

TEACHER TRAINING WORKSHOPS:

A LITERACY LEADER'S GUIDE

Written & Edited by

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and

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CONTENTS

| | Page |
|----------------------------|------|
| Acknowledgments..... | 5 |
| Contributing Authors | 6 |
| Foreword | 7 |
| Introduction..... | 9 |

CHAPTERS

| | |
|--|----|
| 1. Developing a Literacy Ministry | 11 |
| 2. Preparing for the Workshop | 17 |
| -----WORKSHOP BEGINS HERE----- | |
| 3. Introducing the Workshop: Why Are We Here?..... | 24 |
| 4. Why Teach Adults to Read? | 28 |
| 5. A Biblical Basis for Literacy | 31 |
| 6. Overview of the Primer | 42 |
| 7. Teaching Reading | 50 |
| 8. Teaching Writing | 54 |
| 9. Witness & Discipleship | 58 |
| 10. Lesson Schedule..... | 63 |
| 11. How Do We Teach Adults? | 69 |
| 12. Starting a Literacy Class | 74 |
| 13. Keeping a Literacy Class Going | 79 |
| 14. Special Lessons | 83 |
| 15. Testing, Reporting & Recognizing New Readers | 89 |
| 16. Teaching Post-Primer Books | 93 |
| 17. Literacy: A Tool for Church Planting..... | 98 |

APPENDICES

| | |
|-------------------------------------|-----|
| Appendix 1 Literacy Songs..... | 101 |
| Appendix 2 Literacy Resources | 103 |

| | Page |
|---|------|
| Appendix 3 Sample Demonstration Lesson..... | 107 |
| Appendix 4 Card Holder & Word Cards | 110 |
| Appendix 5 Workshop Registration Form | 112 |
| Appendix 6 Letter Forms For Workshop Completion | 113 |
| Appendix 7 Workshop Evaluation Form..... | 115 |
| Appendix 8 Record of Literacy Awards..... | 116 |
| Appendix 9 How to Teach the 5 Steps | 117 |
| Appendix 10 Questions Often Asked at Workshops | 131 |
| Appendix 11 Literacy Lesson Checklist | 135 |
| References..... | 136 |
| Selected Bibliography for Literacy Leaders | 137 |
| Glossary | 138 |

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We are grateful for the efforts of several people who have made this revised version of LITERACY WORKSHOPS: A LEADER'S GUIDE become what it now is.

First was the original author's wife, Ruth Dyson, who was co-laborer with him as he tried ways of improving teacher skills in literacy classes around the world. He looked at methods in broad strokes; she cleared up the details.

Next was the amazing passion for literacy and reading methodology which Dr. Robert F. Rice, founder of Literacy & Evangelism International, shared with the two of us and others who contributed to this revision.

Additionally, Dr. Robert Rice, Rev. Bob Biederman, and Rev. Carey Jo Johnson contributed writings that make up several chapters of this newly revised version. Carey Jo also assisted greatly in the editing process as did Allen & Joan Lovekin, Anna Marie Ort, and Patty Hickman.

We also would like to thank Emily Lodes for her work in designing the cover as well as other artwork throughout the book.

Appreciation is due our faithful co-workers around the world. They received our training then joined our exciting venture of literacy education for adults. Because of them, multiplied thousands now read the Bible, and many churches have been planted because they caught and lived out this vision.

CONTRIBUTING AUTHORS

From Literacy & Evangelism International



DR. ROBERT F. RICE founded Literacy & Evangelism International in 1967 and was Director until 1994. After receiving B.D. and Th.M. degrees from Princeton Seminary (thesis: Literacy as a Means of Evangelism in Foreign Missions), Dr. Rice served with the Korea Presbyterian Mission 1950-1965. He directed construction of Bible-content adult literacy primers in over 130 languages. He worked with over 140 different missions, national churches, and Christian organizations. He traveled around the world over 40 times to develop primers and conduct Teacher Training Workshops.



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FOREWORD

“My people are destroyed for lack of knowledge.” (Hosea 4:6) Billions of people have little or no education. One Billion adults in the world are functionally illiterate. Without the ability to read and write how are they going to make it in the global economy? They are destined to live their lives in darkness, totally unable to function in a globally competitive world. The illiterate are the most impoverished, destitute, taken-advantage-of population on the face of the earth. They are imprisoned in a non-reading world. They are crying out from their prison of illiteracy. They are weeping even as you read these words.

The good news is that God has heard their cry. The Bible reveals to us the compassion of God. Throughout the Biblical narrative we see a theme of God’s mercy. Over and over again, woven through Scripture, we see God responding when a people group, or a person, cries out to Him. God has heard the cry of millions of people around the world, crying because they can’t make it in a society that requires the socially critical skill of reading, crying because they can’t read, meditate, and feast upon the very Word of God found in the Bible, God’s love letter.

These weeping masses of non-readers represent one of the most significant opportunities of our age to build up the church and to reach out to non-believers with the love of Christ. Churches are springing up across Africa, Asia, and the Americas with new disciples eager but unable to read God’s Word. The opportunity is immense, and it has been embraced by the authors that have crafted this book.

Dr. Dyson’s *Teacher Training Workshops: A Literacy Leader’s Guide* has always been the definitive work for Africa on how to host a literacy training event for teachers. With undisputed authority on the subject, Dr. Dyson has outlined, step by step, a practical guide for everyone called to literacy ministry. Now, with the help of Tedd

Lodes, this incredible resource has been expanded to bridge cultural nuances around the globe. Teacher Training Workshops: A Literacy Leader's Guide is a large part of God's response to the non-reading world which is crying out to Him.

May God's Spirit give you the knowledge, passion, and power to serve in the harvest of literacy missions.

Sid Rice,
Director of Literacy & Evangelism International

INTRODUCTION

This book began as a collection of guidelines developed to standardize the training of literacy teachers and literacy coordinators in Africa. It has now been expanded with an international scope and combined with the teaching methodology of Literacy & Evangelism International (LEI). The result is a comprehensive curriculum that can be used as a manual for training Literacy Leaders to conduct Teacher Training Workshops (TTWs).

Literacy & Evangelism International is an interdenominational, inter-mission fellowship. Since 1967, LEI has helped churches and organizations to start their own literacy ministries. They have developed literacy primers in almost 200 languages in more than 60 countries around the world. They also conduct follow-up Teacher Training Workshops in various languages and hold International Literacy Training Institutes in various regions of the world.

LEI's core mission is two-fold:

- 1) to help non-reading Christians learn to read the Bible, while helping to improve their overall quality of life; and
- 2) to share the Gospel with non-believers through Bible-content materials, while helping to improve their overall quality of life. This book will be the guide that Literacy Leaders use for training teachers to accomplish this mission.

Chapters 1 and 2 offer information which must be considered before a workshop is begun. Chapters 3 through 17 contain outline notes to guide the leader through each step of the workshop. These chapters are the result of many different workshops held since the 1960's in all kinds of places and under various conditions. No two workshops are exactly the same. That is why the guidelines in this manual must be adapted to some extent to fit each workshop.

For participants of a Teacher Training Workshop to be considered trained literacy teachers, they should understand the main content of this book. They should also have had supervised practice teaching experience and be able to teach.

LEADER'S NOTES are also located throughout the book in order to help guide the Literacy Leader through the Teacher Training Workshop. Also, the Glossary at the end should be used to understand how literacy related words are used in this book.



DEVELOPING A LITERACY MINISTRY



Too many literacy programs have been started from a “tug at the heart without a plan in the head.” Good planning and preparation lay the foundation for a successful literacy ministry. Now, let’s begin.

A. ASK QUESTIONS

Before you begin, ask some important questions. Or at least be sure someone has asked these questions and found some answers.

1. *Who Will You Teach?* How do they live? How do they make their living? Do they have a cash economy? Are they rural farmers or urban workers? Are they a minority or a majority group? What language is their mother tongue? Do they also speak a common trade language, and, if so, what percentage can speak it? What percentage of them are women? Are they interested in reading? What is their worldview? What do they believe? What motivates them to read?
2. *What Will Be Your Emphasis?* Will your program basically teach adults who desire to read the Bible? Are you sure this is *their* desire? Are they also interested in solving their family’s health, social and economic concerns?
3. *What Literature Is Available?* No literacy program can begin before a primer has been written for the language. If help is needed to write a primer, you may contact Literacy & Evangelism International (LEI) (See Appendix 2). If your

goal is to teach adults to read the Bible, be sure your primer or post-primer materials adequately prepare for Bible reading. It would be assumed that a good translation of at least major portions of the Bible has already been completed, tested and is available in the language being taught to read.

It would be unfair for you to limit your literature to scripture. No matter your emphasis, you should have books that include local proverbs, health helps, farming advice, some how-to-do-it guides and even books that make adults laugh. **Find out what adults *want* to read and write.**

4. *What Finances Are Available?* Money for printing primers and books is always limited. Sometimes you can obtain assistance from your church as well as neighboring churches to help with printing costs. NGOs (Non-Government Organizations), missions organizations, and publishing groups may also help with initial costs for books and materials. Keep the per copy cost low so that students will be able to afford the primers.
5. *How Will Your Program Be Organized and Managed?* Who selects the Leader or Leaders to be responsible for seeing that 1, 2, 3, and 4 (above) are carried out? Who will plan and carry out Promotional Meetings, Teacher Training Workshops (TTWs) and Follow-up Visits on a continuing basis? (See pages 13 -16.) Who will see that primers are available before classes begin? (See page 15.) Who will report progress and problems, and to whom will they report? (See Chapter 15.)
6. *What is Your Mission Statement?* Every literacy program should have a clear statement of its purpose. This statement should be understandable and acceptable to all who sponsor and are involved in the program. Below is a sample mission statement:

“To teach reading and writing so that adults can read the Bible and have a more abundant life.”

You may use this as your mission statement or create your own.

7. *What are your stated goals?* For example, how many teachers will be trained? How many adults will learn to read? A literacy program that has no goals can never prove its purpose for existence. Be prepared to discuss and use your goals for Promotional Meetings.
8. *What are your plans for monitoring the program?* Goals should be reviewed at least once a year. If the stated goals are not being reached, re-evaluate your literacy program in order to identify problems that are causing un-met goals. You may need to readjust your strategy in order to correct these problems.

Make sure you set goals that are achievable and realistic.

Re-evaluate all eight questions regularly.

B. A SUGGESTED LITERACY MINISTRY

Information obtained from your study mentioned above will help you develop a literacy ministry that is better adapted to your area.

A good on-going literacy ministry includes promotional meetings, Teacher Training Workshops (TTWs) and follow-up visits. Each part of this literacy ministry model leads to the next part. Having a promotional meeting in an area leads to a Teacher Training Workshop (TTW). Once teachers are trained and begin literacy classes, then the Literacy Leader needs to visit the classes to make sure the teachers are doing well. These follow-up visits can then lead to more promotional meetings and Teacher Training Workshops. This on-going literacy ministry cycle is illustrated in Figure 1 on the following page. Now let's describe in more detail these three crucial steps in setting up any successful literacy ministry: **promotional meetings, TTWs, and follow-up visits.**

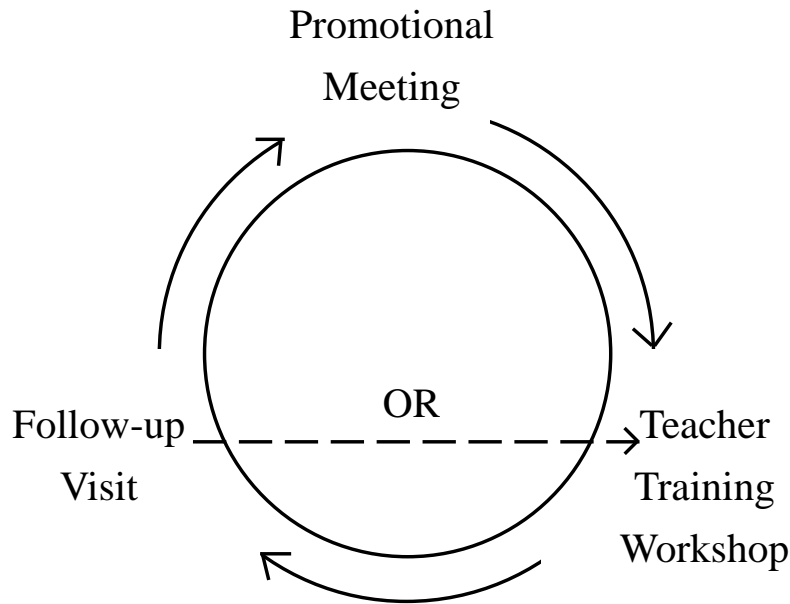


Figure 1. *The Literacy Ministry Cycle*

1. *Promotional Meeting.* The Literacy Leader should meet with any interested churches, sharing with them the need for literacy and offering to help them reach their community by developing a literacy ministry in their church. Discussion during this promotional meeting would include how literacy can be used as a tool for personal improvement, evangelism, church planting, and Christian growth. (See Chapters 9 and 17.) At the end of the meeting, begin plans for the Teacher Training Workshop (TTW) so that arrangements will be completed before the Leader returns for the TTW.
2. *Teacher Training Workshop (TTW).* Teacher Training Workshops are held for volunteer teachers (church members, leaders, and pastors) to train them to organize and teach adult literacy classes or one-on-one tutoring sessions. This book outlines exactly how to lead a TTW. Chapter 2 will show exactly how to prepare for the TTW.

Experience has shown us the need to hold TTWs that bring together people from different churches. This fulfills the fellowship need within the body of Christ. It also saves time and expense when volunteer teachers from several churches can be trained together.

Also, it is important to hold TTWs in institutions where pastors are trained. The goal should be for every pastor to receive literacy teacher training. Even if pastors do not become literacy teachers, they will understand the program and can be of more assistance to the literacy teachers in their churches. We have never known or heard of a successful literacy movement in a church except where the pastors were interested and involved. Pastors are key people!

3. *Follow-Up Visit.* The Literacy Leader returns regularly to visit classes being taught by teachers he has trained. This is probably the most difficult yet most valuable work of a Literacy Leader. The follow-up visit should be made after a class has been started and some progress made. Class members will anxiously await the visit of the one who trained their teacher.

During these visits the Leader often finds new readers or literate adults who have become interested in the literacy ministry and need training. Ask the current teachers to recruit others who are interested in being teachers as well. The Leader may also find that there are problems with the literacy program. If so, the leader can brainstorm with the local teachers in an effort to remove any obstacles hindering the work. Mainly, though, the visits are to encourage teachers and students.

Beyond these regular visits, other methods to encourage a literacy ministry are limited only to the Leader's imagination and creativity. Some successful ideas that have proven helpful over the years include: writing encouraging letters (or e-mails) to all the teachers on a monthly basis, attending or speaking at a graduation ceremony for the students, and praying consistently for your teachers and their students so that the power of God may be released into their efforts. Encourage teachers to also find an intercessor from their church who will faithfully pray for them and their student. Prayer is the key.

We have found that the effectiveness of work in any given

area depends upon the continuing communication between the Literacy Leader and the literacy teachers he has trained. *Follow-up is the key to success!*

C. KEEP THE CYCLE GOING

The three parts of a literacy ministry just described form a never-ending cycle that the leader must perpetuate. It is never-ending because each part, if successfully carried out, leads to a need for the next part. Of course, if no problems are found during the Follow-Up Visit, another Promotional Meeting may not be needed. In this case, you can offer to do another Teacher Training Workshop to train new teachers and re-train current teachers who may need a refresher course (see the dotted line in Figure 1). Don't be surprised if many of the teachers need a refresher course to sharpen their skills - this is normal.

D. MULTIPLY YOURSELF

God's Word tells us to multiply ourselves. 2 Timothy 2:2 says: "And the things you have heard me say . . . entrust to reliable persons who will also be qualified to teach others." Likewise, your literacy ministry must include a plan to multiply yourself. Someday you will be gone. From the time of your first TTW and on, note who your best teachers are. After they have become experienced teachers, train them to be Literacy Leaders.

When the time comes to train other potential literacy leaders, organize a Literacy Leader Training Workshop. Try to provide each person with a copy of this book so that they can use it as a guide to train others and lead TTWs. After you have thoroughly taught Chapters 3 through 17, plan time for participants to do a practice TTW.

By the end of your Literacy Leader Training Workshop, the participants should feel confident organizing and leading a basic TTW. We encourage you to contact LEI for assistance in conducting a Literacy Leader Training Workshop.



PREPARING FOR THE WORKSHOP



WORKSHOP AIM: The first purpose of a Teacher Training Workshop (TTW) is to train adults who can read and write to teach non-reading adults to read and write. Another purpose is to develop a skill which can be used as a tool for witnessing to the love of Christ and aid in the spiritual growth of people and churches.

A. LENGTH OF COURSE

1. *TTWs for Churches.* A church TTW can be completed in anywhere between 15 to 30 hours, depending on the participants and the local situation. TTWs are typically held for three days, but more days and more time are always better. However, keep in mind that participants who have jobs or family responsibilities find longer TTWs more difficult to attend.
2. *TTWs in Institutions.* TTWs in post-primary schools and Bible Institutes can also be completed in anywhere between 15 to 30 hours, though the teaching time may be shortened a bit more if necessary. In some schools, this book has been used in the curriculum for part of a semester course in Literacy or Adult Education.

In either case above (1 or 2), the number of hours given are a general guide to help you plan your TTW. As a general rule, though, the more training time the better, especially since practice teaching and preparation of teaching aids are needed and require considerable time to be effective.

B. TTW ENROLLMENT

1. *Who Should Attend?* Anyone attending a TTW should have these qualities: an adult who knows how to read and write, a good Christian example, a friendly person, a person who wants to help others, willing to be trained as a literacy teacher, and a faithful person (see Ch 12, for more explanation). Participants may also be newly literate adults who have recently reached the functional level of reading.
2. *Size of Enrollment.* Sometimes, large numbers of participants at Teacher Training Workshops are unavoidable. Ideally, though, it is best for one Workshop Leader to teach no more than twelve to fifteen participants since practice teaching and making teaching aids require close supervision. If team teaching with another literacy leader, though, more participants can come to the training. During promotional meetings, explain that *only* people who intend to teach should attend the TTW. The quality of training received suffers when the TTW is too large.
3. *Refresher Course.* We seldom find weak teachers who refuse to attend a second workshop if it is called a refresher course for them. Some adults require two or more workshop experiences before they can feel comfortable teaching a class. They can attend a workshop planned for participants attending for the first time. Give first-time participants first chance at answering questions and in discussions.

C. MATERIALS NEEDED FOR THE TTW

1. *For the Leader.* It is helpful to keep a box or bag of materials needed for a TTW. When you find an item you need for your next TTW, put it in the container. Then you will always have your TTW materials together. The box or bag can be checked before leaving for each TTW to assure that at least the following materials are there:

- a. A copy of this book or TTW schedule (pp. 22-23)
- b. Teaching Posters containing large, blown-up versions of at least lessons 1, 12, and the first Bible-story lesson. You can also make informative posters showing illiteracy problems, advantages of literacy, literacy songs, etc.
- c. Samples of literacy primers and post-literacy books to be displayed and explained. Also take enough primers for the participants and their students.
- d. Whatever materials needed for making word cards, card holders and other teaching aids. For example: empty soap or sugar boxes, scissors or blades for cutting, straight edged rulers, large sheets of paper, wide or felt point pens if available. Use only materials available where the TTW is held.
- e. TTW Registration Forms. (See Appendix 5.)
- f. Letters of Attendance (see Appendix 6) and/or Certificates to be presented at the close of the TTW.
- g. Evaluation Forms. (See Appendix 7.)
- h. A supply of pens, pencils, chalk and a cleaning cloth (or eraser).
- i. Blackboard (chalkboard).

Suggestion: If blackboards are not available, make your own. Take a thin piece of 4 X 8 foot plywood and cut it in half, leaving two square boards. Then use sandpaper to make the boards smooth. Use a large nail to draw lines on one side for manuscript writing. Then paint both sides with black emulsion (water based) paint. They are useful for writing extra notes, literacy songs and practice writing for participants and serve as a sample for participants to make for themselves.

2. For the Participants:

- a. A notebook. Participants can use the first half of the book for class notes and the last half for practicing writing.
- b. A pen for taking notes and pencil with rubber eraser.
- c. A primer. The Leader must plan ahead of time to be sure there will be enough copies of the primer for each participant to have at least one copy.

Note: The Leader is responsible to see that a supply of primers will be available at the end of the TTW for newly formed classes to use. If possible, find a local person with whom you can leave a large supply of books. An elected official of the churches is preferred. Or you can leave a master copy of the primer and ask the church to make photocopies as they need them.

D. DEVOTIONALS

Begin each workshop day with a brief devotional time using topics and scriptures such as:

- ***First Day:*** “The Abundant Life” John 10:10

Some Bible translations use “full” instead of “abundant.” Discuss ways a person’s life can be fuller if he or she can read God’s Word.

- ***Second Day:*** “The Blessing of Reading” Revelation 1:3

Some translations say, “Happy is the one who reads . . .” Let participants tell who taught them to read. Read Isaiah 29:11b, 12. Close with prayer thanking God for those who taught us to read.

- ***Third Day:*** “The Literacy Teacher’s Command & Consolation” I Corinthians 15:58

Assure participants that there will be times when they feel their literacy work is wasted, but they should stand firm. Encourage them to make this scripture their motto and to read it when they are discouraged.

NOTE:

Each day’s topic and Scripture can be written on the blackboard for participants to write into their notebooks. Participants enjoy memorizing the topics and scriptures for each day’s devotional. Evaluation responses usually show that the daily devotional time is a favorite part of the TTW. Feel free to prepare your own devotional topics and choose other meaningful scriptures that relate to literacy. See chapter 5 for more ideas.

E. LITERACY SONGS

All have their spirits lifted by lively songs. After learning songs like the ones in Appendix 1, challenge participants to compose

their own. Have composers teach their songs. Perhaps give prizes for the best ones. Later, you will probably hear the songs sung in literacy classes and at special literacy services you attend.

F. RECOGNIZING TEACHERS

Teachers deserve appreciation and recognition for their time and dedication. Most literacy programs award certificates to teachers. Some award the certificates at the close of the Teacher Training Workshop. Others wait to present the teachers their certificates at the time their first students receive Reading Certificates. In this case, a Letter of Attendance should be presented. (See Appendix 6, a.) Seals may be added to the Teacher's Certificate when a teacher attends a Refresher Course or when he has taught a specified number of students. Other forms of appreciation might be a gift or a sincere compliment. What or how much is given is not as important as making sure that the teachers are appreciated and recognized.

G. NAMES

Learn all the participants' names early on and call them by name. This will help to encourage them and build group unity.

H. TTW SCHEDULE

On the following page, you will find an example of a three-day TTW schedule. This is an ideal schedule that includes all the necessary parts of a TTW and lasts a total of 27 hours.

As mentioned earlier, the length of your TTW will vary depending on the situation, location, and the teachers you are training. Do your best to work around the schedules of those being trained, especially when they are volunteers. For instance, some people may work during the day and only have free time in the evenings. In these cases, you need to create your own TTW schedule. To do this, please use the sample schedule on the following pages as a guide.

THREE-DAY TEACHER TRAINING WORKSHOP SCHEDULE

| TIME | DAY 1 | DAY 2 | DAY 3 |
|-------|--|---|---|
| 8:00 | ❖ Devotions/Worship/prayer (P.20) | ❖ Devotions/Worship/prayer (P.20) | ❖ Devotions/Worship/prayer (P.20) |
| 8:30 | ❖ Welcome and Introduction Introduce yourself, explain your ministry, etc. ❖ Why are We Here? (Ch. 3) | ❖ Review names of all 5 steps ❖ Demonstrate & Practice Step 4 | ❖ Practice Teaching Lesson 3 (All 5 Steps and Writing) |
| 9:00 | ❖ Why are We Here? (Cont.) * focus on illiteracy in your local area ❖ Why Teach Adults to Read? (Ch. 4) | ❖ Demonstrate & Practice Step 5 ❖ Practice All 5 Steps in groups | ❖ Demonstrate how to teach Lesson 12, then practice in groups -All parts - Prayer/Review, Reading, Writing, Witness, Review (cardholder) |
| 9:50 | ❖ ❖ ❖ BREAK ❖ ❖ | ❖ ❖ ❖ BREAK ❖ ❖ | ❖ ❖ ❖ BREAK ❖ ❖ |
| 10:00 | ❖ Biblical basis for Literacy Ministry (Ch. 5) | ❖ Demonstrate Writing segment of the lesson (Ch. 8) | ❖ Keeping a Literacy Class Going (Ch. 13) ❖ Teaching the Special Lessons (Ch. 14.) |
| 11:00 | ❖ Overview of the primer (Ch. 6) ❖ Memorize 5 Steps | ❖ Practice Writing Lesson | ❖ Special Lessons Cont. (Ch. 14.) |
| 11:30 | ❖ Teaching Reading (Ch. 7) * <i>appendix. 3 can be demonstrated now</i> | ❖ Witness & Discipleship (Ch. 9) | ❖ Special Lessons Cont. (Ch. 14.) |
| 12:00 | ❖ ❖ ❖ LUNCH ❖ ❖ | ❖ ❖ ❖ LUNCH ❖ ❖ | ❖ ❖ ❖ LUNCH ❖ ❖ |

| | | | |
|----------|--|---|---|
| 1:00 | <ul style="list-style-type: none"> ❖ Prayer/Singing ❖ Demonstrate & Practice Step 1 | <ul style="list-style-type: none"> ❖ Lesson Schedule (Ch. 10) | <ul style="list-style-type: none"> ❖ Special Lessons Cont. (Ch. 14.) |
| 2:00 | <ul style="list-style-type: none"> ❖ Demonstrate & Practice Step 2 | <ul style="list-style-type: none"> ❖ Practice teach Lesson 1 -All parts - Prayer/Review, Reading, Writing, Witness, Review (cardholder) | <ul style="list-style-type: none"> ❖ Recognizing Readers (Ch. 15) ❖ Post-Primer Books (Ch 16) |
| 2:50 | <ul style="list-style-type: none"> ❖ ❖ BREAK ❖ ❖ | <ul style="list-style-type: none"> ❖ ❖ BREAK ❖ ❖ | <ul style="list-style-type: none"> ❖ ❖ BREAK ❖ ❖ |
| 3:00 | <ul style="list-style-type: none"> ❖ Demonstrate & Practice Step 3 | <ul style="list-style-type: none"> ❖ How Do we Teach Adults? (Ch. 11) ❖ Starting A Literacy Class (Ch. 12) | <ul style="list-style-type: none"> ❖ Literacy & Church Planting (Ch. 17) ❖ Time for Questions (App. 10) |
| 4:00 | <ul style="list-style-type: none"> ❖ Practice Steps 1-3 | <ul style="list-style-type: none"> ❖ Practice teaching Lesson 2 -All parts - Prayer/Review, Reading, Writing, Witness, Review (cardholder) | <ul style="list-style-type: none"> ❖ Practice teach Lesson 1 again All parts - Prayer/Review, Reading, Writing, Witness, Review (cardholder) |
| 4:45 | <ul style="list-style-type: none"> ❖ Show how to make word cards for Step 4 and assign homework | <ul style="list-style-type: none"> ❖ Time for Questions | <ul style="list-style-type: none"> ❖ Prayer for the Ministry and for Non-readers (future students) ❖ Certificates and Commissioning |
| 5:00 | <ul style="list-style-type: none"> ❖ Closing Prayer | <ul style="list-style-type: none"> ❖ Closing Prayer | <ul style="list-style-type: none"> ❖ Closing Prayer |
| HOMework | <ul style="list-style-type: none"> ❖ Make word cards for lesson 1 & 2 ----all new words and all new syllables ❖ Memorize the 5 Steps | <ul style="list-style-type: none"> ❖ Make word cards for lesson 12 ❖ Practice Teaching the 5 Steps and the Writing | <ul style="list-style-type: none"> ❖ Matthew 28:19 ❖ Acts 1:8 ❖ 1 Corinthians 15:58 |

TTW Begins Now!



