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Globavasity Literacy Methodology: The Magic Bullet for Literacy Education in Nigeria

By Eng. Obisike Okechukwu Elechi & Dr. John M. Patrick

University of Port Harcourt

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I. Introduction

There are about one billion adults in the world who cannot engage in all those activities in which literacy is required for effective functioning in their community. This figure will probably be more than that if the number of people who do not have numeracy skills is added. Most of the people who are stack illiterate suffer from extreme poverty with women accounting for the highest number of people in the world without the skill of reading and writing. Various commitments and declarations focus on illiteracy with the goal of reducing it at least by half. From the Education for All (EFA), the CONFINTEA(s), the Millennium Development Goals (MDGs), and now the Sustainable Development Goals (SDGs), increasing literacy rate have featured prominently as one of the overarching goals to be achieved. Nigeria has been part of all of these international commitments in reducing illiteracy rate with several policy frameworks and programmes designed to ensure access and development of the basic literacy skills among adults. Despite of all of these, the level of literacy rate is still low, with the country classified as one of the E9 countries, that is countries with the highest number of people that cannot read and write, including numeracy skills. It was reported that 75 million people in Nigeria are illiterate, representing almost 47% of the population of the country (Vanguard Newspaper, 21 Sept. 2017). The failure of the various literacy programmes in Nigeria according to Faokun and Pwol (2008) can be attributed to among others the poor literate environment, the abandonment of literacy class in favour of income-generating activities, the failure to sustain literacy rates due to poor resources including funding, materials and teachers, donor dependency and negative perception of the value of education. Similarly, Quigly (2017) pointed out that generally, why most literacy campaigns have failed to meet their overtly ambitious goals has been due to limited resources, myopic policies, and lack of learner motivation. These problems are also responsible for the failure of state and Non-Government Organisations' (NGOs) initiated literacy programmes.

In Nigeria, like every other country, there have been search for a literacy methodology that works. These have lead to the adoption of the Cuban literacy methodology, the REFLECT, and the Freirean methodology. Some of the literacy centres adopt the formal school system in their literacy programmes using the formal school curriculum, teaching methods, class structure, learning materials, grading system, primary school teachers, and so on. In most cases, there has been a mix of two or more methodologies, adopting a social practice model embedded in socially constructed epistemological principles (Street cited in Fransman, 2008). The social practice model is sensitive to the learner's cultural and world view. Some of the literacy practices are too bookish, and the learners, after a while due to the inability to apply the skill in their daily social, economic, and political activities, still lost the skills and became illiterate again. It is against this backdrop that a Non-governmental organization the Globavasity, started organizing literacy programmes in Rivers State Nigeria to provide a functional, enduring, and sustainable literacy skill. Globavasity a unique private initiative with self-designed materials, a short and flexible learning system for adult literacy. Globavasity is an adult literacy institution accredited by Non-governmental Association for Literacy Support Services (NOGALSS) and National Commission for Mass Education (NMEC) Abuja. Globavasity was established in the year 2001and today has more than 50 Adult literacy centers across Rivers State Nigeria and beyond, with a staff capacity of over 200 workers. Globavasity has trained over 50,000 adult illiterates and has spent over 300 million naira (Nigerian currency) single-handedly. The organization is committed to promoting adult literacy, building

Author α: Director Globavasity Institute of Continuous and Vocational Education Port Harcourt. e-mail: info@globavasity.com
Author σ: Dept of Adult and Non-Formal Education University of Port Harcourt. e-mail: John.patrick@uniport.edu.ng

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competences and skills for people to become functional members of their society, and to complement the government and other multilateral organization like UNESCO to achieve adult literacy goals and, by extension, the SDGs.

II. Globavasity's Vision and Mission

Our vision is to be a leading literacy education institution committed to the eradication of illiteracy, empowering people, and building a learning community.

