has produced a range of materials (available on their website) designed for young learners of English and for teachers in order to improve their language skills. It donated 132 Lifeplayers to the University of Uyo Jolly Phonics Research and Implementation and provided free initial training to 3 University of Uyo and SUBEB staff as described later in this report.





Team)

The UNIUYO team, based in Akwa Ibom State, Nigeria, consisting of a group of academics and project coordinators has successfully partnered with SSN for five years through its RAWN and RAWF projects, that use the Jolly Phonics method (right), and a previous pilot study on synthetic phonics. The team piloted the Lifelayer project. The teams activities included initial training of the teachers, term by term monitoring of the teachers' use of the Lifelayer in their classes, assessment of the pupils.

State Universal Basic Education Board (SUBEB)

SUBEB consists of government officials who are charged with ensuring access to basic education in the State. It plays a key role in organizing teacher training, and inspecting schools as well as sourcing for government funds at federal level. SUBEB sponsored the initial training of 120 State Primary school teachers on the use of the Lifelayer by providing their transport and feeding allowances. It also paid for the cost of the cascade training to teachers, contributing a total of £4450.



Jolly Phonics is the world's leading synthetic phonics programme. Synthetic phonics is a method that has been proven to enable children who learn English as a second language to read and write effectively in English. The method involves teaching the main 42 English letter-sounds in isolation, whilst simultaneously teaching children how to blend and segment these sounds to read and write words. The letter sounds are taught alongside culturally appropriate stories, songs, and actions that make learning the sounds both memorable and fun.

3. COMPLEMENTARY PROJECTS

The LEAP Project was integrated into the two year RAWF¹ project which was completed in April 2015. The project was a follow up of the two year RAWN² project.

¹ Read And Write Forever (RAWF)

² Read And Write Now (RAWN)



The main objective of the RAWF project was to put in place strategies to ensure that the raised literacy levels obtained during RAWN is improved upon and sustained. The University of Uyo, SSN and the Akwa Ibom State SUBEB worked successfully to trained over 4500 State school teachers to teach using synthetic phonics, during the RAWN and RAWF projects, a method that has been proven to be effective for disadvantaged children who learn English as a second language. The method involves teaching the main 42 English letter-sounds in isolation, whilst simultaneously teaching children how to blend these sounds to read and write a word.



The RAWN project witnessed extremely positive results with Primary 1 children making an average of 7 months improvement in reading age, compared to an improvement of 3 months or less for children taught with traditional methods. The RAWF project built on this, with Primary 1 children making 8 months improvement in reading age.

The LEAP project is also taking place in other parts of Nigeria (Jigawa and Kwara States) as well as other countries such as South Africa and Ethiopia, in conjunction with British Council, Education Sector Support Programme in Nigeria (ESSPIN) and other partners. It is being monitored by Open University. Many elements of this leap project are the same as these additional projects, but the monitoring, lesson plans and implementation models are different.

4. THE TECHNOLOGY – LIFEPLAYER MP3

The Lifepayer is the first media player, multi-band radio and recorder designed and engineered for the humanitarian sector. This innovative tool combines these technologies in ways never before possible to deliver on-demand content anytime, anywhere.



The Lifepayer is powered by a detachable solar panel and has a winding mechanism as a back-up power source. In addition, it comes with an optional 12v wall charger for when electricity is available. With its outstanding speaker quality 60 listeners can hear it clearly.



It has a broad spectrum of features based on what users said that they wanted. These include:

- FM, AM and three short-wave radio bands
- 128 GB of pre-loaded educational or informational content in any subject or language. Unlimited content can be updated via micro-SD



cards

- Programming that can be factory or locally loaded as needed on micro-SD cards
- Radio or live voice recordings for playback later
- On-board monitoring and evaluation software to determine how the device is being used
- Battery and electricity independent capability, using solar or wind-up technology to charge it
- Ability to be charged via mains or a car battery



5. IMPLEMENTATION

Uploading Content

SSN and the British Council uploaded literacy content onto 132 Lifeplayers. Synthetic phonics content was provided free of charge by Jolly Learning - the content consisted of songs and stories that represent each letter sound, as well as letter sound pronunciation guides. Comprehension content was provided by The British Council and consisted of songs, games and stories designed for the younger listener.

