



Language Development Centre Nepal

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Mother Tongue Based Multilingual Education Program
Multilingual Education Materials Development and Multi-Strategy Teaching Training
28 May – 1 June 2010
Tulsipur, Dang District

Objectives:

1. To provide training to teachers to use Multi-Strategy approach in grade one through three
2. To develop teaching materials in Tharu and Nepali languages

Training Staff:

Trainer, Pushker Kadel, LDC-Nepal, Kathmandu

Assistant staff:

Khopi Ram Chaudhary, HS-Nepal, Dang

Ambika Paudel, HS-Nepal, Dang

Observer:

Miranda Weinberg, Fulbright Scholar

1. Teachers' and SMC Members' Views

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

Strengths of MT-based MLE

1. This was the first time the teachers had an opportunity to use students' languages as a medium of instruction in the classroom.
2. Nepali speaking teachers started to learn Tharu and use it in the classroom.
3. Students are more engaged when the teacher uses students' language in classroom.
4. MLE increased the number of students and their attendance record (dropout rate is now zero at both schools)
5. Parents are more involved in their children's education when the medium of instruction is Tharu.
6. The classroom environment is becoming more child friendly and school management has improved
7. Teaching a second language (Nepali) is easier when teachers use Tharu as the medium of instruction to teach the Nepali language classes.



Grade one MLE classroom, Halawar, Dang

Challenges for MT-based MLE

1. Not all teachers are able to use Tharu language as a medium of instruction.
2. Some teachers are irregular, passive and do not make learning materials for their classes



Teacher sharing challenges from her experience

3. Individual student profiles are not updated as required by MoE policy due to the teachers' lack of awareness about the policy.
4. There are too many students in the lower grades, not enough classrooms and teachers.
5. Schools do not maintain girls' and boys' toilets or provide safe and clean drinking water
6. There is a lack of lockable cupboards to secure learning materials.
7. School administration and management is weak.

2. Multi-Strategy Method Training

The focus of this training was to reinforce teachers' knowledge of the Multi-Strategy approach for teaching Tharu speaking students to read and write Tharu, and to develop materials for Tharu-medium teaching. The Language Development Centre Nepal (LDC-Nepal) facilitated the training with Help Society-Nepal. Ten teachers from two schools completed the training, as well as three School Management Committee members. 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 Tharu and Nepali languages. We observed and gave feedback to the participants to improve their teaching skills.



Training participants (Teachers) learning teaching methodology with fun

2.1 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



Demonstrate how to use 1-5 reading plan



Model teaching practice in story and primer track

3. Materials Development

Teachers wrote and illustrated materials for all subjects at Class 1 and Class 2 levels. Using the curriculum guidelines to create grade-appropriate lessons, teachers wrote stories, poems, and songs. They were encouraged to talk to community members to incorporate traditional indigenous knowledge into their materials. Khopi Ram Chaudhary, from Help Society-Nepal, provided editorial assistance. By the end of the workshop, teachers had created a small book of new, culturally appropriate teaching materials in Tharu and Nepali languages.

4. Coordination with local government offices

The DEO's Resource Person attended the closing of the training. We provided him with information about language policy in SSRP and the Multilingual Education Implementation Guidelines.

5. Teachers' Lessons

The teacher and School Management Committee members shared what they had learnt during this workshop.

1. The teaching methodologies demonstrated will improve students' learning outcomes
2. The experience story and language experience techniques that were taught will help to develop students' listening, speaking and reading skills.

