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Changing the Debate: Successful Approaches to Language of Instruction



A young boy with short dark hair is sitting at a wooden desk in a classroom. He is wearing a light green t-shirt with blue and white striped sleeves and a yellow graphic that says "PRP50". He has a thoughtful expression, looking slightly to the right. In the background, another person is partially visible, wearing a grey t-shirt with a logo and the text "2006 W". A bicycle is parked against the wall behind them. The scene is lit with warm, indoor lighting.

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

Agatha J. van Ginkel, PhD, SIL LEAD

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

**LI of child is 1-5
years MOI.
Then L2/3 becomes
MOI.**

Late Exit

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

Dual/Additive

**LI of the child
remains a part of
education.**

Success of different approaches to MLE

Early Exit

**Weak program,
hardly successful.**

Late Exit

**Starts to become
successful**

Dual/Additive

**Successful and
balanced**

When can L2/3 be used as MOI?

Threshold levels

- BI 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)**

L1 as MOI
**Learn L2 as subject
at least until
threshold level**

**Multilingual mixed
(urban settings)**

**Language teaching
program**
**Learn new L2 at least
until threshold level
before assuming
learning through it.**

**2 or 3 languages
Rural/urban settings)**

- 1. MTB-MLE (one L)**
- 2. Two streams**
- 3. Language teaching**



PLANNING FOR MTB-MLE

Planning steps

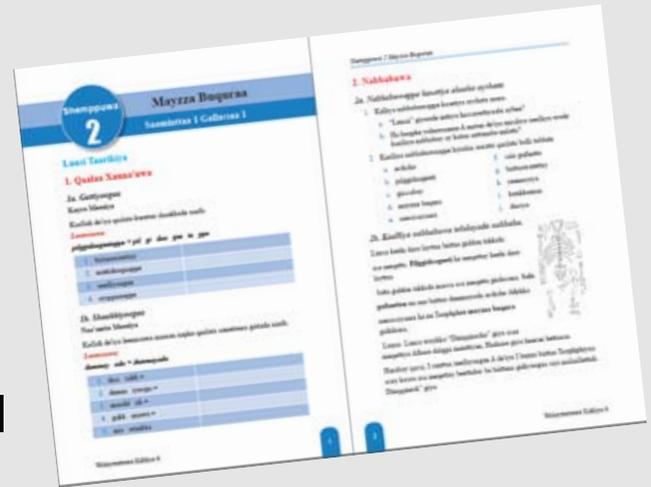
1. Know the language context
2. LI Literacy aspects needed to develop MTB-MLE
3. L2/FL curriculum
4. Teachers, schools, community
5. Develop
6. Pilot
7. Implement
8. Monitor/improve



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



LI Literacy aspects

LI Literacy aspects needed to develop MTB-MLE

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

Glossary of Ateso Literacy Terms

English	Ateso
LITERACY 1 (Reading)	
blending	aimrinikin anyukutan
consonant	anyukutan nu mam eruosi
context clues	iboro lu ingarakinete angicun apolou nak'akirt koipone kalo itaswamatere
guiding question	aingiset na ingarakini aisyamisiihin nu ebeit aisyom
In My Mind Question	aingiset na eomoomouno abongokinete ke
In The Text Question	aingiset na edumakino abongokinete ke aiwadikaet kwape nat awaragat
informative writing	aiwadikaet na itjenikini nu iswamasii
persuasive writing	aiwadikaet na isupi aomisyo
poetic writing	eiwadikae lo eputosi kainerasit
segmenting	atyakatyak akirt/ ekokoro lok'akirt
sentence structure	eitawamae lok'akirt kokoron
spelling (noun)	anyukutan nu ebeit ajaut toma akirt
spelling (verb)	aitaswam anyukutan nu ebeit aitlomena akirt
sub-theme	nu etyakunitai kakou nak'akirt
syllable	amuket /esiaboi
thematic question	aingiset nakanu isisyao
theme	akou nak'akirt
vocabulary word	akirt na itet
vowel	anyekuta na eruo
word	akirt
word making game	abola na aiswamaenun akirt
word structure	eiswamaene lo akirt
LITERACY 2 (Writing)	
acrostic poem	ainerasit na itanyanyaarere akirt
action (plot)	nu iswamaena
adjective	akirt na itetemi ejautene lok'ibore
adverb	akirt na ingarakit nace
alliteration poem	aitatamet na ebongobongoere anyekuta na ililingi
assessment tool	aiwadikaet na itaswamao aitem amisiikin
baseline	ekokoro lo iboyikinos anyukutan iwadikao
biography	aiwadikaet na aajar nak'itnganan
bottom line	ekokoro lo okwap
brainstorm (verb)	ngin itnganan alimun aomisyoke
centre line	ekokoro lo okiding

L2 Curriculum

L2/FL curriculum

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

LESSON THREE

Activity 1
Directions: With a partner reread the story, "Fatuma's First Day at School," and discuss the questions below.

1. Why do you think Fatuma wakes up early?
2. Do you think Fatuma is lazy?
3. Is Fatuma sad because it is the first day of school? Why or why not?
4. Does Fatuma like her classroom? Why or why not?
5. Why does Fatuma think it is going to be a great year?

Activity 2
Directions: Study the picture. Copy the sentences into your exercise book. Fill in the gaps with the names of the objects in the picture.



_____ is on the desk.
_____ is under the table.
_____ is near the door.
_____ is in front of the back.
_____ is behind the boy.
_____ is between the teacher and the door.
_____ is on the wall opposite the chalkboard.

LESSON FOUR

Activity 1
Directions: Listen as your teacher reads the story, "Jalalle and Birritu." Look for the words that describe each girl's school.

Jalalle and Birritu

Jalalle and Birritu are cousins. They are both in grade four. Jalalle goes to Amba Primary School, but Birritu goes to Wonchi Primary School.

Jalalle says to Birritu, "Tell me about your new school. Do you like your teacher and your classroom?"

Birritu replies, "I like my school, my teacher and my classroom. My school is very small. There are only three

Teachers, schools, and community

- attitudes
- language skills teachers
- literacy skills teachers

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