Training

A cascade training model was adopted for this pilot, with The BC funding the initial training of three members of the UNIUYO team and one SUBEB staff. They were shown how to operate the Lifeplayers and how to deliver the uploaded content. The UNIUYO team master then trained 120 Primary 1 and 2 teachers from 60 schools that are either difficult to access by road and have no access to electricity. Schools were both urban and rural, but none were extremely remote due to a low transport budget.



6. MONITORING



Monitoring Team

The team consisted of 3 members of the University of Uyo Read and Write Forever (RAWF) project team and one State Universal Basic Education Board (SUBEB) staff namely:

1. Dr. Thelma U. Ekukinam
2. Dr. Stella N. Nwosu
3. Miss Janet Bassey Okon
4. Mrs. Eno Udofia – SUBEB

And two project assistants.

Monitoring Area

The monitoring was done in the 6 Local Government Education Authorities (LEA) selected for the project. Two LEAs were selected each from the 3 senatorial districts.

Schools and Teachers Monitored

Based on the selection procedure 60 schools were selected for the project, 10 schools per LEA and 20 schools from each senatorial district. The teachers selected to participate in the project were 120 Primary One and Primary Two teachers, 2 from each School. However, 106 teachers from 52 schools attended the training and are participating in the project.

Monitoring Objectives

1. To support teachers use of Lifeplayer audio device in teaching Jolly phonics and English
2. To identify the effectiveness of the Lifeplayer
3. To discover any possible challenges in using the Lifeplayer.





Duration of Monitoring

The monitoring exercises lasted for 8 weeks each school term from June to July 2014, February to March 2015 and May to June 2015

6.1 MONITORING RESULTS

Below is a summary of the results of the monitoring exercises presented in accordance with the items on the monitoring form.

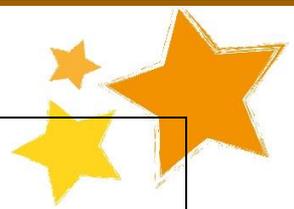
Table 1: Distribution of Schools and Teachers Monitored

Senatorial District	Number of Schools	Number of Teachers
Uyo	14	24
Ikot Ekpene	14	25
Eket	20	39
Total	48	88

Table 2: Average of Observation of Teachers Using the Lifeplayer (LP) for 3 terms

Teacher seen Using LP? (%)	Reasons not Using LP (%)	Teacher Appeared confident Using LP (%)	Did Teacher use the Stories? (%)	Lesson Weeks Covered? (%)	Teacher Uses LP to Teach Jolly Phonics? (%)	Rating of Teachers Performance with LP (%)
Yes (80.7)	-Faulty LP (47.1)	Yes (72.7)	Yes (33.0)	1-3 (77.3)	Yes (97.7)	1-2 Poor (11.4)
No (19.3)	- LP Left at home(35.3)	No (27.3)	No (67.0)	4-5 (22.7)	No (2.3)	3 Average (76.1)
	-Not lesson time (34.6)					4-5 V Good (12.5)





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Summary: Almost all of the teachers (97.7%) used the Lifeplayer(LP) in teaching Jolly Phonics, though most (67%) were not using the lesson stories, despite being given training and lesson plans relating to these. Some of the teachers were not using LP at the time of visit but most of those seen using the LP were operating it confidently (64%). Teachers did not use the stories because they preferred to read short stories to the children. The ‘average’ rating was due to a number of factors including : not integrating content into lessons, not using all the content and average operation of the machine.

Table 3: Average of Teacher’s Feedback for the 3 terms

Have you used the LP effectively to teach? (%)	Do pupils learn better with the LP? (%)	What are the Challenges in use of LP? (%)	Are you satisfied with level of training? (%)	Difficulties experienced with the LP?
Yes (86.4) No (13.6)	Yes (97.7) No (2.3)	<p>Operating Integrating the LP content (15.7) (24.9)</p> <p>Locating content (59.4)</p>	Yes (43.2) No (56.8)	<p>-Time consuming</p> <p>-Charging</p> <p>-Poor volume quality</p> <p>-Malfunction</p>

