

Factors to consider in developing, assessing and revising curriculum and teaching-learning materials for MTB MLE programs

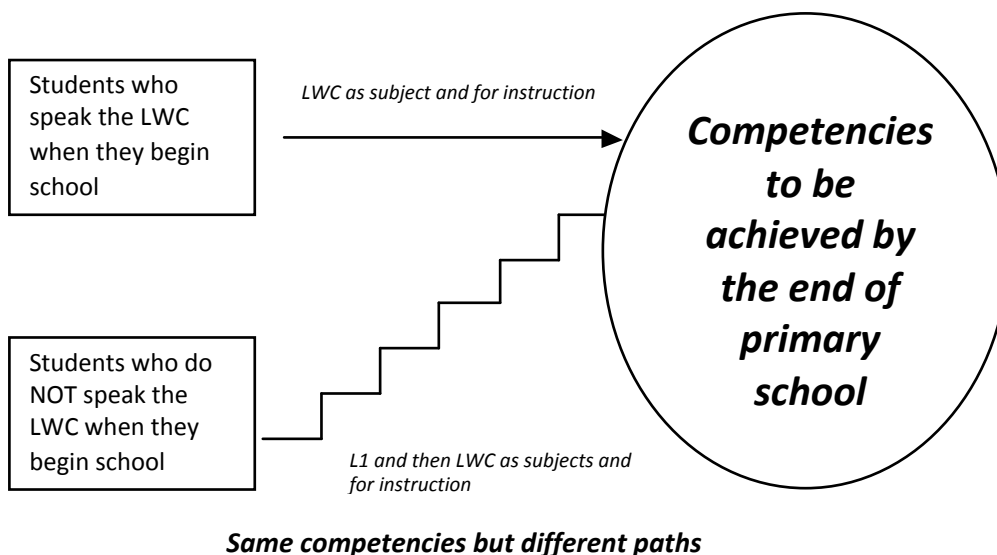
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The question in focus in this presentation: *What priorities, principles and/or goals need to be considered when developing curriculum for MTB MLE programs*

Comparing mainstream and MTB MLE programs: *How are they the same and how are they different?*

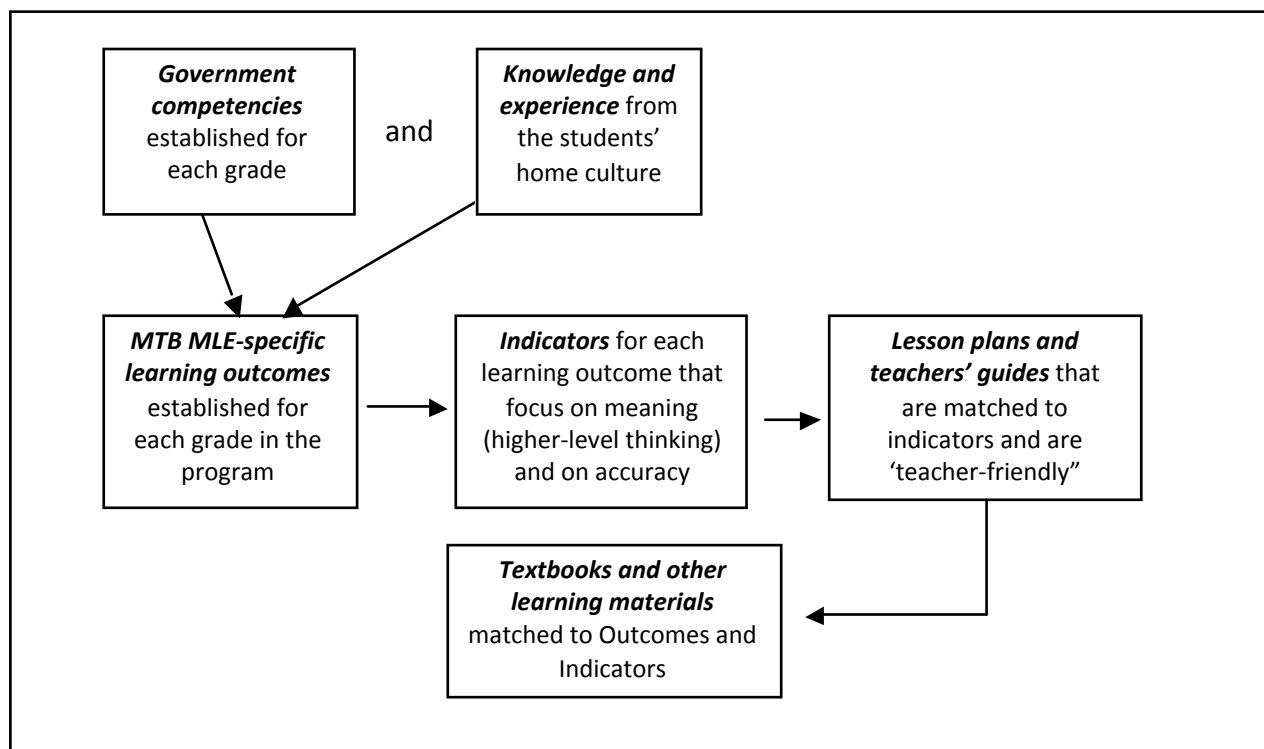
Mainstream Program	MTB MLE Program
Based on Ministry of Education competencies	Based on Ministry of Education competencies
Use LWC for learning through primary school	Start with L1, bridge to LWC, then use both languages
Outcomes and indicators build on mainstream students' knowledge and experience	Outcomes and indicators build on the knowledge and experience of students from each ethnolinguistic community
Use mainstream textbooks	Start with L1 activity books, later use mainstream textbooks
Use reading materials in LWC	Start with L1 reading materials, add LWC materials and then use both

