

EXPLORING INSTRUCTIONAL SUPERVISION AND LEAP TO WORD MODEL IN DELIVERING ADULT BASIC LITERACY IN THE NORTHERN NIGERIA

BY

**Muhammad Alkali PhD: Department of Adult Education and Extension Services, Faculty of
Education and Extension Services, Usmanu Danfodiyo University, Sokoto Nigeria; E-mail:
malkali454@gmail.com**

Abstract

The effort of making education accessible to all requires that those who missed out in formal education are provided with alternatives. These alternatives are available via basic literacy Lesson. Facilitators are backbone of literacy centres. Activities of these facilitators particularly they way and manner instructions are being delivered must be supervised. The teaching techniques used are also matter and to the large extend determines the success or otherwise of the programme. This paper therefore, explores instructional supervision and lead to word model potentials in the delivery of adult basic literacy programmes.

Keywords: *Instructional Supervision, Word model, Adult and Basic literacy*

Introduction

Adult and non-formal education is very important in the provision of basic education for adults and those who could not access education through formal setting. Basic Literacy is provided for those who could not benefit from formal education. The programme is meant to provide skills of reading, writing and numeracy. The importance of this programme cannot be overemphasised. Literacy is needed in everyday activities. It is important to note that with literacy communication between two people and among people is possible. The quality of literacy is based on the quality of instruction given by facilitators. The quality in facilitation can be better happen when facilitators are well supervised. This leads to us the issue of instructional supervision. Lending credence to this assertion Peretomode (2004) alluded to the fact that to be able to effectively provide education, there is need to ensure that the educational system is reliable. Reliability in terms of educational system can only be enhanced through supervision. Peretomode (2004) recognized that supervision can be divided into two categories as instructional and personnel supervision. Instructional supervision has been defined as a set of activities which are carried out with the purpose of making the teaching and learning purpose better for the learner. Personnel supervision on the other hand deals with the set of activities which are carried out by the supervisor with the basic aim of sensitizing, mobilizing and motivating staff in the school towards performing their duties optimally in terms of the achievement of the stated aims and objectives of the educational system.

The focus of this paper is on instructional supervision on one hand and the use of Leap to Word Model on the other as an approach to facilitation. Facilitation technique is a style of executing a plan for aiding learning on the part of the learners. It evaluates teaching of Adult learning in terms of goal-directed connected strategy, teaching behaviour for achieving constrained instructional goals. It provides analytical approach to education. Adult learning methods or strategy employed in a particular facilitating-learning situation depends on several elements including the objectives, the teaching methods, and the capacity of the learners, the personality and experiences of the facilitators and so on. This approach is usually described as andragogy. Andragogy is a theory developed by Malcolm Knowles that is based on a self-directed, independent learning method for adults. This theory asserts that learning programs must support the notion that adults are self-driven and can take responsibility for decisions.

Modified Gradual Release of Responsibility and Leap to word Model are such methods that are appealing to the features of Andragogy in the facilitation of Adult and Non-formal Education learning. In this paper leap to word model is the focus.

Instructional Supervision

Instructional supervision is that phase of school administration which focuses primarily upon the achievement of the appropriate expectations of educational system (Peretomode, 2004). It is also seen as those activities which are designed to improve instruction at all levels of the school enterprise and as behaviour officially designed by the organization that directly affects teacher behaviour in such a way to facilitate pupil learning and achieve the goals of the organization. Instructional supervision is basically concerned with supporting and assisting teachers to improve instructions through changing their behaviour. The instructional supervisor does much more than inspect. Instructional supervision is a service activity that exists to help facilitators do their job better. Akinwumiju and Agabi (2008) define instructional supervision as a collaborative effort involving a set of activities designed to improve the teaching and learning process. The purpose of supervision is not to find fault or to punish, but rather to work cooperatively with the facilitators. Supervision as the element of the administrative process is concerned with efforts to guide the day-to-day activities of the work group by stimulating, directing and coordinating the workers and their efforts, cultivating good working personal relationships so that they all work towards a more efficient achievement of the task goal. There are many ways in which instructional supervision can be conducted. Peretomode (2004) outlined activities that the skillful instructional supervisor can utilize to bring about desirable effect in instructors behaviour for achieving teaching effectiveness. They include:

Classroom observation which involves live observing of a teacher and analyzing his or her classroom practices, the teaching - learning process, teachers' personality, student-teacher interactions, lesson note and lesson presentation. All these are observed by the supervisor who is present as a witness.

Demonstration: It involves the presentation of a prearranged series of events to a group for their view. This stimulates teachers' growth and group discussion.

Teacher visitation: This activity also called "intervisiting" or "reciprocal visitations" involves one teacher visiting and observing another teacher in action in another class within the same school (inter-class visitation) (inter-school visitation). This method enhances proficiency especially if the beginning or inexperienced teacher watches experienced teacher in action.