CHAPTER THREE

INTRODUCING THE WORKSHOP: WHY ARE WE HERE?



TEACHING TIME: Approximately 30 Minutes

PREPARATION: You should already have looked up literacy statistics for your country and local area to be used in presenting the need for literacy. Check UNESCO's website (www.unesco.org) to find your nation's literacy rate, understanding, though, that many countries report inflated literacy rates. Using the percentage of illiteracy and your nation's total population, calculate how many people in your country cannot read or write.

LEADER'S NOTES: Standing for the first time before a group of TTW participants who want to join you in helping adults know more of the "abundant life" by reading can be one of life's highest joys! Your own enthusiasm during that first session will set the tone of the entire TTW. Your spark of joy can become a fire right there in that workshop room.

Each day write the date, devotional title and scripture at the top of the blackboard. Next, write the session titles and notes. Most times you will need to write on the blackboard anything you expect the participants to write in their notebooks.

Developing the theme "Why are we here?" during your first session will introduce participants to the need and purpose of the TTW. Be sure to encourage and use responses from participants as much as possible even during the first session.

WHY ARE WE HERE?

There are at least four reasons why we are here at this Teacher Training Workshop.

1. *Because Illiteracy Is a Problem.*

24 a. *In the World.* There are over 6 billion persons in the

world.¹ During the past 30 years the estimated number of non-reading adults has grown from 400 million to over one billion, or nearly 1 of 3 adults. It is estimated that the number of illiterate adults will continue to grow from 30 to 50 million a year.² In addition, many literate people have only marginal literacy skills and cannot read well enough to understand the Bible in their language or to function in a literate society. As you can see, this is a huge and urgent problem.

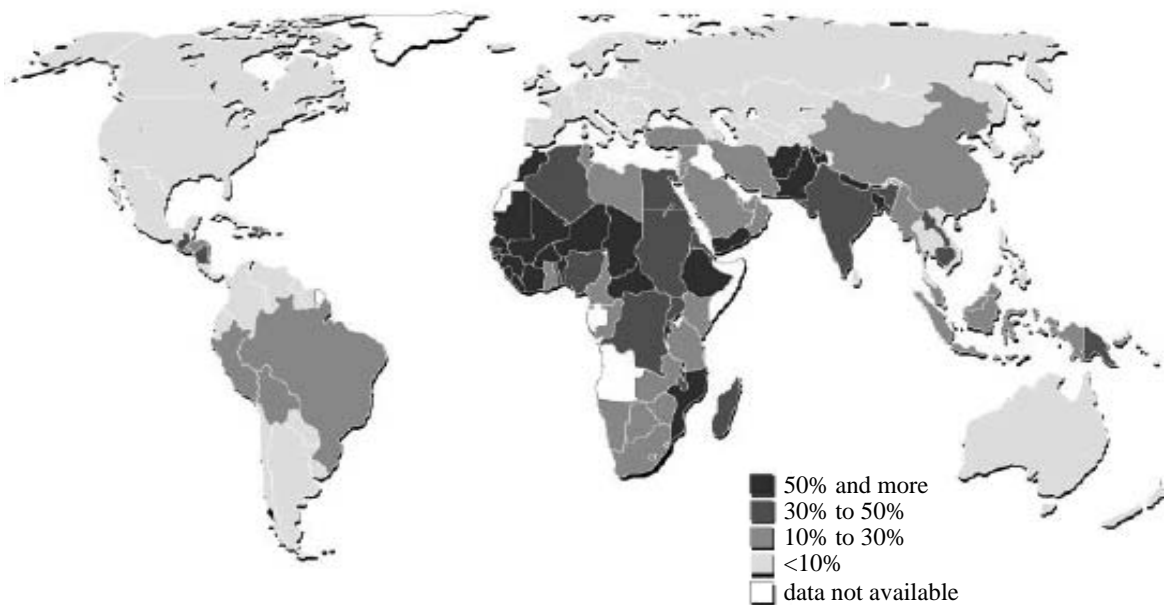


Fig. 2. *Illiteracy in the World*³ (UNESCO, 2002)

LEADER'S NOTE:

UNESCO's Map of Illiteracy above shows some general estimates of literacy rates on a global scale. Fill in the blanks below with the population & literacy rates for your nation. Then, talk about the many people in your own church or community who cannot read.

- b. *In Our Nation.* Our country has a population of _____. Out of the total population, ____ % are illiterate. Therefore, approximately _____ people in our nation cannot read and write.
- c. *In Our Churches and Communities.* The late President Kenyatta of Kenya once said that an illiterate man is a half-man.⁴ We would say that a non-reading church member

enjoys less than half the benefits of church membership when he cannot read the Bible, read hymns, or serve in positions such as a Bible study leader, church secretary, or treasurer. The church welcomes their offering, and the community their taxes, but non-readers miss many of the benefits and blessings enjoyed by those who read.

d. *In Our Families*. People all around you cannot read and write. How many of you have family members or adults in your family circle who cannot read enough to help themselves? Would it bring joy for you to teach them?

2. *Because We Can, in a Few Hours and with Little Cost, learn and then teach a Skill Which Will Stop Illiteracy*. An international group in North Africa did a survey to know what help its citizens would most welcome. Hospitals and literacy were the two forms of assistance most desired. Governments around the world seek solutions to their social, economic and health problems. They need programs that require large sums of money and highly trained persons. Literacy classes do not require large sums of money or several years of training for their leaders. Literacy education can begin correcting problems directly and quickly.

3. *Because literacy is a foundation for any successful sustainable development*. Without the ability to read, there can be no significant education. And without education, community development programs meet only temporary needs and do not last. In other words, “If you give a man a fish, you feed him for a day. If you teach a man to fish, you feed him for life.” Teaching a person to read gives a powerful skill that will benefit him for life. In the same way, bringing literacy to a community will provide a strong platform for long-lasting community development.

4. *Because our Lord Desires That Every Person Enjoy a Better Life Here and Now.* In John 10:10, Jesus said He had come so that every person can have life and have it fully. The ability to read signs, medicine labels, health books, etc. leads to a higher standard of life. To be able to read God's Word for oneself can be life's highest reading experience.

These are four reasons for attending this Teacher Training Workshop that will help you to better understand WHY YOU ARE HERE. In short, you are here to learn how to start and sustain a literacy ministry.

WHAT IS LITERACY MINISTRY?

We have now seen that illiteracy is a serious problem in our world, our community, and in our church. What is the solution to this tremendous problem? The simple answer is literacy ministry. Literacy ministry is an outreach done through a local church or Christian organization to teach adults how to read and write in their own language. There are essentially three main goals to Bible-based literacy ministry:

1. To give the poor a practical tool that will help them to have a better life.
2. To help believers to read the Word of God for themselves in their own language.
3. To share the Gospel with non-readers by serving them, witnessing about God's great love, and helping them to read the Bible-content primers.

Literacy ministry is done through locally trained teachers. You will be the teachers who accomplish this great task so that God's Kingdom will continue to grow in your community and country. Remember Jesus said, "The harvest is plentiful, but the workers are few." Count it a privilege and an honor that God has allowed you to serve in this ministry and to be a worker in His great harvest.



CHAPTER FOUR

WHY TEACH ADULTS TO READ?



TEACHING TIME: Approximately 40 minutes

PREPARATION: Display and discuss 2 posters you've prepared, showing items adults need to know how to read. For example:

POSTER 1

Medicine Label
Health Booklet
Receipt
Price Sign
Job Application
Letter
Newspaper

POSTER 2

Bible
Bible Story Book
Religious Booklet
Gospel Tract
Church Notice
Hymnbook
Religious Magazine

LEADER'S NOTE: Begin this section by asking participants to get into small groups and make a list of all the reasons, both secular and spiritual, why we should teach adults to read. Then, have one group copy their entire list to the board, putting all the secular reasons on left side and all the spiritual reasons on the right side. Then, ask the other groups to, one by one, go up to the board and add anything not listed by the first group.

In the traditional pattern of formal education, it was assumed that childhood was the time to learn reading, writing, and basic arithmetic. For millions of people that pattern was not possible. Now they are adults and we face the question: "Why teach them?" As we continue to explore this question, it is clear that adults *need* to learn and that they *can* in fact learn. We also discover that God wants His people to learn so that they can better know Him through reading the Bible and so that the church can become strong and healthy. In this section, we will discuss further the ability of adults to learn as well as their need to learn. In the following section, we will look at God's desire for believers to be readers and doers of His Word.

A. ADULTS *NEED* TO LEARN

Adults need to sign their names—to read medicine labels and health books which help them prevent disease—to read scales and receipts in order not to be cheated—to read and write letters and thus prevent loneliness—to read books and newspapers and public notices to gain information—to read farm and work manuals in order to raise their standard of living—to read the Bible for spiritual help.

LEADER'S NOTE:
Show the posters you've prepared as a visual aid showing why adults need to learn to read.

Think of an adult sitting at the Post Office or Internet Café while someone reads him mail he has received. Or perhaps someone is writing a letter or e-mail for him. People watch. He is embarrassed. Family secrets and personal pride are often lost!

LEADER'S NOTE:

On the blackboard, list the age groups on the following page and ask some to rank them from 1st to 4th according to how fast they learn.

5 to 15 _____
15 to 25 _____
25 to 40 _____
40 & older _____

B. ADULTS CAN LEARN

1. *The Adult Can See and Compare Differences.* Adults have had many experiences. For years they have been reading. That is, women have been “reading” the quality and variety of leaves, fruits, and vegetables that they buy and sell in the market. Men have been predicting the weather or telling time by “reading” the sky. Some have been “reading” footprints and soil. All adults have been “reading” money!
2. *Adults Can Go from the Known to the Unknown.* Adults have many “knowns.” These experiences give the adult a base for

learning the unknown. The adult has already known about market trading—the farm growing process—animal birth and care—causes of death—some crafts—and perhaps motor driving and reading road signs.

3. *Adults' Minds Have Been Sharpened.* Using the mind always sharpens and improves it. Adults have had many years in this process. They can put to use their wisdom and ability to reason in learning a new skill.
4. *Adults Have Larger Vocabularies than Children.* Research has shown that people learn to read more easily when they are reading vocabulary they use in everyday speech.⁵ Therefore, adults can learn to read materials having a wide vocabulary.

According to a UNESCO study, adults learn *faster* than children.⁶ The facts in items 1 through 4 above help us understand the study's result. The study made the following rank order of learning speed according to age:

First: 15 to 25 year olds

Second: 25 to 40 year olds

Third: 5 to 15 year olds and persons 40 years and older tied for third place in rank order

The first job of a literacy teacher is to convince adults they CAN learn. Then the battle of motivation is half won. Someone has said that if we were only considering the cost of our education system, adults learn so much faster than children that it would actually be cheaper to keep children at home and educate their parents!



CHAPTER FIVE

A BIBLICAL BASIS FOR LITERACY



TEACHING TIME: Approximately 1 hour

PREPARATION: Be sure there are enough Bibles for the participants to use.

LEADER'S NOTE: To teach this chapter, assign each Scripture passage found in the following LEADER'S NOTES to a different participant. Each can then read their passage out loud. Then ask the group how it relates to literacy ministry. If the TTW is small, some participants can be assigned two passages to read.

There is a reason and a purpose behind every one of our actions. We eat food because we get hungry. We wash our clothes because they get dirty. We work in order to survive. These are the factors that drive us. In the same way, you must know exactly why you are teaching. We teach those who cannot read so that they can have a better life—physically, intellectually and socially. Beyond this, though, we teach reading because God desires for people to know Him through His written Word. Simply said, God wants everyone to read the Bible so that they may believe in Christ (John 20:31), grow in their relationship with Him (2 Peter 3:18), be equipped for good works (2 Tim. 3:14-17) and understand the fullness of God (Eph. 3:19). Let's look at what the Bible says about literacy, and build our motivation for teaching on this biblical foundation.

LITERACY IN THE OLD TESTAMENT

A. Literacy in the Historical Books

LEADER'S NOTE: Read Ex. 24:7 - then ask, "How does this relate to literacy?"

"Then he took the Book of the Covenant and read it to the people.

They responded, ‘We will do everything the Lord has said, we will obey.’” (Ex. 24:7)

This is the first mention of the word “reading” found in the Bible. Moses led the Hebrew slaves out of Egypt after God’s 10 plagues. When the people arrived at Mt. Sinai, God gave the ten commandments.

Literacy Verses in the Old Testament

| | | |
|-----------------------|--------------------|----------------|
| Exod. 20:2-17* | 2 Chron. 7:17-22 | Ps. 119:105 |
| Exod. 24:4 | 2 Chron. 23:16-19 | Prov. 1:1-7 |
| Exod. 31:18 | 2 Chron. 29:30 | Eccl. 12:11-14 |
| Deut. 4:13-14 | 2 Chron. 35:26-27* | Isa. 8:1, 16 |
| Deut. 5:32-33 | 2 Chron. 36:15-21 | Isa. 29:11-12* |
| Deut. 6:6-9* | Ezra 3:1-6* | Isa. 30:8 |
| Deut. 8:3 | Ezra 6:13-18 | Isa. 40:7-8* |
| Deut. 11:26-27* | Ezra 7:8-10 | Isa. 55:10-11* |
| Deut. 17:18-19* | Ezra 9:10-15 | Jer. 7:21-23 |
| Deut. 27:1-3 | Neh. 1:5-9 | Jer. 9:13-14 |
| Deut. 28:1-2, 15 | Neh. 8:2-3* | Jer. 16:10-11 |
| Deut. 31:10-12* | Neh. 10 | Jer. 25:12-14* |
| Deut. 31:24-26 | Esther 3:12-14 | Jer. 31:33-34 |
| Josh. 1:6-9* | Esther 9:20-22 | Jer. 36:1-10* |
| Josh. 8:31, 34 | Job 19:23-24 | Jer. 51:59-64* |
| Josh. 23:6, 14* | Ps. 1:2* | Ezek. 43:10-12 |
| Josh. 24:25-26 | Ps. 19:7-14* | Dan. 5:5-12* |
| 1 Kings 2:1-4 | Ps. 78:5-7 | Dan. 9:1-3* |
| 1 Kings 9:4-5 | Ps. 89:30-37 | Amos 8:11* |
| 2 Kings 17:13-16 | Ps. 103:17-18 | Jonah 3:6-9* |
| 2 Kings 22:8-13* | Ps. 107:10-11 | Hab. 2:1-3* |
| 2 Kings 23:21-28 | Ps. 119:9-11* | Zech. 5:1-4 |
| 1 Chron. 1–9 | Ps. 119:33-35 | Mal. 3:16-18 |
| 1 Chron. 29:19, 29-30 | Ps. 119:97-100 | Mal. 4:4 |

*** Indicates Outstanding verses about literacy**

Figure 3. Some verses in the Old Testament that are related to literacy, but note that all of the Bible relates to literacy, because it is the written Word of God!

Moses then confirmed the covenant between the Lord and the Jewish people. God intended for the commandments to be *read* to His people. In response to hearing the terms of the covenant, the people affirmed their allegiance to the true and living God.

LEADER'S NOTE: Read Ex. 24:12 - then ask, "How does this relate to literacy?"

The LORD said to Moses, "Come up to me on the mountain and stay here, and I will give you the tablets of stone, with the law and commands I have written for their instruction." (Ex. 24:12)

We see a mention of "writing" in this same chapter (Ex. 24). God wrote His commands and the people were expected to read and obey them. This was an important part of their covenant relationship with the Lord.

LEADER'S NOTE: Read Deut. 6:6-9 - then ask, "How does this relate to literacy?"

These commands that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up. Tie them as symbols on your hands and bind them on your foreheads. Write them on the door frames of your houses and on your gates (Deut. 6:6-9).

God desires to get His words into the hearts and minds of His people. Likewise, parents were to transfer this knowledge of God to their children. God's laws were to be written, discussed, and visually placed before the family for continual study and reflection. Even common people, not just religious leaders, were instructed to do this:

LEADER'S NOTE: Read Deut. 17:18-20 - then ask, "How does this relate to literacy?"

When he takes the throne of his kingdom, he is to write for himself on a scroll a copy of this law, taken from that of the priests, who are Levites. It is to be with him, and he is to read it all the days of his life so that he may learn to revere the LORD his God and follow carefully all the words of this law and these decrees and not consider himself better than his brothers and turn from the law to the right or to the left. (Deut. 17:18-20).

Leaders in Israel had to be literate to be able to read God's Word. After all, the leaders were "shepherds" who would model God's ways. For that reason, the Lord gave specific instructions to the highest leader—the king. This man was to both copy the law and read it EVERY DAY so that he would fear God, follow his commands, stay humble, and stay on God's path.

B. Literacy in the Psalms

The Psalms are filled with references about the need for continual interaction (by reading, meditating, studying etc.) with the Word of the Lord. God desires His children to learn His Word so they can grow in faith and godliness. Of course, this is possible only because God's revelation was written and the people were taught to read it.

LEADER'S NOTE: Read Psalm 1:2 - then ask, "How does this relate to literacy?"

But his delight is in the law of the LORD, and on His law he meditates day and night (Ps. 1:2).

In Psalm 1 we see the contrast between the blessed man and the wicked. The former reads, understands, and thinks about the Bible. This in turn produces righteous thoughts and actions.

LEADER'S NOTE: Read the following passages: Psalms 119:9-11; 97-100; and 105. After each passage ask, "How does this relate to literacy?"

How can a young man keep his way pure? By living according to your word. I seek you with all my heart; do not let me stray from your commands. I have hidden your word in my heart that I might not sin against you (Ps. 119:9-11).

Oh, how I love your law! I meditate on it all day long. Your commands make me wiser than my enemies, ... I have more insight than all my teachers, for I meditate on your statutes. I have more understanding than the elders, for I obey your precepts (Ps. 119:97-100).

Your word is a lamp to my feet and a light for my path (Ps. 119:105).

Psalm 119 lists many of the benefits of reading and studying the Bible. Within this psalm are several synonyms for God's Word, including: law, statute, precepts, commands, ordinances, decrees, and word. The Word of God contains spiritual wealth which we discover through reading.

C. Literacy and the Prophets

LEADER'S NOTE: Read Isaiah 29:11-12- and ask, "How does this relate to literacy?"

For you this whole vision is nothing but words sealed in a scroll. And if you give the scroll to someone who can read, and say to him, "Read this, please," he will answer, "I can't; it is sealed." Or if you give the scroll to someone who cannot read, and say, "Read this, please," he will answer, "I don't know how to read" (Isa. 29:11-12).

Here the prophet Isaiah has a fascinating reference to literacy and illiteracy. To the illiterate, God's word is sealed. Allowing illiteracy in the church is like putting a lock and chain around the Bible.

The prophets preached and taught the Word of God so that the people would return to the Lord. Their words were recorded for us so that we too might be instructed in the right way. When the Bible is read, studied, taught and preached, it will accomplish its mission to offer salvation and new life.

LEADER'S NOTE: Read Jer. 36:1-2 - then ask, "How does this relate to literacy?"

In the fourth year of Jehoiakim son of Josiah king of Judah, this word came to Jeremiah from the LORD: "Take a scroll and write on it all the words I have spoken to you . . ." (Jer. 36:1-2).

In this story, God told Jeremiah, the weeping prophet, to record the prophecies. The prophet called his secretary, Baruch, to write the messages God gave him. God's instruction to Jeremiah, as well as His delivering a written law to Moses, shows us that God intended for the scriptures to be written. Written words are more reliable than spoken words because they are not easily changed or corrupted. 35

D. Conclusions about the Old Testament and literacy

From these few verses in the Old Testament, we see that reading and writing were important to the Old Testament people. God gave the Jews commands and laws to obey. He required the leaders (kings, priests, and prophets) to know and follow His words. Likewise, the common people were to obey the Word of the Lord. God told them to write the words on their homes and gates—so they could read them each day. They were to discuss God’s words at home, while traveling, in public, and in private. The success of the Jewish people depended on obeying what God revealed in His Word. Reading and obeying the Scriptures are essential keys to a vibrant and flourishing spiritual life. Reading is a precious gift that God wants all people to receive.

LITERACY IN THE NEW TESTAMENT

A. Jesus and literacy

In the Gospels, we see that Jesus Christ, the Son of God, was literate—He knew how to read and write (Luke 4:16-21; John 8:1-8). Our Savior knew the Old Testament Scriptures well. He frequently quoted from them and always based His teaching on them. When questioned, He referred inquirers back to the Holy Scriptures. Eight times in the Gospels He asks, “Have you never read?” Like Jesus, we believers should learn to read so we can study the Bible each day.

LEADER’S NOTE: Read Matt. 4:4,7,10 - then ask, “How does Jesus resist Satan?”

4... *“It is written: ‘Man does not live on bread alone, but on every word that comes from the mouth of God.’”* ... 7... *“It is also written, ‘Do not put the Lord your God to the test.’”* ... 10... *“Away from me Satan! For it is written: ‘Worship the Lord your God, and serve him only’”* (Matt. 4:4, 7, 10).

When Jesus was tempted in the wilderness, He used the sword of the

Literacy Verses in the New Testament

| | | | |
|-------------------|-------------------|----------------|------------------|
| Matt. 2:4-6 | John 1:45 | Rom. 1:1-2* | 2 Thess. 3:14 |
| Matt. 4:4, 7, 10* | John 2:17 | Rom. 1:16-17 | 1 Tim. 4:4-5 |
| Matt. 5:18-19 | John 5:39* | Rom. 3:1-2 | 1 Tim. 4:13, 16* |
| Matt. 7:24-29 | John 5:46-47* | Rom. 4:3-8 | 1 Tim. 6:3-5 |
| Matt. 11:10 | John 6:45 | Rom. 10:11-13 | 2 Tim. 2:2 |
| Matt. 19:4-6 | John 7:38 | Rom. 10:17* | 2 Tim. 2:15* |
| Matt. 21:13 | John 8:5 | Rom. 16:25-26 | 2 Tim. 3:15-17* |
| Matt. 22:29-33* | John 8:31-32 | 1 Cor. 1:18-24 | 2 Tim. 4:2-3 |
| Matt. 24:35* | John 8:37-42, 47 | 1 Cor. 2:12-16 | 2 Tim. 4:13 |
| Matt. 26:24 | John 14:21-24 | 1 Cor. 3:19-23 | Titus 1:3 |
| Matt. 26:31 | John 15:3-8* | 1 Cor. 10:6-15 | Titus 1:9 |
| Matt. 27:37 | John 17:7-8* | 1 Cor. 14:6 | Phm. 19 |
| Matt. 28:18-20* | John 19:28, 33-37 | 1 Cor. 15:3-4* | Heb. 4:12* |
| Mark 1:2 | John 20:30-31* | 2 Cor. 3:7 | Heb. 5:13-14 |
| Mark 7:6-13 | John 21:25 | 2 Cor. 4:13 | Heb. 10:7 |
| Mark 9:12-13 | Acts 1:20 | 2 Cor. 8:15 | Heb. 12:23 |
| Mark 11:17 | Acts 2:42 | 2 Cor. 9:9 | Heb. 13:22 |
| Mark 14:21 | Acts 7:42 | Gal. 1:6-9 | James 1:21-25* |
| Mark 15:26 | Acts 10:43 | Gal. 3:6-9 | 1 Pet. 1:23-25* |
| Luke 1:1-4 | Acts 13:27-41 | Gal. 3:22 | 2 Pet. 1:19-21* |
| Luke 4:16-20* | Acts 15:21* | Gal. 4:22 | 2 Pet. 3:15-16* |
| Luke 5:1 | Acts 17:2-3* | Gal. 6:6, 11 | 1 John 5:13* |
| Luke 7:27 | Acts 17:11* | Eph. 3:2-5 | 2 John 9-10 |
| Luke 10:20 | Acts 18:11 | Eph. 6:17 | Jude 3-4 |
| Luke 10:26 | Acts 20:32,* 35 | Col. 3:16 | Rev. 1:3* |
| Luke 11:28 | Acts 24:14* | Col. 4:16 | Rev. 3:8 |
| Luke 16:29-31* | Acts 26:22-23* | 1 Thess. 2:13* | Rev. 6:9 |
| Luke 24:27-32* | Acts 28:23* | 1 Thess. 5:27* | |
| Luke 24:44-45* | Acts 28:30-31* | 2 Thess. 2:15* | |

***Indicates outstanding verses about literacy**

Figure 4. Some verses in the New Testament
that are related to literacy

Spirit, the Word of God, to defeat Satan. To each temptation, Jesus answered, “It is written” and quoted Scripture. In so doing, He taught us to win spiritual battles with the Word of God.

LEADER’S NOTE: Read Luke 4:16,18-19 - then ask, “How does this relate to literacy?”

He went to Nazareth, where he had been brought up, and on the Sabbath day he went into the synagogue, as was his custom. And he stood up to read.... “The Spirit of the Lord is on me, because he has anointed me to preach good news to the poor. He has sent me to proclaim freedom for the prisoners and recovery of sight for the blind, to release the oppressed, to proclaim the year of the Lord’s favor” (Luke 4:16;18-19).

Jesus knew that the Old Testament Scriptures foretold His life and work. He often read passages from the Prophets. For example, He began His public ministry by reading from the Scriptures during a visit to His hometown. He explained to His hearers that Isaiah’s words summarized His ministry.

We can also see in this description of the people Jesus came to save (poor, prisoners, blind, oppressed) a correlation with non-readers. The illiterate are often those who live in poverty, who are confined by walls of ignorance, who are blind to what is written in books, and who are oppressed by those who take advantage of their inability to read.

B. The early church and literacy

In Acts we read how the Church which began in Jerusalem spread to Judea, Samaria, and other parts of the world.

LEADER’S NOTE: Read Acts 8:30-32,35 - then ask, “How does this relate to literacy?”

Then Philip ran up to the chariot and heard the man reading Isaiah the prophet. “Do you understand what you are reading?” Philip asked. “How can I,” he said, “unless someone explains it to me?” So he invited Philip to come up and sit with him. The eunuch was reading this passage of Scripture: “He was led like

a sheep to the slaughter, and as a lamb before the shearer is silent, so he did not open his mouth.” 35...Then Philip began with that very passage of Scripture and told him the good news about Jesus (Acts 8:30-32, 35).

In this passage, we read of Philip the evangelist. The Holy Spirit guided him to an Ethiopian. This African had gone to Jerusalem for a feast and was returning home. The man was reading from the Old Testament and Philip helped him understand it. What he read led to his conversion. Likewise today, the gift of reading leads many to receive the gift of eternal life. As teachers, you will be like Philip, helping others to be able to read and understand the Word of God.

LEADER’S NOTE: Read Acts 17:11 - then ask, “How does this relate to literacy?”

Now the Bereans were of more noble character than the Thessalonians, for they received the message with great eagerness and examined the Scriptures every day to see if what Paul said was true. (Acts 17:11).

