Effective Teacher Support for sustainable change toward MTB MLE

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OUTLINE

1. UNDERLYING ASSUMPTIONS & IDEOLOGIES
2. UNDERSTANDING MTB MLE and RELEARNING TEACHING
3. SECOND LANGUAGE TEACHING
4. TEACHER EDUCATION
Ideological change

Teachers need opportunity to explore together their underlying assumptions honestly and articulate their beliefs about teaching and learning. (Sikes, 1992; Meijer & Oolbekkink, 2012; Angelova, 2005; Attardo & Brown, 2005; Bartels, 2005; Borg, 2003, 2009; Farrell, 2014; Freeman, 1991; Field, 2011; Graves, 2009; Lo, 2005; Pennington, 1996).

Teachers need and desire opportunity to grapple with the rationale of MTB MLE, to ask their questions, express their fears and doubts, and be provided clear responses.
Teachers often lack socio-cultural knowledge, including their own understanding of other cultures, and their perception of social justice (Quintanar-Sarellana, 1997, p. 50).

Teachers also need opportunity to explore the privileging of the dominant culture, linguistic hierarchies, their own identities and how and why they came to believe as they do.
Teachers, principals, supervisors and parents all need to now why DepEd moved to MTB MLE. What changed the historic position on LOI? Why should they support MLE? How does it benefit them and their students?
Teachers and teacher educators tend to only accept recommended changes they deem necessary or desirable. (Travis, 1995)

Thus teachers need to understand MTB MLE as progress, a step in the right direction.
Teachers’ need to know that their English expertise is not being set aside, but is crucial in MLE.

Teachers’ need to know that English will not be lost but will be strengthened. They need to understand the importance of the L1 in multilingual development.
Teachers often need to become more fluent in reading and writing their own mother tongue.

Teachers also need to strengthen their L1 vocabulary for school.

They also need to learn explicit teaching of grammar of L1 and how that differs from teaching L2 grammar.
Teachers both need and want ongoing, frequent, evidence-based training events that engages them in the process through reflection, collaboration and personalization. (Fullan, 2006; Field, 2011, Bryan, 2011, Thiessen, 1992).

When teachers collaborate in their learning, their personal confidence builds and they are more able to implement new ideas. (Hargreaves and Fullan, 1992; Agarao-Fernandez & de Guzman, 2006; Bryan, 2011).
Classroom-based collaborative teacher development with hands-on practice, demonstration teaching, rich debate and coaching is the most appropriate method for facilitating positive teacher change. (August & Shanahan, 2006; Thiessen, 1992; Field, 2011; Quinn, 1994; Travis, 1995; Costa, McPhail, Smith & Brisk, 2005).
Training should allow teachers to discuss theory and consider application of the theory to local contexts considering individual differences in both teachers and situations. (Sikes, 1992; McGinn and Shieflebein, 2010).
The values of the dominant culture are reflected in the curriculum, leaving teachers to assume students have like background knowledge. But in multilingual societies background knowledge is different between groups.
The teacher’s prior learning experiences and the contexts of those experiences impact how a teacher’s beliefs are formulated as well as how they filter and interpret new information and develop their own classroom practices (Freeman, 2002; Ellis, 2006; Golombek, 2009; Graves, 2009).

Need to develop the trainers and coaches through implementation.
Second Language Learning

Teachers need to learn how to use the first language in the classroom, how to use MT materials, and how to move beyond rote memorization, repetition, and copying to peer interaction and deep thinking where students create their own conclusions.
Teachers also want to be given specific strategies for teaching the L1 and for teaching through the L1. Teachers need to become adept at new methods of teaching multilingual reading and writing. Teachers need training on second language pedagogies.
Teacher Education

Teacher education programs need to prepare their graduates to step into MTB MLE classrooms fully prepared, including:

- Language acquisition theory
- Second language pedagogies
- Power of L1 for learning/how to teach L1
- How L1 supports learning the L2,
- Identity development research,
- Effective classroom practices for multilingual development
Teacher educators need to also examine personal assumptions and to sharpen their awareness of the cultures, languages, and the classroom experiences of all learners.
Principals, supervisors and district and division staff must explore the issues and understand implementation in order to support teacher learning and practice.
We are well on the way toward inclusive education. Much remains to be done, not only by and for teachers, but by and for society as a whole. Research as well as study is required to continue the learning. Mabuhay!
Thank you very much!
References