Workshop: The activity involves a small group of people temporarily formed to discuss a specific topic or work on a common problem and trying to find solution(s) to a specific problem in a face-to-face situation.

Micro-teaching: It is a teaching situation which is scaled down in terms of time, class size and teaching complexity to allow the teacher focus on a selected teaching strategy. New skills are developed and old ones are refined. Usually it involves a small group of 5-10 pupils where the teacher employs a particular skill within say ten minutes involving content and skill. Emphasis is on the issue of immediate feedback where the teacher is evaluated by the supervisor in form of replaying a recorded lesson or actual discussion (if it was not recorded). When corrections are made the teacher re-teaches the lesson to the same group or a different group for improvement.

Listening to tape, radio or recordings: This involves using sound recordings to present ideas to one or more listeners in such way as to help develop understanding or skills. Also the use of visual presentations through the media film, television, or video tape is increasingly important in the supervisory process.

Guided Practice: This supervision technique involves individualized or small group manipulative activities. It is an approach in which doing is emphasized rather than talking with practice activities arranged out of context.

Research: Research is the systematic and objective collection and analysis of data in order to find solutions to identified problems. Here the supervisor work with and through teachers to finding solutions to problems of teaching/learning that confronts them instead of dictating solutions to or autocratically setting educational problems relating to teaching and teachers.

Adult learning and Facilitation Techniques

Facilitation strategies are strategies used by facilitators in adult and non-formal education learning activities. The use of learning strategies are based on the following reasons as identified by Yusuf (2021):

- One of the most important needs of the techniques of facilitating in Non-Formal Education that, it helps to attract the learners' attention in the center.
- Proper use of techniques in teaching makes the students interested in the subject and creates eagerness to learn more.
- They stimulate the mind of the learners to learn.
- They make the children to understand the subject rather than just memorizing learning contents;
- They encourage the students to prepare for the lesson before the commencement of class.
- They are necessary as a means of creating or sustaining interests among the children.
- Proper use of techniques of teaching leads to the retention of subject matter taught to children more thoroughly.

Generally Andragogy is the most recognised adult learning theory (Yusuf, 2021) and it was traced to the work of Malcolm Knowles an American practitioner and theorist of adult education. Andragogy is the art and science of helping adults learn (Knowles, 1984). Knowles (1980) identified the six principles of adult learning as: Adults are internally motivated and self-directed, adults bring life experiences and knowledge to learning experiences, Adults are goal oriented, adults are relevancy oriented, adults are practical and adult learners like to be respected. The details of andragogy are captured in Figure 1.



Figure 1: Andragogy

Heutagogy, otherwise known as self-determined learning, is a Learner-centered instructional strategy. It emphasizes the development of autonomy, capacity, and capability. The goal of heutagogy is to teach lifelong learning.



Narration: Narration is one of the important techniques for communicating knowledge. The purpose of narration is to present a clear, vivid, interesting and orderly sequence of learning events to the children. Narration is an art for the teachers to present his/ her lesson in the form of story by giving an account of the events to make his teaching more interesting. To be a good narrator, a facilitator should know the skill of using proper language and speech in the Classroom or center.

Description: Description is like narration. Description is defined as “the act of representing a thing by words, amount of the properties or appearances of something.” (Kochhar 2004, Pg. 86). If we explain it in simple words, we can say that description is the depiction of any event, persons, or events in words. The main purpose of description is to present the matter of teaching in the form of mental picture or image among the students. A study of descriptive essays, poems and other forms of literature in various subjects will help a teacher to develop the powers of description.

Leap to Word Model

This is a facilitating model which was initially called Strop Top Model by Alkali Muhammad in 1994 and modified in 2010 (Alkali, 2010). This model was created using Arabic approach of “wasul” in Huruful-Hija’iya (vowels in Alphabetic awareness). The approach requires that learners or facilitators will start learning from words identification. This is called word needs. It means jumping to words at the beginning of lesson without recourse to letters of the words. This is believed to have capacity in accelerating learning. In leap to word model vowels are the first lesson (wasulla). The wasulla are tools for using syllabus to form words. Facilitators will introduce vowels ‘wasulla’ then build on by adding alphabet consonants with vowels to have syllabuses. Examples are found in the following boxes.

Aa	Ii	Uu	Oo	Ee
Ai	a a			

Bb	b	b	b	b	b
<i>Applying vowels:</i>					
ba	bi	bu	bo	be	

Cc	c	c	c	c	c
<i>Applying vowels:</i>					
ca	ci	cu	co	ce	
<i>Then form words:</i>					
Abu	Baba	babu	buba	bobo	bebe

These strategies will continue up to Z level, and the second stage will introduce diphthong and diagraphs starting from Aa Anka, Ankara etc. The last part of the model is Letter Writing and Comprehension which normally includes; stories, motivational tips, current affairs, National Economy and Politics.

