Developing curriculum and teaching / learning materials for MTB MLE programs: What have we learned; what do we know?

Workshop on bridging between languages in MTB MLE
19-30 March 2012
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What have we learned about the similarities and differences between mainstream and MTB MLE programs?
<table>
<thead>
<tr>
<th>Mainstream program</th>
<th>MTB MLE program</th>
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<tr>
<td>Based on MOE competencies</td>
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<td>Use official school language for learning through primary school</td>
<td>Start with L1, bridge to official school language then use both languages</td>
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<td>Outcomes and indicators build on students’ knowledge and experience</td>
<td>Outcomes &amp; indicators build on students’ knowledge and experience</td>
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<td>Use mainstream textbooks</td>
<td>Start with L1 activity books, later use mainstream textbooks</td>
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<tr>
<td>Use reading materials in official school language</td>
<td>Start with L1 reading materials, add materials in official language and then use both</td>
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What have we learned about developing curriculum, teaching and learning materials for MTB MLE?
We have learned about the problems that result when MTB MLE curriculum and teaching learning materials are not done well or are insufficient:

The field of bilingual education has failed to operationalize and particularize its propositions and principles to offer concrete guidance to teachers. The...result, is lack of demonstrable effectiveness of bilingual education


AND...
• “... experiments with bilingual schooling in Africa [and Asia] have run into a number of difficulties:

• insufficient written material in languages that exist primarily in oral form;

• lack of teaching aids;

• untrained teachers;

• problems of transition from the first language of instruction to the second;

• poor follow-up, evaluation and support systems”
“In fact, most of these problems are connected with shortcomings in planning and a failure to make the necessary adjustments.

“The success of such experiments requires proper preparation and includes linguistic adjustments…, adjustments in curricula, teaching methods, materials and aids, teacher training, promoting use of the language in official and public spheres, and finally institutionalization through policy, legislation and codification” (Ndoye, 2003).

Let’s review the principles that should guide us in developing MTB MLE curriculum:
1) Recognize that MTB MLE students will achieve the same competencies as mainstream students but by different paths…
Competencies to be achieved by the end of the MTB MLE program

- Children who speak the school language when they begin school
- Children who do not speak the school language when they begin school

$L1$ (school language)
$L1$ (home language) + $L2$ (school language)
2) Develop activities and materials that enable students to use what they know (their language and culture and what they have learned at home and in school) to learn new concepts.
3) Ensure that textbooks and learning activities and materials reflect the community’s & parents’…

- **Values**: Which ideas, actions and behaviors do they consider good and honorable? Which do they reject as bad or dishonorable?

- **Goals**: What do they want the children to be like, to know, to be able to do when they finish their education?
4) **Ensure that outcomes and indicators for all grades focus on...**

Academic (concept)development,
Language development, and
Socio-cultural development

Kom MTB MLE program, Cameroon
5) Ensure that textbooks and learning materials focus equally on meaning (especially higher level thinking) and on accuracy (e.g., decoding text, memorizing multiplication tables).

Patani Malay MTB MLE program, Thailand

Bishnupriya MTB MLE program, Bangladesh
6) Ensure that textbooks and learning materials build students’ fluency and confidence in using L1 and L2 for everyday communication and for academic learning.
6) Ensure that traditional wisdom, knowledge, culture and experience are affirmed in textbooks and other learning materials
7) Include plenty of activities that get the children working with partners and in teams.

*Education for Indigenous Children (EIC) Program, BRAC, Bangladesh*
8) Include plenty of activities that encourage students to use higher level thinking.
9) Include creative writing from the first week of school.

Kg2 student’s story, Patani Malay MTB MLE program, Thailand
10) Emphasize reading, reading, and more reading!

BRAC EIC program, Bangladesh

Chong program, Thailand

Parkari MTB MLE program, Pakistan
The process: from government standards to MTB MLE activities and materials...
Government competencies for each grade.

MLE-specific outcomes & indicators for each competency; indicators focus on meaning and on accuracy and are specific (assessable)

Knowledge, experiences from the students’ home culture as the foundation for learning, especially in early grades

MLE-specific textbooks and materials that build understanding of concepts (used after ‘hands-on” activities)

Teachers guides that explain the activities in the lesson plans & textbooks

Lesson plans with a variety of activities to achieve indicators for each subject
Programs in the pictures

- Education for Indigenous Children. Program supported by BRAC Bangladesh
- Kom MTB MLE program, Cameroon. Technical support from SIL
- Patani Malay program, Thailand. Technical support from the Research Institute for Languages and Cultures of Asia, Mahidol University and Office of Basic Education Commission, Ministry of Education
- Parkari MTB MLE program, Pakistan. Program supported by the Sindh Literacy and Development Program, Pakistan
- Lubuagan MTB MLE program, Philippines. Technical support from SIL
- Chong Language Revitalization Program, Thailand. Technical support from the Research Institute for Languages and Cultures of Asia, Mahidol University and Office of Basic Education Commission, Ministry of Education
- Bishnupriya MTB MLE program, Bangladesh. Technical support from SIL