BRITISH COUNCIL

PRELIM 3

—

Nigeria: ELTAN (English Language Teachers Association of Nigeria)
with
Edinburgh College

August 2024

Project background

Partnership overview		
Course overview	**ETA partner**	English Language Teachers Association of Nigeria (ELTAN)
	UKI partner	Edinburgh College
User profile	**Context overview**	**Compulsory education:** 10 years (Grades 0-9) **Language of instruction:** English plus several local languages **English levels:** Areas (particularly rural) remain where English is not widely spoken **National Curriculum:** English Studies integrated from Grades 1-9 **Key challenges for teachers:** • lack of teaching/instructional resources • lack of classroom resources/equipment • lack of/expensive access to internet • large class sizes • lack of student motivation
	Learner age group(s)	Junior Secondary School (Grades 7-9) Ages 12-15
	Curriculum overview	A National Curriculum, English Studies schemes of work and accompanying textbooks are available from Grades 1-9. However, not consistently used across all schools. From survey results, resources sourced from the internet or created / improvised by the teachers are more widely used in the classroom than textbooks
Mode of delivery	**Resource format and organisation**	23 x 40-minute lesson plans (writing skills) 24 x 40-minute lesson plans (listening skills) 24 x MP3 audio recordings and scripts (listening skills) Range of supplementary resources (listening and Writing skills) 1 x Lesson plan template
	Resource content	Topic-based, incorporating both Nigerian and Scottish cultural contexts
	Resource sustainability	Lesson plan templates and training provided to support teachers to create additional resources and extend impact of the project Cascade approach adopted to facilitate in-country ownership of resources, dissemination and further resource development
Course content	**Methods**	Memory sticks and website to share resources. Online and face-to-face workshops to provide training
	Timeframe	September 2023 – March 2024
	Number of teachers reached	123 teachers during initial launch

Description of the partners

ELTAN is a large-scale Teachers' Association which was incorporated on the February 28, 2008. ELTAN provides CPD for teachers across Nigeria as one of its major goals. ELTAN has a strong teacher network of members that covers the entire country. Members of ELTAN are drawn from the entire educational ecosystem.

Edinburgh College is one of the largest colleges in the UK with around 1,200 staff and 26,000 students across four campuses in Edinburgh and the Lothians. The College's four faculties offers more than 700 vocational and academic courses, from access to degree-level. Internationally, Edinburgh College specialises in ESOL, Teacher Training and TVET (Technical and Vocational Education and Training) consultancy, with a large team delivering courses and training in Edinburgh, overseas and online for a range of partners across the world.

Key features of the context

A detailed needs analysis was conducted at the start of this project to inform all partners as to the key features and challenges of the context. Information was gathered through discussions between the UKI and ETA, and an online survey with 88 ETA teacher members providing detailed responses.
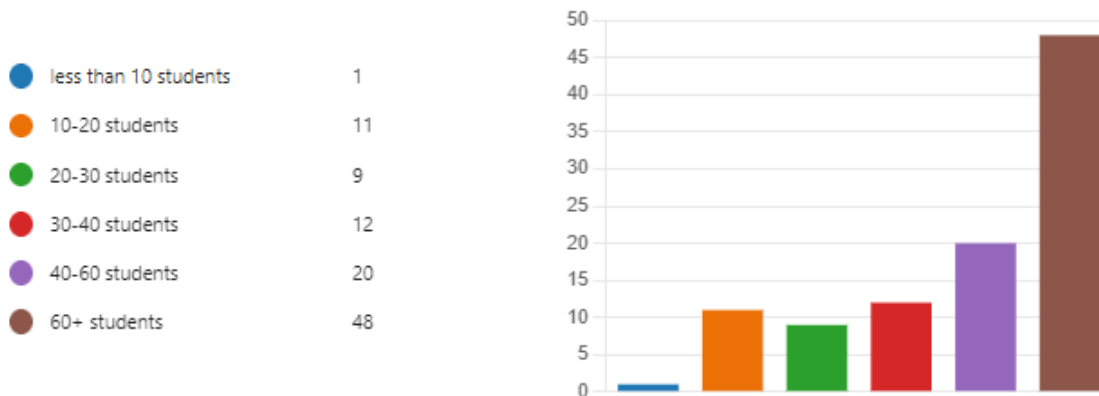
Needs analysis findings:

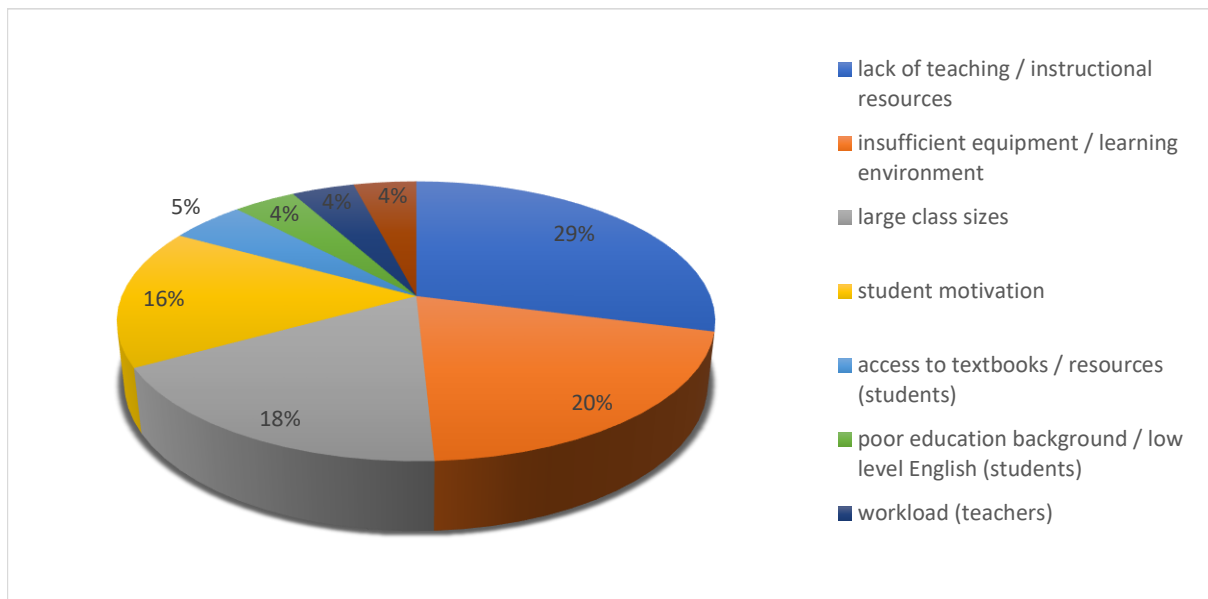|	
less than 10 students	1
10-20 students	11
20-30 students	9
30-40 students	12
40-60 students	20
60+ students	48

Figure 1: Class sizes

Figure 2: Biggest challenges faced in teaching practices currently

Access to internet both in and outside of class (e.g. for lesson planning) also identified as a key challenge, particularly in rural areas. Access to internet is often through mobile phones, rather than computers / laptops. Mobile data is relatively expensive for teachers.
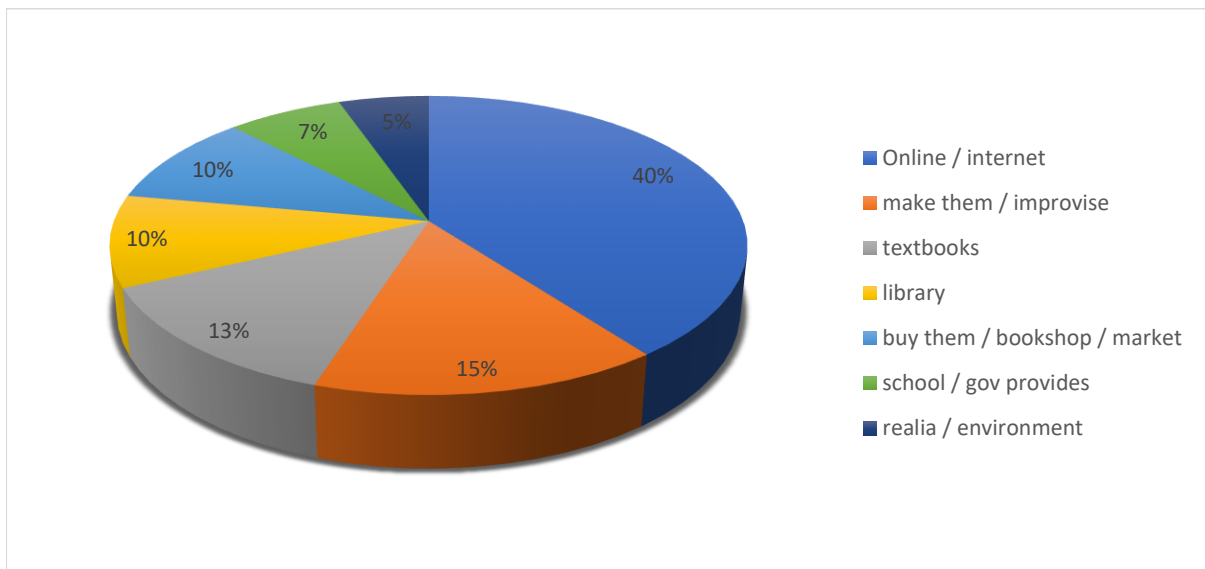