Summary: A majority of the teachers have used the Lifeplayer effectively in teaching (86.4%) and almost all of them feel the pupils learn better using the Lifeplayer (97.7%). However, many experience difficulties in integrating the content into the lessons (59.4%) and feel they need more training (56.8%). They also experienced other challenges such as; not enough time to use it, inability to charge it, poor audio quality and various types of malfunction. Reported malfunctions included:

- Battery not re-charging
- Mechanical problems



- 
- Content changed and could not be fixed

With regards to repairing the Lifeplayer, the cost seems to be relatively small, at £2 per repair on average, however local technicians require greater expertise in understanding the full functions of the Lifeplayer and uploading materials. A quote from a local electrician is shown below:

'The issue was with the battery, it was below the charging level. We used a machine to boost the battery and then it was able to charge again. Also If the lifeplayer is dropped or banged the SD card will sometimes eject a little and then is cannot be used and needs re-formatting. I removed the content, reformatted and then put the SD card back in. There needs to be a way of making the SD card stay better in its place'.

6.2 PUPILS' ASSESSMENT

Objectives

The key objective of the pupil's assessment was to discover any change in pupils' use of English (listening, reading, and speaking skills) due to use of the Lifeplayer in Akwa Ibom State, Nigeria.

Research Questions



To determine the above objective the pupil's assessment answered the following research questions:



- 1 How do the literacy skills of Primary 1 children taught Jolly Phonics using the Lifeplay differ with the literacy skills of Primary 1 children taught not using the Lifeplay after one academic year?
- 2 How do the literacy skills of Primary 2 children taught Jolly Phonics using the Lifeplay differ with the literacy skills of Primary 2 children taught not using the Lifeplay after one academic year?
- 3 How does the literacy skills of male pupils taught Jolly Phonics using the Lifeplay differ with the literacy skills of female pupils taught using the Lifeplay after one academic year?
- 4 How does the literacy skills of pupils whose parents speak English at home taught Jolly Phonics using the Lifeplay compare to the literacy skills of pupils whose parents do not speak English that are taught using the Lifeplay after one academic year?

Design

To assess the pupils on literacy skills the researchers used a quasi-experimental research design, the pupils were used in their intact classes. While all the pupils, both experimental and control groups were exposed to synthetic phonics (Jolly Phonics), the experimental groups were taught Jolly Phonics using the Jolly songs, Jolly Phonics stories and British Council stories uploaded in the Lifeplay.

Sample and Sampling Technique

The sample consisted of Primary 1 and Primary 2 pupils who have been exposed to one year and two years of literacy instruction using the Jolly Phonics method respectively. However, the experimental group was taught Jolly Phonics using the Lifeplay. These pupils are between the ages of 6 to 8 years and school in State public schools.





The sample size was 308 Primary 1 and Primary 2 pupils (156 Primary one and 152 Primary two). The pupils were used in their intact classes from 12 schools (six Lifeplayer and six non-Lifeplayer schools). These schools were selected by simple random sampling from the senatorial districts that make up the State; from each of the senatorial districts, 2 Lifeplayer schools and 2 non-Lifeplayer schools were selected, one each from two different Local Education Area.

Assessment Instrument

The Lifeplayer Assessment Tool (LAT) developed by the researchers was used to test the pupils' literacy levels. The LAT is adapted from the Early Grade Reading Assessment tool (USAID, 2014)³ and the Burt Reading Test (Burt, 1978)⁴. The instrument consists of 5 sections:

Section A contained pupils context information, here demographic information such as name, age, gender and context questions use of English Language at home and media devices they use at home are elicited.

Sections B, C, D, E, measured the pupils' familiar word reading; listening comprehension sentence reading and picture vocabulary abilities respectively.

The items were scored based on the total number of correct words/ sentences read and correct answers given. The Burt's Reading Test a Standardized Reading Assessment Test which measures reading ability in chronological age.

Administration of Instrument

The pupils, both control and experimental groups were assessed at the end of one year exposure (end line test) using the LAT⁵. However, the baseline test was conducted using the Burt's Reading Test

Data Analysis

³ Nigeria Reading and Access Research Activity @ www.eddataglobal.org

⁴ Burt Reading Test @ <http://www.rrf.org.uk/>

⁵ LinguSystems Articulation Test @ www.linguisystems.com



The means of the pupils' performance, after correcting for the effect of the pre/baseline test were determined and compared across the various literacy skills.