In Berea we see the importance of reading. These people searched God’s Word daily and compared the preaching of Paul with the Scriptures. How important for us today to compare what we hear with the eternal Word of God. This will help protect us from false doctrines. May we follow the example of these Bereans!

LEADER’S NOTE: Read II Tim. 3:14-17 -then ask, “How does this relate to literacy?”

But as for you, continue in what you have learned and have become convinced of, because you know those from whom you learned it, and how from infancy you have known the Holy Scriptures, which are able to make you wise for salvation through faith in Christ Jesus. All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work (II Tim. 3:14-17).

Second Timothy was the final letter Paul wrote. As an old apostle,

Paul wrote to young pastor Timothy about the benefits of the Holy Scriptures in salvation, growth, discipline and instruction.

LEADER'S NOTE: Read Heb. 4:12-13 - then ask, "How does this relate to literacy?"

For the Word of God is living and active. Sharper than any double-edged sword, it penetrates even to dividing soul and spirit, joints and marrow; it judges the thoughts and attitudes of the heart. Nothing in all creation is hidden from God's sight. Everything is uncovered and laid bare before the eyes of him to whom we must give account (Heb. 4:12-13).

Hebrews reminds us that the Bible, the sword of the Spirit, is a powerful weapon in our spiritual battle.

C. Some conclusions about the New Testament and literacy

We have seen that Jesus, our Lord and Savior, was literate. He often quoted the Scriptures. Jesus expects us to follow His teachings, which are written in the New Testament.

Early missionaries like Paul wrote many letters to correct, encourage, instruct, and help the early Christians. They, too, expected people to read these writings, obey them, and pass them on to others. Literacy is essential for the Christian faith and for spiritual growth. Literacy is an excellent way to strengthen the church and reach people with the Gospel.

D. Literacy—an ongoing need

Dr. Eugene Nida, formerly of the American Bible Society, said the Scriptures are available to over 90 percent of the world's population. This is a great testimony to the efforts of Bible translation around the world. At the same time, however, billions of people in the world are not able to read well enough to read the Bible. Dr. Robert F. Rice, founder of Literacy & Evangelism International, called illiteracy a "blind spot"—a problem that many leaders of the church do not see. Illiteracy is a great hindrance to developing local

church leaders, equipping people for ministry, and helping believers grow in their faith by reading the Word.

Morris Watkins, founder of Lutheran Bible Translators, said that he believed that no strong church can exist in any country unless it has a good translation of God's Word in its own language. So he began to train Bible translators. Then he began to discern that even when the Bible is available in a people's language, the majority of people are unable to read it. This fact led him to begin another mission called All Nations Literacy Movement. Later he wrote a book entitled *Literacy, Bible Reading and Church Growth through the Ages*. The author demonstrates the fact that in almost every country of the world a Bible-reading laity was an important factor in the growth of the church from Pentecost to the present.

Literacy is an essential skill. Believers must learn to read so they can grow in grace. God has revealed Himself in the Old and New Testaments. Reading is the main way we get knowledge of Him and of His salvation. Without the ability to read the Scriptures, a person is cut off from this important source of knowledge. A person who cannot see is handicapped physically. A person who cannot read is handicapped spiritually.

You've seen a few examples of verses which speak about reading and writing. There are many more verses we could examine. These will suffice to demonstrate a biblical basis for literacy ministry. Most importantly, though, you as teachers need to continue reading God's Word for yourselves. Then, your charge is to help others who are in darkness by teaching them how to read. If you do so with Bible-content literacy materials you will not only be teaching a useful social skill, you will be using literacy as a means for discipleship (for the Christian) and evangelism (for the non-Christian). This will be your task as literacy teachers. Remember the LEI motto: "Each One Teach One and Win One to Christ."



CHAPTER SIX

OVERVIEW OF THE PRIMER



TEACHING TIME: Approximately 30 Minutes

PREPARATION:

1. A set of primers for each participant.
2. A chart for each of lessons 1, 2, 12, a health story (if in primer) and the first Bible story lesson from the primer.

A literacy primer introduces students to the basic skills of reading and writing. There are many types of literacy primers, with each type reflecting the philosophy and experiences of the groups making them.

General Characteristics of LEI Primers

Primer materials using the Literacy & Evangelism International (LEI) methodology are adapted for each culture. They use picture words, teach syllables, have relevant stories, a consistent lesson format, and include Bible content. Both learning and teaching with these primers is easy. In the very first lesson, students learn to *read* two or three simple sentences. In addition to reading, each literacy lesson also includes a time for writing, witness, and review.

WHO MAKES THE PRIMER?

Persons who speak the target language write the original stories and translate the Bible stories used in the last 26 lessons. A local artist draws the illustrations. Thus, each primer, while following the LEI format, is very culture-specific. The LEI consultants offer technical help in developing the primer and leading a primer construction team.

WHO LEARNS WITH THE PRIMER?

Adults who already speak the language fluently but cannot read it learn to read with the primer. With the LEI method, adult learners begin to read in the very first lesson. This gives them motivation to return for the next lesson. LEI primers can also be used to teach children. In fact, some local governments around the world have even started using LEI primers to teach reading in their public schools.

WHO TEACHES WITH THE PRIMER?

Normally, *non-professional, volunteer teachers* teach with the primer. With just a short training, any literate person can easily and effectively teach with the primer. Even farmers, as long as they know how to read, can become literacy teachers. Sometimes these teachers are paid by a church or NGO, but usually they are not.

WHO TRAINS WITH THE PRIMERS?

Those who have attended an LEI trainers course can train *non-professional, volunteer teachers*.

During rest of this training, you will learn exactly how to teach each lesson—what to do and what to say. There are five basic steps used to teach reading in LEI primers.:

1. Teach the picture words.

(Introduces the words associated with the pictures and teaches the new letter(s) in the lesson.)

2. Find the picture words.

(Sight recognition practice.)

3. Teach the words in the boxes.

(Practice breaking words into syllables and then rebuilding them. Also, reading random syllables preparing for new word recognition.)

4. Use the word cards.

(Comprehension check—prevents just memorizing.)

5. Read the story.

(Practice reading the picture-words in connected material, a story.)

Besides the 5 Steps for reading, each literacy lesson also includes writing, review, and witnessing segments. The Teaching Guide included in the beginning of Book 1 of the primer explains these parts of the lesson.

LEI primers include some special content lessons as well. The more recent primers include 8 health stories and 3 farming stories in Book 2. Along with these lessons, the most distinguishing characteristic of LEI primers is their Bible content. By Lesson 12 all the letters needed to spell “Jesus” are introduced. Beginning with Lesson 12, students read a story (or paragraph) in each lesson about Jesus or with other Bible content. Then, the last 26 lessons are Easy-to-Read Bible Stories that summarize the greatest story ever told. These stories begin with the Creation story in Genesis and end with John’s vision of heaven in Revelation.

LEADER’S NOTE:

Make sure each person has a primer. Flip through the primer as you go through this section so that participants can follow along. Look through your primer ahead of time and adapt the text to fit your primer.

WALK THROUGH A PRIMER

Keeping the general characteristics of the LEI primers in mind, let’s now look at the major features of the primers. The typical Roman script primer series has 72 lessons in 2 books (*note: older roman script primers usually have 60 lessons and primers in character orthographies usually have 90 lessons*).

How to write the letters:

Each primer series illustrates the proper way to write the letters of the alphabet. The letters appear on the inside front cover in the order they are introduced in the lessons.

a e k t p

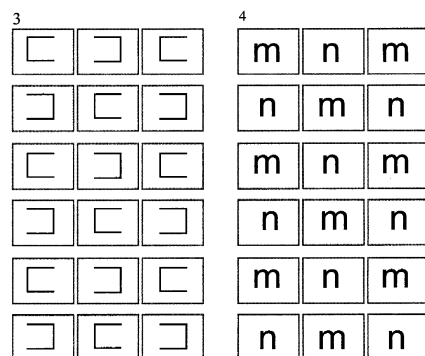
Teaching Guide:

Book 1 of the primer series contains the Teaching Guide (*note: in some primers the teaching guide is printed separately*).

The Teaching Guide (about 14 pages) has directions for teaching the reading, writing and witnessing portions of a literacy lesson.

Pre-Reading:

Pre-reading comes before Lesson 1. In the two pre-reading exercises, students practice recognizing symbol and word differences. They also learn the left to right, top to bottom pattern of reading (or whatever is the pattern of their language). See figure 5 below.



*Figure 5.
Pre-reading
sample*

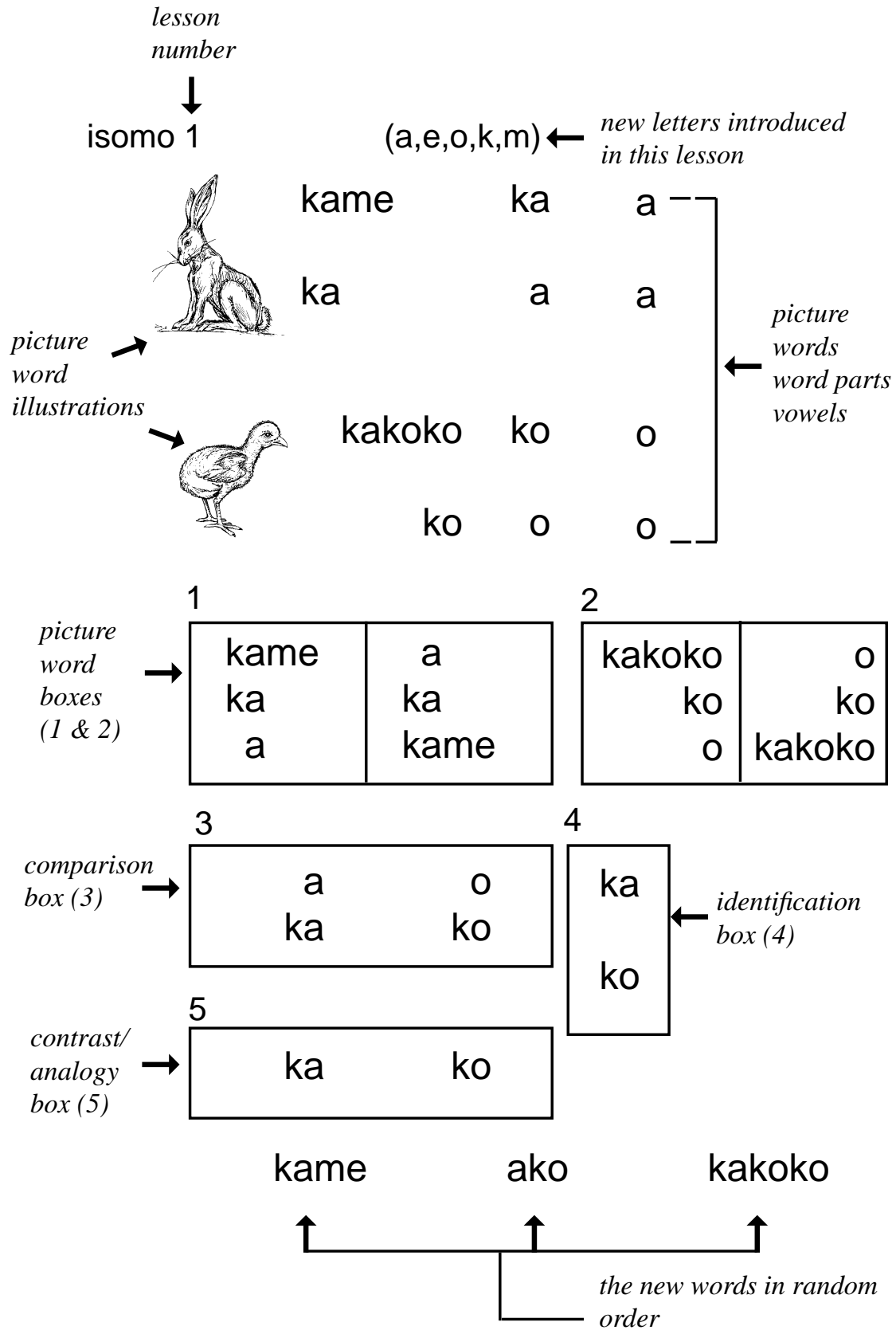
5 Steps Condensed:

Just before the first lesson are the “5 Steps” for teaching the reading portions of each literacy lesson. This shows exactly what you will say as you teach the lessons - **you must memorize these steps.**

Major Features of Lessons 1-32 (see fig. 6):

- Each lesson introduces one or more new letters or reviews letters learned in previous lessons. The picture words and boxed syllable drills focus on any new letter(s).
- Each lesson has two picture words and associated illustrations. This helps readers associate the written word with an illustrated object they readily recognize.
- Each lesson has a story. The story contains the picture words plus additional new words.
- Each lesson also includes boxed drills. These drills help the student learn the new words and syllables in those words.
- Each lesson also includes a Scripture reference. This is for the witnessing/discipleship portion of the literacy lesson.

MAJOR LESSON FEATURES (LESSONS 1-32)



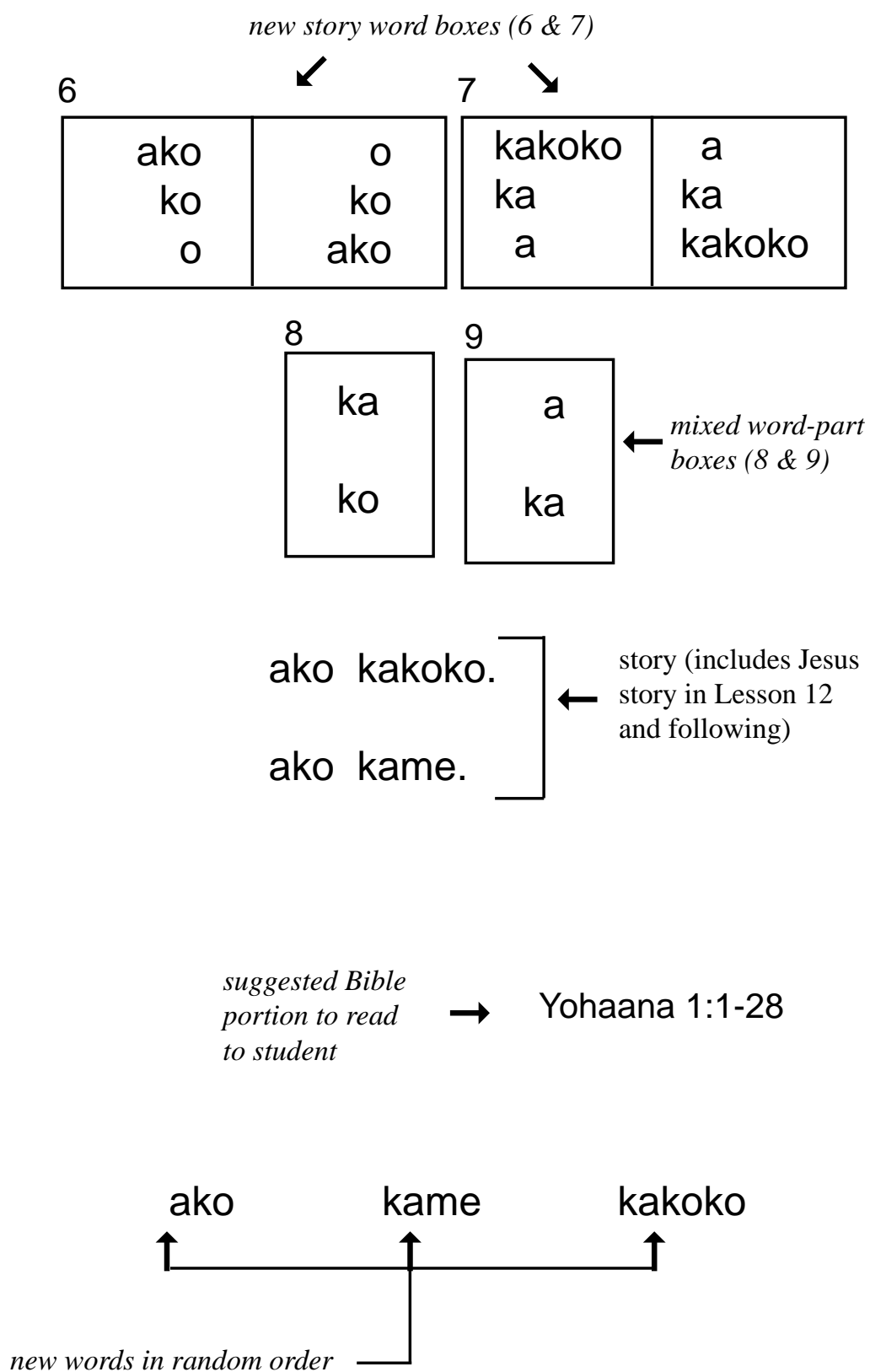


Fig. 6 Lesson 1 of the Rutoro primer

Capital Letter Lesson:

The Capital Letter Lesson is usually found in Lesson 26, though it may come earlier. Before this lesson, no capital letters are used in the stories (except for the name Jesus, God or other titles used for God). By Lesson 25 most of the single letters have been introduced in the primer. In the Capital Letter Lesson the students are introduced to the capital form of each letter. All stories after this use capital letters as they normally are used.

Word cards:

The last few pages of Book 1 have a guide for making word cards and examples of word cards. They tell how to make and use the word cards in Step 4 of each reading lesson. The sample word cards show finished cards for the first 15 or so lessons of Book 1.

Number/Arithmetic Lesson and Letter-Writing Lesson:

Usually, Lessons 33 and 34 in Book 2 are special lessons: the Number/Arithmetic Lesson and the Letter-Writing Lesson. These do not follow the format used in previous lessons.

The Number/Arithmetic Lesson shows the students how to write numbers using words. It also gives them basic arithmetic examples and practice problems.

The Letter-Writing Lesson shows two sample letters. It also shows an example of an addressed envelope.

Health & Farming Lessons (*Not in all primers*):

Usually the Health and Farming lessons are found from Lesson 35 to 46. The nine Health Lessons and three farming Lessons cover basic needs in our area. These introduce the students to vocabulary so new readers can read other materials on these subjects.


Easy-to-Read Bible Stories:

The last lessons of the primer are Easy-to-Read Bible Stories. The lesson format is similar to the first 32 lessons with slight changes. There are now three steps instead of five (steps two and four are no longer used). The page before the first Bible story lesson is a one-page

introduction to the stories and an explanation of the minor changes in the teaching method.

The Bible stories in most primers include three Old Testament and 23 New Testament stories. The Old Testament stories are the creation, the fall, and the flood. The 23 New Testament stories include the birth, life, death, resurrection, and ascension of Jesus. They also include stories of the early church taken from Acts; the second coming of Christ; and heaven, our future home. Comprehension questions are at the end of each story. Later in the workshop, we will practice teaching these special lessons.

৮৪শুবা পারা



| | | |
|------------|--------|------|
| ফিলিপ্‌না | ফিলিপ্ | ফি |
| ফিলিপ্ | ফি | ফি |
| তদ্বীরম্মী | তদ্বী | দ্বী |
| তদ্বী | দ্বী | দ্বী |

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ফিলিপ্‌না তদ্বীবা

যীহুদিশিংগী মীশিংনা স্তিকান্ হাৎনবা অমসুং যেরুসালেমদা লৈবা থাজবা মীশিংবু মশীং য়ামদনবা চর্চ মখোয়না থুগাই। থাজবা মীশিংনা লৈবা মফমদা ঈশ্বরগী রাপাউ শন্দোক্রুমই।

ঈশ্বরনা খন্দোক্রুবা নুপা ফিলিপ্‌না ঈশ্বরগী রা অদু নুপা অমগী মফমদা হায়দোক্রুমই। নুপা অদু হরাওবনা থন্থে। ফিলিপ্‌না চৎপা মফম্ খুদিংদা যীশুগী মরমদা তদ্বীরম্মী। মহাক্লা হায়বা ইন্বিবদগী শেংদবা থরায় চংবা অমসুং অনাবশিং ফহন্থি।

পাখোন্‌চৎপশিংগী থবক্ ৮:১-৮
২৬-৪০

ঈশ্বরনা ফিলিপ্‌না তাক্পদা ফিলিপ্‌না করি তৌষিবগে ?
মহাক্লা হায়বা ইন্বিবদগী করি থোক্‌ষিবগে ?

য়ামদননবা
ঈশ্বর
থুগাই

৬২

খুদিংদা
অমগী
হরাওবা

৬৩

Figure 7. A sample Bible-story lesson from the Meitei Primer

Hymns/Prayers/Scriptures:

The last few pages of Book 2 contain popular hymns, choruses, prayers, and scriptures. These give the new reader extra practice reading and may provide a break in the normal lesson routine.

CHAPTER SEVEN

TEACHING READING



TEACHING TIME: Total of 8 hours spread out over the workshop time. See schedule on page 22-23 for details.

PREPARATION:

1. A set of primers for each participant.
2. A poster-sized version of, at the minimum, Lessons 1, 2, and 12
3. Word cards for Lesson 1.
4. Materials available for making word cards (see page 19).

The literacy lesson will have several parts: prayer, reading, writing, witness, and review. We will focus our attention on the reading portion of the lesson.

LEADER'S NOTE:

Be sure participants know what happens when a person reads. Draw the two heads in Figure 8 on the blackboard and then explain what is NOT reading and what IS reading.

WHAT IS READING?

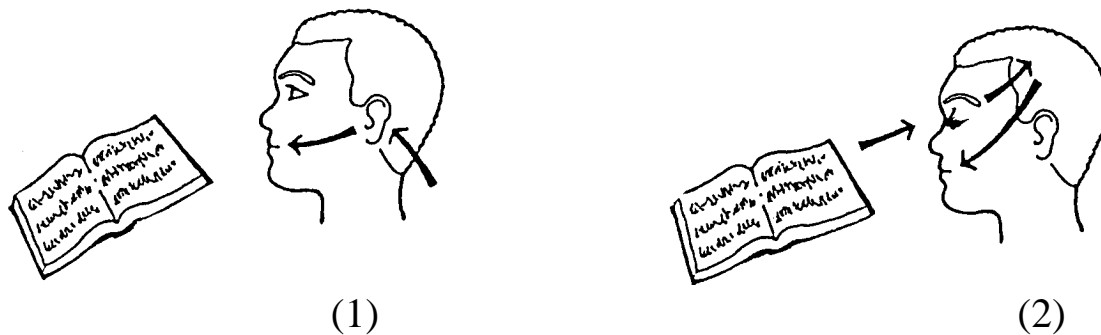


Figure 8. What Is Reading?

1. What is NOT Reading? [Drawing (1) of Figure 8 shows the arrows pointing to the ear and pointing from the ear to the mouth.] When a person hears, then merely repeats what he hears, he is not reading. This is sometimes called “parrot reading.” Actually, it is not reading at all.

2. What IS Reading? [In drawing (2), the arrow points from the book to the eye, then to the brain.] For reading to take place, the printed words must pass through the eye to the brain to be understood. This process is called silent reading. [Show the arrow from the brain to the mouth.] When what is understood is said aloud, it is called oral reading.

Non-literate adults have had to survive by memorizing. They can memorize an entire page. Thus it is possible to think they are reading when actually they have only memorized what the teacher has read. When you begin teaching, make sure that your students always look at the words they are reading.

Before we move ahead, let us review why the method used in all LEI primers is so simple to use.

1. Simple for the volunteer teacher

- As mentioned earlier, the reading section is taught using a simple method called the FIVE STEPS. Once teachers memorize these short steps, they can teach any lesson in the primer.

2. Simple for the learner

- In the very first lesson, the student is learning how to read actual phrases and simple sentences. This method is easier, more effective, and gives the student more confidence than other methods where the student begins learning by simply memorizing the alphabet.

3. Simple for the learner to become a teacher

- The LEI motto is “Each one teach one and win one to Christ.” One of the goals of literacy ministry is that once students learn how to read, they will begin to *teach* someone else how to read. This is made possible because the students have repeatedly observed the consistent teaching method of the FIVE STEPS for many lessons.

THE FIVE STEPS

LEADER’S NOTE:

From this point on, use the names of the 5 Steps (what the teacher says) in the language of the primer with which you are working. You can find out exactly how to teach the 5 Steps by looking at Section III of the Teaching Guide (usually pp. 6-12) and at the Condensed 5 Steps (usually pp. 22-24) in Book 1 of an LEI primer.

Turn to the 5 Steps condensed in Book 1, page ____ in your primer. These are the names of the 5 Steps to teach reading:

LEADER’S NOTE:

Teach the names of the 5 Steps in the language of the primer. Work with participants in various ways until they have memorized the 5 Steps.

Step 1: TEACH THE PICTURE WORDS

Step 2: FIND THE PICTURE WORDS

Step 3: TEACH THE WORDS IN THE BOXES

Step 4: USE THE WORD CARDS

Step 5: READ THE STORY

These 5 Steps form the core of the LEI teaching method. You **MUST** memorize them.

Now that you know the names of the 5 Steps of reading, you will learn how to teach these 5 Steps.

LEADER'S NOTE:

Demonstrate all 5 Steps using the wording found in the Teaching Guide, pointing to your poster of Lesson 1. It is very important that you use the exact wording in the primer as you train teachers. If you need a reminder of how to teach a section, look at Appendix 9: How to Teach the 5 Steps.

Teach the 5 Steps in this way...

- ☐ *Demonstrate Step 1 at least two or three times. Next, invite several volunteers, one by one, to come up to the front and teach Step 1. Finally, have participants practice Step 1 in pairs, taking turns being the teacher and the student. If you have a very large group, you can have participants get into groups of three - assigning one as the teacher, another as a student, and the third as a supervisor/checker. Have them switch their roles until everyone has taught. (Approximately 1 hour)*
- ☐ *Demonstrate Step 2 at least two or three times. Then repeat the same training method used in the previous step: invite some participants to teach Step 2 in front; then have them practice teaching Step 2 to each other in pairs. (Approximately 50 min.)*
- ☐ *Demonstrate Step 3 at least two or three times. Invite some participants to teach Step 3 in front; then have them practice teaching Step 3 to each other in pairs. (Approximately 1 hour)*
- ☐ *Have participants practice Steps 1-3. (Approximately 45 min.)*
- ☐ *Demonstrate how to make word cards (See Appendix 4). New words for each lesson will be at the bottom of the lesson pages. Explain that teachers must make word cards for every new word, plus every new syllable for each lesson. Help participants make the word cards for Lesson 1. For homework, ask them to make the word cards for Lessons 2 & 12. (Approximately 15-20 min.)*
- ☐ *Demonstrate Step 4 at least two or three times. Have some come up front and teach Step 4; have them practice in pairs. (Approximately 30 min.)*
- ☐ *Demonstrate Step 5 at least two or three times. Have some come up front and teach Step 5; have them practice in pairs. (Approximately 30 min.)*
- ☐ *Practice Step 1-5. (Approximately 30 min.) Ask for one brave volunteer to come up and teach all 5 Steps from the poster. Then have participants practice teaching all 5 Steps in pairs.*

Periodically, you will want to have the trainees review how to teach the 5 Steps during the course of the TTW (see schedule on pages 22-23).



CHAPTER 8

TEACHING WRITING



TEACHING TIME: Approximately 90 minutes.

PREPARATION:

1. Chalkboard/blackboard with lines on it to demonstrate how to teach writing. Each participant should have a paper and pencil to use for practice writing.

The learning and practice of writing is an important section of each literacy lesson, immediately following the 5 Steps of the reading section. The writing section of initial literacy lessons with a new learner typically lasts between 20 to 30 minutes.

