Transition from an Implementer Perspective

Mother-Tongue Based Models in Three Context

Basa Pilipinas—Philippines

Literacy, Language and Learning (L3)—Rwanda

Time to Learn-Zambia

Basa Pilipinas

Basa Program: Overview

Project Duration: 4-years

– January 1, 2013 - December 31, 2016

• Objective 1: *Improve reading skills for One Million early grades students*, in Filipino, English and selected mother tongues (i.e. Ilokano, Cebuano)

• Objective 2: *Technical Assistance (TA) to DepEd* on the Language and Literacy component of the K to 12 curriculum

MODEL OF COMPREHENSIVE PROFESSIONAL DEVELOPMENT

Materials

Teacher Training
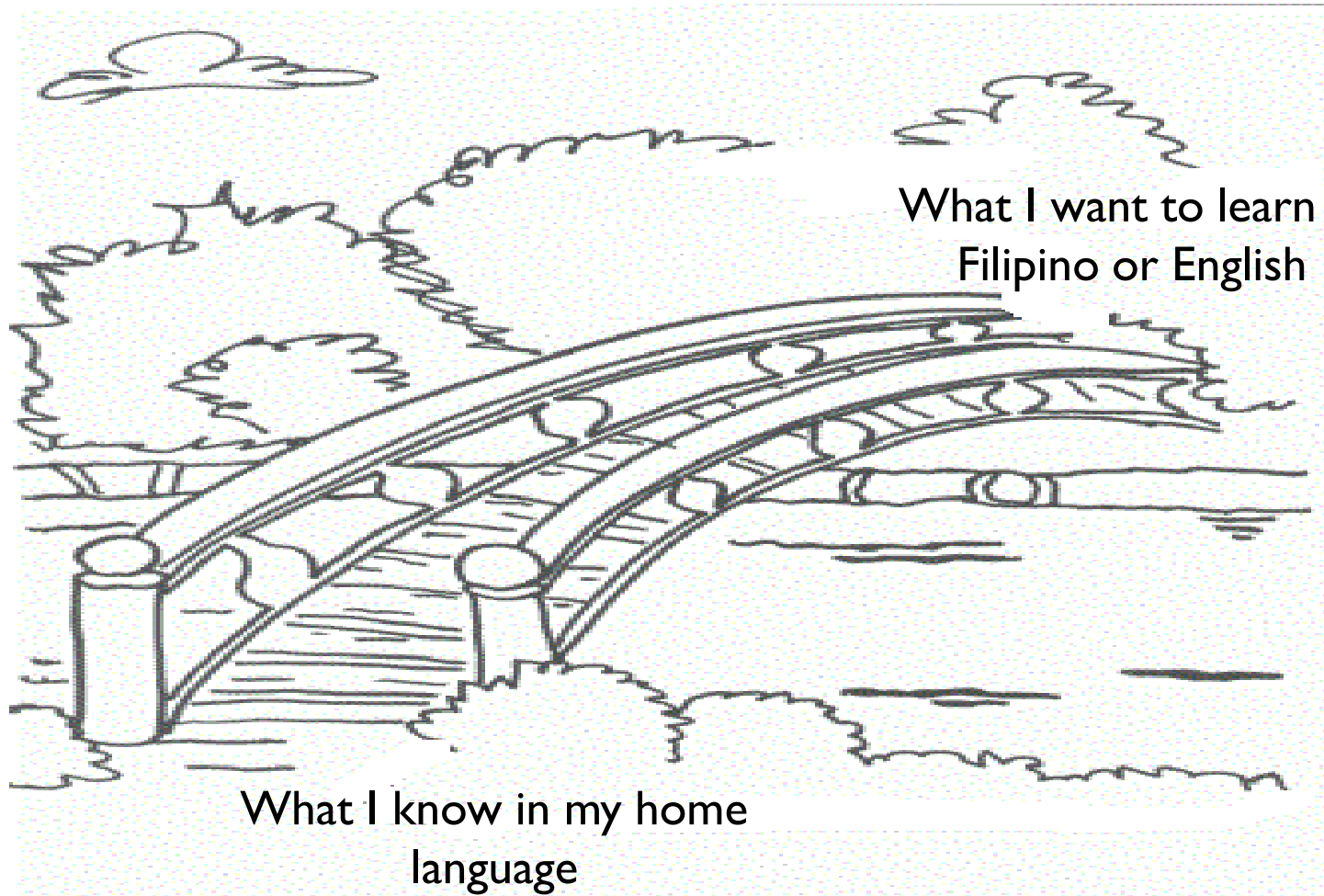
On-going Teacher Support
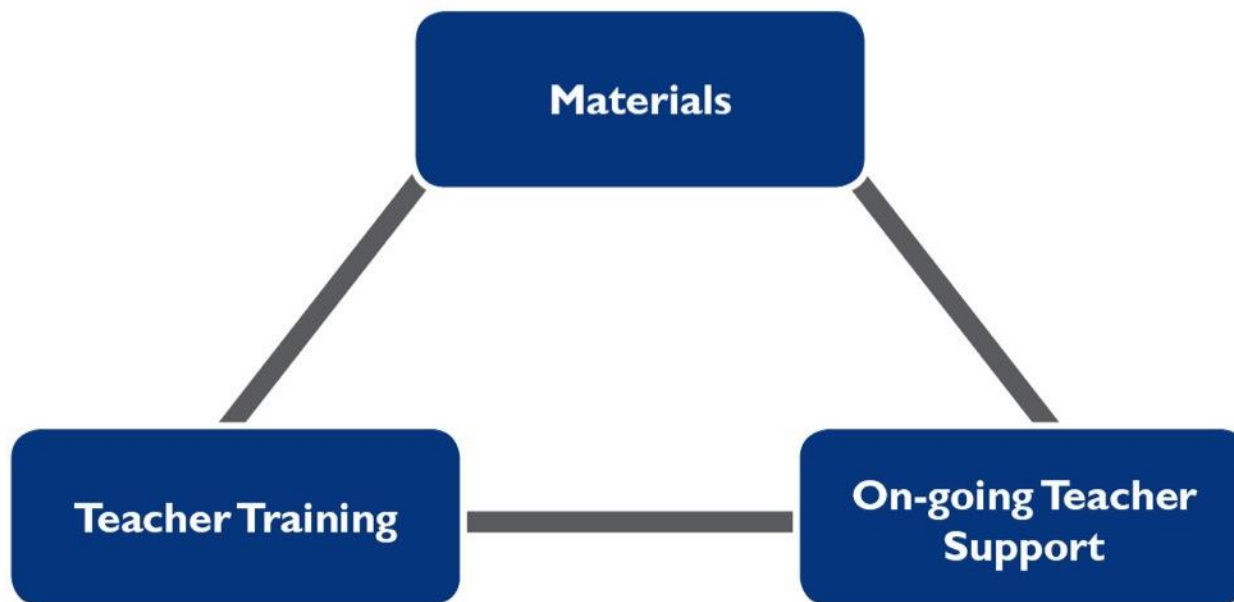
Basa Pilipinas Approach: Context of Mother Tongue Based Multilingual Education