Comparisons were also made across demographic and context variables; gender, use of English at home, media used at home.

7. RESULTS

The results from the analysis of data from the pupils' assessment are presented below, grouped under the research question that is answered.

RESEARCH QUESTION 1

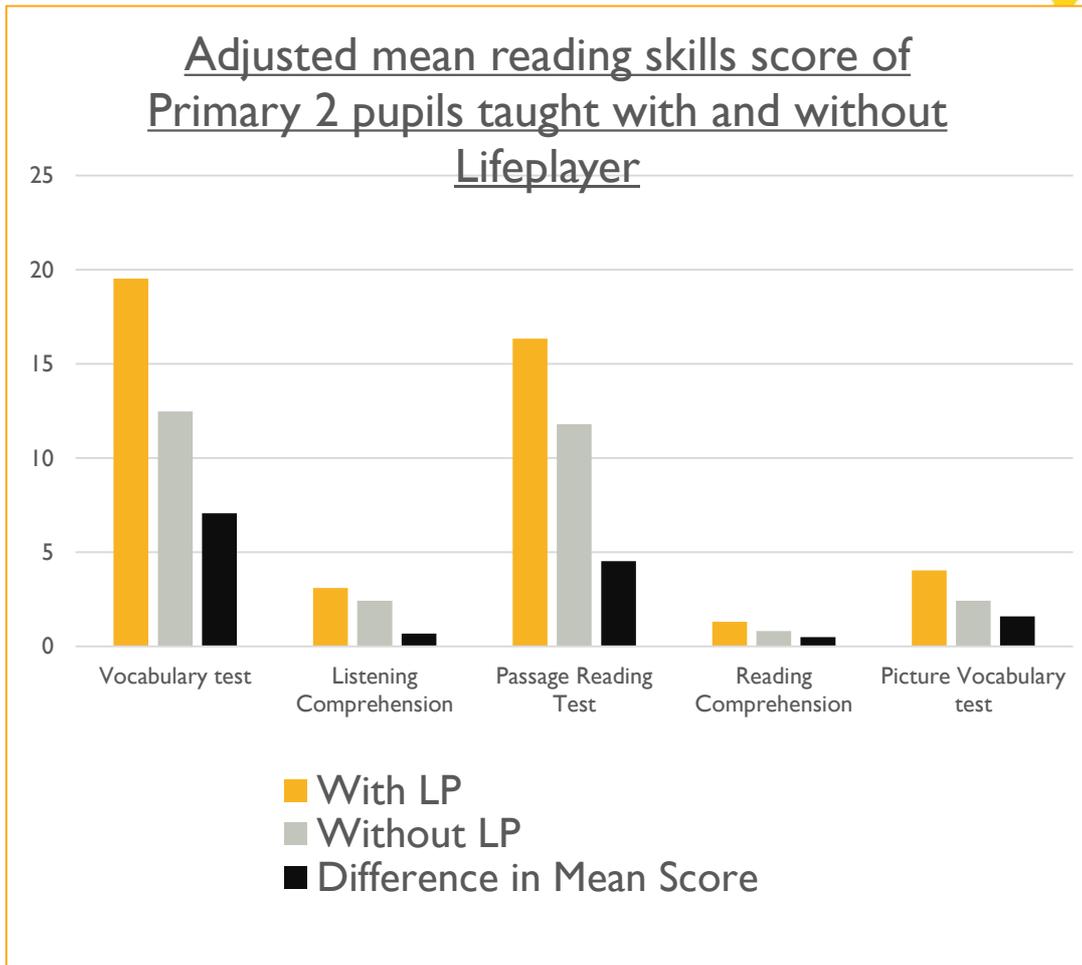
How do the literacy skills of Primary 1 children taught Jolly Phonics using the Lifeplayer differ with the literacy skills of Primary 1 children taught not using the Lifeplayer after one academic year?

The results of Table 4 (see Appendix) converted to chart form show the adjusted mean score of Lifeplayer pupils and non-Lifeplayer pupils.

The mean score of the Lifeplayer pupils on all five reading skills were higher than the mean scores of the non-Lifeplayer pupils.

The differences in the pupils score on the vocabulary test and passage reading were the highest.