The mainstream education system and MTB MLE achieve the same competencies, but through different paths.



Questions to consider in assessing MTB MLE curriculum, teaching and learning materials.

- *In general, are they theoretically sound—based on recognized and accepted theories of learning, theories of reading acquisition and theories of language acquisition?*
- *Do they focus on the 3 types of development that are central to strong MTB MLE programs?*
 - **Language development:** *Students are fluent in oral and written L1 & LWC and confident in using both languages for everyday communication and for learning in school.*
 - **Academic development:** *Students achieve MOE competencies for each grade and are confident, successful learners.*
 - **Socio-cultural development:** *Students are proud to be both members of their heritage community and to be citizens of the nation.*
- *Do they encourage students to use higher level thinking (focus on meaning) in addition to building their capacity to remember and repeat what is taught (focus on accuracy)?*
- *Do they include a specific (theoretically sound) process for helping students to build fluency and competence in using “everyday” and then “academic” L1 and L2?*
- *Are they specifically and clearly aligned with MOE competencies?*
- *Do they incorporate and build on the knowledge and experiences of the L1 community by including them in the activities and materials for each subject?*



Principles to guide curriculum and materials development for successful MTB BE programs

- What does it mean to “learn” something?
- How are we changed when we learn something that we had not known before?
What difference does it make to us?
- The foundational principle for successful learning is this: We learn best when we can use what we know to understand and use new ideas and information.
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Following is a brief review of basic education principles that help students become successful, confident, life-long learners. How can you use these principles to plan curriculum and develop teaching and learning materials for this MTBBE program?

Principle 1:

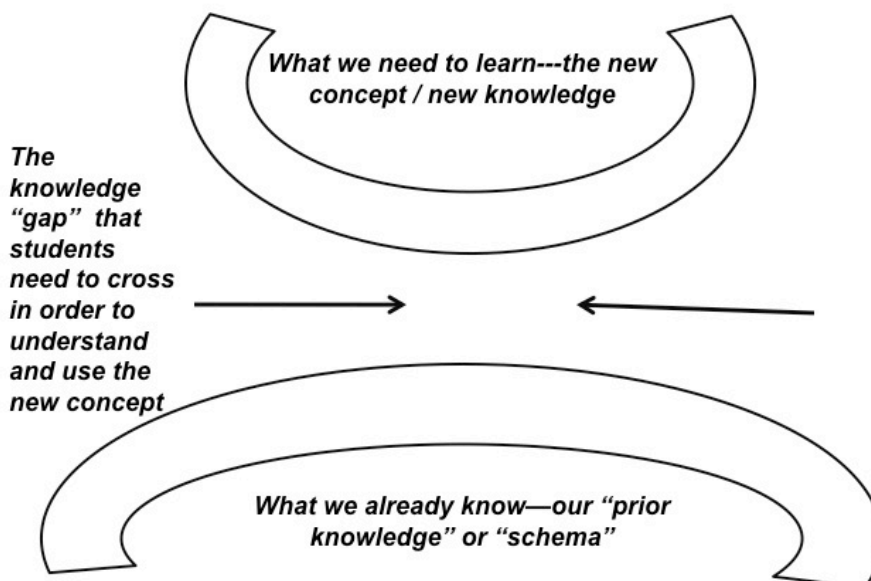
Learning requires meaning. We learn when we use what we know—our “prior knowledge” or “schema” to help us understand what is new. Beginning with what the learner knows, helps them connect the new ideas, vocabulary, skills to what they already know and do, and make it easy to remember.