Figure 3: Main sources of existing teaching resources for use in the classroom

Listening and writing skills identified as key language skills rarely taught in schools due to lack of resources and/or teaching skills to teach effectively, particularly with large class sizes.
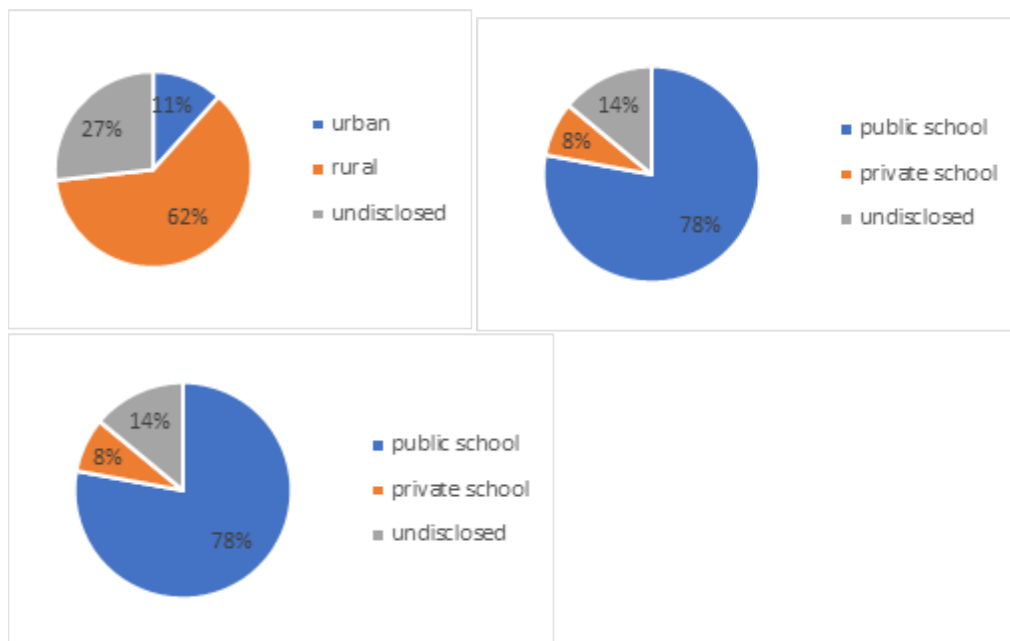
Figure 4: Teachers in greatest need of new resources

Following discussion with ELTAN, it was decided to focus on developing resources for Junior Secondary School (Grades 7-9) in part to bridge a perceived gap in resources for students transitioning from Primary to Secondary school, and to meet the needs of the majority of ELTAN member teachers, a larger proportion of whom currently teach in Secondary school settings.

Outline of the teacher support resource package, and rationale

This suite of teaching materials was aligned to the National Curriculum and English Studies schemes of work, in terms of topic and content, and were designed to engage and interest students at the relevant ages and levels. The lesson plans are supplemented with all necessary materials including MP3 audio files and transcripts, handouts, answer keys, models, as appropriate. In addition, they offer tips and ideas for methodology to help guide teachers if this is new to them.

The lessons and materials have been designed for use in either a context with minimal access to resources, or in a well-equipped classroom. For example, lessons can be delivered without handouts, if necessary and using the board instead. Where handouts are an option, these can be easily downloaded and are fully editable, should teachers wish to make amendments. All audio files have been provided as easily downloadable MP3s which teachers can download and store on their own devices, or share with students for further practice.

Resource templates have been kept consistent and relatively simple to facilitate teachers to add additional resources to the package. Training and dissemination activities organise by the ETA include input on how to extend the impact of these resources, and create additional resources that can be added to the resource package and shared with teaching colleagues across Nigeria to extend the impact of the project and provide a degree of ownership for the teachers to contribute to continuing professional development and resource creation and support peers in their teaching practices.