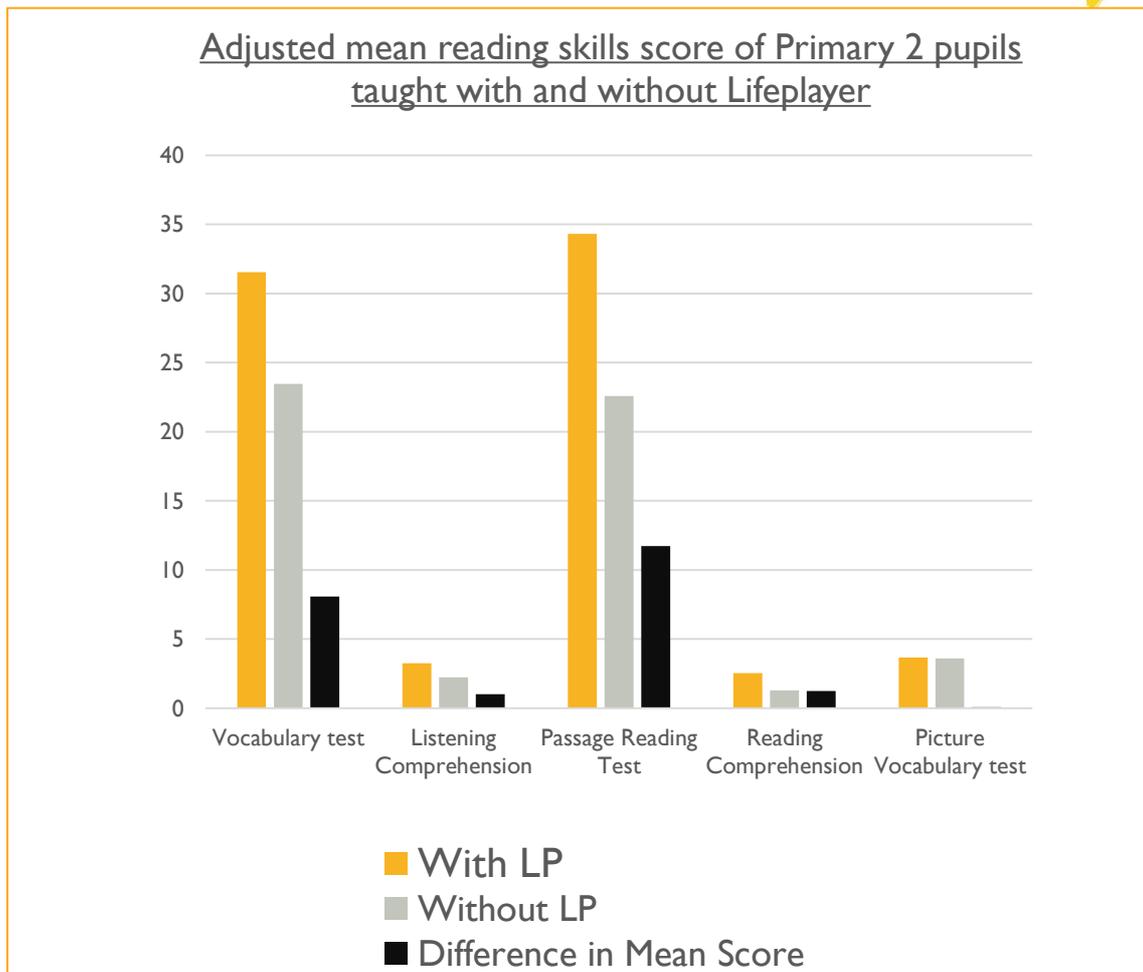


RESEARCH QUESTION 2

How do the literacy skills of Primary 2 children taught Jolly Phonics using the Lifeplayer differ with the literacy skills of Primary 2 children taught using the Lifeplayer after one academic year?

The results of Table 5 (see Appendix) converted into a chart shows the adjusted mean score of Primary 2 Lifeplayer pupils and non-Lifeplayer pupils.





The mean score of the Lifeplayer pupils on all five reading skills were higher than the mean scores of the non-Lifeplayer pupils.

Again the differences in the pupils score on the vocabulary test and passage reading were the highest.