WHY TEACH WRITING?

1. *It is a change of pace.* The writing section will give the learner a change of pace and rest from the more difficult reading exercises.
2. *It reinforces learning.* Writing a new word helps to make it stronger in the memory. Writing reinforces reading.
3. *It makes good homework.* Writing may form the basis of homework, as the learner practices writing new words and sentences at home. Besides writing the new words, the homework can also include copying the story found in the reading lesson.
4. *It can improve life.* Writing is a skill that may significantly help students to live a more abundant life. Writing skills will enable a new reader to obtain a better job, keep track of his earnings, write a letter to a friend, etc.

WHAT STYLE OF WRITING?

We recommend teaching adults manuscript (print) writing instead of cursive writing for these two reasons:

- a. Manuscript writing is easier to learn and teach.
- b. Manuscript writing is found in books, newspapers, etc.

The same reasons that make manuscript writing easier to learn also make it easier to teach. It uses fewer lines, circles and parts of circles than cursive writing. As with all learning, the fewer differences, the easier it is to learn. Use the board to show that manuscript uses only three different shapes: straight lines, circles, and parts of circles.

HOW TO TEACH WRITING

You will find instructions for teaching writing for Lesson 1 of LEI primers on page_____ in the Teaching Guide or on page_____ in the 5-steps condensed.

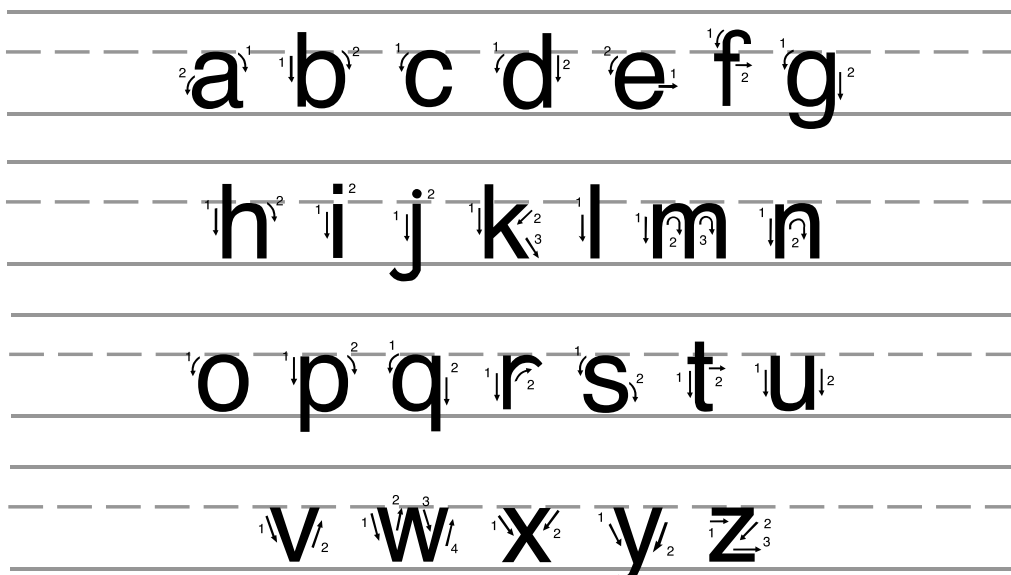
LEADER'S NOTE:
How to teach the writing is found in each LEI primer, usually on pp. 14-16 of the Teaching Guide and on p. 25.

As literacy teachers, you need to show how to write the new words and syllables. Thus, you will need to know exactly how the letters are written. You will find a guide on how to write the letters in the Teaching Guide and also on the inside front cover of the primer books. Practice writing the letters until you can write them easily and correctly. Then you will know how to teach your students how to write easily and correctly.

LEADER'S NOTE:

Below is a guide that shows how the small letters are written. Practice writing these so that you can correctly demonstrate how to teach the writing section to participants. Use the blackboard to show that all letters are formed with 3 shapes--straight lines, circles, and parts of circles.

METHOD FOR WRITING SMALL LETTERS



The new letters for each lesson are found at the top of the page and the new words are across the bottom of the page. As a general rule, the student must learn to write all new words and all new syllables.

5 SIMPLE STEPS TO TEACH WRITING

1. Teacher writes new syllable or word one or two times in the student's notebook, showing and describing exactly how the word is formed. (*Note: in a class with more than two students, the teacher should demonstrate writing the letters on the board*).
2. Student reads the new syllable or word that the teacher has written.
3. Student now copies the new syllable or word at least three times, pronouncing the word each time he writes it.
4. Choose two sentences from the story and ask student to copy them, pronouncing each word as they go.
5. Ask student to copy the lesson story for homework.

(*Note: teacher helps only when needed*)

LEADER'S NOTE:

Demonstrate how to teach the writing for Lesson 1 of your own primer using the 3 simple steps above and the writing instructions found in your primer. A sample of how to teach the writing is below, taken from the Spanish primer. Please remember that we always teach a consonant with a vowel so that the syllable can be pronounced. Sometimes in TTWs, there is a debate over which version of the letter "a" should be used (Ǻ OR Ɔ). In reality, both can be used. As a general rule of thumb, though, the teacher should teach the writing the same way that the children learn in school.

SAMPLE WRITING

The new words/syllables are: **a**, **la**, **na**, **da**, **ana**, **lana**. According to the 5 simple steps above, the teacher would show how to write the **a** and then ask his student to copy and pronounce the **a** at least three more times. Next, the teacher will write **la**, asking his student to again copy and pronounce **la** at least three times. This pattern is then repeated with the remaining words and syllables.

| | | | | | | | | | |
|------|------|------|------|------|----|----|----|----|----|
| a | a | a | a | a | la | la | la | la | la |
| na | na | na | na | na | da | da | da | da | da |
| ana | ana | ana | ana | ana | | | | | |
| lana | lana | lana | lana | lana | | | | | |
| da | la | lana | a | ana | | | | | |

Figure 9. sample Spanish writing (L. 1).

WAYS TO HELP YOUR STUDENT

1. Be sure your student is holding his pencil correctly and has his paper in the right position for writing. If necessary, you may guide the student's hand with your own hand in the early lessons. Many students will have trouble writing so encourage them to write larger at first.
2. Always use paper that has guidelines (ruled lines) and explain how this helps to write good letters.
3. Understand that some students need a lot of help to begin to write. Before beginning the writing section of the lesson, it is helpful to have your student first practice writing circles and then straight lines, up and down, going from larger to smaller shapes. Here's a guide:
 - a. Student writes them in the air, then with his finger on the desk;
 - b. Student writes them on ruled paper or a slate.

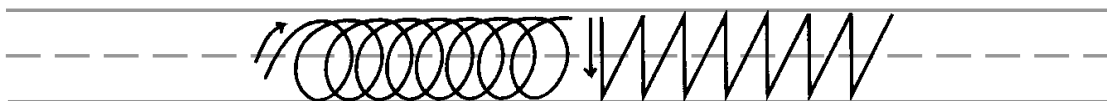


Figure 10. Pre-writing practice.

4. Remember to have your student say the sound of each syllable/ word as he writes it. **Teach only the sounds and never the names of the letters.** Vowels may be taught individually. But ALWAYS teach the consonant with a vowel.
5. Encourage your student by telling him that in future lessons he will write his own name and learn how to write a letter to a friend (Lesson 34) . If your student is very eager to learn how to sign his name in an earlier lesson, then take time to show him how to write his name.
6. Remember that adults will be most excited about writing when they write things that are meaningful to them. As soon as possible, help your student to write anything he wants to write. Students will gain confidence in writing by writing about themselves and what is important to them. Their stories can become good post-primer literature.
7. Remember adults are sensitive about their handwriting and may be embarrassed. Adult learners will have a wide variety of writing abilities so don't compare one student's handwriting to another's during a class.



WITNESS & DISCIPLESHIP



TEACHING TIME: Approximately 30 minutes.

PREPARATION:

Have a Card Holder made & ready to demonstrate how to witness with it.

After the reading and writing, the student's brain will be ready for a break. This a great time to enter into more spiritual things. Thus, the third part of the literacy lesson is the witness and discipleship. Witness refers to sharing the good news about Jesus with those who do not believe in him. Discipleship refers to helping followers of Christ to grow in grace and faith, learning more about God and growing closer to Him. Since both witnessing and discipling are things of eternal value, their importance in the literacy lesson cannot be over-emphasized. First, let's look at ways we can witness about God.

WITNESS

Witnessing in a literacy class will happen—whether we plan for it or not. It should be natural and not overly rehearsed. That said, planning our witness and testimony is helpful and will assure more positive rather than negative results. Taking the time to witness about God's love in the class can change lives. Around the world, there are countless testimonies about literacy being used for evangelism.

Malam Jadi stopped herding his cattle long enough to be taught to read. The witness of his teacher about Jesus led him to accept Jesus as Lord. Today Pastor Jadi is a spiritual shepherd for his fellow herdsmen.

Ahmed, in a prison in West Africa, came to know and trust

Jesus because someone taught him to read. These stories could be multiplied a thousand times around the world.

Often, we must first earn the right to ask a person to become a follower of Jesus. Teaching a person to read helps us earn that right to witness. Dr. Frank Laubach, who was once considered the apostle of world literacy, reminded us that every new word we teach a non-reader to read is like another golden string tying the hearts of the teacher and student together.⁸

Here are some helpful ideas when considering witnessing:

1. Plan A Silent, Indirect Witness

a. Think about the way you look and act. As stated in Chapter 13, non-literate adults watch the teacher's face to know if he really wants to teach them. Smile often. Never frown. Show love and pray quietly throughout the entire lesson. By the end of the lesson the students will be ready for your witness.

b. Think about the way you speak. During the lesson, everything you say becomes a part of your witness. Speak softly and move slowly about the class. Choose your words carefully. Speak positively. Praise abundantly.

2. Plan an Open, Direct Witness. In some cases direct witness can begin at the end of the first lesson. More often, however, it must wait until a trusting relationship grows.

a. Prepare to share your personal witness. From the first lesson, students, especially non-Christians, are asking themselves the silent question, "Why is this teacher so kind to me?" You can answer this silent question by asking, "Do you know why we are teaching people?"

Then continue, "We learned it from Jesus. He is our Leader—the kindest person who ever lived. He fed hungry people. He healed sick people. He loved us enough to die for our sins. But Jesus arose from being dead and lives today. I want you to know Him and to read His story in the Bible." You could then read John 3:15-18.

At some point, you can also give a personal witness of how the love of God has changed your life. This is especially moving to a non-Christian. The love and friendship that you show to your student becomes a bridge for communicating God's awesome love.

LEADER'S NOTE:

You can ask the participants to share why they are willing to teach. You can also ask them to talk about evangelism methods that are effective (and ineffective) in their culture or ask them to share a short personal testimony.

b. Use a Scriptural Witness. To help you plan a scriptural witness, each LEI lesson has a scripture reference at the bottom right of the page. Initially, you can read this portion (or part of the passage) to the student and allow time for discussion. In later lessons, when the student is reading well, the teacher can ask the student to read the passage, or to read a small portion of it. This is an encouragement, especially for Christians. When reading the scripture to non-Christians, remember the powerful promise of Isaiah 55:11 where God says, "My Word will not return to me empty, but will accomplish what I desire and achieve the purpose for which I sent it."

Beginning with Lesson 12, the name of Jesus (or some Bible content) is introduced. Each story now will have some Bible content and a Scripture reference that goes with it.

In the last 26 lessons, the entire lesson is based on a simplified Bible story. This gives you a good opportunity to discuss with the student the significance and application of each story.

Other good stories about Jesus for the witness are:

- (1) Jesus Heals Many People, Mark 1:21-34
- (2) Jesus Brings Peace to a Storm, Matt. 8:23-27
- (3) Jesus Feeds Hungry People, Mark 6:30-44
- (4) Peter Confesses Christ as Lord, Luke 9:18-27
- (5) Jesus Loves Children, Luke 18:15-17
- (6) Jesus Talks with a Man at Night, John 3:1-16

The above are examples of stories that witness to the love and saving power of Jesus. Along with a literacy teacher's silent witness of love, they become powerful tools for evangelism that can lead to new Christians and new churches.

The Teaching Guide Section I has some additional information about how to witness in the literacy lesson.

WITNESS WITH THE CARD HOLDER

The Card Holder is a helpful tool you can use to display word cards. During the next section of the training, each person will make their own Card Holder. Partial or complete Bible verses can be put on the Card Holder from the very first lesson. The desired Scripture may be printed out by the teacher, using the same size lettering and positioning as on the word cards used with Step 4. The Scripture verse or phrase is then cut into syllables with consecutive numbers on the back of each syllable Card. This identifies them for placing in the Card Holder in the right order.

As you place the syllables in order, ask the student(s) to pronounce each syllable that has been taught. If the syllable has not been taught, you pronounce the syllable first and ask the student to pronounce after you before putting it in the Holder. In this way you build the Scripture phrase or sentence at the top of the Card Holder.

Three easy sentences to use initially are: "God is light. God is a spirit. God is love." You could ask, after putting up a sentence or putting up all three sentences, "What does this mean?" and then give a two or three-minute witness.

DISCIPLESHIP

One of the last charges that Jesus gave the apostles is found in Matthew 28:19-20.

Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you.

Sadly, this command to “make disciples” is overlooked all over the world church today. Many people can become “converts” to Christianity or members of the church, but few become true disciples or followers of Christ. Since reading God’s Word is such a key element of the discipling process, literacy also becomes a necessary element of discipleship.

The discipleship section of a literacy lesson occurs in place of the witness. Discipleship happens whenever your students are already believers. The most important part of the discipleship is to meet your students at their spiritual level and point them to God and the scriptures so that they can grow and mature. Reading the scripture reference at the bottom right hand of each lesson is a good place to start. After reading the passage, ask your students to look into the meaning, interpretation, and application of the scripture.

Apart from the scripture, you can ask your students about whatever struggles or needs they may have. Talk and pray about these things, remembering always to point them back to God and his Word for their ultimate answers. Offer to hold them accountable for any habits or sins they are trying to remove from their lives. Encourage them that one day soon they will be reading the Bible for themselves—whenever they want! Remember you are not simply literacy workers, you are teachers, evangelists, and disciple makers. Examine your own lives carefully since you will be held to a higher standard.

The witness/discipleship portion of the lesson is as important as the reading and writing. Don’t forget about it. Pray that the Holy Spirit would work through you, to God’s glory.



LESSON SCHEDULE



TEACHING TIME: Approximately 1 hour.

PREPARATION:

1. Write on a board (or poster) the literacy lesson schedule (Fig 11).
2. Have card holder & syllable cards from Lesson 1 ready for eye & ear drills.

The literacy lesson consists of more than just the reading and writing sections. Shown below are the different components of a normal literacy lesson and the approximate time it will take to complete each section. As every student will learn at a slightly different pace, the times given for each section of the lesson schedule below are only estimates. As you study this chapter, keep in mind that your literacy lesson schedule will be adapted according to the needs and levels of your student or class.

LITERACY LESSON SCHEDULE:

- 1. OPENING PRAYER & REVIEW**
- 2. READING (THE 5 STEPS)**
- 3. WRITING**
- 4. WITNESS & DISCIPLESHIP**
- 5. REVIEW, GAMES, CLOSING PRAYER**

The approximate time required to teach each of these sections is as follows (*figure 11*):

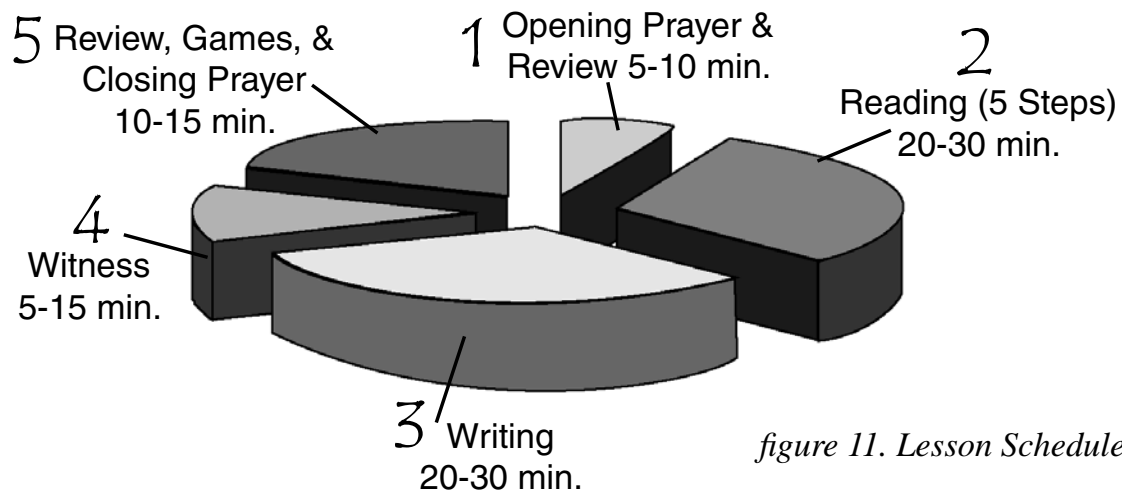


figure 11. Lesson Schedule

Now, let's look at each part of the lesson with greater detail. You should become familiar with each part so that you can effectively teach their student. Some teachers, unfortunately, have only taught reading and forgotten to go through ALL of the parts of the lesson.

1. OPENING PRAYER & REVIEW (5-10 min.)

Before beginning the very first lesson with your students, ask them if you can begin by praying to God. As the teacher, you can pray that God would help your students to learn well and help you to teach well. If the students are believers, this will be a time of encouragement when they can look to the Lord for the strength and ability to read and write. If the students are not believers, they may still appreciate prayers on their behalf. Above all, be sensitive to your students and only pray with them if they are comfortable with it.

After praying, begin to review the previous lesson. There are several ways to review. You can:

- a) dictate the words from the previous lesson and ask the student to write them.
- b) review the word cards from the previous lesson
- c) review the writing and homework from the previous lesson.

- 2. READING** (See Chapter 7)
- 3. WRITING** (See Chapter 8)
- 4. WITNESS & DISCIPLESHIP** (See Chapter 9)
- 5. REVIEW, GAMES, CLOSING PRAYER**

Review Of Lessons

Help your students to review what they have already learned in the reading and writing section of the lesson. First, review the reading section by repeating Step 4. Then ask the students to again read the sentences from the lesson. This will help everything to stick in their minds.

Writing is also important to review. Students need to learn more than how to copy the words they see. They should also be able to write what they hear a person say, or what is in their own minds. That is why dictation is important. You should dictate the new words from the lesson and request that the students write them.

Another way to get students writing more and doing creative writing is to have them write out their own stories. After about Lesson 12, the students have enough vocabulary to write their own stories using the words they've learned so far. They don't have to limit themselves, however! Help them write any words they don't know. This type of writing helps students to become independent writers and frees their minds by enabling them to think for themselves. These stories can be used as supplemental reading for all students in a class.

LEADER'S NOTE:

Before beginning this next section, take 30 min. to show participants how to make a card holder and have them make their own (See Appendix 4).

Review with Card Holder

We have found the review can be made most interesting and enjoyable by using a Card Holder for reviewing words, syllables,

sentences, and focusing on commonly used words. The Card Holder may also be used with Bible verses, introducing the Bible verses syllable by syllable.

How to Use the Card Holder

The Card Holder can be used in a variety of different ways. Basically, it holds the word cards in place so that they can be arranged and easily read. By Lesson 5 or 6 of a primer, the average student will begin to understand that words are usually made up of parts, which we call “word parts” (syllables). The Card Holder can be used in the very first lesson with Step 4 - Teach the Word Cards. It can also be used right away to teach ear and eye exercises.

LEADER’S NOTE:

Below is an example of how to teach ear and eye exercises using Lesson 2 of the Spanish primer. Prepare to teach the exercises below, substituting the syllables and words from Lesson 1 or 2 of your own primer.

a. Eye Exercises

First, make syllable cards with all the syllables needed to form all the new words and two sentences from the current lesson. Then, randomly place the syllable cards in the holder. You will then form the picture words (*nena and lola*), syllable by syllable. As the student observes, take out the syllable card **ne** and ask, “What is this?” If the student answers correctly then put the card on the top row of the Card Holder. Then take out the card **na**, ask, “What is this?” and put it right next to the **ne** so that it forms the word **nena** (*baby*). Then ask, “What is this word?” You do the same with the picture word, *lola* (a girl) and then with all the other new words in the lesson.

You may then teach two sentences from the reading lesson by placing them at the top of the Card Holder, syllable by syllable. Ask the student to identify each syllable as you make the sentence. Whenever a word is formed from two or more syllables, ask, “What is this word?” for example:

ana le da la nena a lola. (*ana gives the baby to lola.*)

dale la nena a lola. (*give the baby to lola.*)

Make sure you have enough syllable cards for each syllable needed to make up the two sentences you have selected for the ear and eye exercises.

b. Ear Exercises

Use the same words and sentences as in the Eye Exercises. Now the student will put together the syllables to make words as you dictate them. Start by asking the student(s) to make the first word in the sentence that you just made in the eye exercises. Once the student has formed the word with the syllable cards by placing them on the Card Holder, he should read it outloud. Then, continue asking the student to form the other words in the sentence, having him read the words as he forms them on the Card Holder. When the student has put together the entire first sentence, have him read it outloud. Praise abundantly and then repeat the same procedure for the second sentence.

The advantage of using the Card Holder lies in the motivational interest created for the faster students, with the slower students keenly following — and learning.

Finally, in later lessons, you can point to the Card Holder with all the syllables in a random order and ask, “Can you make a word with these syllables that has not yet been taught so far in our lessons?” Not every student will be able to make an untaught word out of the taught syllables, so be sensitive to this and help when necessary.

If the student makes a mistake in either the eye or the ear drill, just say, “This is _____. Say _____.” Then put the card back in the Holder. Pick the correct card and say, “This is _____. Say _____. What does this say?”

Games

Even adults, regardless of their age, enjoy games. Use your creativity to come up with games that will be fun for your student.

Games are a fun way to review the words learned in the lesson. Here are a few ideas for games you can use:

- ◆ **PICK-UP CARDS:** Take all the word cards from the lesson. Shuffle them in a random order or throw them onto the table at random. Then, ask the students to look through the cards and try to make a sentence out of some of the cards, placing them in the right order and then reading it. If you want to make it competitive, you can say that the one who makes the longest sentence wins.
- ◆ **WORD RACE:** Make a pile of cards with known syllables written on them. Ask students if they can make a “new” word by combining two or more syllables together. Whoever makes the most words wins.
- ◆ **HIDE & SEEK:** When students are more advanced, you can hide candy or coins under certain objects in the room. Write out directions for how to find these hidden treasures on a little piece of paper and give one to each student. Help them to read the directions (ex. “under the sink in the kitchen”) if necessary. This will excite students & show them how important reading is!
- ◆ **MEMORY:** Make two identical word cards for each new word. Then, without the student’s seeing, place all the word cards on the table, face-down and in random order. Then ask the student to try to find an identical pair of word cards by turning over any two cards of his choosing. Each time he turns over a card ask him to read the card outloud. If he finds a pair, he can keep it. If not, the cards stay on the table until the next turn.

Closing Prayer

The final part of the literacy lesson, provided that your student is comfortable with it, is to end in prayer. Ask students if they have any specific prayer requests. Pray for them and allow them to lead the prayer if they would like. Putting everything in God’s hands, through prayer, is the best way to close your lesson.

LEADER’S NOTE:

Appendix 11 shows a Lesson Schedule Checklist that teachers should use to ensure that they cover each part of the lesson.



CHAPTER ELEVEN

HOW DO WE TEACH ADULTS?



TEACHING TIME: Approximately 30 minutes.

PREPARATION: Draw Fig. 12 (see the following page) on the chalkboard.

Adult psychology is not the same as child psychology. Methods used to teach adults are different from methods used to teach children.

WHEN TEACHING ADULTS REMEMBER:

1. ***Adults Learn Faster but Forget Faster.*** Adults have more to think about than children—more cares, concerns, facts and events that can crowd out something newly learned. So they need more review (revision). Adults, however, do not enjoy childish repetition. *Some say that adults need to see a word 27 times before it becomes their own to read.* But we cannot ask them to repeat a word 27 times. We must use ways of reviewing which offer interest and variety.

Word cards help adults learn and remember new words. This is why we spend time in this workshop teaching you how to make word cards from local materials. (See Appendix 4.) When you teach a new word in the lesson, and then show it again on a word card, and again during the writing section, the students have had adult-like repetition. Additional reviewing and games using word cards strengthen the learning process.

2. Non-literate Adults Carry “Two Loads”— Fear of Embarrassment and Fear of Failure. We must find ways of helping adults in our literacy classes remove these “loads.” Here are some suggestions:

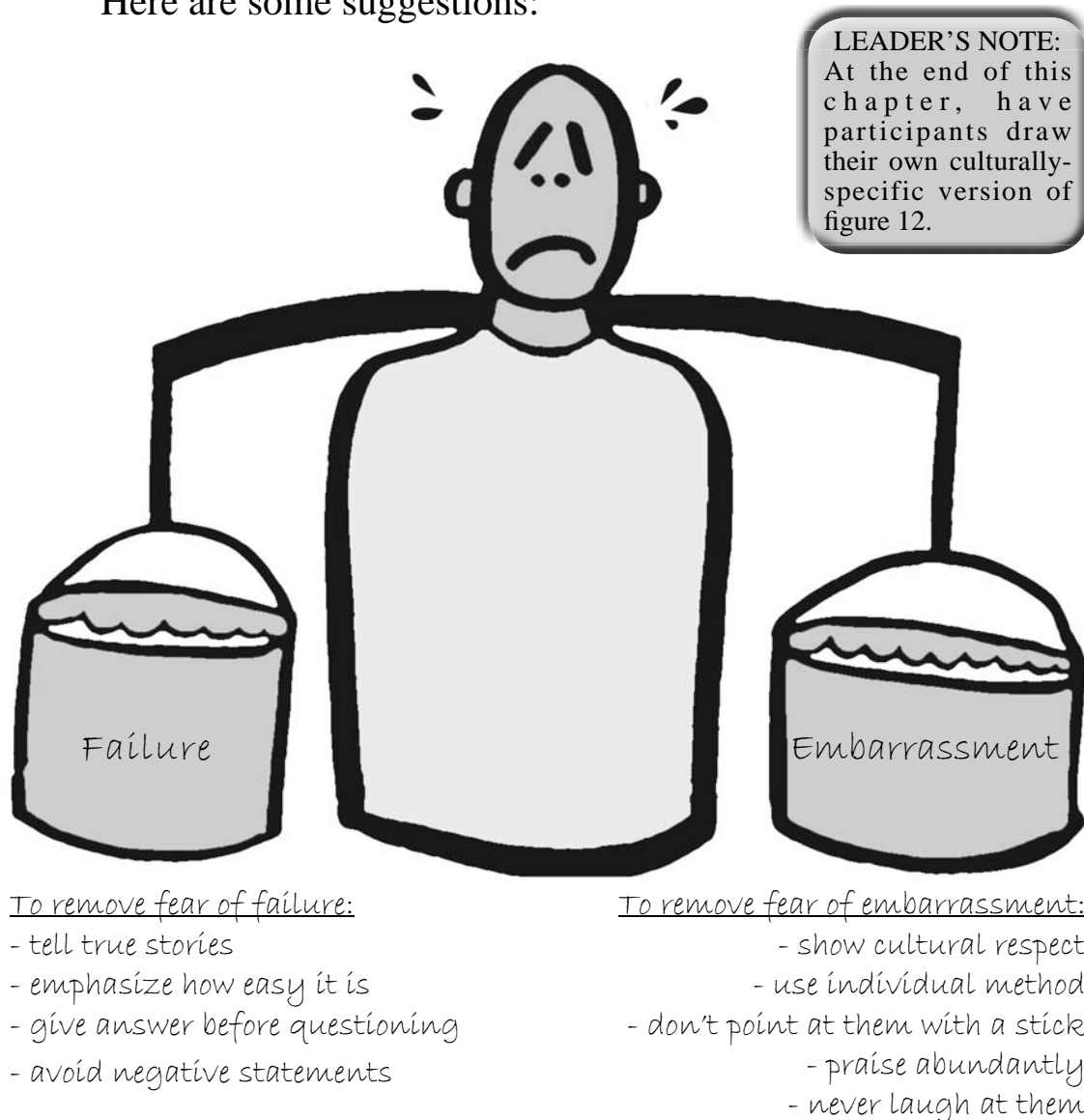


Figure 12. Loads Non-literates Carry

a. To remove fear of embarrassment:

(1) The teacher should show cultural *respect* due the age of the adult student. The non-literate adult is often embarrassed to be learning to read at an older age. But when the teacher shows proper respect for an older person, the non-literate adult's mind becomes relaxed

and open to learning. You can almost hear the sigh of relief when respect is shown.