Project findings

Working in partnership

Collaborative Planning - The UKI and ETA developed a mutually beneficial and cordial relationship through which the strengths of each side were effectively utilised for the success of the project.

Online meetings and WhatsApp were key communication channels through which both partners were able to agree on areas where teachers' needs are, with valuable insight collated efficiently and effectively through the ETAs existing network of teacher members. The ETA provided valuable insight into the local context, including playing a key role in proofreading, checking content was appropriate for the context, and organising feedback from its group Mentor Teachers before dissemination to wider networks of teachers.

Local Networks - Utilisation of the ETAs existing network of teachers and schedule of training events was key to the success of resource dissemination. The ETA were proactive and effective to organise training events in support of resource package dissemination, with a core group of experienced Mentor Teachers selected by the ETA to facilitate the training in different areas across Nigeria.

Designing the teacher support resources

Project Planning – Productive early discussions between Edinburgh College and ELTAN to agree on project stages, schedule and responsibilities were invaluable to ensure the project remained on track over the project's relatively long duration. Clear project stages were set and agreed upon, including project initiation, needs analysis, resource development, piloting, resource adaptation, resource launch and project closure, allowing Edinburgh College and ELTAN to stay on track. Potential risks to the project timeline were identified early and mitigated against, such as challenges to completion of the piloting stage due to in-country school holidays, and potential for disruption due to elections for a new President of ELTAN (key partner on the Nigerian side) part-way through the project.

Stakeholder Insights and Engagement – Needs analysis, monitoring and evaluation processes were designed to give diverse stakeholders opportunities to input on resource design, adaptation, dissemination. These processes and the teacher support programme were also designed to facilitate resource recipients across Nigeria to extend the impact of the project through development and dissemination of additional teaching resources in-country after the PRELIM 3 project closure.

Insights into Local Context: Staff on the UKI side commented on the following learning:

- awareness of cultural diversity and local traditions in Nigeria - making sure materials were appropriate and respectful for all
- awareness of global issues and development aims of Nigeria for developing 21st century skills in school and incorporating where possible
- enthusiasm of teachers for new materials and link with the UK
- experience developing resources for areas with a lack of resources/equipment
- working with Master Teachers and seeing local communities take ownership of implementation.

Disseminating the teacher support resources

Challenges and solutions for dissemination included:

Insufficient Access to Internet – Resources were created to require limited additional resource, with audio files designed to be played on mobile phones (widely used in context) in class. The dissemination grant was invaluable to support the ETA to provide Teacher Ambassadors with resources on flash drives, organise face-to-face training events, and set up a website for resources to be downloaded from, to facilitate teachers with differing access needs to access the resources.

Figure 5: Workshop

Training – A proactive and experienced group of Mentor Teachers with existing relationship with the ETA were effective local leaders to support dissemination activities. The UKI hosted an initial online training session to support Mentor Teachers to:

- understand their responsibilities within the PRELIM 3 project
- facilitate effective data gathering for monitoring and evaluation purposes
- give an overview of the resource package and the rationale behind those resources
- provide input specific to both the reading and writing resources on familiarisation of tasks, how to exploit, adapt and create further resources
- materials creation task
- input on train the trainer to support effective cascading of training and resources.

Figure 5: Workshop

A **cascade approach to dissemination** was adopted, with resources and online training initially provided to a small group of ten *Mentor Teachers*, who facilitated wider dissemination and training in-country (in Port Harcourt, Abeokuta, Abuja and Bauchi) for a larger group of 123 *Ambassador Teachers*, with dual approach of teacher training and resource dissemination. Those Ambassador Teachers were then responsible for further dissemination in their local school and government districts, particularly to reach early career teachers and those who are not currently members of ELTAN.

Project Roles and Certification – Creation of Mentor Teacher and Ambassador Teacher roles were key to effective dissemination of resource package. Certificate templates prepared by the UKI and disseminated by the ETA provided effective means to encourage participation and engagement with training events and wider dissemination activities and facilitate good response rates for monitoring and evaluation purposes. Many of the Teacher Ambassadors travelled long distances to attend the face-to-face training sessions organised by ELTAN to support dissemination of the resources, which is testament to their excellent local networks and capacity to organise successful training events to reach a wide network of teachers in-country. The PRELIM 3 dissemination grant was a crucial resource for this iteration of PRELIM to facilitate these in-country activities and extend the impact of the project.

Project outcomes

Initial Impact - A target of 200 teachers was set for the initial launch and dissemination stage of the project. 123 Ambassador Teachers attended launch events and submitted feedback.