Our mission is to create learning opportunity for the unreached, build their capacity for a sustained living in a learning community.

a) How Globavasity motivate our learners

From time to time in all the literacy centres of Globavasity, some form of orientations are organized to inform the learners of the benefits of literacy skills. Adult learners need to know why they are learning something new or what they are being taught before they will be ready to learn. Quigly (2017) puts it, that the adult have the right to know. In this regard, in each centre the learners are motivated to learn by emphasizing the benefits of acquiring literacy skills. What the Learners are taught, is related to their everyday community and work life, and they are also encouraged to apply what they learn in the classroom to their everyday life. From the andragogical point of view, if an adult is aware of why he/she is learning a new skill, there will be the readiness to learn, and he/she will actively participate in the class activity. Based on the basic principles of andragogy, we adopt the following practical ways of motivating the learners in the various literacy centres run by Globavasity:

- We help the learners to fulfill their needs and interest in a friendly and warm manner.
- We show respect for their culture, norms, belief, identity, and personality of the learners.
- We make effective use of our experience in teaching basic literacy using the Globavasity unique methodology.
- We ensure the immediate application of learners' learning experience, making them responsible for their learning.
- We make the adult learning process practical and activity-based as we give appropriate feedback to learners.
- We use problem-solving learning process to address learners' need such as the use of GSM, ATM, POS, Computer literacy, household appliances, and so on.
- We relate with adult learners on one-on-one bases, trust, honesty, and openness.
- We share in their delight, happiness, and problems.
- We make learning environment supportive and free from threat.
- We site/locate the learning centers where it is easily accessible.
- We encourage learners by giving them positive reinforcement or counseling.
- We involve the learners in the learning process and use the cooperative or interactive method.

b) How Globavasity Achieved Effective Basic Adult Literacy Empowerment

Globavasity does not concentrate on the core literacy skills of reading, writing, and numeracy which often requires adhering to a standardized set of criteria without regard to the individual adult learners' needs and conceptual requirements. Globavasity shares some of the views of prominent scholars like Jarvis cited in Harword Logan (2012) that literacy is a dynamic concept driven by the need for specific skills of the individual to function effectively in the society they found themselves. Rather, the literacy practice of Globavasity is anchored on cultural/social literacy practice with a strong emphasis on the empowerment of learners, learner centred tuition, learner support, and a more flexible learning system. In specific terms, some of the practical steps adopted that have worked for fantastically in Globavasity over the years are:

- The institution ensures the effective preparation and motivation of learners before the learning task begins. There is an elaborate learners support system;
- We talk with the learner on a one-on-one basis rather than talking to the learners as a group (class);
- We ensure that the learning/ teaching exercise is more activity-oriented and practical based than theoretical;
- We ensure that the learners take active control of their learning rather than imposing what, when, and how they will learn as well as how they will be evaluated. We apply the non-banking system;
- We commend or reward the learners appropriately when they give a positive respond to questions;
- We make use of familiar and local examples and illustrations from their environment during the teaching/learning activity;
- We ensure the use of simple language for communication and interaction in the class;
- We combine different methods of teaching to make learning interesting, interactive and participatory;
- We make provision for a good learning environment appropriate to the age and physical condition of the adult learners;
- We monitor, assess, and evaluate the learning activities of the learners -daily, weekly, and otherwise instructed.

c) What Makes Globavasity Method Unique?

Globavasity adopts a unique way of teaching literacy using basic andragogical principles. The

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principle is anchored on self-directed learning, ensuring that learners need to know why they learn and ensuring their readiness to learn. In specific terms, the teaching strategy is based on:

- Teaching from simple to complex or reality (sound) to familiarity (dictionary)- (use of ladder principle)
- One topic at a time mastering key topics (i.e.) topic A before topic B. (A step at a time mastering method)
- The use of a participatory method or two-way communication system with effective teacher-learners interaction and feedback.
- Instant and regular teacher-learners evaluation method.
- Progression is based on individual ability and performance.
- A reduced time frame of study (three years programme reduced to six months or six years programme reduced to one year) - straight to the point teaching method.
- Sound rhyming method - Easy to comprehend(simplified), using (a,e,I,o,u) as in ba, be,bi,bo,bu,- fa,fe,fi,fo,fu,- sa,se,si,so,su etc. Using songs
- The use of relative learning method- /ai/ as in blind, kind, find, mind, /au/- as in how, now, bow, vow, wow, cow, town, crowd. /ai/ as in - fight, tight, might, light, sight, bright, right, plight, night, etc.
- Basic literacy first - reading and writing skills before other core subjects are introduced.
- Ensure practical teaching and learning method – result-oriented, using life histories, stories, proverbs, and poems.
- No Stipulated time limit for any class – it all depends on individual learners' ability and performance. Classes and topics are fixed (constant), but learners move.
- Key point-teaching method and subject/topic select-ability.
- We inculcate Life skills based on learners' need – Practical test through extra class activities (embedded learning).
- Enrollment of learners is continuous, i.e. student register anytime any day without restrictions – all year enrolment of learners.
- Apply the gyratory teaching method – teaching goes from topic A to topic B and C, then back to topic A in a continuous manner. At the same time, the classes and topics remain constant.
- Our programmes run full calendar – No termly holidays, no unnecessary holidays, except otherwise directed, Etc.