MTB-MLE REQUIRES BRIDGING LANGUAGES

Introduction of Filipino and English by Grade Level and Quarter

	Grade 1				Grade 2				Grade 3			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Mother Tongue	As language and medium of instruction											
Filipino language		oral				reading/writing						
English language			oral					reading/writing				

Bridging between languages

What I want to learn in Filipino or English

What I know in my home language

Areas explored during the "Bridge"

Source: Beeman & Urow, 2012

Similarities and differences in:

- Sound-symbol correspondence
    - *E.g., Letter U: unan (Filipino) vs. umbrella (English)*
- Word structure/morphology
    - Root words
    - Use of infixes and suffixes
    - Cognates vs. false cognates
- Syntax and grammar
- Culture surrounding language use

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Anchor Charts Build Bridges

- **Anchor Charts**
  - If possible, put anchor charts on manila paper to and post as a visual reminder of the lesson and what they learned.
  - Example: T-Chart of Possessives in Filipino and English

What is Special?

Filipino	English
ang silya ni Titoy	Titoy's chair
ang aso ni Kristina	Kristina's dog
abg lola ni Marko	Marko's dog
ang basketball ni Bonita	Bonita's basketball
ang savanggola ni Victor	Victor's kite
ang kapatid ni Gloria	Gloria's sister

Bridging Framework

Domain	Grade 1			Grade 2			Grade 3		
	L1	L2	L3	L1	L2	L3	L1	L2	L3
Oral language									→
Phonological awareness	X	X	X	X	X	X			X
Book and print knowledge									→
Alphabet knowledge	X	X		X	X	X			
Phonics and word recognition	X	X			X	X			X
Fluency									→
Spelling	X	X		X	X	X			X
Writing and composition									→
Grammar awareness and structure	X	X		X	X	X	X	X	X
Vocabulary development	X	X	X	X	X	X	X	X	X
Reading comprehension									→
Listening comprehension									→
Attitude towards language, literacy and literature									→
Study skills									→

Specific to each language

Common to all/most – introduce once and review differences

Transfers from one language to another

X   Bridging opportunities

→   Continuous/on-going development of skills bridging between languages

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Conclusions

- Evidence of transfer from one language to another

- This is particularly true in domains where there is automatic (book print knowledge) or fairly easy transfer (phonological awareness).