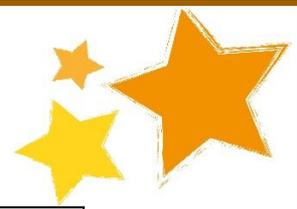
RESEARCH QUESTION 3

How does the literacy skills of male pupils taught Jolly Phonics using the Lifeplayer differ with the literacy skills of female pupils taught not using the Lifeplayer after one academic year?

Table 6: Mean scores in reading skills of male and female pupils

Class	Reading Skills	Mean Score of Lifeplayer Jolly Phonics Pupils	Mean Score of Non-Lifeplayer Jolly Phonics Pupils





		Male	Female	Male	Female
Primary 1	Vocabulary test	19.30	19.79	11.65	13.33
	Listening Comprehension	<i>Data appears inconsistent and is being reviewed</i>			
	Passage Reading Test	15.99	16.81	9.04	14.66
	Reading Comprehension	1.41	1.18	0.66	0.97
	Picture Vocabulary test	3.96	4.12	2.36	2.51
Primary 2	Vocabulary test	30.67	32.52	24.95	21.95
	Listening Comprehension	<i>Data appears inconsistent and is being reviewed</i>			
	Passage Reading Test	32.91	36.04	23.39	21.67
	Reading Comprehension	2.41	2.62	1.64	1.00
	Picture Vocabulary test	3.67	3.65	3.77	3.41

Table 6 shows the adjusted mean score of Primary 1 and Primary 2 male and female Lifeflayer pupils and non-Lifeflayer pupils.

The female Primary 1 Lifeflayer pupils performed better than the male in all reading skills except reading comprehension.

Similarly, the female Primary 2 Lifeflayer pupils did better in all reading skills except picture vocabulary.

However, male Primary 2 non-Lifeflayer performed better than their female counterparts.

Again the differences in the pupils score on the vocabulary test and passage reading were the highest.

RESEARCH QUESTION 4

How do the literacy skills of pupils whose parents speak English at home taught Jolly Phonics using the Lifeflayer compare to the literacy skills of pupils whose parents do not speak English that are taught using the Lifeflayer after one academic year?



Table 7: Mean scores in Reading Skills of pupils based on English speaking



Class	Reading Skills	Lifepayer Pupils' Mean score		Difference in Mean Score
		English speaking parents	Non-English Speaking parents	
Primary 1	Vocabulary test	19.05	18.60	0.45
	Listening Comprehension	2.13	1.88	0.25
	Passage Reading Test	18.57	18.50	0.07
	Reading Comprehension	1.39	.70	0.69
	Picture Vocabulary test	4.14	3.44	0.7
Primary 2	Vocabulary test	30.61	29.91	0.7
	Listening Comprehension	2.34	1.70	0.64
	Passage Reading Test	35.66	29.43	6.23
	Reading Comprehension	2.72	1.67	1.05
	Picture Vocabulary test	4.58	4.01	0.57

parents

Table 7 shows the adjusted mean score of Primary 1 and Primary 2 Lifepayer pupils whose parents speak English at home and those their parent do not.

The pupils with English speaking parents in Primary 1 and Primary 2 performed slightly better than the pupils whose parents do not speak English at home except picture vocabulary.

RESEARCH QUESTION 5

How does the literacy skills of pupils taught Jolly Phonics using the Lifepayer who have Audio visual media at home compare to the literacy skills of pupils taught using the Lifepayer who do not have audio visual media at home that are after one academic year?





Table 8 Mean scores in Reading Skills of pupils based on media availability at

Class	Reading Skills	Life Player School	
		Mean	
		Pupils with media	Pupils with no media
Primary 1	Vocabulary test	18.96	25.53
	Listening Comprehension	2.15	2.50
	Passage Reading Test	15.71	24.54
	Reading Comprehension	1.30	1.52
	Picture Vocabulary test	4.08	3.41
Primary 2	Vocabulary test	30.84	36.54
	Listening Comprehension	2.25	2.27
	Passage Reading Test	33.47	39.15
	Reading Comprehension	2.50	2.53
	Picture Vocabulary test	3.60	4.04

home

Table 8 shows the adjusted mean score of Primary 1 and Primary 2 Lifeplayer pupils and non-Lifeplayer pupils who have indicate having either a radio , television or both or non in the their home.

The Primary 1 Lifeplayer pupils without media in their homes performed better in almost all of the reading skills except listening comprehension.

