



Language Development Centre Nepal

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Mother Tongue Based Multilingual Education Program
Multilingual Education Materials Development and Multi-Strategy Teaching Training
19-23 May 2010
 Ghurbise Panchami, Panchthar

Objectives:

1. To provide training to teachers to use Multi-Strategy approaches in Class 1 and 2
2. To develop teaching materials for Limbu-medium classes for Class 2
3. To coordinate with local Government agencies to raise awareness about multilingual education

Training Staff:

Trainer, Pushker Kadel, LDC-Nepal, Kathmandu

Assistant staff:

Bhawana Subba, LiLDA

Bhawani Subba, LiLDA

Linguist:

Dilendra Subba, LiLDA

Observer:

Miranda Weinberg, Fulbright Scholar

Road to
Panchami:
Limbu Project
working area



1. Teachers' and SMC Members' Views

We discussed the program so far with teachers and School Management Committee members. Their views:

Strengths

1. Students' mother tongue (Limbu) has been used as the medium of instruction (MOI)
2. Teachers are aware of the importance of using the children's own language as the MOI
3. Student attendance has improved.
4. Students are more engaged in the classroom
5. Parents are becoming more involved in their children's education
6. Classroom learning environment is more child friendly and the school management is improving

Challenges

1. Some teachers do not attend school on a full time basis
2. Some teachers are not willing to improve their school
3. School administration and management is not effective
4. Some Limbu children can not speak Limbu because parents use Nepali at home
5. Most students find it difficult to learn 3 scripts in one class (Sirijanga, Devanagari and Roman)

2. Multi-Strategy Method Training

The focus of this training was to reinforce teachers' knowledge of the Multi-Strategy approach for teaching Limbu speaking students to read and write Limbu, and to develop materials for Limbu-medium teaching. The Language Development Centre Nepal (LDC-Nepal) facilitated the training with the Limbu Language Development Association (LiLDA). Eight teachers from two schools completed the training. The training covered the basic concepts of the Multi-Strategy Method, which is split into two tracks, the Story Track and Word Building tracks, with steps as shown below. After training in the Multi-Strategy Method, teachers practiced using the method to teach sample lessons in Limbu language. We observed and gave feedback to the participants to improve their teaching skills.

Multi-Strategy Method

Story Track

- a. Role of facilitators in story track
- b. Experience story
- c. Listening story, reading alone & reading test
- d. Big Book and small book
- e. Creative writing

Primer (Word Building) Track

- a. Role of facilitators in primer track
- b. Key Word
- c. Big Box
- d. Key Sentence
- e. Writing

2.2 Inquiry based Teaching

2.3 Cooperative Teaching

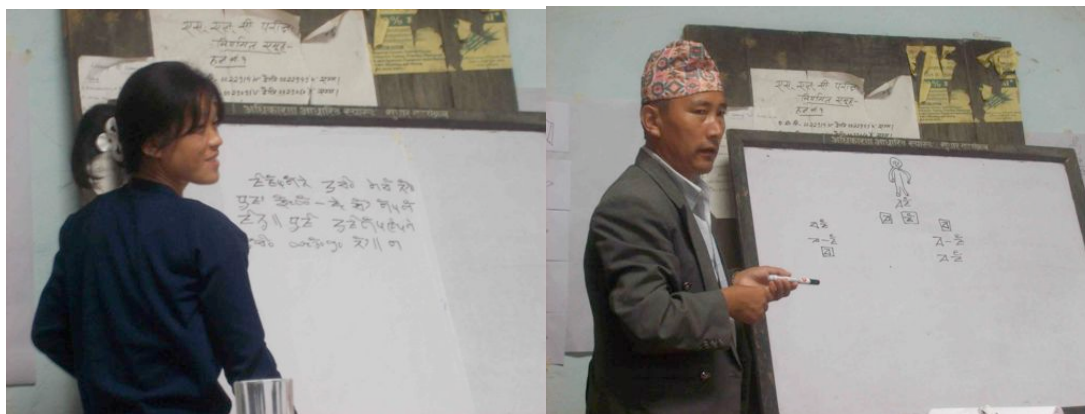
2.4 Experience Story

2.5 Language Experience

2.6 Total Physical Response



Happy with their performance



Teaching practice session in different track

3. Materials Development

Teachers wrote and illustrated Limbu-language materials for all subjects at the grade one and two. Using the Grade 1-3 curriculum to create grade-appropriate lessons, teachers created stories, poems, and songs. LiLDA's Bhawana Subba and Bhawani Subba provided editorial assistance. Teachers created plans for illustrations and began creating drawings to turn these stories, poems, and songs into big books that can be taught through the method learned at the workshop.



Editing and making reading materials in Limbu Language

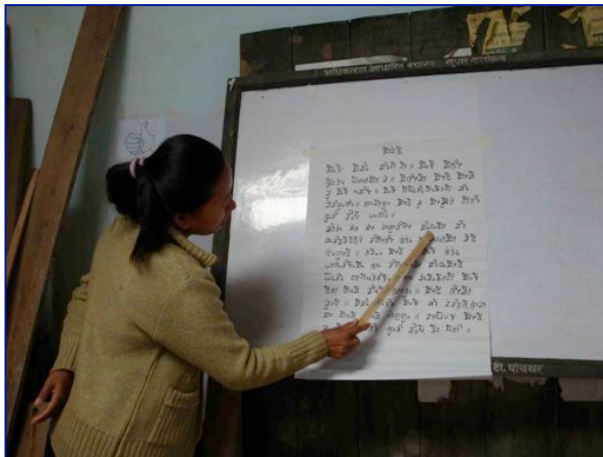
4. Coordination with local government offices

We met the District Education Officer in Phidim, the district headquarters of Panchthar. We provided him with a copy of the MLE Implementation Guidelines, and discussed the situation of the two Limbu-medium schools. He wrote a letter to teachers and head teachers at the two schools to enforce their use of Limbu language in the class, and extended his support to the Limbu-medium schools and the whole-school training approach. The Resource Person attended one day of the training in Panchami, where he reminded teachers of their professional responsibilities.