(2) Use the *individual method*. This method prevents embarrassing adults when they do not understand or make repeated mistakes. While others in the class are reading silently or writing, sit beside the adult who needs help and assist him quietly.

(3) It is better not to use a *stick* to point with in the room. You may forget and use it to point to an adult. It embarrasses an adult to be pointed to like a child.

(4) *Praise* adults abundantly for any success. Children need praise. But adults need more praise than some realize. “Very Good!” should be the most used phrase in a literacy class!

(5) Never *laugh* at an adult student or allow other students to laugh at him when he makes a mistake. We hope for laughter in our literacy classes because we want students to enjoy themselves. But an adult should never be laughed at if it embarrasses him.

b. To remove **fear of failure**.

(1) Tell *true stories* of adults who have learned to read and write. One Nigerian co-worker often tells of teaching his father to read after he was more than 70 years old.

(2) Emphasize how *easy* it is to learn each new thing. As soon as adults succeed, show them their achievement—and of course, offer abundant praise!

(3) Give adults the *answer before you ask* the question. Never point to a picture an adult is seeing for the first time and ask, “What is this?” First, tell what it is. Do not give the adult a good reason for failure. (This rule may not apply after the adult becomes more at ease.)

(4) Negative statements such as *no* and *you are wrong* remind adults that they have failed again. When an adult misses a word, syllable or number, go back and teach it where it first appears in the primer.

3. *Adults Are More Critical and More Sensitive than Children.*

Adults watch the teacher's face to know if he really *wants* to teach them. So hide your headache. If they think you do not want to be there teaching them, their learning ability becomes zero. Adults must believe they can learn and that you desire to teach them.

4. *Adults Want Immediate Benefits from Their Learning.* They want to see progress NOW. If no benefit is seen, adults may find another use of their valuable time. Each time adults walk out from your literacy class, they should be happy because they have learned something they did not know before they walked into that class.

Adults need to receive awards for their effort as soon as possible. A goal that is too far away from the present discourages adults. We must break down long goals into several short goals which offer easy and quick steps to reach. (See Chapter 13.)

5. *Adult Classes Will Be Made Up of More Differences Than Classes of Children.* Even in a small class there will be great differences among students—some will be old, some will be young—some will be unemployed, some will be employed—some will have looked at books, some will have never held a book.

6. *Adults Must Have Interest in What Is Taught.* They attend class because they want to. They will want to learn what is interesting to them.

- 7. *Adults Past Age Forty May Resist Demands for Speed.*** To have a game of seeing who will finish first may not be the best idea for adults over forty. This is true especially when doing the writing section of the lesson.
- 8. *Adults Are Often Tired or Worried When They Come to Class.*** Their class usually meets after a long day of work and problems. They bring thoughts of work and family problems to class. They will need a word of encouragement from you, the teacher. Make the literacy classes their happiest hours of the week.
- 9. *Adults often have poor vision.*** Reading will be very difficult for adults who do not see well. You will need to help such adults obtain prescription eye glasses. Another alternative is to help your student find magnifying reading glasses and magnifying plastic sheets which are available in many bookstores and are fairly inexpensive.



CHAPTER 12

STARTING A LITERACY CLASS



TEACHING TIME: Approximately 30 minutes.

PREPARATION:

From section A, copy the 6 “good teacher” characteristics on the chalkboard.

It is important that adults have a good start as they begin learning in a class. Remember that they will bring to your class fears of embarrassment and failure. Plans for adult students must be carefully made.

A church or NGO of any size can start a good literacy ministry. The suggestions below can help.

A. BE A GOOD TEACHER

We recommend that each class have a teacher and an assistant teacher. Being a good teacher will go a long way toward helping the class to succeed. In general, a teacher should:

1. *Have a basic ability to read and write.*
2. *Be a good Christian example.*
3. *Be a friendly person, someone whom your students will enjoy being with.*
4. *Be a person who wants to help others and desires to help others improve their lives.*
5. *Complete a Teacher Training Workshop*
6. *Be a faithful person and be regular in going to your class.*
7. *Reschedule or get a substitute when not able to teach the class.*

B. CHOOSE A PLACE TO TEACH

The place to teach should be:

1. *As Convenient as Possible.* A central place such as the church is usually available. But do not limit classes to the church. Community locations, such as a home or under a shade tree near homes of students, may be more convenient.
2. *A Place Having Good Light.* Good light is necessary, especially since some of the adults will have vision problems.
3. *As Quiet as Possible.* Avoid a noisy place. Children looking in the doors and windows make it difficult for adults to think about their lessons.

LEADER'S NOTE:

Ask participants to tell where they have known literacy classes to meet. Ask why most classes choose to meet in the church. Do they know of a class that does not meet in the church? Let them suggest advantages and disadvantages of meeting in the home, a school or the market.

C. CHOOSE A TIME TO TEACH

Time is much more important to adults than children. Consider these ideas as you decide on the time and how often your classes will meet:

1. *The Best Time is the Time Best for Your Students.* If possible, let the adult students themselves help decide on the best time to meet. We have known of classes being taught any hour of the day between 6 a.m. and 7 p.m. The most popular time is between 4 and 6 in the afternoon. Where electric lighting is available, some classes choose to meet at night.

LEADER'S NOTE:

Ask when literacy classes they know about meet. Then emphasize that the best time is the time that is most convenient for the students.

2. *The Number of Times to Meet Each Week Will Vary.* Planting and harvesting time, holidays, market days and working hours

at an industrial plant will vary. For example, the class may need to meet 3 to 5 times a week for three months, then take a break for planting or harvesting. Instead of stopping all classes for harvest, you may limit classes to once a week during that time. Be serious yet willing to change if necessary.

Since the standard LEI primer has 72 lessons in it, keep in mind the chart below when people ask how long it takes to finish the primer:

| <u>class frequency</u> | <u>time to finish primer</u> |
|------------------------|------------------------------|
| 1 x a week | = 72 weeks (18 months) |
| 2 x a week | = 36 weeks (9 months) |
| 3 x a week | = 24 weeks (6 months) |
| 4 x a week | = 18 weeks (4.5 months) |
| 5 x a week | = 15 weeks (3.5 months) |
| 6 x a week | = 12 weeks (3 months) |

Adults will learn more if meeting 5 times each week for 15 weeks than if meeting 1 time a week for 72 weeks, even though the total class hours would be the same in each case. Remember, the more times a week you can meet the better. Many LEI missionaries recommend having classes at least 2 times a week so that students do not forget too much of what they have learned.

3. *The Length of Each Class Period Cannot Be the Same Everywhere.* The busy city dweller often needs to rush home or to another activity after an hour. The rural adult, who has walked quite a long distance, may want a class time of 2 or 2 1/2 hours (with a break!) to make the long walk worthwhile. You could even teach 2 lessons during that time.

D. CHOOSE A CLASS SIZE:

Class size will vary depending on the experience of the teacher.

For beginning teachers, the smaller the class the better. One on one is best. However, if that is not practical, then a class size of no more than 10-15 students is recommended.

Managing a class of adults who have different levels of learning speed is not easy. As a teacher becomes experienced in handling a class, however, the class size can be increased.

E. COLLECT MATERIALS

Materials, especially the students' reading primers, should be purchased and available *before* classes are scheduled to begin. Basic materials needed are:

LEADER'S NOTE:

Show samples of materials needed by teachers and students. List these items on the blackboard for participants to copy into their notes.

1. Teacher's Materials (provided by your church or sponsoring agency)
 - a. Exercise or copy book for register or roll book
 - b. Pencil with eraser (cleaner)
 - c. Blackboard, chalk and duster/cleaner
 - d. Primer and set of post-primer books
 - e. Teacher's guide for the primer (only if not included in the primer)
 - f. Card Holder
 - g. Word card materials
 - h. Bible
2. Student's Materials (paid for by student if possible—remember to bring the following items to the first class so students may purchase them)
 - a. Primer
 - b. Exercise or copy book
 - c. Pencil with eraser

F. ANNOUNCE THE CLASS SEVERAL TIMES BEFORE IT STARTS

Just as a news item is announced by newspaper, radio and advertising boards, announce your literacy classes before you begin. Such announcements can be made:

1. *By the pastor* or whoever makes church announcements. Announcements need to be heard several times.
2. *In various adult organizations* such as women's and men's fellowships.
3. *By planning a parade* through the nearby market or streets of the community. Sing literacy songs and stop from time to time to announce the classes.
4. *By putting up posters* in and near the church and in the community. These posters will help the community know that your church is concerned about all persons.

G. START CLASSES WHEN THEY ARE ANNOUNCED TO BEGIN

Delays discourage adults. Be sure materials are ready for the adults to buy before the classes are announced to begin.



CHAPTER THIRTEEN

KEEPING A LITERACY CLASS GOING



TEACHING TIME: Approximately 45 minutes.

PREPARATION: Read the Ch. 13 leader's notes and prepare accordingly.

Have you known of a literacy class that was started but all too soon it no longer met? The history of adult literacy has many examples of classes started but soon stopped. Bones of dead literacy classes cover the pathway of literacy education. Every bone on that pathway means disappointed adult students and teachers.

Why do classes die? Because the students stop coming. Why do students stop coming? Sometimes, problems at home or at work make it necessary for an adult to stop coming to the class. Though you may not be able to solve home or work problems, you can control what happens in the class. These are some things you can do:

HOW TO KEEP A CLASS ALIVE

1. *Be Faithful with Your Time.* Be there every time the class meets. Even if no student comes, be there! Be ready to start on time, but be understanding with those who may be late because of some problem at home or work. Close the class on time. Don't make that wife late getting home to cook for her husband!
2. *Be Friendly.* Show interest in the family and work of each student. Ask them about their children, their family, their work. Adults crave attention. Be the friendliest person they meet each week. Children *show* they need attention. Adults *hide* their need for attention.

3. *Visit Absentees.* If an adult is absent once, ask other students about that person. After two absences, ask another student to visit him. After three absences, go and visit the student yourself (as long as it is culturally appropriate to do so). Why? Three absences put adults so far behind they may decide not to come to class again unless the teacher promises to help them catch up with others in the class. If this happens, try to meet with the student outside the class. This will allow you to focus all of your time and attention on the student without hindering the progress of the rest of the class.
4. *Be Sure Every Adult Learns Something New and Useful During Each Class Time.* As they leave your class, if they have had a happy time and have learned something that is useful, they will likely return.
5. *Be an Interesting Teacher.* How? Show your interest in the students. Share your interests with them.

- a. Learn all students' names, needs and interests.

LEADER'S NOTE:

If *you* have learned and used the participants' names since the first session of the TTW, you will be able to ask your participants to learn all their students' names, as suggested in 5.a. Make a game out of learning everyone's name during the beginning of the TTW.

- b. Greet students happily each time. Never show your own headaches!

LEADER'S NOTE:

It is helpful and entertaining to do a quick five minute drama. First, enter the classroom showing by your face that you have a headache. Lean on the table and look tired. Call the roll then ask what lesson they read last in a boring voice. Give a sigh in a way that shows you wish you were not there.

Then explain that you will go out and return with the same headache. Ask students to note the difference. Enter again with a smile, greet students and ask about their families. (Assure participants God will strengthen them if they seek his joy during times of discouragement, headaches, etc.)

c. Bring interesting objects to class to show, such as photos, crafts, flowers or something unusual.

d. Think of exciting events or questions to discuss with students at times. Discuss what concerns them: a holiday, a wedding, church or sports event, planting and harvest news.

e. Sing cheerful songs. Choose from Appendix 1 or let students sing their favorite songs with clapping and dancing.

6. **SET** a goal: To finish the primer, to finish the next reader, to read the Bible, etc.

REACH the goal: Step-by-step, keep making progress to reach the goal.

AWARD the goal: Award certificates and seals (if used) *as soon as possible* after they are earned. Then set the next goal and repeat the process of reaching that goal.

We must not forget the worthy goal of using the skill of reading and writing in order to improve the person's life and income. This also is a part of the "abundant life" for which Jesus came to this earth.

As mentioned earlier, the ultimate goal of any literacy ministry is to enable people to read the Bible. Sometimes, students can go from the LEI primer straight to an easy-to-read version of the Bible. Other times, they need post primer materials (see Chap. 16) in order to increase their reading ability. When this is the case, the goal of being a daily Bible reader can seem distant and unreachable to a non-reader. But when we have smaller steps to reach our main goal, it helps the students stay motivated.

LEADER'S NOTE:

Figure 13 on the next page shows how to break a long goal into several short goals. Draw the diagrams on the board as you explain how to set goals for a literacy class.

This figure shows how to break one long goal into several short goals.

Draw the diagrams on the blackboard as you explain that the upper line shows the difficulty of following one long goal until it is reached. The lower line shows how the same goal can be reached by several short steps and awards.

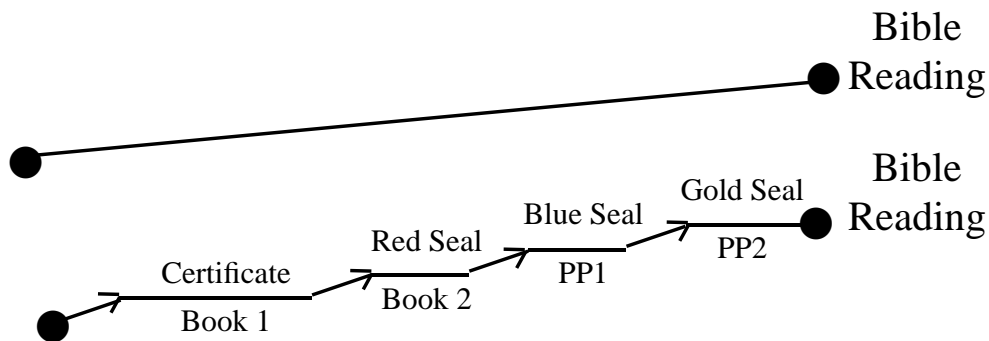


Fig. 13. Literacy Goals

PP1 and PP2 represent two post-primer books the new reader may need to read before being able to read the Bible. Your literacy program may have several books to prepare the new reader to reach the goal. These books may include books on health, agriculture, family needs, etc. (See Chap. 16) Remember that every student is different. If you feel your student can go directly from the primer to the Bible, then help to guide him into Bible reading. If you do not feel he is ready, guide him into some post primer book; this will help him transition into Bible reading. Always use the easiest-to-read translation of the Bible that is available!

LEADER'S NOTE:

Take time now to sing one of the literacy songs found in Appendix 1. If there is time, ask participants to compose their own literacy song and then share it with the class.



CHAPTER FOURTEEN

SPECIAL LESSONS



TEACHING TIME: Approximately 2 Hours and 15 Minutes

PREPARATION:

Be prepared to demonstrate how to teach all of the special lessons - Pre-Reading, Capital Letters, Numbers/Arithmetic, Health & Farming (if in the primer), and Bible Story lessons. Have large posters made to demonstrate how to teach each special lesson found in the primer. Use the schedule in Ch. 2 to guide you.

All LEI primers include some special lessons. We already looked at them briefly when we went through the primer, but let's review them again: pre-reading, capital-letters (*for Roman-script primers only*), numbers/arithmetic, health & farming (*not in all primers*), and simplified Bible-story lessons.

Pre-Reading:

Pre-Reading exercises are found in the beginning of Book 1 of an LEI primer series, normally on pages 18-21. The Pre-Reading exercises give brand new readers some practice in left-to-right, top-to-bottom reading patterns, help train their eyes in distinguishing different shapes, and start the process of associating sounds with symbols.

The Pre-Reading exercises will give you an idea of how fast or slow your student(s) will be. Faster students go quickly through the Pre-Reading, while students requiring more time and explanation may be slower going through the Pre-Reading exercises. During this lesson, you can also check for students who may need glasses or have difficulties with learning.

You will find the directions for how to teach the pre-reading on the left hand side of the pre-reading lesson. It is important to follow these teaching instructions carefully.

LEADER'S NOTE:

At this time, demonstrate how to teach the pre-reading to the participants as follows:

- Make sure you have memorized the pre-reading instructions and everything the teacher says.
- Invite a volunteer to come up front and be your student.
- Begin to teach your volunteer student in box 1, according to the instructions found in the first part of the pre-reading lesson. You always model first, moving your finger slowly from left to right underneath the symbols in each row, pointing to the symbol you want the student to find. Then ask your student to do the same thing. Repeat this procedure for all the remaining boxes on the page and then ask participants to practice teaching in pairs what you just demonstrated (boxes 1-4).
- In the second part of the Pre-Reading, begin to teach your volunteer student in box 5, according to the instructions found in the second part of the pre-reading lesson. Just like the first part, you demonstrate first and then ask the student to do it. Repeat this procedure for all the remaining boxes on the page and then ask participants to practice teaching in pairs what you just demonstrated (boxes 5-8).

Capital Letter Lesson (*Roman Script Only*):

The Capital Letter Lesson is usually found in Lesson 26, though it may come earlier. Before this lesson, no capital letters are used in the stories (except for the name Jesus, God or other titles used for God). All stories after this use capital letters as they normally are used.

For the Capital letter lesson, there are four pages. This lesson introduces the student to the concept of capital letters and briefly teaches the capitals that correspond with lower case letters that the student has learned in earlier lessons. During the lessons that follow, you can refer back to this lesson to help students review the capital letters.

On the first page of the Capital Letter Lesson, explain that most reading and writing involves capital letters. These letters can

signal several things for the reader:

1. That a new sentence is beginning.
2. That the word is a name of a person, city, country, etc.

The boxes on the first page show the student the word in lower case and then the same word in upper case. Teach these boxes just like you teach the new word boxes in earlier lessons. Teach the left side and have your student say the right side. (Notice that the left side is lower case and the right side uses the capital letter).

For the sentences, you should, if necessary, help your student read the sentences. The sentences are in pairs. The first sentence is all lower case. The second sentence of the pair uses capital letters as appropriate. Point out that names of people and places are capitalized no matter where they are in the sentence, while the first word of a sentence is always capitalized.

The second page of the Capital Letter Lesson is a listing of all the lower case letters with the corresponding capital letters. Simply read through the list with your student(s). You can point out how many of the capitals look similar to the lower case letters. This will help your student to remember many of the capital letters.

The third page is a reading page. Have your student read the stories. These stories are “Jesus” stories that the student has read in earlier lessons. These stories are now written with the appropriate capital letters. This will give the student practice in recognizing the letters.

The fourth page is a writing page. Here, students see how to write capital letters. Explain about the size difference between the lower case and capital letters. Begin teaching the capital letters that are similar in shape to their lower case letters.

This will be simpler for your student. You will not be able to teach how to write all of the capital letters in one lesson. If your students have not already learned to write their names, then you should teach them in this lesson.

As soon as your student has mastered the basic concept and is recognizing some of the capital letters, you should move to the next lesson. Your student will get more practice with the capitals in each upcoming lesson. You can focus on recognizing and writing the capitals that are used in each of the following lessons.

LEADER'S NOTE:

Have participants work in pairs to practice teaching the capital letter lesson.

Number/Arithmetic Lesson

Usually, Lesson 33 in book 2 is a special lesson for numbers and arithmetic. This lesson is to help the new reader learn how to write both the number symbol and the word for the number. Many students will already know and recognize the numbers (1, 2, 3, etc.), but may need help writing them. They will know the vocabulary for the numbers, but will need help writing the words. This lesson is mostly a reference lesson. You can begin teaching the numbers and words for numbers as early as your student can handle it. Go over the page numbers on the lesson and the lesson number for each lesson beginning with Lesson 1. This will help your new reader to learn the numbers.

The Arithmetic Lesson is to show the student how to write the math that they probably do every day. Nonreaders may or may not be very good at handling money transactions in the market. Now, they can learn how to write down the numbers, the calculations, etc. You might want to do some simple arithmetic with the students using beans or other objects to demonstrate addition, subtraction and multiplication.

LEADER'S NOTE:

Give participants a chance to practice teaching the numbers/arithmetic lesson in pairs.

Letter-Writing Lesson:

The Letter-Writing Lesson is usually Lesson 34 found in book 2. This lesson is mostly to encourage your students to write letters. You do not have to wait until this lesson to begin encouraging your students to write a letter. Students should learn how to format a letter

and address an envelope, and then practice writing letters as part of the writing lesson and homework assignments. Early on, you may have to help your student write all that he wants to, but he should do most of the writing. This type of writing helps the new readers learn how to write what they are thinking and not just copy what they see on the board.

Another creative writing exercise is to have students write their own stories using the vocabulary they've already learned. After Lesson 6, the students have enough vocabulary to write some simple, short stories. This helps with comprehension and the desire to write. These stories can then become extra reading material for that student and future students.

LEADER'S NOTE:

Give participants a chance to practice teaching the letter writing lesson in pairs.

Health & Farming Lessons (*Not in all primers*):

Usually the Health and Farming lessons are found from Lesson 35 to 46. The eight Health Lessons and three farming Lessons cover basic needs in our local area. These introduce the students to vocabulary so they can read other materials on these subjects.

These lessons are taught using the same 5 Step teaching method as in earlier lessons. The only exception is that there are usually 10-12 new words per lesson. The new words are listed in the boxes and at the bottom of the pages of each lesson. These lessons can be supplemented with other brochures and materials from government and health organizations in our area.

LEADER'S NOTE:

It isn't necessary to have participants practice teach the health & farming lessons. Just make sure they know that the words listed at the bottom of the page are new words.

Easy-to-Read Bible Stories:

As we discussed earlier, the last lessons of the primer are

Easy-to-Read Bible Stories. These lessons are the last 26 lessons of primer Book 2. The lesson format is similar to the first 32 lessons with slight changes. The page before the first Bible story lesson gives the instructions for how to teach the Bible story lessons. Let's look at those instructions now and then I'll demonstrate how to teach the first Bible story lesson.

LEADER'S NOTE:

At this time, using a poster sized lesson at the front of the class, demonstrate how to teach the entire first Bible story lesson - *God Created the World*. Then, ask participants to practice teaching this same lesson to each other in pairs. As always, walk around and observe participants to make sure they are teaching correctly.



CHAPTER FIFTEEN

TESTING, REPORTING, & RECOGNIZING NEW READERS



TEACHING TIME: Approximately 30 minutes.

PREPARATION: Have samples of certificates, reports, etc. Make sure you have developed a system of reporting and use this to train the teachers.

As discussed earlier, it is important to reward the progress of adult learners. Recognition requires testing and reporting. The following procedure can serve as a guide to help you develop your own testing and reporting system.

I. TESTING

Invite a well-known person (pastor, teacher or leader) to test the students whenever they finish the primer. The test should be in three parts: dictation (spelling), letter writing and reading.

1. *Dictation.* The examiner chooses and dictates ten words from the book being tested for the students to write. Words should be chosen from different parts of the book.
2. *Letter Writing.* The examiner then assigns students to write a letter. This may be a very short letter of only three to five sentences. Students are told a topic for the letter, e.g., “a letter to your brother telling him you will visit him soon.” You may want to have them address an envelope also. If a student is unable to write a letter, ask him to sign his name.

3. *Reading*. The examiner selects 5 to 10 sentences from the primer for each student to read. Choose sentences from the beginning, middle and near the end of the primer.

When testing several new adult readers, time can be saved if the examiner dictates the words then collects the papers. After collecting the papers to grade, the examiner assigns the letter to be written. While the students are writing their letters, the examiner calls them one at a time to read. It is best to do the reading part of the testing in a separate place from where others are writing letters. If you follow this plan, each student will need two sheets of paper.

Fifty percent is the usual pass mark. But at times this may need to be changed. Those who do not reach the pass mark are *never* told they failed. They are told they need to have more time for practice.

II. REPORTING

LEADER'S NOTE:

Adapt this section to the reporting requirements for your program.

Reporting encourages accountability at all levels of any program. Giving honest reports of what is accomplished helps everyone involved (students, teachers, coordinators) to know if goals are being met. Keep track of how many students you have and keep track of their test scores.

LEADER'S NOTE:

It's a good idea to ask the teachers to send you the names of their literacy students and any requests for awards/certificates. You can also ask them to send in the students' test papers. Once teachers send you the test scores and request an award, it's also important that you immediately send the awards to the teacher or pastor. You must keep accurate records of all awards issued for annual reporting and checking. See Appendix 8 for a sample record sheet for literacy awards to be kept by the responsible person. Keeping good records is also important at the local level.

III. RECOGNIZING NEW READERS

Plan a special Presentation Service to present awards to the new readers and for those who have qualified for recognition. When new readers receive reading certificates, non-readers attending the service are encouraged to join a reading class.

When preparing for the certificate presentation service, here are some suggestions to consider:


1. *Announce the Presentation Service.* Promote the service as is done for other special events in the church and community. Begin promoting the service two weeks early. Invite local people involved in literacy.
2. *Invite a Recognized Person to Present Awards.* This could be a pastor, leader, teacher or principal whose presence would add honor to your service.
3. *Allow Some Receiving Awards to Read or Write.* But do not force any adult to read or write publicly. Ask adults to do only what will encourage them.
 - a. Choose new readers to
 - (1) read one or two sentences from the primer
 - (2) read the address on a letter envelope
 - (3) write their names on the blackboard
 - b. Choose better readers to
 - (1) read a short passage from the book
 - (2) read a paragraph from a letter
 - (3) read a paragraph from a newspaper, Bible study book or gospel tract
 - (4) address an envelope that has been drawn on the blackboard
 - (5) read a verse from the Bible

4. *Explain that the Reading Classes Will Not Stop.* Classes will now become even more interesting as the new readers can now enjoy new and exciting goals. You could also describe the plan for receiving additional certificates.
5. *Sing Literacy Songs.* The congregation will usually join in the singing. Soon they want the songs sung at other church services. This keeps your literacy program alive.
6. *Announce a Time and Place for a New Reading Class.* At the close of this Presentation Service is an excellent time to enroll new reading class members.
7. *Keep the Service Brief.* Follow the advice from your pastor in all planning for the service, especially on how long the service should last.



CHAPTER SIXTEEN

TEACHING POST-PRIMER BOOKS



TEACHING TIME: Approximately 45 minutes.