These features are what make the Globavasity unique and different from the conventional core literacy training system. Some of the commonly adopted learning systems which is not in line with the fundamental principles of teaching adults and that of the basic assumption of andragogy and which are repugnant to Globavasity's avowed principles are:

- The observation of termly system and other holidays like former schools.
- The adoption and use of formal school curriculum or pattern – syllabus/curriculum supremacy, rather than learners generated curriculum or what is called the co-curriculum system.
- A system where primary 1 is for one year and primary 6 is for six years – high time frame.
- The number of years involved in this system to acquire basic literacy discourages learners- six years for basic literacy.
- The root learning and banking system to meet up with the broad syllabus or curriculum
- The non participatory method, where learners take active control of their learning in other to defend themselves anywhere anytime and any day.
- The learning of other subjects, such as -social studies, agriculture, basic science, and so on simultaneously without or before basic literacy – reading and writing skills.
- The enrolment of learners in sectional or seasonal and termly.
- Teacher centered system.

d) Globavasity Programme Structure

First Class: This is called the introductory class (table 1). The teacher coaches from page--7- to page --21-of Globavasity literacy primer. This primer involves a little of numeracy. This class is equivalent of primary 1 of formal school.

Second Class: This is called the stoppers class. The instructor takes from page 22 to -62 of the Globavasity primer. It also involves some numeracy. This class is equivalent of primary 2 and 3 of formal school.

Third Class: This is called the "SUFFIX" class (table 5). The tutor takes from page-63 -to page-142 of the Globavasity primer, and also teaches a little numeracy. This is the last reading and writing class. It is expected that at the end of this very class, the adult learner should be able to read and write effectively. In this class, we introduce the novel "The Orphan Girl." The novel is used to test reading skills, comprehension, and vocabulary ability of the student. This is because it is not just a story book, but is fully loaded with comprehension and vocabulary tips. This is the last basic literacy class. Also, Globavasity primer reader (part two) is used in this class and other relevant books. This class is equivalent to primary 4 and 5 of formal school.

Fourth Class: This is called grammar class. This is post-literacy class. In this class, the teacher introduces to the learners courses like Social Studies, Civic Education,

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Basic Elementary Science, Agricultural Science, Christian Religious Knowledge, Home Economics, Health Education, English Grammar, English reading and writing, Basic Mathematics, etc. the learner is literate enough to read and so can now explore other areas of knowledge. Also, the Government-approved curriculum is used and other text books from Globavasity like: Basic English grammar, Globavasity primer reader (part 2), novels like Orphan girl by Ada Ugo and others. This class is equivalent of primary 6 and JSS 1 of formal school.

There is no time limit for any of the classes; progress from one class to another depends on the individual learner's ability. The classes and curriculum (topics) are constant for any class. Then gyratory method of teaching is applied where lectures begin with topic A to B to C to D and back to topic A again in a continuous manner. Also, due to the gyratory movement of learning, some topics that were not clear at first instant may be clearer at third or fourth repeated teachings.

e) Globavasity Method of building reading skill

First Class: The Introductory Class

Table 1

	a	e	i	o	u
b	ba	be	bi	bo	bu
c	ca	ce	ci	co	cu
d	da			do	du
f	fa	fe	fi	fo	fu
g	ga	ge	gi	go	gu
h	ha	he	hi	ho	hu
j	ja	je	ji	jo	ju
k	ka	ke	ki	ko	ku
l	la	le	li	lo	lu
m	ma	me	mi	mo	mu
n	na	ne	ni	no	nu
p	pa	pe	pi	po	pu
qu	qua	que	qui	quo	qu
r	ra	re	ri	ro	ru
s	sa	se	si	so	su
t	ta	te	ti	to	tu
v	va	ve	vi	vo	vu
w	wa	we	wi	wo	wu
x	xa	xe	xi	xo	xu
y	ya	ye	yi	yo	yu
z	za	ze	zi	zo	zu

Step 1: To identify – ri, po, wu, ho, sa, je, we, fi, ga, le, di, zo, tu, va, ye, jo, ru, he, me, qui, ki, ge, xa, no, ju, fu, que, te, bo, ya, mi, qua, zu, etc.