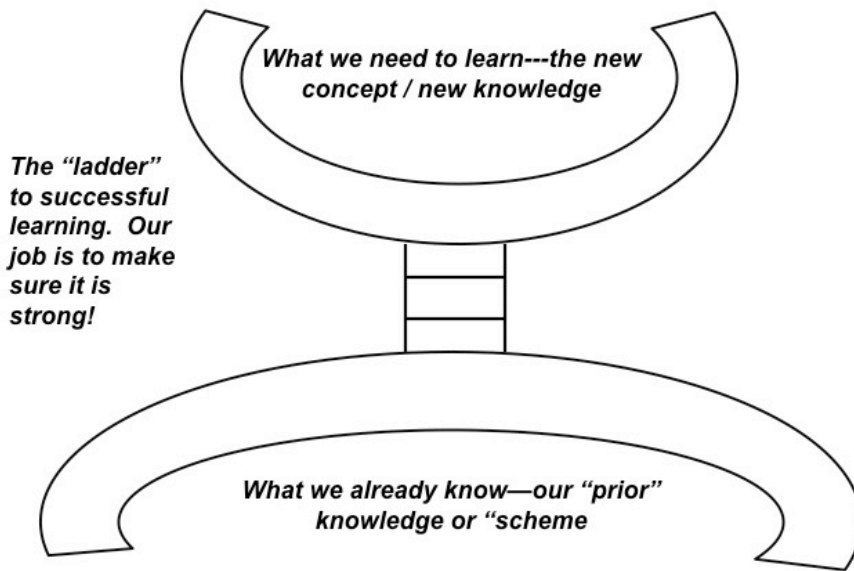
Application: Plan activities that use the knowledge and experience students bring to class as the foundation for introducing new ideas and information

Principle 2:

We learn when a more knowledgeable person provides opportunities that help us discover new ideas and information.

Application: Focus early learning on building students’ awareness and use of the knowledge that they bring to school from the community. Then plan activities that encourage them work together, using their combined knowledge, to discover new concepts (“discovery learning”).





Principle 3:

When we truly learn something, we can explain it, apply it, analyze it, evaluate it and use it creatively.

				<u>Evaluate</u>	<u>Create</u>
		<u>Apply</u>	<u>Analyze</u>	<u>Assess what we hear or read</u>	<u>Use what we learn to discover, invent, and create</u>
<u>Remember</u>	<u>Understand</u>	<u>Use what we hear or read</u>	<u>Examine what we learn to discover patterns</u>		
<i>Repeat what we hear or read</i>	<i>Explain what we hear or read</i>				

Application: *In all subjects, focus on activities that encourage students to use higher level thinking.*

Principle 4:

We learn a language (and other subjects) successfully when we can give equal attention to meaning and accuracy.

Application: *Develop learning activities and materials that that focus equally on meaning (higher level thinking) and accuracy.*

Principle 5:

Children learn best through peer interactions in which they work together creatively to solve problems (the “discovery” learning again!)

Application: Do most class activities in teams or pairs. Encourage students to talk with each other and compare ideas in order to solve problems

From a magazine article...

“Surprisingly, what looks like work is actually fun. Not so surprising say cognitive scientists because your brain loves solving puzzles. That’s how it learns. It thrives on bursts of pleasure that are part of the brain’s reward system when you solve problems and challenges.”

[from a Rosetta Stone advertisement in Foreign Affairs, vol. 89(2), March-April 2010]

Principle 6:

Talking helps us make sense of new ideas and information

Application:

- 1) Ask good questions that encourage students to think & talk;
- 2) Provide many opportunities for them to work in teams, sharing and comparing their ideas and solving problems together;
- 3) Encourage them to help each other, including translating for each other as necessary.

Principle 7:

We learn a new language best when the learning process is non-threatening and meaningful and when we can take “small steps” that help us gain confidence in our ability use the language meaningfully.

Application: Begin the L2 language learning time by focusing on “hear-see-do” activities that enable students to build up their “listening vocabulary” before they are expected to talk. Introduce reading and writing in L2 only when they have built up a good hearing and speaking vocabulary.