PREPARATION: Have samples of Post Primer books available to show, plus information on how to get them.

Will new readers continue classes after completing the primer and receiving the Reading Certificate? It is important that they do not stop reading. Tell the students that after they complete the primer they can still come to class. They will learn to read other books. If they know this ahead of time, they will be less likely to drop out. A literacy program which stops with the primer is more likely to fail. Students who do not continue beyond the primer are sometimes unable to reach the desired goals of the literacy ministry—the ability to read the Bible, newspapers, community development information, and other material necessary for raising their standard of living.

LEADER'S NOTE:
Be prepared to show examples of post-primer materials readily available in your area.

A. EXAMPLES OF GOOD POST-PRIMERS

There are many post-primer materials that will help your students improve their reading ability and lives in general. Some examples of post-primer materials include: newspapers, health and agriculture books, simplified Bible stories, proverbs/folk stories, and other printed materials from the Bible Society, the government, NGOs, etc. The last lessons in LEI primers are easy to read Bible stories. While part of the primer series, they also function as post-primer materials.

B. WORD COUNTS AND READABILITY

Upon finishing the primer, some students are able to begin reading an easy-to-read version of the Bible. Other students may not be able to read the Bible or other more difficult reading material. In this case, they will need bridge materials to increase their reading ability.

Any book used as bridge material should have a word count done on it before it is used. A word count helps you to know what new words and how many new words appear in the book. It helps you know if the book will be easy enough for the new readers.

Briefly, to do a word count list all new content words (nouns, verbs, adjectives and adverbs) in alphabetical order. “New words” are words not previously used in the primer. Each time the word is found again, a mark is put beside it on the list. The result is a list of all new words which also shows how many times the new words are used. It is also helpful to record the page numbers on which the new word appears for the first few times it is used. This helps you be sure it is used enough times to become a known word.

For LEI primers, all the new words in the primer series are found easily. In Lessons 1-32 the new words are at the bottom of the page. For the health lessons, use the words in the boxes and at the bottom of the page. For the Bible stories, use the words in the boxes and at the bottom of the page.

Literacy specialists have found that the easiest reading material has content that is already well known to both the author and readers.⁷ The best post-primers we know of being used is a set of books in Africa whose content was written completely by literacy students themselves. Encourage students to write their own stories and have a group choose the best stories to publish. You, as teachers, can also do the same or to write down local folk stories that are meaningful to readers.

In addition to the content of a book, you will also find that bigger print and more space around the words also make the text easier to read.

Some excellent computer software is being developed to make word counts and other text analyses quick, easy and accurate. Write the Summer Institute of Linguistics (*see Appendix 2*) for more information.

C. ADVANCED POST-PRIMER MATERIALS

1. *Secular Materials.* Post-primer materials will also include newspapers and magazines. These give the new reader a window to the world. Books about job skills, history, biography and fiction make life richer.
2. *Bible Study.* It is a big day in the life of a newly literate adult when he can use Bible study books he has seen others use! (See Appendix 2, III. POST-PRIMER MATERIALS.) To some extent, the Post-Primer Lesson Plan, which we will talk more about later, can be adapted to guide adults who are beginning Bible courses. Some new readers will need help for only a few weeks. Others will benefit from classroom experience with at least the first Bible study course.

Strive to help each student do independent reading as soon as possible. Each class period should provide time for questions and discussion related to the material covered in that lesson. Ask observation, interpretation, and application questions which require thought during each lesson. This should be done for both secular and Bible study lessons.

When the class of new readers reaches the point where they can manage Bible study by themselves, the teacher has reached a goal of great satisfaction. Now it is time to begin another class of non-reading adults toward that same goal. It is also time

to arrange for those independent readers to receive training so they can begin teaching their own literacy classes.

And so, on and on the Literacy Cycle goes!

D. A POST-PRIMER LESSON PLAN

1. REVIEW

Dictate the sentences which were assigned as homework at the end of the previous lesson.

2. TEACHING NEW WORDS

- a. Write the lesson's new words on the blackboard.
- b. Use the new words in short, meaningful sentences.
- c. Have students find the new words in the story.
- d. Have students use the new words in sentences.

3. READING THE LESSON STORY

- a. Let students read **silently**. This is a good time to give help to weaker readers or some who have been absent and are behind others in the class.
- b. Ask comprehension questions on the story. Plan the questions before class time. *Be sure to ask the questions in the language of the post-primer.*
- c. You read first, slowly and fluently. Then allow students to read the story aloud, two or three sentences each.
- d. Encourage free discussion, as time permits.

REMEMBER:

First - silent reading

Second - comprehension questions

Last - oral reading

4. CREATIVE WRITING

Encourage students to write about what interests them. For example, write about a happy event, a friend's visit or a celebration. Also help them learn to write about sad and hurtful feelings. You will be surprised how many will write in beautiful, poetic verse.

5. ASSIGNMENT

- a. Assign students to write the new words at home. Just as during their primer study, have them write words as many times as necessary to be able to write them correctly when they are dictated by the teacher at the beginning of the next lesson.
- b. You can ask students to read the story in the lesson for that day to someone in their home. This gives them additional practice and respect from their family members.



CHAPTER SEVENTEEN

LITERACY: A TOOL FOR CHURCH PLANTING



TEACHING TIME: Approximately 30 minutes.

PREPARATION: Either prepare a poster or put on the board the illustration for Literacy as Church Planting (figure 14)

We include Bible content and a witness section in each lesson because we want our students to know the love Jesus has for them. Students meet Jesus through the love of their teacher. They meet Jesus in the Word of God. They meet Jesus in prayer during each lesson.

New believers gained through literacy classes can lead to a church if a church is not already present in the village or town.

CHURCH PLANTING

We receive testimonies from all over the world about how literacy is being used as a way to plant churches. Although each story is unique, they all point to the great effectiveness of literacy in building the body of Christ.

Rev. Anand Chaudhari is a former Brahman priest and founder of the Rajasthan Bible Institute in Jaipur, India. He reported that by 1995, his students and evangelists started 1,000 adult literacy classes across India. Of those, 500 churches developed out of the literacy classes! LEI primers are now being used in 15 major languages of India.

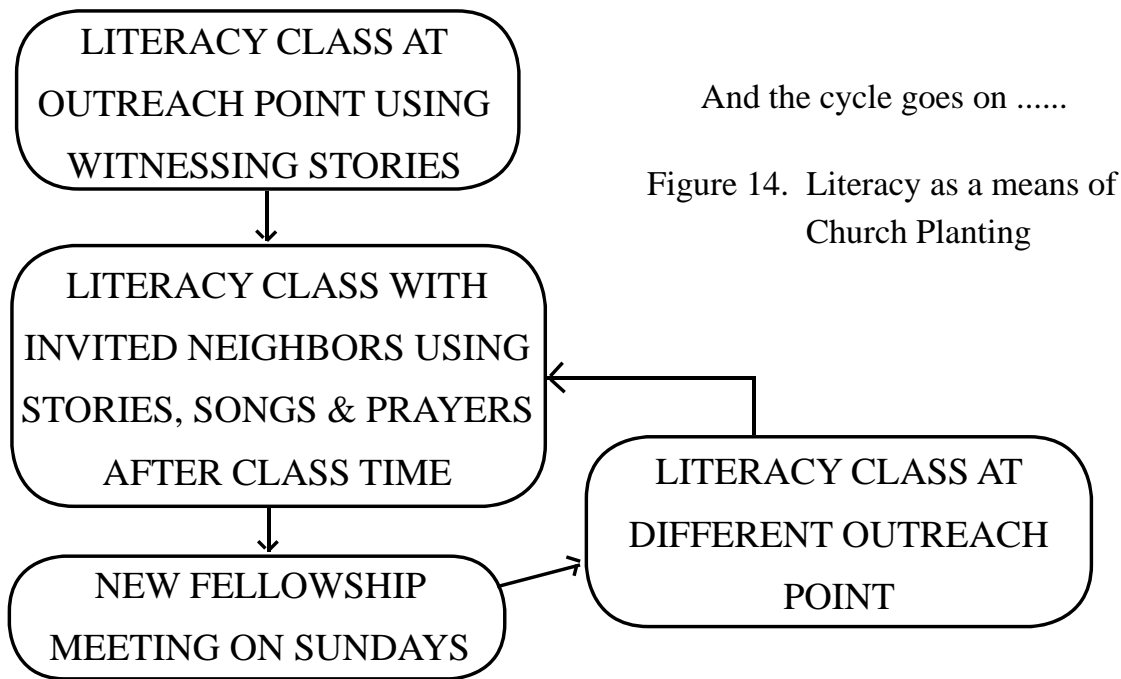
Also, a report from another organization tells of over 8,000 new house churches planted in India over a 10-year period. These churches were all started through adult literacy classes using LEI primers.

Literacy was also a tool for church planting in the Mubi area of Northeast Nigeria. It began with a layman in the only Baptist church in that area. He and fellow members of that church were traders from a distant tribe. But he had a vision to share a witness with unreached villagers. He attended a TTW, then began to cycle out to surrounding villages to teach literacy classes. This layman's literacy classes became seeds that grew into what are several hundred churches in that area today.

Basically, the growth took place when members of a literacy class became Christians and were concerned about their neighbors. They then invited their neighbors to come to a discussion time when songs were sung and God was called upon in prayer. Literacy class members would share and read stories of Jesus to neighbors. These meetings were soon changed to take place on Sundays. Later, they became churches.

To begin with, literacy teachers from a "mother church" became leaders of the new groups of believers until local leaders could be discovered and trained. Students in the literacy classes gradually became leaders in Bible study and church worship.

The members of a literacy class always knew persons in another village who wanted to learn to read. As soon as some member of the literacy class reached the point to be trained as a teacher, a new class was begun. In a few months, there arose another body of believers ready to grow into a church. This same exciting process can also take place in a town or city.



The flowchart above shows how an outreach literacy class from a mother church can become a catalyst for church planting.

In this beautiful model above we see literacy acting as the vehicle for witnessing, discipleship, and the formation of new churches. Remember that these things are your ultimate goal. You are not merely literacy teachers. You have a higher calling to be part of God's building His kingdom right in your area. So always look for opportunities to let your literacy classes blossom into discipleship classes and even churches!

LEADER'S NOTE:

You have almost reached the end of the TTW! Congratulations! To finish the TTW complete the following steps (as on the TTW Schedule):

- Ask participants if they have any questions about what they have learned. Use Appendix 10 as a guide to answer some of the commonly asked questions.
- Take time to let participants practice teaching all 5 steps of Lesson 1.
- Have a time of corporate prayer for the teachers and their future students.
- Give participants their certificates and commission them into the ministry through prayer. Encourage them with these verses: Matthew 28:19, Acts 1:8, and 1 Corinthians 15:58.

-- END OF TEACHER TRAINING WORKSHOP --

APPENDIX 1

LITERACY SONGS

Below are examples of literacy songs that have been written by literacy leaders and are sung to familiar tunes. People in each language area should write their own songs. Many have taken the ideas in these songs to write songs in many ethnic languages. Ethnic tunes provide more meaningful songs.

1. Learn to Read by Tim Way, Uganda (Tune: All Hail the Power of Jesus Name, “Coronation”)

We all can learn to read a book
No better time than now
||: We’ll help all here to read God’s word
And teach those who don’t know how. :||

2. Teach Them by Amy Martin, USA (Tune: My Bonnie Lies Over the Ocean)

| | |
|--------------------------------------|--------------------------|
| My Jesus loves all of His people | Teach them, teach them |
| And wants them to read and to grow | We’ll teach them to read |
| But some people can’t read the Bible | and write for Him |
| So now it is our turn to go! | Teach them, teach them |
| | We’ll teach them to read |
| | and write. |

3. We Can Help (Tune: “Are You Sleeping?”)

| | |
|-----------------------------|--|
| We can’t know, (2X) | [But,] we can help. (2X) |
| What it means (2X) | We can teach. (2X) |
| Not to read the Bible, (2X) | How to read <i>the Bible</i> . [*] (2X) |
| We can’t know. (2X) | Yes we can. (2X) |
| | <i>*a letter/a book</i> |

4. Let Us Go On Teaching

(Tune: “Onward Christian Soldiers”)

Let us go on teaching
Those who cannot read.
Let us give them learning,
Things they need to heed.

Chorus: Joy in reading, writing,
Let us give to all;
Then we’ll help our Nation/Church
To never, never fall.

When they learn to function
In Spirit, body, mind,
Then they please their Maker,
In their life they find...

5. I Love to Read by Judy Valenza, Brazil

(Tune: God is So Good)

Students:
I love to read.
I love to write.
I love to learn
Love to read and write.

Teachers:
Come learn to read.
Come learn to write.
Come, you will learn
How to read and write.

Teachers:
We love to teach
Teach you to read.
We love to teach
You to read and write.

Both Students and Teachers:
God help us learn
To read and write.
God help us teach
Other people too.

6. Blessed are the Ones by Irene Potts, USA

(Tune: This is the Day)

Blessed are the ones 2X
Who can read and write 2X
Then they know 2X
What the Lord has done 2X

Then they can teach
What the Lord has done
Done through his one
And only Son

APPENDIX 2

LITERACY RESOURCES

I. LITERACY RELATED AGENCIES

LITERACY & EVANGELISM INTERNATIONAL

1800 S. Jackson Ave.

Tulsa, OK 74107

Phone: 918-585-3826

Website: www.literacyevangelism.org

INTERNATIONAL READING ASSOCIATION

PO Box 8139

Newark DE 19714-8139, USA

-Promotes literacy worldwide. Membership offers **READING TODAY** bimonthly and discounted prices on all publications. National affiliates are in Ghana and Nigeria.

PARTNERS IN LITERACY MINISTRY

PO Box 16340

GPO 00100, Nairobi.

Tel. 254-20-2722570 Fax 254-20-2729755 Cellphone: 254-720-971386

E-mail: info@partnersinliteracy.org

-Offers Teacher Training Workshops for basic literacy and ESL, and primer construction services for East Africa.

PROLITERACY WORLDWIDE

11329 JAMESVILLE AVENUE

SYRACUSE NY 13210, USA

Phone 1-315-422-9121. Toll-free 1-888-528-2224.

Fax 1-315-422-6369. Website: www.ProLiteracy.org

-Publishes quarterly **LITERACY BEYOND BORDERS** for literacy workers.

SUMMER INSTITUTE OF LINGUISTICS

International Literacy Department

7500 W. Camp Wisdom Road

Dallas TX 75236 USA

Phone 1-972-708-7400. Fax 1-972-708-7433.

E-mail: General_Delivery@sil.org

Bookstore: Academic_Books@sil.org

-Will answer questions about literacy services. Write SIL Bookstore for materials.

NEW READERS PRESS

Box 888

Syracuse NY 13210, USA

-Order catalog for English literacy materials.

UNITED BIBLE SOCIETIES

-These are located in most countries in Africa. They can assist in obtaining the New Readers Series (see III. Post-Primer Materials) and other Bible portions which could be used in your post-primer stage. Their materials are highly subsidized.

AMERICAN BIBLE SOCIETY

1865 Broadway

New York NY 10023, USA

Phone: 1-212-408-1200. Fax: 1-212-408-1544.

Website: www.americanbible.org

-ABS can help you know address of nearest United Bible Society to you and its representative.

CHRISTIAN LITERATURE INTERNATIONAL

P.O. Box 777

Canby OR 97013, USA

Phone: 1-503-266-9734. Fax: 1-503-266-1143

www.newlifebible.org

E-mail: christian@canby.com

-Publishes and distributes, at discounts up to 50% for overseas organizations, easy-to-read scriptures and Bible study guides, story books and tracts based on an 800-word word list. The tracts are especially useful since most US tracts are too difficult for new readers because of U.S. idioms and slang. Also offers easy-to-read study edition Bibles in Spanish with the same 800-word count.

NEW TRIBES MISSION

1000 E. First Street

Sanford FL 32771-1487

Phone: 1-407-323-3430. Fax: 1-407-330-0376

- Publishes books for storying the Gospel.

II. LISTING OF ALL LEI PRIMERS (as of 2008)

* indicates manuscript form only

| | | | |
|--------------------|-----------------|--------------------|----------------|
| ALBANIA Albanian | Gujjari | Lomwe * | Sereer |
| ANGOLA Ngangela | Gujarati | Yao | Wolof |
| BANGLADESH | Hindi | MALAYSIA Malay | SIERRA LEONE |
| Bangla (Christian) | Kannada | Sengoi | Limba |
| Bangla (Muslim) | Lotha * | MEXICO Spanish | Susu * |
| Bawm* | Maithili | MONGOLIA | SOUTH AFRICA |
| Chakma | Malayalam | Mongolian | Afrikaans |
| Santali | Marathi | Kazakh | Pedi |
| BENIN Gun | Meitei | MOZAMBIQUE | S. Sotho |
| Lokpa | Mizo | Makhuwa | Tsonga |
| Fulani | Nishi * | NEPAL Nepali | Xhosa |
| BOLIVIA Aymara * | Oriya | NIGERIA Bura | Zulu |
| BOTSWANA Tswana * | Paite | Ekajuk | SRI LANKA |
| BRAZIL Portuguese | Punjabi | Fulfulde | Sinhalese |
| BULGARIA Bulgarian | Santali | Hausa | THE SUDAN |
| BURKINA FASO | Tamil | Igbo * | Dinka (Padang) |
| Moore | Telegu | Ninkyob * | Nuer * |
| BURMA (Myanmar) | Urdu | Nkem * | SWAZILAND |
| Burmese | Zomi | Pidgin | Siswati |
| Falam Chin | INDONESIA | Tsuva'di | TANZANIA |
| Karen | Indonesian | Urhobo | Kimochi |
| Lisu | Javanese | Yoruba | Kimashami |
| Tedim Chin | Mentawai | PAKISTAN Marwari | Kivunjo |
| Wa * | Nias | Punjabi | Nyakyusa |
| BURUNDI Kirundi | Sundanese | Saraiki | Sukuma |
| CAMBODIA Khmer | Timorese | Sindhi | THAILAND Lahu |
| CHAD Ngambai | Toraja | Urdu | TOGO Ewe |
| CHINA Mandarin | IRAQ | PARAGUAY Guarani | Mina |
| DR CONGO Kikongo | Assyrian | PERU Aguaruna * | TURKEY |
| Kituba | Kurdi | Ayacucho * | Turkish |
| Lingala | IVORY COAST | Cuzco Quechua* | UGANDA Acholi |
| Tshiluba | Baoulé | Lambayeque * | Ateso |
| ECUADOR | KENYA | Urarina | Kupsabiny* |
| Canar Quichua | Kalenjin | PHILIPPINES Badjao | Luganda |
| ETHIOPIA Aari | Kikamba | Blaan | Lumasaba |
| Bunna | Kikuyu | Botolan Sambali | Rukiga* |
| Borana * | Kuria | Cebuano | Runyankore |
| Gumuz | Lchamus-Samburu | Ilocano | Rutoro |
| Kunama | Luo | Ilonggo | U.S.A. |
| THE GAMBIA | Luyia | Iranun | English |
| Mandinka | Maasai | Kalangoya | TESOL |
| GHANA Akan | Meru | Matig-Salug | French |
| Ewe | Orma | Pampango | VIETNAM |
| Nafaanra | Pokoot | Pilipino (Tagalog) | Vietnamese |
| Dangme | Swahili | Sarangani Manobo | ZAMBIA |
| GUATEMALA Kekchi | Turkana | Sinama | Bemba |
| Mam | KOREA | Subanen | Kaonde |
| HAITI Creole | Korean (deaf) | T'Boli | Lozi |
| HONDURAS/ | Korean | Tausug | Nkoya |
| NICARAGUA | LAOS Lao | Tiruray | Nyanja |
| Miskito | MADAGASCAR | ROMANIA | Tonga |
| HUNGARY Hungarian | Malagasy | Romanian | ZIMBABWE |
| INDIA Assamese | MALAWI Chewa | RWANDA | Shona |
| Boro | ChiSena | Kinyarwanda | |
| Garo | ChiTumbuka | SENEGAL Joola | |

III. POST-PRIMER MATERIALS

The following list is only a sampling of books available. Check all books available to you locally for readability using a word count (see Chapter 16).

HIS LIFE

Gleason H. Ledyard

Order from Christian Literature International

-Written in the same unique 850-word controlled vocabulary as the NEW

LIFE New Testament, it is the story of Jesus from birth to ascension based on the four Gospels. A narrative that lets the reader feel like he is walking along with Jesus and His followers, while being enlightened about the times and customs of His thirty-three year sojourn. Christian Literature International.

NEW LIFE Study Testament

-Contains the New Testament in Ledyard's 850-word controlled vocabulary followed by an excellent study of the New Testament using the same simplified vocabulary. This would provide some 20 lessons for Bible study. Order from Christian Literature International.

LIFEWORDS

www.lifewords.info

-Provides free tracts and New Testaments in many languages. Their simple and colorful tracts can be read by students after Book 1 of LEI primers. Other materials useful for post-primer readers include a weekly Bible text devotional, sports and health materials. You may order a packet of samples. All publications are free.

IV. TEACHER TRAINING MATERIALS

SUPERVISORS GUIDE: ADULT LITERACY TEACHING

M. Halvorson

East African Literature Bureau,

Nairobi, Kenya, 1966

- *Supervisor's Guide* had considerable influence on this book.

*** NOTE *** *This book is being translated into other languages; please contact LEI (info@literacyinternational.net) to inquire about versions of this book in other languages.*

APPENDIX 3

SAMPLE DEMONSTRATION LESSON

The following page contains a sample demonstration lesson which is written using English words represented by a foreign (devanagari) script. This can be used at any time throughout the Teacher Training Workshop to help participants understand how the non-literate adult feels coming into a class and struggling with the reading process of changing symbols into meaningful sounds.

You can teach this sample lesson using the same 5 Step method used in any LEI primer. When you arrive at Step 5, however, simply ask the participants if they can read the sentences on their own. Participants enjoy trying to figure out the sentences!

The sounds represented by the different characters are shown at the top of the following page and below as well:

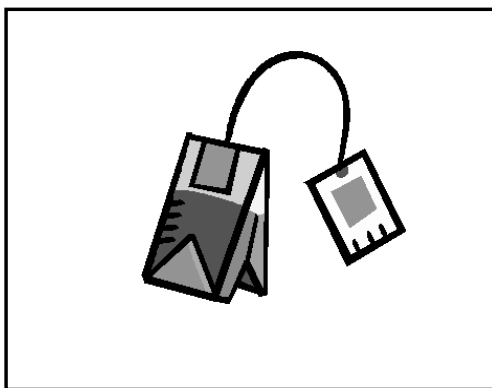
ट = t

ई = ee (as in “lee”)

ऐ = ai (as in “thai”)

म = m

स = s



| | | | | |
|---|----|----|---|---|
| ਟ | ਝ | ਐ | ਮ | ਸ |
| t | ee | ai | m | s |

| | | |
|----|---|---|
| ਟਝ | ਝ | ਝ |
| ਝ | ਝ | ਝ |

| | | |
|----|---|---|
| ਟਐ | ਐ | ਐ |
| ਐ | ਐ | ਐ |

1

| | |
|----|----|
| ਟਝ | ਝ |
| ਝ | ਟਝ |

2

| | |
|----|----|
| ਟਐ | ਐ |
| ਐ | ਟਐ |

3

| | |
|----|----|
| ਟਐ | ਟਝ |
| ਐ | ਝ |

4

| |
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| ਐ |
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5

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|---|---|

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ਮਐ

ਟਐ

6

| | |
|------|------|
| ਸੜ੍ਹ | ੜ੍ਹ |
| ੜ੍ਹ | ਸੜ੍ਹ |

7

| | |
|----|----|
| ਮਐ | ਐ |
| ਐ | ਮਐ |

8

| |
|-----|
| ੜ੍ਹ |
| ਐ |

9

| |
|------|
| ਸੜ੍ਹ |
| ਮਐ |

ਐ ਸੜ੍ਹ ਮਐ ਠਐ

ਐ ਸੜ੍ਹ ਮਐ ਠੜ੍ਹ

ਸੜ੍ਹ

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APPENDIX 4

CARD HOLDER & WORD CARDS

HOW TO MAKE WORD CARDS

A word card is a small, rectangular-shaped card made from heavy paper, poster board, cereal boxes, etc. Word cards are used in Step 4 - “Use the Word Cards.” For every lesson, all new syllables (word parts) and new words are to be written on the word cards in order to help students learn them. Use the measurements and examples below to make your own word cards:

For Large Cards
- classroom use -



For Small Cards
- individual use -



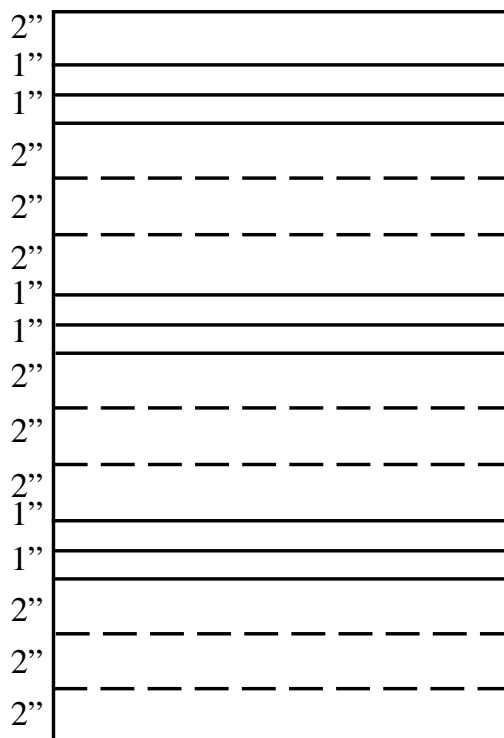
On the back of each word card, write the number of the lesson where the word is introduced. The word cards can be used as follows:

1. To review words, syllables, phrases and sentences
2. To build words from two or more syllables
3. To compare capitalized letters with lower case letters (Da with da)
4. To learn scriptures and songs, making a word card for each line
5. To review numbers

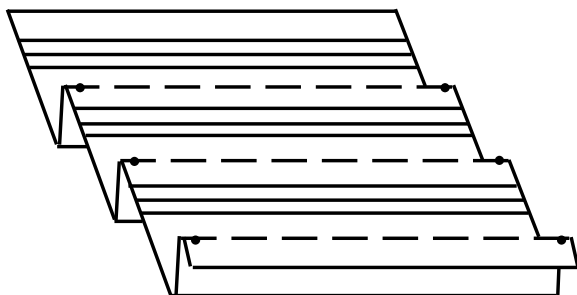
HOW TO MAKE A CARD HOLDER

To make a card holder, use heavy paper, poster board, newspaper, or any other locally-available materials. Draw lines on the paper according to the dimensions given in “Step 1” below. Then, fold along the dotted lines (Step 2) to form pockets in which the cards can be placed. Fasten at the folded (outside) edges with pins, tape, staples, or even thorns. Step 3 shows a completed word card holder with word cards. For individual use teaching one-on-one, make a card holder that is half the size of the given dimensions.

Step 1:



Step 2:



Step 3:



APPENDIX 5

WORKSHOP REGISTRATION FORM

Place _____ Date _____

| Name | Address | Church | Practice Teaching | Writing | Comments |
|------|---------|--------|-------------------|---------|----------|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

On the above form, the “*Practice Teaching*” column is so you can record the participants’ grade for teaching each other. “*Writing*” records how well they can teach the writing section, and the “*Comments*” column can be used to record final results. Where a Teacher’s Certificate is awarded at the end of the TTW for those qualifying, a **C** can be written in the *Comments* column. If a letter (see Appendix 6, b) is given because the person needs to repeat the TTW, an **L** could be written. It is important that each participant returns to his church or agency with either a certificate or letter showing that the person has attended a course.