Note: ca = ka, ci = si, ce = se, co = ko, cu = ku za = xa,zu = xu, etc.

Step 2:To Spell – Fe-la, Ri-ta, Gu-ru, Cu-ba, Du-ke, Lu-ke, fa-mi-ly, ca- no-py, Fu-la-ni, de-pu-ty,ca-la-mi-ty, A-la-ba-ma, E-ne-my, Mo-ni-ca, De-ge-ma, a-go-ny, po-pu-la-ri-ty, A-me-ri-ca, Na-sa-ra-wa, Sa-ro-wi-wa, pi-ty, mu-ni-ci-pa-li-ty, vo-ca-bu-la-ry, I-ja-bo-de, *Lacuna, Texaco, Abuloma, Sahara, Conica, Okada, Wokoma, Possibility, Locality, Mobutu, Mugabe, Aladura, Totality, Ijebu, Amina, Madume, Maradona, Awilo, Taraba, Anita, Velocity, Heredity, Humanity, Legality, Dagama, Erica, Polity, Damagu, Vicinity, Nebula, Bakana, Okoro, Babayaro, coca-cola, Asari, Afolabi, Ikorodu, Laraba, Nasarawa, Bukinafaso, Adeyemi, Fatima, Alamina, Elebebe, Animosity, Avocado, Botany, Casanova, Anomaly, Jehovah, Emekuku, Parity, Amakiri, Olisadebe, Kalabari, Abakiliki, Adeyemi, Fatima, Alamina, Erema,etc.*

Note: O-bi-si-ke= O-bi-ci-ke,si-ty = ci-ty.
Ca-la = ka-la, ci -ka = si-ka, si-ca = ci-ca,
Etc.

Also, we are not interested in the tune or intonation for now, rather the sound, for example: E-KE =

1. E-KE,
2. E-KE,
3. E- KE.

Second Class—the Stoppers Class

Stoppers or coverers are consonants that stop the continuous flow of vowel sound in a word.

Step 1: to Spell– an, am, at, is, if, in, on, of, es, ex, ad, as, en, or, egg,

Step 2: to Spell– fan, fat, pin, pit, pig, rap, rag, rat, bad, pet, mat, gas, wet, wig, sin, etc.

Step 3: to Spell– rent, part, cart, port, farm, song, went, help, pest, band, long, rank, pond, hang, sent, land, etc.

Step 4: to Spell– stop, spot, smart, span, swim, spin, spell, skin, step, start, twin, dwell, twist, scarf, staff, scroll, snot, etc.

Step 5: to Spell– Ham-let, bas-ket, Gos-pel, do-cu-ment, dig-ni-ty, de-ve-lop-ment, Fes-ti-val, Hos-pi-ta-li-ty, e-mi-nent, me-rit, e-le-men-tal, e-pi-de-mic, sig-ni-fi-cant, vis-ta, spon-sor, a-ca-de-mic, caf-tan, con-vent, no-nen-ti-ty, co-res-pon-dent, stan-dard, Habitant, kismet, investment, mascot, midland, Muslim horizontal, instant, Japan, magma, limit, dental, merit, gasket, vacant, embark, dominical, monument, evident, habit, deposit, eminent, Festus, gambit, victim, testis, vowel, talisman, festival, garlic, debit, visit, tenant, datum, filament, figment, embank, talent, decimal, harness, kingdom, incident, lament, medical, hospitality, impetus, export, limpid, dogmatic, admiral, momentum, dismal, economic, incumbent egocentric, campanology etc.

Note: there are about 600 words of this kind in Globavasity primer for this class.

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Step 6: Practice Sentences for Stoppers and Table One.

1. Aba is not a continent but a commercial city.
2. Musa and Emeka will visit Nasarawa for a developmental party.
3. Duke has a big farm and a shop as an Adamawa resident.
4. Emenike is not a mad man but a very big savant.
5. Akudo wanted to stab him at his back but he ran away.
6. A camel is an animal and is very big.
7. Ebube has a big responsibility on his family and community.
8. Ben and Ken will dig the pit on the spot for the pastor.
9. Ubima is not a hamlet but a mega city.
10. The ebola epidemic began or started in a funeral of a wicked man.
11. Adebayo will visit Obisike at his resident in Buguma and not Degema.
12. Belema has a fat pig and a big ram in her apartment.
13. The dog is barking at the fox but the dark monkey is dancing with a donkey.
14. The gospel man is on the pulpit with the pastor and his son.
15. Sandra has a responsibility in hospitality and vocabulary.
16. Romanus is a very romantic man but has no woman.
17. Jaja has the impetus to lament on his reckless security man.
18. Angola security cabinet is in combat as a result of militant attack.
19. Ozuoha is a big city and has direct links with Ubima, Omademe, Ipo, Omuanwa and Omagwa.