Learning points

The teachers and School Management Committee members gave the following feedback:

1. The training helped us to prepare and create contextual teaching learning materials based on the curriculum.



to create experience stories

2. The training encouraged us to develop our skills and knowledge in order to enable us to provide a better quality education for the students.
3. The five-step reading and writing plan will help to develop the students' literacy skills.
4. Teaching approaches from the workshop are very effective for the students to develop literacy skills (listening, speaking, reading and writing) in Limbu, Nepali and English
5. The training helped us develop skills
6. The workshop helped us understand that one picture and big book can be used to cover different topics
7. The training developed our confidence to prepare lessons for the children in their mother tongue
8. Using the Limbu Primer will help the teacher and children to develop literacy skills in the mother tongue as well develop vocabulary in the mother tongue
9. The workshop strengthened the relationship between the teachers and community.

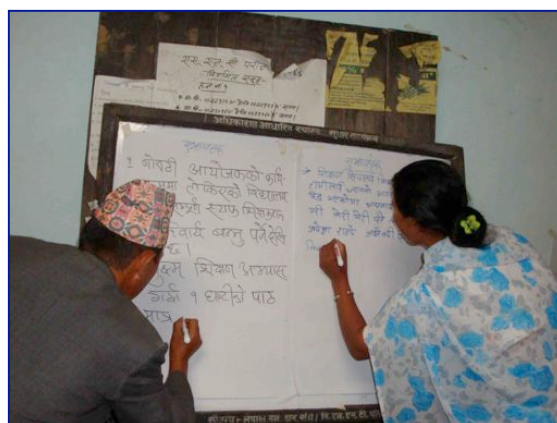
Concerns

1. Teachers need more support and feedback to use these methodologies effectively
2. All teachers should be trained in MLE

3. Training should be given to the School Management Committee and School Administration team
4. Teachers are asking for training allowance when they attend trainings
5. There is a need to provide further awareness about MLE to the schools, parents and community
6. District Education Office and other potential organizations must be approached to support and publish MT reading and teaching materials
7. Teachers do not use new teaching strategies in class even after repeated trainings
8. Teachers are not comfortable reading and writing in Limbu

Suggestions:

- Find funding to cover the costs of the NGO support to the schools.
- Schedule regular feedback and monitoring and evaluation to the schools, especially regular visits from NGO staff to the schools
- Obtain funding to cover developing teaching materials in Limbu
- Develop incentives for effective MLE teachers
- Coordinate with other organizations who support schools to implement effective multilingual education programs
- Decide whether to teach Limbu language in Sirijanga script or Devanagari starting in grade one
- Switch to grade teaching instead of subject teaching



Suggestions from teachers

Conclusion

1. The schools are strategically located between hilly and mountainous regions and at the border of two districts (Ilam and Panchthar). This means that we can use these two schools as leader schools to introduce MLE in neighboring areas.



Training participants

2. It is clear that there must be more involvement by the DEO, parents and NGOs that support local schools if the schools are to implement MLE activities effectively. Coordination between School Management Committee, parents, teachers, and government organizations is currently very weak.

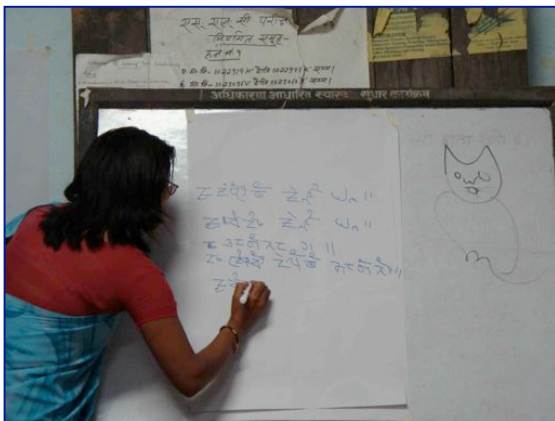
"The extent of the use of MLE is constrained by the prevailing, mostly restrictive, language-in-education policies. In most countries Asian the policies do not yet explicitly support the use of non-dominant languages. Appropriate policies are related to the achievement of Education for All (EFA) goals. Even if bottlenecks in access to pre-primary and primary education could be resolved, learners not understanding the languages of education cannot learn much about life skills and certainly not receive quality education. Yet, both life skills

and quality are EFA goals. Likewise, it is difficult to attract illiterate adults to literacy programs if the language of literacy is not one they understand. Therefore, if the language of education issue is not addressed and if the use of first language-based multilingual education does not increase, the EFA goals and the closely related UN Millennium Development Goals will not be met in most Asian countries by 2015." (*First Language-Based Multilingual Education Can Help Those Excluded by Language* Kimmo Kosonen, PhD, SIL International & Payap University, Chiang Mai, Thailand)

This statement reinforces the importance of using a child first language in pre-primary and primary education (Basic Education) in order to meet the UN Millennium Development Goals. Therefore, we need to make MLE program more inclusive, nondiscriminatory in terms of language in order to meet Nepal's objectives in education.

We would like to give thanks to the Limbu Language Development Association team, teachers from both schools, and the District Education Office, Panchthar who gave this opportunity to us to explore our knowledge and skills.

Few more photographs:



Report by:

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