Note: You will need to devise a code to use in the *Practice Teaching* and *Writing* columns to signify the levels of performance. Using check marks with pluses and minuses is simple and sufficient. A check minus in both columns means that the participant needs to repeat the TTW.

APPENDIX 6

LETTER FORMS FOR WORKSHOP COMPLETION

Letter a:

This letter is to be presented to all participants who successfully complete the TTW, if certificates are not awarded until later. For participants needing to repeat the TTW before beginning to teach, present Letter b. on the following page.

_____ Church

Dear Pastor and Members,

This is to certify that _____(Name) attended a Teacher Training Workshop at _____ on _____(Date)
This person has fulfilled qualifications for teaching a literacy class sponsored by your church. We trust you will give every encouragement to the literacy ministry of your church.

Sincerely yours,

(Name)

Literacy Coordinator

Letter b:

Same as Letter a., except that the second sentence is replaced with “This person will need to teach with a trained literacy teacher until he/she can attend another Teacher Training Workshop.”

Letter c:

This letter can be sent back with participants. It is to be returned to the Literacy Leader when the participant has begun a literacy class. Your name instead of ‘Literacy Leader’ would make the letter more personal.

Dear Literacy Leader,

I have returned to my church and have now started a literacy class. We have _____ adults in our class.

Following are the days we meet each week: _____

Time of day we meet: _____

We hope you can come visit our class soon.

Your friend in literacy,

(Signature of teacher)

APPENDIX 7

WORKSHOP EVALUATION FORM

Below is a sample TTW Evaluation which should be given to the participants at the beginning of the last day so they can complete and return it before they leave. The name of the participant making the evaluation need not be written on the form. A tabulation of the responses will help you improve your future TTWs.

+

TTW EVALUATION

I. Part One

1. Too much talking/lecturing by the Leader. Yes___ No___
2. Leader went too fast. Yes ___No___
3. We needed more time to practice teach. Yes ___No___
4. Too little time for breaks. Yes___ No___
5. Too much to memorize in such a short time.
No ___ Yes ___

II. Part Two

1. How the workshop helped me most:
2. The part I liked best:
3. How the workshop can be improved:
4. The part of the workshop I did not find helpful:

III. Any Other Comments:

APPENDIX 8

RECORD OF LITERACY AWARDS

Church/Center _____

Town/City/District _____

| Name | book 1 | book 2 | Post-primer 1 | Post-primer 2 | Comments |
|-------------------|-------------|--------------|---------------|---------------|---|
| <i>Raju Kumar</i> | <i>8/27</i> | <i>12/14</i> | <i>1/19</i> | <i>2/26</i> | <i>Now involved in weekly Bible study</i> |
| | | | | | |
| | | | | | |
| | | | | | |

The Literacy Leader must keep accurate records of all literacy gains. Above is an example of the form used in some countries. *Book 1* and *Book 2* show when students completed Book 1 and 2 of the primer. Spaces are provided for the dates each is awarded. Spaces could be adjusted to record other post-primer awards. Under *Comments* you could note any items of interest, such as church positions or further training needed.

APPENDIX 9

HOW TO TEACH THE FIVE STEPS

Step 1: TEACH THE PICTURE WORDS

Step 2: FIND THE PICTURE WORDS

Step 3: TEACH THE WORDS IN THE BOXES

Step 4: USE THE WORD CARDS

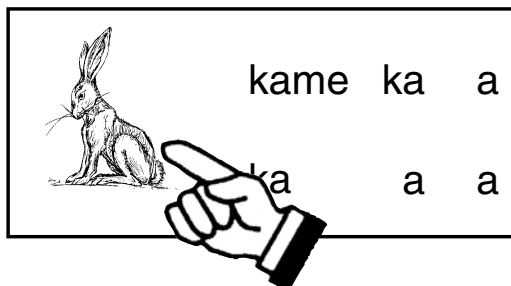
Step 5: READ THE STORY

These five steps form the core of the LEI teaching method and must be memorized by the teacher. In order to demonstrate how to teach these steps, we will use the Rutoro primer, a language spoken in Uganda. The following section describes exactly what the teacher does and what the teacher says when teaching reading. Although this example will be in the Rutoro language, please follow along in whatever language primer you will be using to teach literacy. The “teaching patter” (how the teacher teaches) is found in Section III of the Teaching Guide (usually pp. 6-12) and in the Condensed 5 Steps (usually pp. 22-24) in Book 1 of a primer series.

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------|---|----|----|---|------|--------|---|----|----|---|--------|---|---|----|----|----|----|----|----|---|-----|----|---|--------|---|----|----|---|--------|----|----|---|----|
| <p>isomo 1 (a, e, o, k, m)</p> <div style="display: flex; align-items: center;"> <div> <p>kame ka a</p> <p>ka a a</p> </div> </div> <div style="display: flex; align-items: center; margin-top: 10px;"> <div> <p>kakoko ko o</p> <p>kakoko o o</p> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 20px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>1</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>kame</td><td>a</td></tr> <tr><td>ka</td><td>ka</td></tr> <tr><td>a</td><td>kame</td></tr> </table> </div> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>2</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>kakoko</td><td>o</td></tr> <tr><td>ko</td><td>ko</td></tr> <tr><td>o</td><td>kakoko</td></tr> </table> </div> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>3</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>a</td><td>o</td></tr> <tr><td>ka</td><td>ko</td></tr> </table> </div> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>4</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>ka</td></tr> <tr><td>ko</td></tr> </table> </div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; width: 60%;"> <p>5</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>ka</td><td>ko</td></tr> </table> </div> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <p>kame</p> <p>ako</p> <p>kakoko</p> </div> <p style="text-align: left; margin-top: 5px;">24</p> | kame | a | ka | ka | a | kame | kakoko | o | ko | ko | o | kakoko | a | o | ka | ko | ka | ko | ka | ko | <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>6</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>ako</td></tr> <tr><td>ko</td></tr> <tr><td>o</td></tr> </table> </div> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>7</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>kakoko</td><td>a</td></tr> <tr><td>ka</td><td>ka</td></tr> <tr><td>a</td><td>kakoko</td></tr> </table> </div> </div> <div style="display: flex; justify-content: space-around; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>8</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>ka</td></tr> <tr><td>ko</td></tr> </table> </div> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>9</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>a</td></tr> <tr><td>ka</td></tr> </table> </div> </div> <p style="text-align: center; margin-bottom: 10px;">ako kakoko.</p> <p style="text-align: center; margin-bottom: 10px;">ako kame.</p> <p style="text-align: right; margin-bottom: 10px;">Yohaana 1:1-28</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <p>ako</p> <p>kame</p> <p>kakoko</p> </div> <p style="text-align: right; margin-top: 5px;">25</p> | ako | ko | o | kakoko | a | ka | ka | a | kakoko | ka | ko | a | ka |
| kame | a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ka | ka | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | kame | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| kakoko | o | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ko | ko | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| o | kakoko | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | o | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ka | ko | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ka | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ko | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ka | ko | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ako | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ko | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| kakoko | a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| a | kakoko | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ka | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ko | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| a | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ka | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

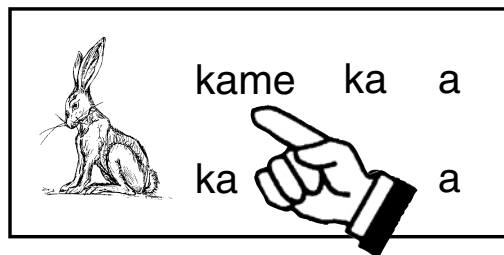
STEP 1: TEACH THE PICTURE WORDS

First picture word: **kame**.



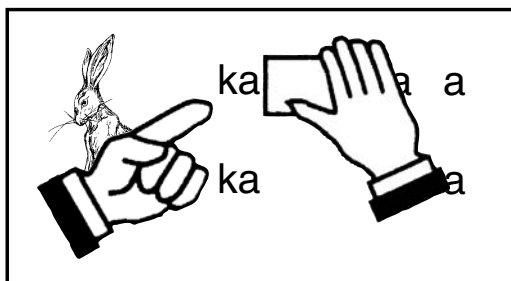
1. Do: Point to the picture of **kame**.

Say: "This is a picture of **kame**. Say **kame**. What is this picture?"



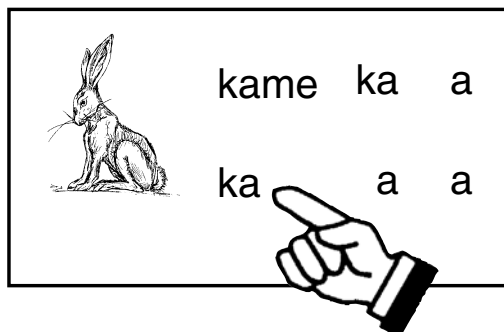
2. Do: Point to the word **kame** beside the picture. Underline the word with your finger from left to right.

Say: "This word is **kame**. Read **kame**. What is this word?"



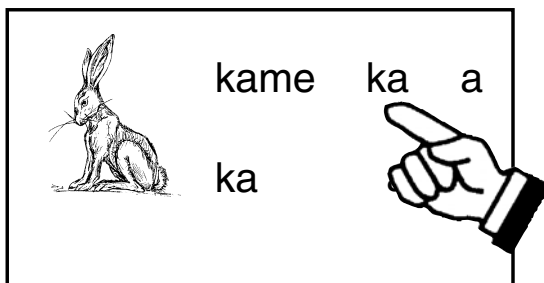
3. Do: Cover the **me** of **kame**. Point to the **ka** of **kame**.

Say: "**kame** begins with **ka**. Read **ka**."



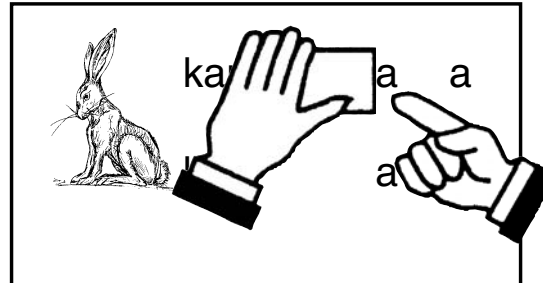
4. Do: Point to **ka** below **kame**.

Say: "This is **ka**. Read **ka**."



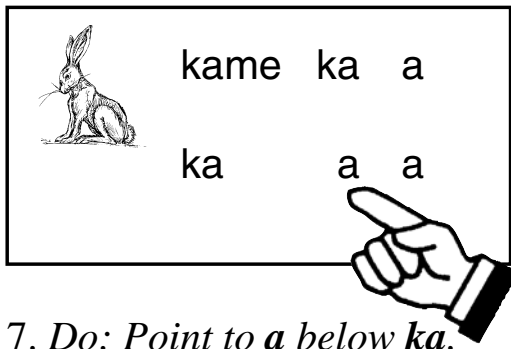
5. Do: Point to **ka** to the right of **kame**.

Say: "This also is **ka**. Read **ka**."

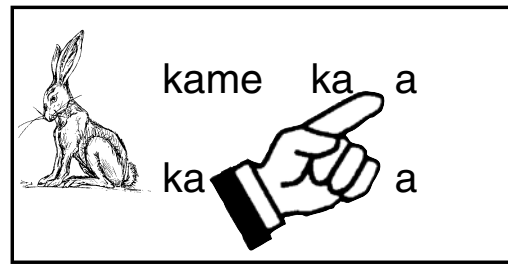


6. Do: Cover the **k** of **ka** to the right of **kame**. Point to the **a**.

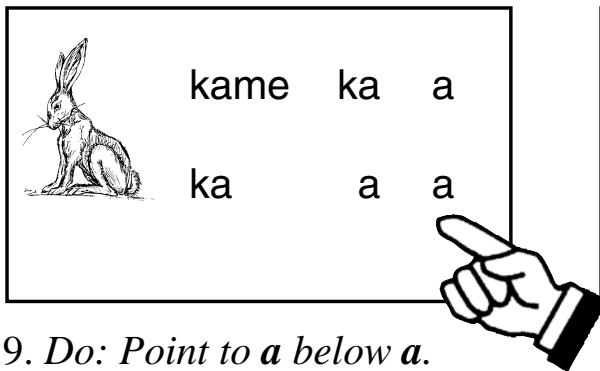
Say: "**ka** ends with **a**. Read **a**."



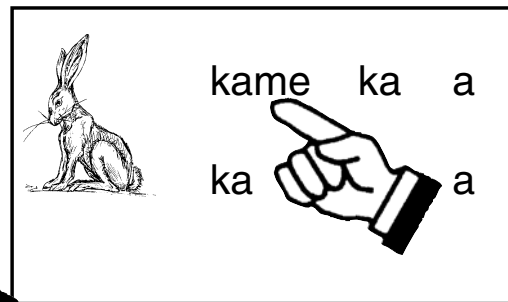
7. Do: Point to ***a*** below ***ka***.
Say: "This is ***a***. Read ***a***."



8. Do: Point to ***a*** to the right of ***ka***.
Say: "What is this?"

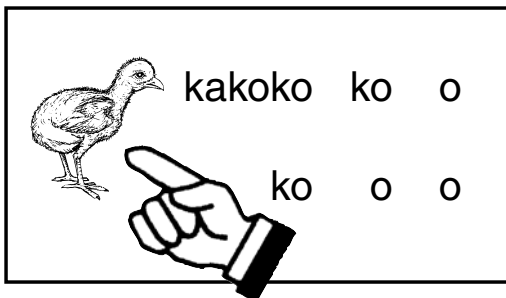


9. Do: Point to ***a*** below ***a***.
Say: "What is this? Very good!"



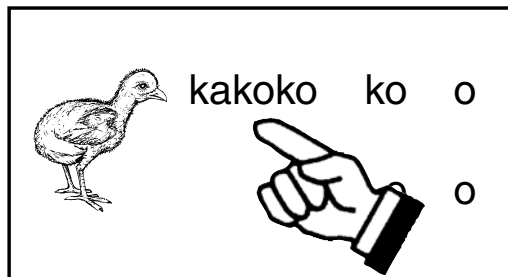
10. Do: Point to word ***kame*** by the picture.
Say: "What is this word? Very good!"

Second picture word: **kakoko**.



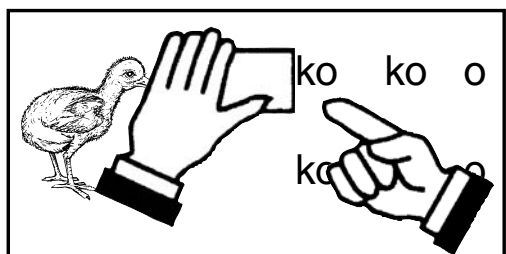
1. Do: Point to the picture of **kakoko**.

Say: "This is a picture of **kakoko**. Say **kakoko**. What is this picture?"



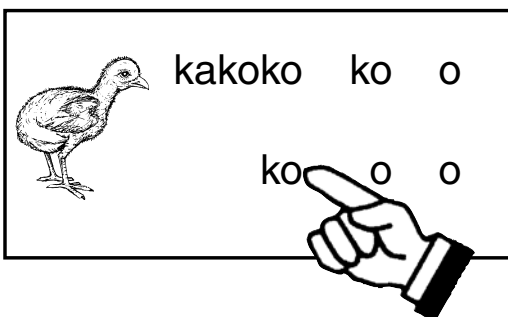
2. Do: Point to the word **kakoko** beside the picture. Underline the word with your finger from left to right.

Say: "This word is **kakoko**. Read **kakoko**. What is this word?"



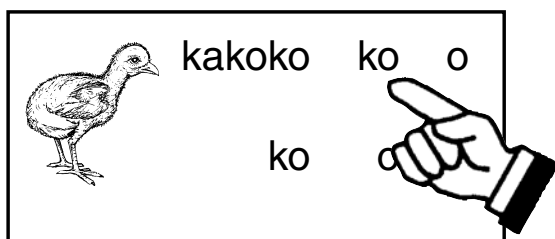
3. Do: Cover the **kako** of **kakoko**. Point to **ko** of **kakoko**.

Say: "**kakoko** ends with **ko**. Read **ko**."



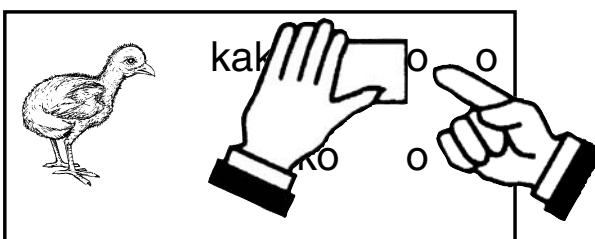
4. Do: Point to **ko** below **kakoko**.

Say: "This is **ko**. Read **ko**."



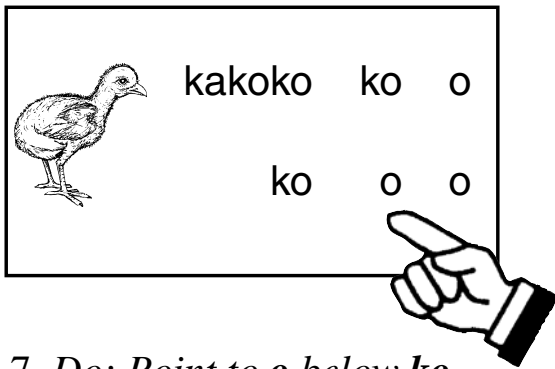
5. Do: Point to **ko** to the right of **kakoko**.

Say: "This also is **ko**. Read **ko**."



6. Do: Cover the **k** of **ko** to the right of **kakoko**. Point to the **o**.

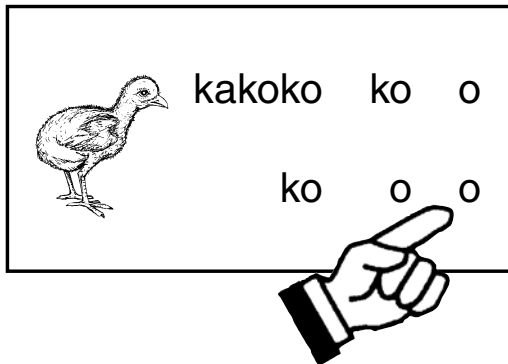
Say: "**ko** ends with **o**. Read **o**."



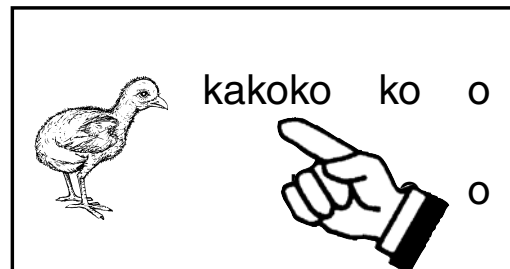
7. Do: Point to **o** below **ko**.
Say: "This is **o**. Read **o**."



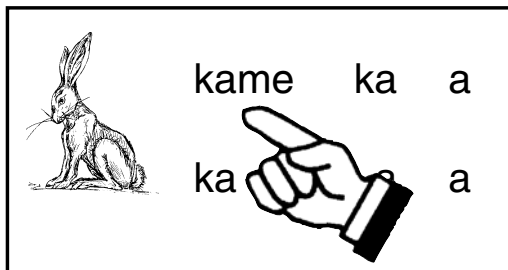
Do: Point to **o** to the right of **ko**.
Say: "What is this?"



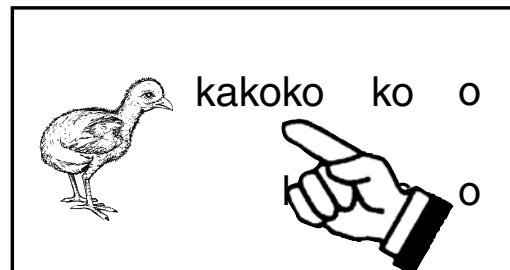
9. Do: Point to **o** below **o**.
Say: "What is this?"



10. Do: Point to the word **kakoko** by the picture.
Say: "What is this word?
Very good!"



Do: Point to the word **kame** by the picture.
Say: "What is this word? Very good!"

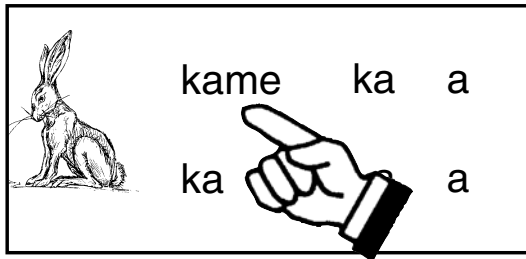


Do: Point to the word **kakoko** by the picture.
Say: "What is this word?
Very good!"

This completes Step 1: Teach the Picture Words.

STEP 2: FIND THE PICTURE WORDS

1.



Do: *Point to word **kame** by the picture.*

Say: "What is this word?"

Do: *Sweep your hand across both pages of lesson.*

Say: "Please point to the word **kame** every place in this lesson, and each time read **kame**."

2.



Do: *Point to word **kakoko** by the picture.*

Say: "What is this word?"

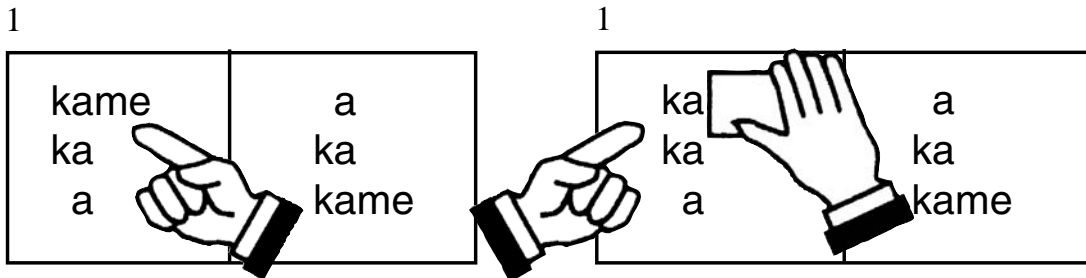
Do: *Sweep your hand across both pages of lesson.*

Say: "Please point to the word **kakoko** every place in this lesson, and each time read **kakoko**."

Note: If the student cannot find each occurrence of **kame** or of **kakoko**, or if they mistake the picture words for other words, the **teacher** points to that word and then points to the same word by the picture, saying, "Does this word look like this word? . . . What does this say? (word by picture) . . . What does this say? (same word elsewhere) . . ." The **teacher** says, "Very good!"

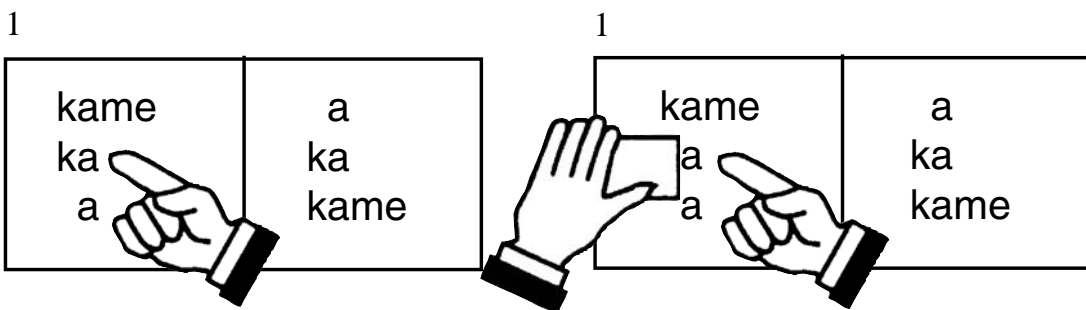
STEP 3: TEACH THE WORDS IN THE BOXES

Box 1:



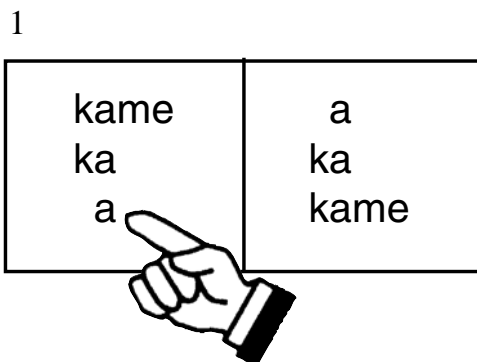
1. Do: Point to word **kame** on left side of Box 1. (Right side in some languages.)
Say: "What is this word?"

2. Do: Cover the **me** of **kame**.
Point to the **ka** of **kame**.
Say: "**kame** begins with **ka**.
Read **ka**."

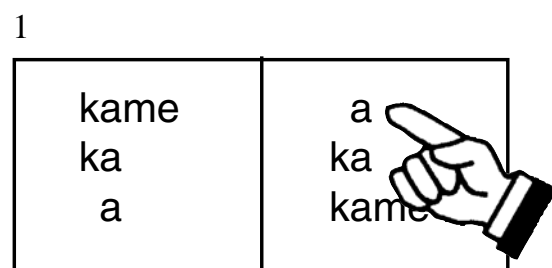


3. Do: Point to **ka** below **kame**.
Say: "This is **ka**. Read **ka**."

4. Do: Cover the **k** of **ka**.
Say: "**ka** ends with **a**. Read **a**."



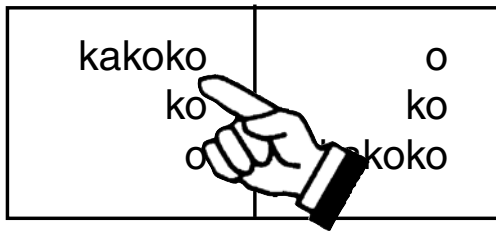
5. Do: Point to **a** below **ka**.
Say: "This is **a**. Read **a**."



6. Do: Point to **a** (then **ka**, then **kame**) on right side of box.
Say: "What is this? This? This?
Very good!"

Box 2:

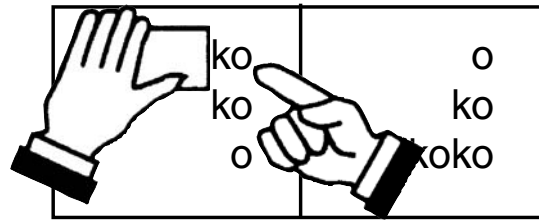
2



1. Do: Point to word **kakoko** on left side of Box 2.

Say: "What is this word?"

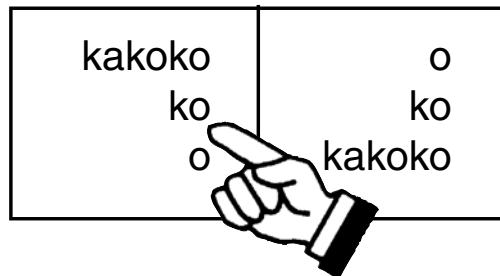
2



2. Do: Cover the **kako** of **kakoko**. Point to the **ko** of **kakoko**.

Say: "**kakoko** ends with **ko**.
Read **ko**."

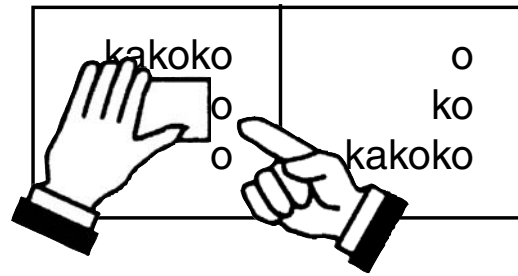
2



3. Do: Point to **ko** below **kakoko**.

Say: "This is **ko**. Read **ko**."