TABLE 2 & 3

Table 2

	a	e	i	o	u
BL	Bla	Ble	Bli	Blo	Blu
Cl	Cla	Cle	Cli	Clo	Clu
FL	Fla	Fle	Fli	Flo	Flu
GL	Gla	Gle	Gli	Glo	Glu
KL	Kla	Kle	Kli	Klo	Klu
PL	Pla	Ple	Pli	Plo	Plu
SL	Sla	Sle	Sli	Slo	Slu

Table 3

	a	e	i	o	u
Br	Bra	Bre	Bri	Bro	Bru
Cr	Cra	Cre	Cri	Cro	Cru
Dr	Dra	Dre	Dr	iDro	Dru
Fr	Fra	Fre	Fri	Fro	Fru
Gr	Gra	Gre	Gri	Gro	Gru
Kr	Kra	Kre	Kri	Kro	Kru
Pr	Pra	Pre	Pri	Pro	Pru
Tr	Tra	Tre	Tri	Tro	Tru

Step 1: Spell – flog, drag, slap, trip, class, blend, plant, drink, crop, trap, bring, trend, gland, strong, script, scrap, brand, plot, clan, drip, bless, grass, front, glad, drift, crest, etc.

Note: Pala – pla, fala—fla, bara – bra, para – pra.

Step 2: Spell– pla-za, co-bra, di-plo-ma, bra-vo, pro-gram, cre-di-tor, em-blem, co-bra, cla-ri-ty, dra-gon, pla-cen-ta, con-gress, cri-mi-nal, con-tra-band, pro-vost, cre-dit, preg-nant, sa-cra-ment, pro-blem, pru-dent, cle-rical, im-pli-cit, pro-ba-bi-li-ty, fran-cis, de-tri-men-tal, pe-num-bra, Splen-did, li-bra, san-dra, fra-grant, blan-ket, trans-mit, con-tra-dict, pro-tes-tant, Tragic, Gravamen, Claret, Proposal, Critical, Dragon-man, Electron, Flatulent, Claptrap, Prudent, Clitoris, Distress, Crucifix, Acrobat, Contrast, Credit, prodigal, gravid, sacrament, centrifugal, Propel, Crafty, Spectrum, Acrimony, Contradict, Soprano, Practical, Captress, Plastic, Brisket, Clematis, Driblet, Cognisant, Brimless,, Dramatic, Prominent, Contractor, Grampus, Metrology, Crampon, Platinum, Strata, Briton, Confront, Propensity, abracadabraetc.

Note: There are about 300 words of this kind in Globavasity primer

Step 3: Practice Sentences For table 2 & 3.

1. Clara and Flora are pregnant for pastor Frank but they did not lament.
2. A prodigal son of a president stays in Africa and not in a French colony.
3. Sandra got a big bag of plastic drips and drinks for a dramatic funeral project.
4. Globavasity programme is not in fracas but in a fast development status.
5. Plato and Francis got a glass of platinum drink for a prominent young man during a funeral festival.
6. Akunba the pastor will sponsor all the handicaps and destitute in the popular Alaba market.
7. Okoro is a man or human being and okro is a crop or plant.
8. Adekunle will flog the mad man for his criminal act.
9. The principal did not consent to his atrocity as a result of his integrity.
10. The magic slogan is abracadabra or bravado in progress.
11. Doris has a red beret and a diamond gasket.
12. Adamu is a criminal but did not visit the tribunal yesterday.
13. Globavasity is the best literacy program in town.
14. Cletus will visit Florida, Malawi, and Angola.
15. Susan is a very clever and beautiful woman in Omuata.
16. Henry will grant Musa his request.

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17. Clara is an American and she has a pot in Africa.
18. The Holy Spirit will help the prodigal son to control his problem.
19. Brandy is a prominent contractor for the job.
20. A dragon man will format a critical propaganda for the press.