- Areas that require intensive instruction are in domains such vocabulary and grammar where bridges must be made for most pupils.

- Teachers need to be intentional in using known bridging strategies. A good reference is: Beeman, K. & Urow, C. (2013). *Teaching for Biliteracy: Strengthening Bridges between Languages*

Literacy, Language, and Learning (L3) Rwanda

Languages in Rwanda

- The 2003 Rwanda constitution names Kinyarwanda as the national language of Rwanda.

- The official languages are Kinyarwanda, English and French.

- In 2008 - 2009 the Ministry of Education announced a shift to English as the language of instruction

- In 2011, Kinyarwanda should be the medium of instruction for the first three years of primary school and English a subject

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Literacy, Language and Learning

The aims of the L3 initiative are:
- Strengthen Ministry capacity to lead literacy reform
- Improve the quality of reading, mathematics and English teaching in P1 to P4
- Improve the amount of instructional materials for Kinyarwanda, English and mathematics in P1 to P4
- Support the transition to English as the language of instruction in P4
- Ensure that girls and students in isolated regions have increased access to quality education

Challenges

- How do more than 30,000 teachers learn English quickly?

- How do teachers with little or no understanding of language acquisition processes teach early-grade learners to successfully transition to English as the language of instruction in P4?

- How can we support children to transition to English in Primary 4?

Solutions

- Well designed and well executed teaching and learning materials

- Teacher training

- Daily support for English through Interactive Audio Instruction

- Rwanda English Proficiency Standards
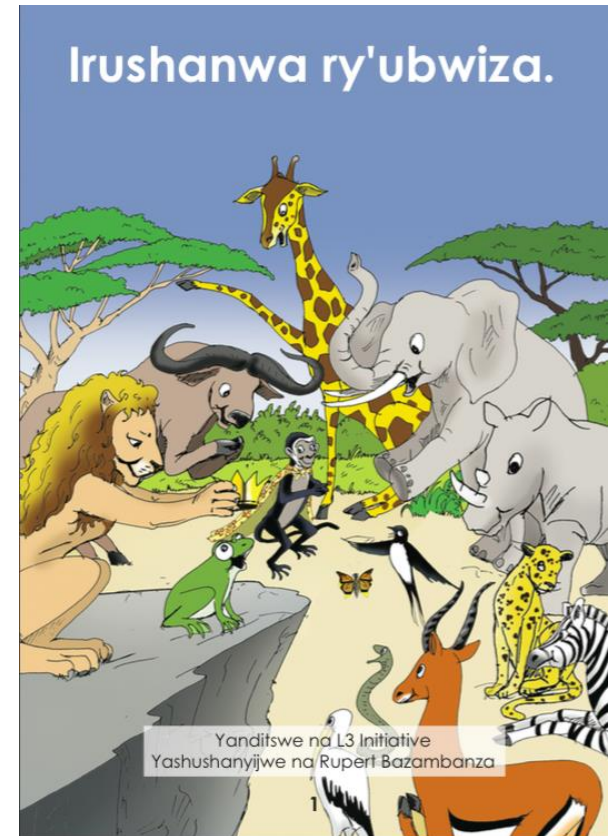
Zambia/USAID funded Time To Learn

Languages in Zambia

- 72 languages
- 7 official languages used for language of instruction
- All Bantu derived and highly decodable
- MT as LOI Grades 1-4
- Gradual Introduction of English in Grade 2 and LOI in Grade 5

Literacy and Mother Tongue

- Literacy Framework established in 2013
- Teacher understanding of literacy components beginning to take place
- MT is highly politicized and debated
- MT as LOI Grades 1-4

Time To Learn's Strategy

Training cascade's from central ministry in 3 languages

Regular In-service training

More than ½ million books delivered

Leveled readers created for all 7 local languages

Challenges

- Broader investment **in training including coaching to** assist teachers

- Support for teachers' English development

- Supportive curriculum to transition in English

- Curriculum that is calibrated in recognition that students are learning new languages

Challenges

Commitment to a **consistent** language policy

- – Investment in policy will signal to publishers that the market is sufficient to create country specific materials
- – Consistent implementation will allow for study of current policy and subsequent improvements
- – Improvements in reading will assuage community concerns about language of instruction

DAGHANG SALAMAT!