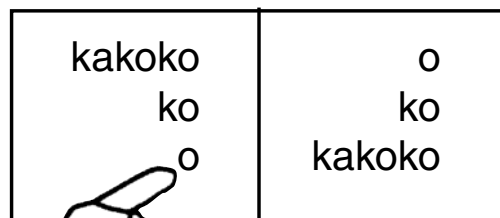
2



4. Do: Cover the **k** of **ko**.

Say: "**ko** ends with **o**. Read **o**."

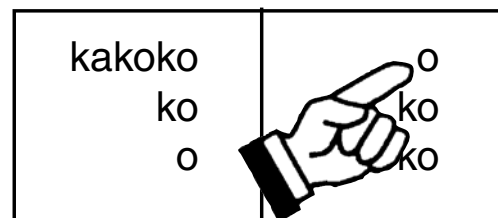
2



5. Do: Point to **o** below **ko**.

Say: "This is **o**. Read **o**."

2

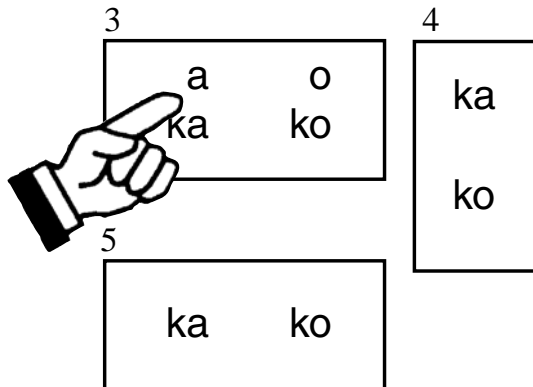


6. Do: Point to **o** (then **ko**, then **kakoko**) on right side of box.

Say: "What is this? This?
This? Very good!"

Note: If the student cannot recognize a picture word in a box, the teacher must not tell him. The teacher points to that word in the box and then to the same word by the picture, saying, “Does this word look like this word?” . . . The teacher says, “Very good!”

Boxes 3, 4 and 5:



Box 3:

Do: Point to the word parts, first going from left to right and then going from top to bottom.

Say: “What is this?” each time.

Box 4:

Do: Point to the word parts going from top to bottom.

Say: “What is this?” each time.

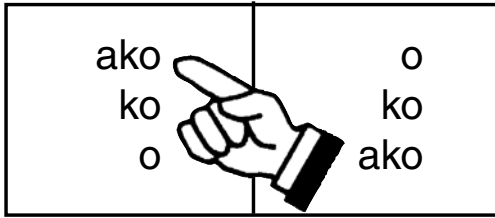
Box 5:

Do: Point to the word parts going from left to right (and top to bottom in later lessons that have several rows).

Say: “What is this?” each time.

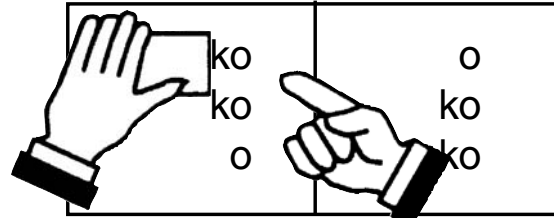
Box 6:

6



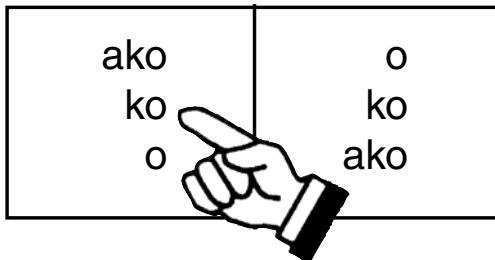
1. Do: Point to word **ako** in left side of box.
Say: "This is **ako**. Read **ako**.
What is this word?"

6



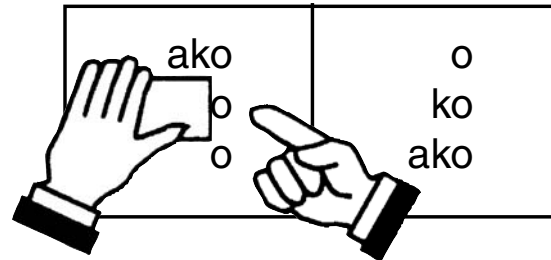
2. Do: Cover **a** of **ako**.
Say: "**ako** ends with **ko**. Read **ko**."

6



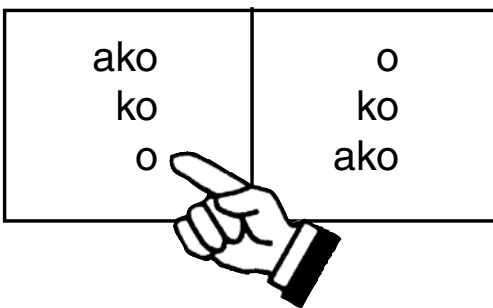
3. Do: Point to **ko** below **ako**.
Say: "This is **ko**. Read **ko**."

6



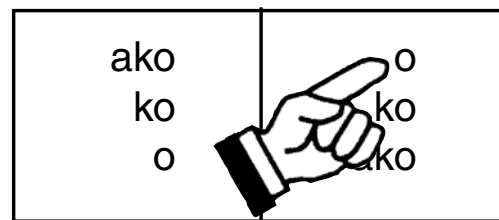
4. Do: Cover the **k** of **ko**.
Say: "**ko** ends with **o**. Read **o**."

6



5. Do: Point to **o** below **ko**.
Say: "This is **o**. Read **o**."

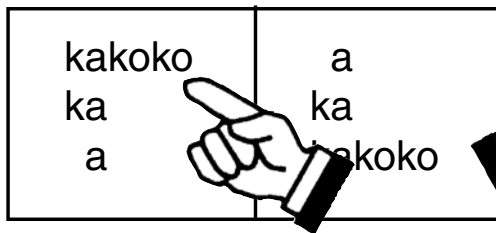
6



6. Do: Point to **o** (then **ko**, then **ako**) on right side of box.
Say: "What is this? This? This? Very good!"

Box 7:

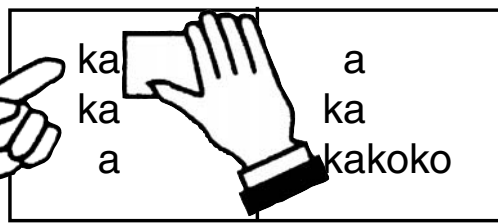
7



1. Do: Point to word **kakoko** on left side of Box 7.

Say: "This is **kakoko**. Read **kakoko**. What is this word?"

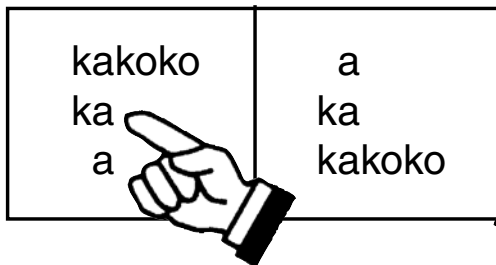
7



2. Do: Cover the **koko** of **kakoko**. Point to the **ka** of **kakoko**.

Say: "**kakoko** begins with **ka**. Read **ka**."

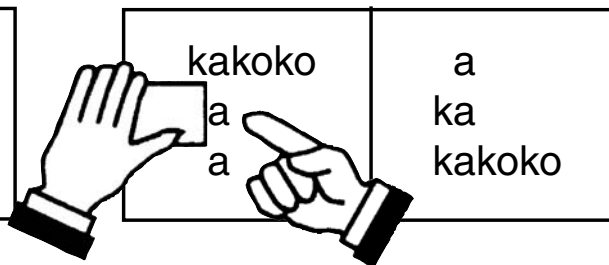
7



3. Do: Point to **ka** below **kakoko**.

Say: "This is **ka**. Read **ka**."

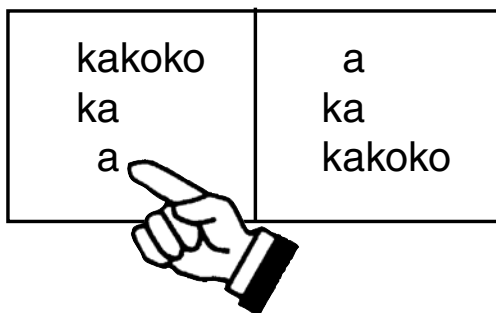
7



4. Do: Cover the **k** of **ka**.

Say: "**ka** ends with **a**. Read **a**."

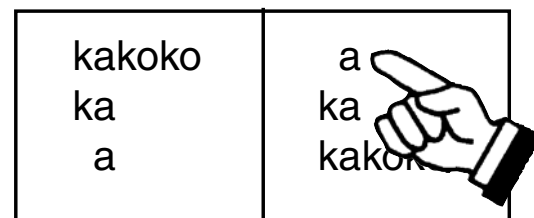
7



5. Do: Point to **a** below **ka**.

Say: "This is **a**. Read **a**."

7

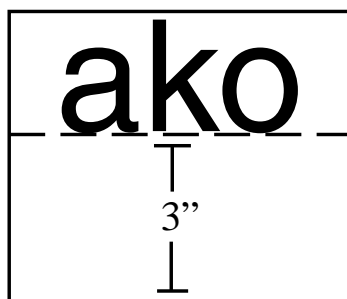


6. Do: Point to **a** (then **ka**, then **kakoko**) on right side of box.

Say: "What is this? This? This? Very good!"

Boxes 8 and 9, the teacher points to each word part (or word), pointing from top to bottom for each box. If the word (or word part) in a box has been taught, the teacher asks, “What does this say?” If the word (or word part) in a box is new and has not been taught, the teacher says, “This is _____. Read _____. What is this?”

STEP 4: USE THE WORD CARDS



*see appendix 4
for how to make
the word cards*

The words and word parts on the cards have been taught, so the teacher holds up each card for the student to read and asks, “What is this?” for each card. If the student does not recognize a **picture word** on a card, the teacher must not tell him. The teacher points to the word on the card, and then to the **same word by the picture**, saying, “Does this word look like this word?” . . . If the word on the card is not a picture word, and the student does not recognize it, the teacher says, “This is _____. Read _____. What is this?”

STEP 5: READ THE STORY

isomo 1 (a, e, o, k, m)

kame ka a
ka a a

kakoko ko o
ko o o

1 kame a
ka ka
a kame

2 kakoko o
ko ko
o kakoko

3 a o
ka ko

4 ka
ko

5 ka ko

24 kame ako kakoko

6 ako o
ko ko
o ako

7 kakoko a
ka ka
a kakoko

8 ka
ko

9 a
ka

ako kakoko.
ako kame.

Yohaana 1:1-28

25 kame kakoko

In the initial lessons:

1. *Do: Point to each word at the bottom of the lesson pages.*
Say: "Please read the words at the bottom of this lesson."
2. *Do: Point to sentences in story.*
Say: "First I will read the sentences."
Do: Run finger smoothly underneath words in each sentence and read in a slow but natural style. "ako kakoko. ako kame."
3. Say: "Now you read with me."
Do: Move your finger under each sentence as you and the student read together.

4. Say: “Now you read the sentences by yourself.”
“Very good!”
Do: Move your finger slowly under each sentence as the student reads at the student’s speed, slow or fast.

In later lessons, when the student becomes comfortable in reading:

1. *Do: Point to each word at the bottom of the lesson pages.*
Say: “Please read the words at the bottom of this lesson.”
(Student reads the words out loud).
2. Say: “Read the sentences silently and tell me when you are finished.” (Student reads the words silently).
3. Say: “Read the sentences out loud.” (Student reads the sentences out loud).

Say: “Very good!”

APPENDIX 10

QUESTIONS OFTEN ASKED AT WORKSHOPS

This appendix is to be used as a resource to help answer questions participants may ask during the TTW. As seen in the TTW schedule on pp. 22-23, we recommend that you take time at the end of each workshop day to ask if there are any questions. Certain questions are almost always asked at TTWs. Then, of course, there comes the question you never dreamed would be asked! Probably just being aware of some of these questions will be as helpful as the answers we offer. In any case, the answers here are only the “wisdom” of the authors. They are open for additions and contradictions. Just be ready with your own answers!

1. SHOULD WE START TEACHING A PRIMER WHEN ALL WE HAVE IN THE LANGUAGE IS THE PRIMER AND A FEW PORTIONS OF THE BIBLE?

It depends. As a general rule, if you are teaching believers, whose main desire is to read those Bible portions, and if those Bible portions are written at an easy reading level, then you should begin to teach them with the primer. If, however, the Bible portions are more difficult to read, you should develop some additional reading material to bridge your primer and the Bible portions. Check bridge materials for readability (see Chapter 16).

Before beginning the difficult and expensive task of writing bridge materials, check well to find if there are materials already done by other organizations which could be used or adapted. Realize that writing such materials requires training, time and money.

2. HOW MANY SHOULD WE ENROLL IN OUR LITERACY CLASS?

Again, the ideal situation is “each one teach one” where each trained teacher has just one student. However, in places where the literacy need is great and classes are necessary, then ten to fifteen

adult students should be the limit for beginning teachers. Managing a class of adults who have different levels of learning speed is not easy. So as a general rule, the fewer students the better in each class. As a teacher becomes experienced in handling a class, however, the class size can be increased if necessary.

3. IF OUR CLASS IS TOO LARGE, CAN WE DIVIDE IT AND ASK AN UNTRAINED PERSON TO TEACH PART OF IT?

No. If you have more than 15 students, you could ask an untrained person to assist *under your supervision*. Then get that assistant to attend the next available TTW. A class that is too large will end in frustration for students and the teacher.

4. WHAT ABOUT TTW PARTICIPANTS WHO DO NOT LEARN TO TEACH THE PRIMER?

Following good adult education principles, we do not say that a person has failed. Have ready a form letter (see Appendix 6, b) to give those who have not been successful in the TTW. The letter states that the participant will need to teach *with* a trained teacher until another TTW is provided.

5. HOW DO WE FINANCE OUR LITERACY CLASSES?

Most progressive churches can and do put literacy into their annual church budgets. As noted in Chapter 12, the church is expected to pay for the teacher's materials, and the students should buy their own materials. Literacy materials are typically not very expensive.

6. DO LITERACY TEACHERS RECEIVE ANY FINANCIAL HELP FOR THEIR TEACHING?

There are two ways to look at this question. Some churches and organizations feel that it is good and necessary to pay their literacy teachers; others prefer a strictly volunteer-based literacy program. Many feel that when it becomes a practice to pay Sunday School teachers and choirmasters, then the church should also pay its literacy teachers. The choirmaster may spend as much time with the choir as literacy teachers do with their literacy classes. We have known churches who annually give their literacy teachers gifts of a

bag of rice or some farm produce. But most churches can only give what is probably the best gift—regular recognition of their appreciation.

7. WHAT ABOUT LITERACY CLASSES DURING THE BUSY PLANTING AND HARVEST SEASONS?

It is usually wise to stop classes during these times of the year. Have classes meet extra times each week during the season when adults are less busy. Then classes can be stopped, if necessary, during very busy seasons. (See CHOOSE A TIME TO TEACH, Chapter 12.)

8. HOW CAN WE BE SURE TO GET OUR PRIMERS AND OTHER LITERACY MATERIALS WHEN WE NEED THEM?

This is a common problem. The Literacy Leader should have a good supply of literacy books on hand whenever he or she travels around the country. Arrange for a contact person to have a supply of books in each association or district when possible. The contact person would be responsible for distributing the books, collecting the money and sending the money to the Leader. Having a dependable contact person in each area with a supply of books can help determine whether or not the literacy classes grow.

9. HOW LONG DOES IT TAKE TO TEACH AN ADULT TO READ?

The biggest factor determining how long it will take someone to learn to read is the frequency of the literacy class. A standard LEI primer has 72 lessons. Below is a chart showing how long it would take to complete the primer based on the frequency of the classes:

| <u>class frequency</u> | <u>time to finish primer</u> |
|------------------------|------------------------------|
| 1 x a week | = 72 weeks (18 months) |
| 2 x a week | = 36 weeks (9 months) |
| 3 x a week | = 24 weeks (6 months) |
| 4 x a week | = 18 weeks (4.5 months) |
| 5 x a week | = 15 weeks (3.5 months) |
| 6 x a week | = 12 weeks (3 months) |

Remember, though, that even after students finish the primer, they need to keep reading other materials—such as newspapers, books, manuals, the Bible, etc. Learning “how to read” is a continual process and should not end with the primer.

Besides class frequency, the level of illiteracy and motivation of the student are also important factors to consider.

Adults who have been living around people who read may learn much faster. Those who have already learned words such as “Stop,” “Railroad Crossing,” “Exit” or some numbers when they see them, have an advantage. Adults whose learning to read will immediately affect their economic or social life or who have a strong desire to read the Bible, learn more quickly. We have already discussed the close relation between frequency of class sessions each week and speed of learning in Chapter 12.

10. WHEN SHOULD NEW LITERATES ATTEND A TTW?

An ideal situation is for a trained literacy teacher to allow the new reader to assist in teaching the primer for a few months. This gives them confidence. Then they can attend a TTW.

Even though newly literate adults may make better literacy teachers than “traditional” teachers, they may not perform well in a workshop situation alongside persons who have finished regular schools. However, separate TTWs will not usually be possible. New literates will need to be trained with other workshop participants.

APPENDIX 11

LITERACY LESSON CHECKLIST

Student's name: _____
 Teacher's name: _____

Pre-Reading: Part 1 ____ & Part 2 ____ (before Lesson 1, only taught one time)

THE DIFFERENT STAGES OF THE LITERACY LESSON:

- a. Opening prayer and review (5-10 min.)
- b. Reading - The 5 Steps (20-30 min.)
 1. Teach the picture words.
 2. Find the picture words.
 3. Teach the words in the boxes.
 4. Use the word cards.
 5. Teach the Story (start w/ the words at the bottom of the page).
- c. Writing (20-30 min.) Write all new syllables and words plus two sentences. Ask students to copy the lesson's story for homework.
- d. Witness/Discipleship (5-15 min.) Read the scripture reference, converse, encourage, pray, etc.
- e. Review, Games, & Closing prayer (10-15 min.) Use the card holder, ear & eye exercises, etc.

| Previous Lesson Review | | | | | | | | | | |
|------------------------|------------|-------------|---|---|---|---|---|----------------|--------------|--|
| Lesson # | Read Story | Write Story | a | b | c | d | e | Date Completed | Observations | |
| 1 | | | x | x | x | x | x | 06/17/08 | ----- | |
| 2 | x | x | x | x | x | x | x | 06/21/08 | ----- | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
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| 22 | | | | | | | | | | |

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GLOSSARY

The definitions given for the following words reflect our own use of them in the context of this literacy manual.

Basic literacy - Learning beginning reading skills whether in a mother tongue or second language.

Bridge materials - Materials, whether books or pamphlets, used between two books to make the second book more readable.

Card Holder - A device used to display word cards in a reading lesson.

Comprehension questions - Questions asked a person after he has read a text to know if he understands what he has read.

Functionally literate - Having the level of reading and writing skills necessary to function in society and everyday life. From the Christian perspective, it is being able to read the Bible.

Keyword - A word, usually illustrated by a picture, which is used to teach the sound and its symbol being taught in a lesson.

LEI - Literacy & Evangelism International

Lingua franca - A language which is used by more than one ethnic group in a given area, usually for purposes of trade and social interaction.

Literate - Being able to read with understanding what you want to read for a useful and abundant life and to write what you want to say. A non-literate adult may be termed a non-reader.

Literacy Leader - A person who directs the literacy ministry of a group of churches or people. Sometimes the Literacy Leader is referred to as the Literacy Coordinator or Literacy Director.

Mother tongue or heart language - The first language a person learns to speak at home.

Notebook, Copybook, Exercise book - Any blank book used by participants in a workshop to copy notes.

Official language - The language chosen by a government to be used for official communication.

Participant - A person being trained in a workshop.

Primer - The book which teaches how to read the basic sounds, symbols, and words of a language; the first book used to teach someone to read.

Readability - The quality making a passage easy to read. Also, the extent to which the passage represents the culture of the reader. It may be governed by the number of new words, how interesting or helpful the passage is, its cultural significance, or even the white space surrounding words.

Review - To revise; to repeat by going over key ideas a second time.

Second language- A language learned after the mother tongue. This could be a lingua franca or an official language.

Student - The adult learner in a literacy class.

Syllable - One or more letters/symbols which represent a sound of a language. A syllable usually is a vowel alone or a vowel and one or more consonants, i.e. a, ba, tol.

Teacher - A person who has completed a Teacher Training Workshop and then teaches a literacy class (not a professional teacher).

Teacher's Guide - The additional material which explains how to teach each lesson of a literacy primer, usually found in the first part of an LEI primer.

TTW (Teacher Training Workshop) - A literacy workshop where the Literacy Leader trains reading adults to become literacy teachers.

Teaching Patter - The memorized words used to teach the pictures, syllables and words in a primer.

UNESCO - The United Nations Educational, Scientific and Cultural Organization.

Word card - Flash card; a small card on which to write syllables and words. Word cards are used to review and reinforce new words and syllables.

Word frequency - Refers to the number of times a word appears in a sentence, on a page, in a book or even in all the written materials of a language.



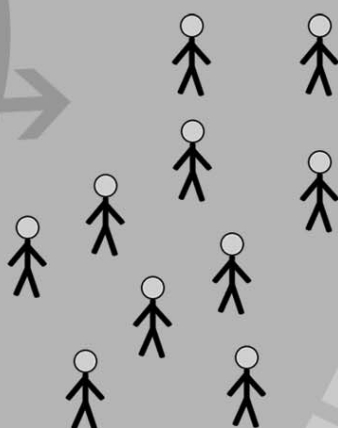
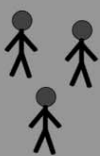
International Literacy Training Institute in Tulsa, Oklahoma, USA



A literacy student reading her Bible in El Petén, Guatemala

1

LEI missionaries
lead a **Literacy
Training
Institute...**



2

Participants attend the *Literacy
Training Institute* and graduate as
literacy leaders...

3

Literacy Leaders are equipped to lead
Teacher Training Workshops.
Church volunteers are trained to
teach non-readers, using the LEI
primer in the local language. Once
the church volunteers complete the
TTW, they become **teachers**.



a)

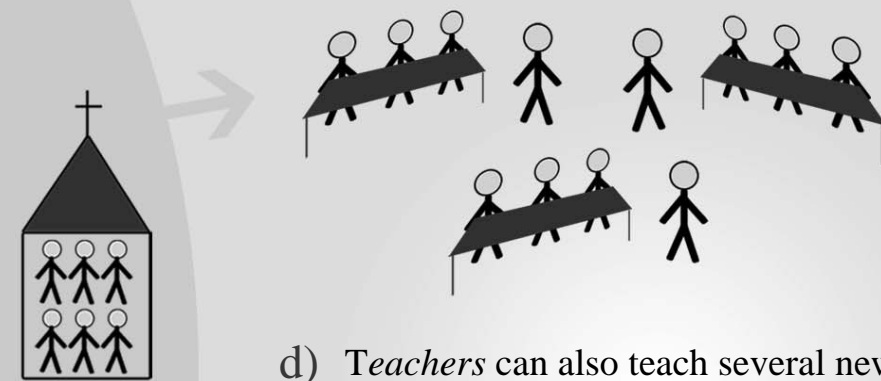


Teachers may
go to an un-
reached village
& teach one-
on-one or in a
classroom...

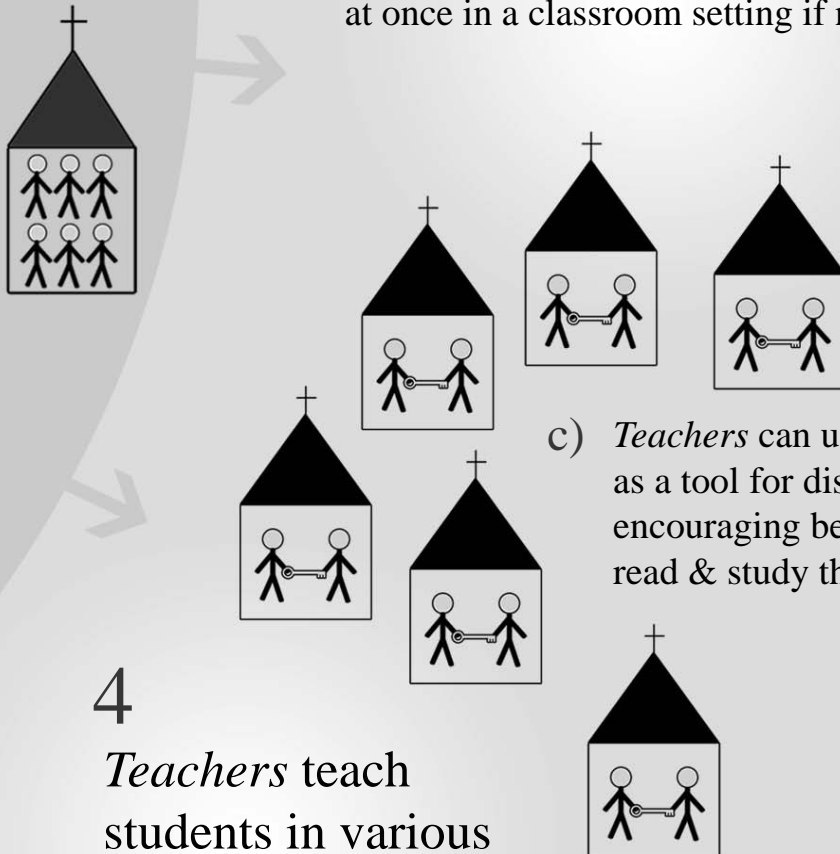


Often, people who
become believers
through literacy
classes form a
church...





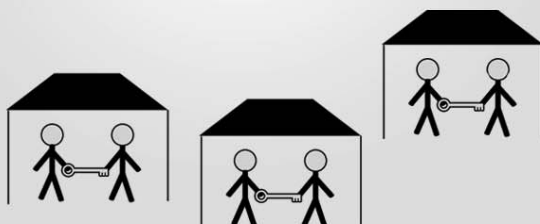
d) *Teachers* can also teach several new readers at once in a classroom setting if necessary.



c) *Teachers* can use literacy as a tool for discipleship, encouraging believers to read & study their Bibles.

4

Teachers teach students in various ways....



b) *Teachers* can use the Bible content primers as a tool for evangelism.



Literacy is the key to unlock the Word for those who can't read.

Pass it along!

Authors: Dr. Bert Dyson
& Tedd Lodes



Bert Dyson earned his Doctor of Education degree at the University of Georgia in the field of Adult Education. He founded the Department of Adult Education, Nigerian Baptist Convention and served as its director for eighteen years. As an emeritus missionary, he returned to Africa to lead training conferences for literacy leaders. For many years, he also trained overseas literacy workers at Literacy & Evangelism International. To help literacy workers overseas keep abreast of current literacy trends and technology, he founded a newsletter for literacy workers in Africa.



Tedd Lodes began serving with Literacy & Evangelism International in 2002. Tedd has led primer construction workshops and trained volunteer literacy teachers in Asia, Africa, and Latin America. In May 2007, he married his wife Emily, and together they serve as the Latin America Directors for LEI. Tedd & Emily also teach annually at the International Literacy Training Institute in Tulsa, OK.