Introducing Table4-The Native Sounds

Table 4: (Native Sounds)

	a	*e*	*i*	*o*	*u*
Ch	*Cha*	*Che*	*Chi*	*Cho*	*Chu*
Sh	*Sha*	*She*	*Shi*	*Sho*	*Shu*
Kp	*Kpa*	*Kpe*	*Kpi*	*Kpo*	*Kpu*
Kw	*Kwa*	*Kwe*	*Kwi*	*Kwo*	*Kwu*
Gb	*Gba*	*Gbe*	*Gbi*	*Gbo*	*Gbu*
Gw	*Gwa*	*Gwe*	*Gwi*	*Gwo*	*Gwu*

Note: kw = qu, but qu words like quack, quality, quake, queen, quit, quench, quick etc are English words. And for native words we use kw as in Chikwe, ukwe, kwashiorkor, kwachanga, Kwara, Okonkwo, etc.

Also, it is true that some tribes or localities have their own special consonants; in some languages there are silent consonants or unique word formation patterns. Hence, in such cases familiarity is needed for fluent and effective reading, writing, spellings and pronunciations in such languages.

Step 1: to Spell – shop, chart, ship, chop, shot, short, chant, charm, shift, A-kpan, U-che, I-gbo, clash, flash, branch, shell, chard, u-kwe, O-gbu, A-kpi, Crash, Shall, N-kpam, Trash, etc.

Step 2: to Spell- es-ta-bli-sh-ment, Gben-ga, I-ke-chu-kwu, Chev-ron, Wa-gba-ra-kwe, E-li-gbam, chap-let, I-si-o-kpo, I-gwu-ru-ta, Chu-kwu-ma, I-gba-cha, O-kpa-ra-gwa, I-gwe, etc.

Step 3: Practice Sentences for Table 4

1. Charity and uchechi have plenty elegant dresses for the acrobatic school party or festival.
2. Obisike OkechukwuElechi is a boffin and a strong man and he has an English grammar script that can bring mass literacy revolution in Nigeria.
3. Okoronkwo and Okparagwa have established a crankshaft shop at Okigwe market.
4. Ozuoha,Isiokpo,Omagwa,Ubima,Ipo, Omademe, Omuanwa, Elele are towns in Ikwerre local government area of rivers state.
5. Two French men and an English man got –gift from provost Gbenga a chevron staff.
6. Okwuchi visited a charity apartment and she lost her chaplet in the shop.
7. Akpan and Chimamkpam will travel to a British colony next month and they will demolish Ugwegbe animal branch.Ugwechi is not a non-chalant man but a very strong person.
8. Shade and Agbarakwe did not finish the chapter.
9. Oyigbo is not a capital but a branch of a British camp.
10. The cam-shaft is in the shop with the crankshaft.
11. Chima has a big fresh fish in his pond.

Third Class- The Suffix Class (Table 5)

This is the familiarity class, the dictionary class. The use of dictionary in this class is compulsory.

Step 1: Introducing- i changes to y (i = y), for English words; family, agony, colony, canopy, brandy, apology, enemy, envy, galaxy.
But remains i for native words – Bisi, fumi, Sisi, Bumi, Fulani, etc.

Step 2: Introducing- Fy sounding /fai/ - as in magnify, testify, verify, pacify, purify, simplify, terrify, Etc.

Step 3: Introducing- the sound /tri/ as shown below:

-try for entry, paltry, country, banditry, etc.

-tery for adultery, battery,

-tary for elementary, commentary,

-tory for victory, factory, history, etc.

Step 4: Introducing Suffixes– tion, -sion, -ture, -sm, -sive, -tive, -cial, -cian, -tian, -dge, -ing, -ious, -que, -ght, -sure, -son, etc.

-tion –motion, visitation, identification, convention, population,

-ture–future, capture, pasture, caricature, fracture, scripture,

-tive–respective, effective, competitive, native, captive,etc.

Step 5: Introducing– ba/ber, da/der,ther, fa/fer, ga/ger, ka/ker, ma/mer, pa/per, ta/ter, na/ner, etc.

-ba –baba, tuba, Cuba, rumumba,

-ber –member, decenber, October, tuber, barber, climber, umber, plumber,

-ma –mama, plasma, comma, panorama, puma, dogma, karma, Finima, cinema

-mer- primer, hammer, comer, warmer, summer, drummer,

Step 6: The Difference Between Native and English Pronunciations.
This happens when 'e' ends a word.

Native English

1. Du-ke Duke/duk/
2. Da-te Date/deit/
3. Fi-de Fide/faid/
4. Sha-de Shade/seid/ etc.

Let us consider what happens to these vowels – a, e,i,o, u, as e ends a word.

