Changing the Debate: Successful Approaches to Language of Instruction

Intro session
What is MTB-MLE and what to do to make it successful?

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Mother Tongue Based Multilingual Education

- Education program that takes into account the 'mother tongue'/ home language of the child.
- It helps the child to become bi/multilingual at school, starting with the language the child knows best (or well).

Different approaches to MLE

Early Exit

L1 of child is 1-5 years MOI.

Then L2/3 becomes MOI.

Late Exit

L1 of the child is MOI 6 years or longer, then L2/3 becomes MOI.

Dual/Additive

L1 of the child remains a part of education.

Success of different approaches to MLE

Early Exit

Late Exit

Dual/Additive

Weak program, hardly successful.

Starts to become successful

Successful and balanced

When can L2/3 be used as MOI?

Threshold levels
- B1 of CERF
- About 3000 word families

How long does it take:
- Children learn about 3-4 words per session (provided well set up program)
- 400 – 500 words a year
- 6-8 years (late exit or additive program)

Different contexts

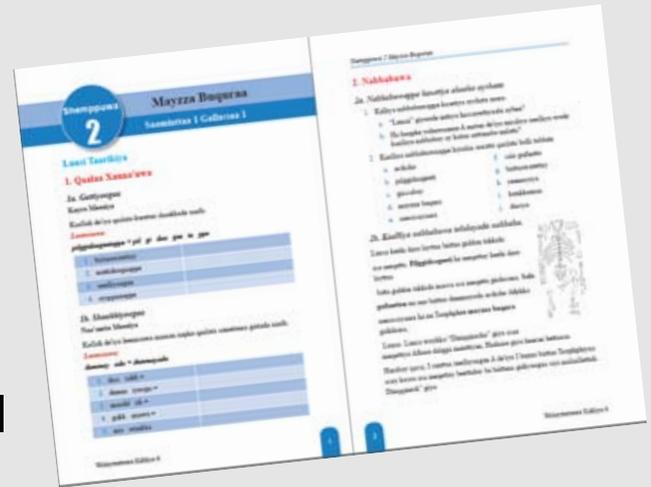| **Homogeneous (rural settings)**	**Multilingual mixed (urban settings)**	**2 or 3 languages Rural/urban settings)**
L1 as MOI **Learn L2 as subject at least until threshold level**	**Language teaching program** **Learn new L2 at least until threshold level before assuming learning through it.**	1. **MTB-MLE (one L)** 2. **Two streams** 3. **Language teaching**

PLANNING FOR MTB-MLE

Planning steps

1. Know the language context
2. L1 Literacy aspects needed to develop MTB-MLE
3. L2/FL curriculum
4. Teachers, schools, community
5. Develop
6. Pilot
7. Implement
8. Monitor/improve

Language context

Language mapping for Education

- Languages are spoken in and around the school
- Languages do the teachers speak? (at what level)
- Literacy skills of the teachers in the languages needed at school
- Attitude of teachers, community, children
- Literacy practises/materials available in L1

L1 Literacy aspects

L1 Literacy aspects needed to develop MTB-MLE

- orthography - standardised or flexible -> implications
- school/academic vocabulary
- genres and text types
- reading materials

Glossary of Atɛsɔ Literacy Terms

English	Atɛsɔ
LITERACY 1 (Reading)	
blending	aimɔrinikin anyʉkʉtan
consonant	anyʉkʉtan nʉ mam eruosi
context clues	iboro lu ingarakinete angicʉn apolou nak'akirɔt koipone kalo itaswamatere
guiding question	aïngiset na ingarakini aisyamisiikin nʉ ɛbeit aisyom
In My Mind Question	aïngiset na eomoomouno abongokinete kɛ
In The Text Question	aïngiset na edumakino abongokinet kɛ aïwadikaɛt kwape nat awaragat
informative writing	aïwadikaɛt na itijenikini nʉ iswamasi
persuasive writing	aïwadikaɛt na isupi aomisyo
poetic writing	eiwadikae lo eputosi kaïnɛrasit
segmenting	atyakatyak akirɔt/ ekokoro lok'akirɔ
sentence structure	eitaswamae lok'akirɔ kokoron
spelling (noun)	anyʉkʉtan nʉ ɛbeit ajaut toma akirɔt
spelling (verb)	aïtaswam anyʉkʉtan nʉ ɛbeit aitɔɔmʉna akirɔt
sub-theme	nʉ etyakunitai kakou nak'akirɔt
syllable	amʉkɛt /esilabɔl
thematic question	aïngiset nakanʉ isisyao
theme	akou nak'akirɔt
vocabulary word	akirɔt na itet
vowel	anyʉkʉta na eruo
word	akirɔt
word making game	abolya na aiswamaʉnʉn akirɔ
word structure	eiswamaune lo akirɔt
LITERACY 2 (Writing)	
acrostic poem	aïnɛrasit na itanyanyaarere akirɔt
action (plot)	nʉ iswamaʉna
adjective	akirɔt na itetemi ejautene lok'ibore
adverb	akirɔt na ingarakit nace
alliteration poem	aïtatamet na ebongobongoere anyʉkʉta na iliilingi
assessment tool	aïwadikaɛt na itaswamao aitem amisiikin
baseline	ekokoro lo iboyikinos anyʉkʉtan iwadikao
biography	aïwadikaɛt na aijar nak'itʉnganan
bottom line	ekokoro lo okwap
brainstorm (verb)	ngin itʉnganan alimun aomisyokɛ
centre line	ekokoro lo okiding

L2 Curriculum

L2/FL curriculum

- linked to L1
- linked to L1 curriculum
- Linked to culture?
- General?

Teachers, schools, and community

- attitudes
- language skills teachers
- literacy skills teachers

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sub-theme	nu etyakunitai kakou nak'akirɔt
syllable	amukɛt /tsilabil
thematic question	aingiset nakanu isisyao
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