Wider Dissemination - All 123 respondents were aware of their responsibilities to share the resources with wider networks of teachers on return to their schools. Of those Teacher Ambassadors, 59% stated they intend to share the resources with 'as many as possible' or 'all

English language teachers in my school/local government area', while the remaining 41% stated exact numbers between 2-20 teachers.

Figure 7: Workshop group photo

Respondent demographics:

Feedback gathered on project outcomes was gathered from:
- Three (of 10) Mentor Teachers who attended initial online training and hosted launch and training events across Nigeria.
- 123 Ambassador Teachers who submitted feedback during face-to-face training sessions in Nigeria organised by ELTAN, hosted by the core group of Mentor Teachers.
- 44 Ambassador Teachers who submitted additional feedback after using the resources in their classrooms.

Gender – 68% female; 32% male
Teaching Context – 59% public schools, 40% private schools. 1% undisclosed, 10% urban schools, 5% rural schools, 85% undisclosed*

*Note: Providing a better definition of urban vs. rural schools in the online form could have resulted in better responses for this question.
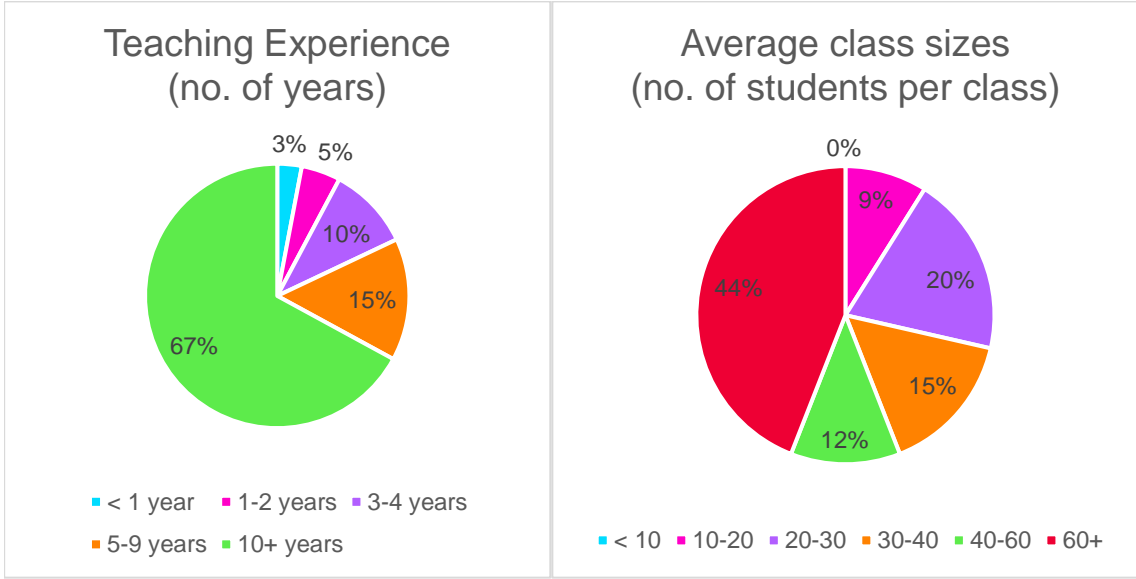
Teaching Experience (no. of years)

- < 1 year — 3%
- 1-2 years — 5%
- 3-4 years — 10%
- 5-9 years — 15%
- 10+ years — 67%

Average class sizes (no. of students per class)

- < 10 — 0%
- 10-20 — 9%
- 20-30 — 20%
- 30-40 — 15%
- 40-60 — 12%
- 60+ — 44%

Figure 8: Teaching experience and average class sizes

Overall, the resources were well-received by the end-users (teachers).

84% of respondents rated the resources as 4 or 5 star (excellent)
82% stated the resources helped to address challenges associated with **large class sizes**
89% stated the resources helped to address challenges associated with **low student motivation**
80% stated the resources helped to address challenges associated with **differing language levels in the classroom**
86% stated the resources helped to address challenges associated with **lack of resources or equipment in the classroom**
80% stated the resources helped to address challenges associated with **lack of time to prepare lessons**
66% stated the resources helped to address challenges associated with **students not using English in the classroom (e.g. using L1 often)**