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1. */a/ changes to /ei/ sound as e ends a word.*
   /a/ - mad, fad, grab, mat, fat, plan, lath, etc
   /ei/ - made, fade, grape, mate, fate, plane, lathe, etc.
2. */e/ sound changes to /i/ as e ends a word.*
   /e/ -set, pet, ten, red, led, trek, den, crest, gesture, etc.
   /i/ -precede, impede, recede, convene, complete, etc.
3. */i/ sound changes to /ai/ sound as e ends a word.*
   /i/ - pin, vin, fin, hid, slid, spit, min, tin, sin, din, etc.
   /ai/ - pine, vine, fine, hide, slide, spite, mine, time, sine.
4. */o/ sound changes to /eu/ as e ends a word.*
   /o/ - not, rod, cod, pop, nod, hop, mod, cloth, drop, crop.
   eu/ - note, rode, code, pope, node, hope, mode, clothe.
5. */v/ changes to /u/ sound as e ends a word.*
   /v/ - cub, tub, fun, cut, sun, hut, shut, run, dust, jug.
   /u/ - cube, tube, tune, cute, volume, Duke, Luke, chute.

Note; Due to the presence of double consonants before the e, the changing effect will not be applied, e.g. France, copse, Fence, Glance, Chance, Dense, etc.

Step 7: Introducing the contrast in pronunciations for *Prefix Form* and *Suffix Form* of the following**;** *ble, cle, fle, gle, kle, ple, sle, tle, and zle.* As in the following:

Prefix form suffix form

1. Ble - blend, Blessing, bible, table,
2. Cle – Cletus, Clever, oracle, miracle,
3. Fle – flex, flesh, fleck rifle, baffle,

Step 8: Introducing basic reading words for familiarity.

They are: The, that, them, their, then, there, these, they, those, thou, thy, this, were, where, what, when, which, while, why, who, whom, whose, we, do, me, be. They are explained using phonetic transcriptions for their sounds.

Step 9: Introducing phonetics -The symbols and sound of the twenty (20) vowels. They are as follows:

/i/,/i:/, /ɑ/, /ɑ:/, /e/,/ Ə/,/ D/, /or/Ɔ/,

/Ɔ:/^/,/u/,/u:/, /3:/, /ɑi /Əu,/

/Ɔi /, /ɑu/, /ei/, /iƏ/,/eƏ/and/, /uƏ/.

For example:

VOWEL 1: /i/ - big, hip, ship, wind, kid, hill, zip, rig, pit, etc.

VOWEL 2: /i/ = ee -been, deep, keep, free, feed, need, see, etc.

/i/ = ea – eat, meat, heat, meal, weak, sea, tea, etc.

Note: The phonetics is extensively handled in Globavasity primer.

Step 10: Introducing consonant clusters of the same alphabets and some unique words formation. They are:

ac+c– Accident, accommodation, accolade, accompany, etc.

ab+b =abbreviation,

ad+d,-addiction, address,

ag+g,-aggressive, aggravate,

al+l,-allegation, allocate, allergic, allow.

ap+p,-appointment, appearance, appreciate, approach.

ch=k,-charisma, character, chemistry, chemotherapy.

tu=chu,-Habitual, punctual, mortuary, perpetual, mutual.

my/mai/,-myopia, myself, mycology, myth, etc.

Step 11: Introducing Homophones of Words.

Buy -	brake	back	cork	blue
By -	break	bark	cock	blew
Bye –				

luck	cellar	collar	cheer	check	worm
lock	seller	caller	chair	cheque	warm
die	deer	dose	due	fate	week
dye	dear	doze	dew	faith	weak

Note: There are more than 200 homophones in Globavasity primer.

Step 12: Introducing Synonyms of Words.

1. Happy-glad, joyful, delighted, blissful.
2. Beautiful- charming, elegant, graceful.
3. Love-Like, admire, praise, cherish.
4. Attract- Entice, lure, charm, captivate.
5. Abandon-forsake, desert, leave, forego**.**

Step 13: Introducing Antonyms of Words.

1. Love-Hate, dislike, detest, scorn, abhor.
2. Rich-Scarcity, want, poverty.
3. Clean- Dirty, immoral, unclean.
4. Brave-Timid, coward.
5. Danger- Security, protection, safety.

Step 14: Practical Reading Test
The following books are used:

1. The orphan girl-Ada Ugo.
2. Globavasity primer reader (part 2)
3. Ten exciting stories.
4. Smiles of love in a troubled society.
5. Learn wisdom from the ants.
6. Little things that matters as shown by Ada oma, etc.