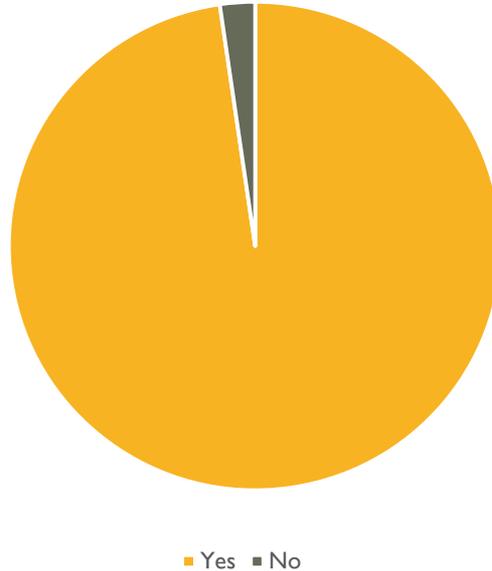
Similarly, the Primary 2 Lifeplayer pupils without media in their homes performed better in almost all of the reading skills except listening comprehension and passage reading.

Here again the differences in the pupils score on the vocabulary test and passage reading were the highest.

It is no surprise that almost 98% of the teachers in this survey believed that students learn better with Lifeplayer, as shown in the chart below.



Percentage of teachers who believe students learn better with Lifeplayer



The pie chart shows that teachers are overwhelmingly in favour of teaching with the Lifeplayer. This implies buy-in by the teachers in this survey and that means that this technology will be used in the classroom with their backing and approval, and will benefit the students immensely.

8. DISCUSSION

Pupils' Performance

The findings from the pupils' assessment tests have revealed that both the Primary 1 and Primary 2 pupils performed better in all the reading skills indicating higher literacy levels with the use of the Lifeplayer in teaching Jolly phonics.

Interestingly, the female pupils performed generally better than the male pupils showing that they benefit more from the use of the Lifeplayer and the uploaded content. This indicates that the Lifeplayer may be a good tool for boosting girls' literacy, which is particularly relevant in the Nigerian context, where girls' education is a high Federal Government priority.

The pupils of English speaking homes also benefit more from the use of the Lifeplayer in teaching Jolly Phonics. Similarly, pupils that are not exposed to any form of mass media in their homes also performed better indicating that they benefitted



more from the use of the Lifeplayer than the pupils who are already used to listening to media. This may be because children with no media at home are more sensitive to media played in the school, and thus listen more attentively and are more motivated than children who are already used to audio stimulation in the home.

Relevance to Current Projects

The findings in this report are particularly pertinent to the current literacy work in Akwa Ibom State. In the last four years the focus of our work has been helping children to read and write words using phonics. However, it is now necessary to ensure that children develop their fluency and vocabulary skills, so that they can understand what they read and access the curriculum in English by the time they reach Primary 4. The Lifeplayer is a simple tool that can assist this process.

Further, as the phonics work continues new phonics content can be uploaded onto the Lifeplayers to support both the pupils and teachers. An example of this is the new letter sound song that was created by a local Akwa Ibom teacher, and an interactive lesson plan produced partially in the local language

Limitations of the Lifeplayer

There is clearly a need to conduct refresher training to teachers to show them how to operate the lifeplayer and use it more comprehensively. In particular teachers need to be encouraged to use the British Council stories and songs, as 67% did not use them. This may be due to insufficient time for training, or an overloaded timetable. It is necessary for the project team to provide further guidance to teachers on this component, as increased use of the stories is likely to lead to further gains in passage reading, vocabulary and comprehension in particular.

It is also a concern that 47% of teachers complained of a faulty Lifeplayer. A number of the Lifeplayers will be returned to the British Council for further analysis, and recommendations will be made regarding this.

9. CONCLUSION



From the monitoring reports and pupils assessment results the following conclusions can be drawn:



CONCLUSIONS

- 1. Using the Lifeplayer to teach Jolly Phonics has brought about improvement in pupils' reading skills, thus raising literacy levels of the pupils in Akwa Ibom State.**
- 2. The teachers not only like using the Lifeplayer to teach Jolly Phonics, they also find it more effective.**

The Lifeplayer has been well received by teachers. The monitoring team continues to retrain the teachers on the use of the Lifeplayer during monitoring. Notwithstanding the few challenges experienced, almost all the teachers would like to continue using the Lifeplayer.