This approach to reading is rooted in schema theory. The notion of schema and related concepts results from the development of research in cognitive science where the importance of background knowledge in language comprehension is found to exist. Rumelhart (1980:34) points out that a schema theory is basically a theory about knowledge. It is a theory about how knowledge is represented and about how that representation facilitates the use of knowledge in particular ways. According to schema theories,

all knowledge is packaged into units. These units are the schemata. Embedded in these packages of knowledge is, in addition to the knowledge itself, information about how this knowledge is to be used. A schema, then, is a data structure for representing the generic concepts stored in memory.

In relation to the definition above, McCormick and Pressley (1997:62-63) define schemata as generalised knowledge about objects, situation, and events. Activation of schema, according to them, can dramatically affect comprehension, inferences, attention allocation, and memory of what is read. The title of passage can also activate schemata. Related to schema theory, a text only provides directions for readers as to how they should retrieve or construct meaning from their own previously acquired knowledge. The previously acquired knowledge is called the reader's background knowledge, and its structures are called schemata (Rumelhart, 1980). Then, on the basis of this theory, comprehending a text is an interactive process between the reader's background knowledge and the text. Efficient comprehension, then requires the ability to relate the textual materials to one's own knowledge. Comprehending words, sentences, and entire texts involves more than just relying on one's linguistic knowledge (Carrell & Eisterhold, 1988:76). The process of interpretation is guided by the principle that every input is mapped against some existing schema and that all aspects of that schema must be compatible with the input information (Ngabut & Palangkaraya, 2015).

Suggestions for improving Basic Literacy Delivery through Instructional supervision and Leap to word Model

The importance of instructional supervision has been emphasized as a way through which instructional delivery can be enhanced. In every centre of basic literacy there are exist centre manager and scheme organizer. These officers are responsible for instructional supervision. It is expected that they will properly guide the facilitators in lesson planning, lesson preparation, learners' management, time management, class control and instructional delivery. The approaches highlighted earlier should be properly utilised by scheme organisers in the supervision of facilitators. Lead to word model can be best applied to improve instructional delivery in Basic Literacy programme when facilitators understand its working properly. Therefore, efforts must be made to make it work. The following are suggestions for applying instructional supervision and leap to word model.

1. Scheme organisers should be empowered skilfully to discharge their supervisory roles more effectively.
2. Scheme organiser should be supported and motivated to provide guidance and support that are required by the facilitators.
3. Scheme organisers should shun mentality of inspection that connote policing facilitators.
4. Workshop on the use of leap to word model instructional reading approach should be organised by State Agencies for Mass Education for facilitators.

Conclusion

Facilitation becomes effective when instructions are properly supervised. Instructional supervision by scheme organisers will go a long way to improve way and manner in which facilitators deliver basic literacy. Facilitation itself is a strategy and in addition with other strategies play an important role in enabling learners to learn. Without the use of a strategy, teachers/learning facilitators would be aimlessly projecting information that doesn't connect with learners or engage them. Strategies help learners participate, connect, and add excitement to the content being delivered. As students become familiar with the various strategies teachers use, some can even apply those strategies independently as they learn new material. Leap to word model deliberately jumps from alphabetic awareness to word to learners; meaning it reduces time taking by NFE learner to learn and cover curriculum in short period of time. It is an excellent way in achieving accelerated ways to covering curriculum and total learning content. When you integrate gradual release responsibility model to it you will achieve a better results.

References

- Akinwumiju, J.A. & Agabi, C.O. (2008). *Foundations of school management*. Port Harcourt: University of Port Harcourt Press.
- Alkali, M. (2010). *Koyon da Karatu Learning to read and write in Hausa Hausa basic literacy Primer*. Ginja Media Ltd Lagos, Nigeria.
- Kochhar, S. (1992). *Methods and techniques of teaching*. Sterling Publishers Pvt. Ltd.
- Knowles, M. (1980). *The modern practice of adult education: Andragogy versus pedagogy*. Rev. and updated ed. Englewood Cliffs, NJ: Cambridge Adult Education.
- Knowles, M. (1984). *Introduction: The art and science of helping adults learn*. In M. S. Knowles (Ed.), *Andragogy in Action: Applying Modern Principles of Adult Learning* (pp. 1-21). San Francisco, CA: Jossey-Bass.
- McCormick, C.B. & Pressley, M. (1997). *Educational psychology: Learning, instruction and assessment*. Longman
- Ngabut, M.N. & Palangkaraya, U. (2015). Reading theories and reading comprehension. *Journal on English as a Foreign Language*, 5(1), 25-36.
- Rumelhart, D.E. (1980). *Schemata: The building blocks of cognition*. In Rand J. Spiro, et al.(eds.) *Theoretical Issues in Reading Comprehension*. Hillsdale, N.J.: Lawrence Erlbaum Associates, Publishers.
- Yusuf, M.A. (2021). Adult learning principles; strategy for Improving; instructional delivery; higher institutions of learning. *Asian Journal of Education and Social Studies*, 15(1),38-45.