1. The orphan girl – Ada Ugo

Features:

COMPREHENSION TEST (PART A),

VOCABULARY BUILDING (PART B).

1. Make a list of all the words that are in italics in this chapter.

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2. Arrange the listed words, in an alphabetical order.
3. Write down a word or phrase that could have the same means with the one used in the passage.
4. Write down a word that has a similar sound with the following words (Homonyms).

(i) Hymn (ii) Cause (iii) Text (iv) Plain
(v) Stationery (vi) Order

5. Write down the opposite of the following words.

(i) Daughter (ii) Love (iii) Beauty (iv) Light
(v) Educated

6. Make sentences with the following words.

(i) Parent (ii) Student (iii) Run (iv) Same (v) Was

7. Write down five words that have the same vowel sound with the word below.

/a/bat. ------, ------, --------, ------, -------,

8. Write down five words each ending with the suffix "-sion".
9. Write down five words each ending with the suffix "-----ble".
10. Write down five words beginning with the prefix "abb-".
11. Match the following words into masculine and famine.

Man	Girl
Boy	Bitch
Cock	Woman
Dog	Hen.

2. Globavasity primer reader (part 2)

The primer contains very unique features in the form of Practice Sentences and Samples. This part of the book is very important in that it creates room for familiarity as creativity (talent) and ingenuity is been displayed. Remember, Literacy is all about familiarity. And this is why some compositions, essays, quotations, and letters have been made available in this book to ensure that the student beginners or Readers have enough materials to read for familiarity. However, it is curriculum based and contains many topics of interest.

Some of the ingenious features of Globavasity primer reader (part 2)

1. The Jew speak Hebrew and they grew few vegetables and tomatoes which they either chew or use in preparing stew. So, one day some new American crew, flew into their country to view their life style and review it.
2. An Ijaw man won an award for installing a tall wall on a small hall. They took him to war -saw and he saw war and walked forward to the wall where he saw plenty raw cash and paw- paw. But he chose to take the paw-paw instead of the cash.
3. Actually, it happened that a mortuary attendant had a mutual combat with an evil spirit, and he perpetually became blind,Etc.
4. A sick man seek to build a mansion in a week, but he himself was very weak. Then he caught sight of an engineer who will cite some professional ethics and he took him to his building site.
5. Yes! it is not by might nor sight, rather by the grace which is tight and right from God, to fight one's plight.

Fourth Class-The Grammar Class

This is the post literacy class where other subjects are introduced.

1. *Globavasity primers used in this class are as follows:*
2. Globavasity manual reader (part 2),
3. Globavasity Basic English grammar,
4. Globavasity basic mathematic work book,
5. The Orphan girl – Ada Ugo,
6. The counsellor and youth development initiative – for counselling, etc.

Other subjects include: Social Studies, Civic Education, Basic Elementary Science, Agricultural Science, Christian Religious Knowledge, Home Economics, Health Education, English Grammar, English reading and writing, Basic Mathematics etc. Therefore, the teacher for this class must be an intelligent, vibrant and well-articulated person, to be able to handle the class very well.

Also, the Government-approved curriculum is used but we select topics of best interest and relevant for the adult learners (functional topics), that will suite their basic need and aspirations.

Globavasity Basic English Grammar primer

Features:

1. Parts of speech – nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions and interjections.
2. The gerund and the articles.
3. How to construct sentences, phrases and clauses.
4. Punctuations, question tags, short answers.
5. Paragraph and composition writing.
6. Letter writing.
7. Essay writing.
8. Some basic spelling, reading, writing tips.

Note: This primer is written in simple language. There are many examples and more exercises to enable fast and stable comprehension by the learners.

No too much writing (notes), explanations or facts are straight to the point.

Learners Need– Extra Class Activities for the Embed Literacy
(mainly on Fridays and Saturdays)

1. How to use GSM
2. How to use ATM machines
3. How to write simple letters, quotations,
4. How to keep records – for petty traders/businesses.

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5. Public speaking - grammar
6. How to fill teller for bank transactions.
7. How to operate the Computer
8. Life skills
9. Vocational skills.
10. Excursion and field trips.

Debates, workshops, practical trainings, inter and intra -competitions, excursions, courtesy visits and more are organized for the learners. These and many other activities are used to drive the learning process practical, socially, economically and politically relevant. This also provides the opportunity for the learners to apply what they have been taught.

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