Teachers from schools that are not included in the pilot schools desire to be a part of an expanded project in Nigeria. The project and the Lifeplayer tool has a proven track record demonstrated through quantitative pupil test results using both Burt Reading Test and more recently adapted Early Grade Reading Assessment tools.



The Lifeplayer Project Coordinator at the cascade training





10. RECOMMENDATIONS

The Team strongly recommends that the LEAP project be expanded in the State to include more schools and more content. In particular:

- All schools (1145) that have been implementing the phonics programme should now use the Lifoplayer to build vocabulary, passage reading and comprehension skills
- Further training should be provided to the current Lifoplayer schools in order to improve use of the stories as well as simple technical operations.
- A technician should receive in-depth training on how to repair the Lifoplayer and should be 'on-call' to conduct repairs.
- Energy in order to improve the function of the Lifoplayer.



The Master Trainers receive their Lifplayers courtesy of British Council





11. APPENDIX

11.1 Story Lesson Plan used by Teachers for the Akwa Ibom LEAP Project

SSN adapted the British Council lesson plans because it was felt that the teachers already had too much lesson planning to read through the Jolly Phonics project. The plans were shortened and simplified.

Week 5: The Big Story	<u>Why Anansi Has Thin Legs</u>	Track ****	Resources:
<p> Talk about vocabulary: Introduce story words using <u>flashcards</u>: beans, body, web, head, sweet potatoes, head, spider <u>greens</u>. Get children to repeat words.</p> <p>Put the flashcards in the correct order as they appear in the story. Play audio. Show flashcards as the item is mentioned.</p>			<div style="border: 1px solid black; padding: 5px;"><p>-Story Flashcards -Story Sheet</p><p>-Lifoplayer Tracks * and *</p></div>
<p> Listen to the story twice using the Lifoplayer: Refer to the <u>Story Sheet</u> for <u>Why Anansi has Thin Legs</u></p>			
<p> Speak Together: Divide the class in half. One half are Anansi, the other half the other characters. Anansi says, <i>No, I can't but I've got an idea!</i> The other characters say, <i>Okay Anansi!</i> Drill: whole class, 50:50.</p> <p>Read the story using the story sheet, pause so the pupils can say their part (it is not exactly the same).</p>			
<p>? Question Time:</p> <p>Why did Anansi's legs get thinner and thinner? Do you like spiders or do you think they are scary? Are there lots of spiders where you live?</p> <p>When was the last time you saw a spider?</p>			
<p> Song: (Track *** <u>Incy Wincy Spider</u>) <u>Incy Wincy</u> spider climbed up the water spout. Down came the rain and washed poor <u>Incy</u> out. Out came the sunshine and dried up all the rain and <u>Incy Wincy</u> spider climbed up the spout again.</p>			





1.1 Phonics lesson plan for the Akwa Ibom LEAP Project

Note: teachers were also given picture flashcards to support the vocabulary in the story.

Week 3: /h / Track ***	
 Listen to the story twice using the Lifelayer: Harriet hopped and hopped and when she was tired she breathed 'h h h' panting for breath.	Resources Letter Flashcards and Lifelayer
 Talk about vocabulary: hop – children hop tired – children pretend to be tired pant- children pant breath- children feel breath on their hands Hold up flashcards. Can children identify the vocabulary?	
 Listen to the story again using the Lifelayer: listen for the words <i>hop, tired, pant, breath</i> , raise hand when you hear them.	
? Question time: Why was Harriet tired? Do you like to hop? What other games to you play in the playground?	
 Act and watch: Choose one child to be Harriet and ask them to act out the story. Read the story whilst the child acts it out.	
 Everybody Act: Everybody acts out the story. Teacher watches and talks to children about what they are doing, <u>extending their vocabulary</u> if possible.	
Sing Jolly Song: /h/ Track ***	

1.2 Useful Website Addresses

www.jollylearning.co.uk – discover more about Jolly Phonics

<http://lifelineenergy.org/> - discover more about Lifelayers and related products

<http://learnenglishkids.britishcouncil.org/en/short-stories> - access many of the stories used in this project