3. The five step reading and writing plan was new to the teachers and will help students become active learners in Tharu and Nepali.
4. Teachers learned how to develop graded reading materials based on the existing 1-3 Grade curriculum and use these materials in the classroom
5. Big book picture discussion, questions and answer was a new experience for the teachers and will be used in the classrooms
6. Developing vocabulary in first and second language using the Primer (Word Building) Track is very important.
7. Teachers' and parents' role is crucial to enable students to become lifelong learners.
8. Teaching by grades (rather than having a different teacher for each subject) is necessary to implement these methodologies
9. Teachers, parents and SMC members will have to work together to develop and maintain a good learning environment in the classroom
10. Contextual reading materials are very important to generate and maintain interest of the students
11. Teachers must learn and use the students MT language in the classroom.
12. Class activities need to begin with interesting stories and songs, which are easy to teach.
13. Teachers learnt how to use existing teaching material intended for one subject to teach a number of subjects.
14. The training helped the teachers to become more aware of their teaching responsibilities.

6. Challenges for teachers and schools

1. Lack of regular in-service training, one-to-one coaching and feedback to teachers
2. Insufficient capacity of the school administrator and school management committee members to implement multilingual education
3. Lack of regular and constructive support from the District Education Office.
4. Teachers currently do not play a (politically) neutral role in the school and society.
5. How to develop more awareness and commitment to the school from the community and SMC members.
6. How to answer questions from parents that here children should be learning Nepali or English first and not Tharu
7. How to coordinate with Govt. Resource Centers, District Education Office, District Development Committee and Village Development Committees

Closing session

Presentations were made by:

Mr. Bishwa Raj Acharya, Resource person, District Education Office (DEO), Dang

Mr. Rohit Chaudhary, SMC Chairperson, Dhamakkapur Lower Secondary School, Duruwa

Mr. Salik Ram Dangi, Teacher, Dhamakkapur Lower Secondary School

Mrs. Madhaba Acharya, Teacher, Shree Halawar Primary School



Closing session: Sharing training experience

1. Mr. Bishwa Raj Acharya

He thanked Help Society Nepal and the Language Development Centre Nepal for providing support to implement an MLE program in the two schools. He said the DEO is ready to support the schools to implement effective MLE activities. To do that, he requested that they each prepare and submit a plan within the MoE MLE implementation guidelines to the DEO.

2. Mr. Rohit Chaudhary
He said he was ready to fulfill his role as the SMC chairperson to provide constructive support to the school. Although he was unable to attend all sessions of the training he acknowledged the importance of using mother tongue as medium of instruction as well as Nepali and English.
3. Mr. Salik Ram Dangi
This training reminded me about my role as a teacher and I understand the importance of using Multilingual Education.
4. Mrs. Madhaba Acharya
Firstly we teachers must be fully committed as teachers and ensure we prepare effective lesson plans for our students.

Strengths:

- Using students' mother tongue as the medium of instruction for ECD, Class 1 and 2
- Teachers have found that teaching in Tharu encourages previously shy students to participate
- On recent exams, Tharu-speaking students scored at equal levels with Nepali-speaking students
- Teachers created many new materials for teaching Class 1 and 2
- All teachers can speak and understand Tharu
- Teachers were positive about the Multi-Strategy approaches

Weaknesses:

- Despite earlier trainings, teachers are not using new teaching techniques in class
- Teachers are not comfortable reading and writing in Tharu, although they are comfortable speaking
- Political conflicts between SMCs, head teachers, and teachers interfere with school management
- One school's SMC decided to switch to English-medium instruction from Class 1 beginning this academic year
- Teachers are unsure how to manage language in classes with students from different language backgrounds (both Tharu and Nepali speaking children)

Suggestions:

- HS-Nepal staff should visit the schools regularly to support and encourage teachers
- To facilitate use of these teaching methods, teachers, head teachers, and SMC should consider switching to grade teaching rather than subject teaching
- HS-Nepal should work to inform parents and guardians about the importance of using students' mother tongue in basic education
- Student evaluation must be strengthened in order to track the success of students of different language backgrounds.

Conclusion

1. Training participants were more punctual and gave their full interest to the training in contrast to other trainings they had attended. This is a big change among the teachers. We are encouraged that most of the participants were women and were able to speak Tharu and Nepali.
2. We are still concerned that, in spite of the strong support for MLE expressed by the participants in this and previous workshop, their MLE program still requires more support. There are many reasons for this but 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.