14. Did the new lesson plans help address any of the following challenges in your classroom?

More Details

■ Yes   ■ A little   ■ No   ■ Not sure   ■ N/A

Large class sizes

Low student motivation

Students have lots of different language levels in my class

Lack of resources or equipment in my classrooms or school

Not enough time to prepare lessons

Students not using English in the classroom (e.g. using L1 often)

Large class size
Yes: 54.5%
A little: 27.3%
No: 9.1%
Not sure: 2.3%
N/A: 6.8%

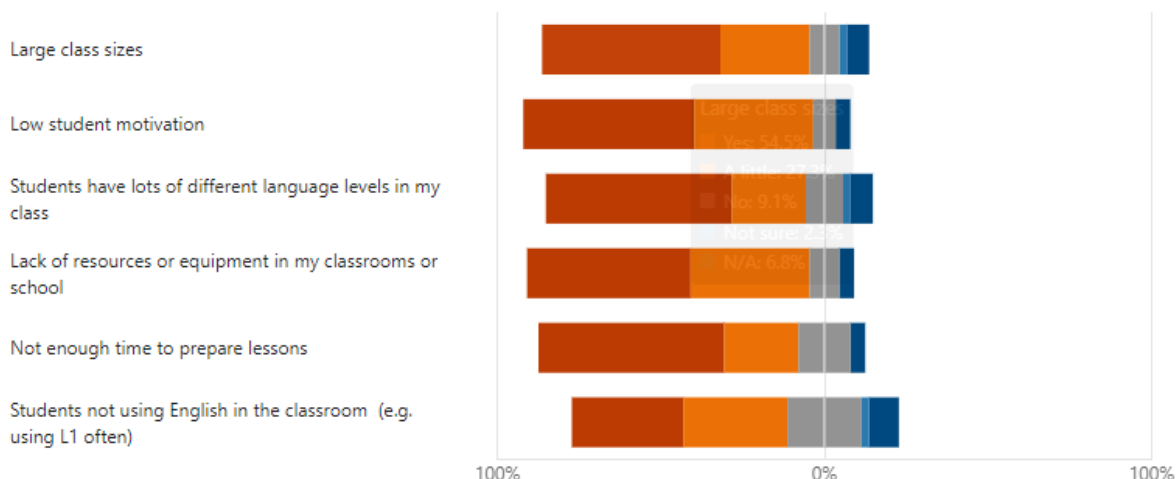100%   0%   100%

Figure 9: Lesson plans addressing classroomchallenges

Positive Feedback - Specific comments from Ambassador Teachers revolved around common themes such as being easy-to-use, easy to adapt, student-centred, suited to the local context, improving interaction and communication in the classroom, improving concentration and engagement in class, and contributing new ideas to support the teachers' professional development. The MP3 audio files were particularly well-received in this context.

For example
'The resources and materials were very useful, easy steps to follow and comprehend, simple language, compactible, suitable, relevant and the audio files were very instrumental to my teaching.'

'The resources are suitable for the local context and some also gives the students exposure of stories they haven't heard about.'

'These lesson plans served as prototype for making our own customized lesson plans.'

'It engages students and make them gain ownership of learning rather than teacher-centred'

'This is all-encompassing. it is very effective in teaching both listening and writing skills. It also enhances students' critical thinking.'

'It brings about new ideas about teaching'

'Using the MP3 player students paid more attention than before and performed better.'

Comments for improvements – Some feedback for improvements highlighted some of the context-specific challenges that remain:

The content was too western-oriented but could be modified or expanded on to be fully African and useful.'

'Using MP3 recordings with large classes was challenging, some students were not listening.'

'The activities could not be completed within the time-frame of 1 x 40-minute lesson.'

Relating to project outcomes, ELTAN expressed that:

'The project has been most rewarding as it has opened up a new vista in the teaching and learning of listening and writing. It has opened up a new perspective in the teaching and learning process. The designed resources have also served as a sort of template for the local teachers to leverage on in designing more lessons that are not covered but are applicable to the local context.'

Emergent learning

Next Steps – Ambassador Teachers expressed a range of interesting ways they would be keen to improve on/extend the resources, such as:

'add gamification to the resources it will bring a blend of innovation that will further inspire learning outcomes and give the students and teachers deeper pragmatic classroom interactions.'

'[involving] more teachers from other parts of Nigeria... or perhaps teachers who are multilingual, they can contribute to a rich variety of local stories which will cut across many Nigerian Language situations.'

'[New] topics should cut across historical and contemporary issues in both Africa, especially in Nigeria and outside the African continent.'

'[use] the method to teach creative writing, narrative essay, descriptive essay and summary writing.'