




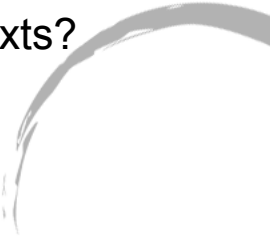
# Curriculum design for MTB MLE programmes in China

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## Curriculum

- What is it?
  - How is it normally planned?
  - What is different in MLE contexts?
  - What is specific to China?
- 



## Thinking through MLE context in China



## Typical minority pupil in SW China



- Village: all children in class are minority language speakers
- Township (乡) & town & central schools: most children in class are minority language speakers possibly of different languages
- County town: class is mixed between Han and different minority language speakers

## Language Usage

### 10 year-old

- Mother tongue  
⇒ *daily experience*

- Chinese  
⇒ *exceptional*

### 14 year-old

- Mother tongue  
⇒ *weekend experience*

- Chinese  
⇒ *daily usage*

## Mismatch

### 7 year-old

#### *Mother Tongue*

- Family, daily life  
⇒ *complete vocabulary*

#### *Chinese*

- TV, school, books (?)  
⇒ *mainly listening*

### Vocabulary

#### *in Preschool:*

- Every day language
- Reference: family and play

#### *in Primary School:*

- Classroom instructional language
- Content
- Cognitive concepts

## National factors

- Kindergarden 幼儿园
- Preschool 学前班
- English Language requirements
- Exam driven teaching
- Entering a monolingual mainstream school at: Primary, Middle School, High School or University

## Curriculum planning for MTB MLE in China

## Impact on Curriculum planning

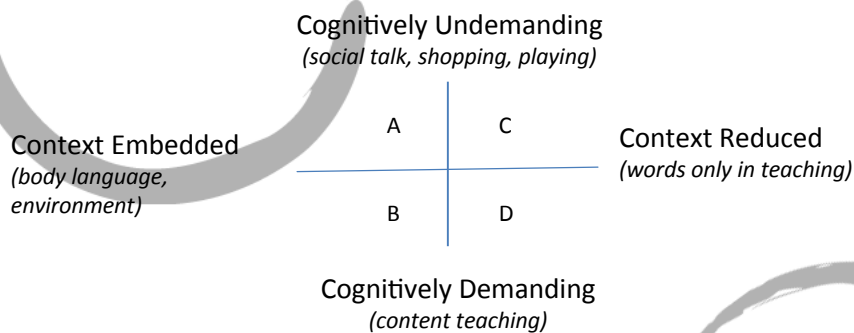
*A good curriculum builds on what is already known to teach what is new*

- Minority children “know” in a different language
- Minority children initially don’t know enough Chinese for cognitive processing

## Learning factors

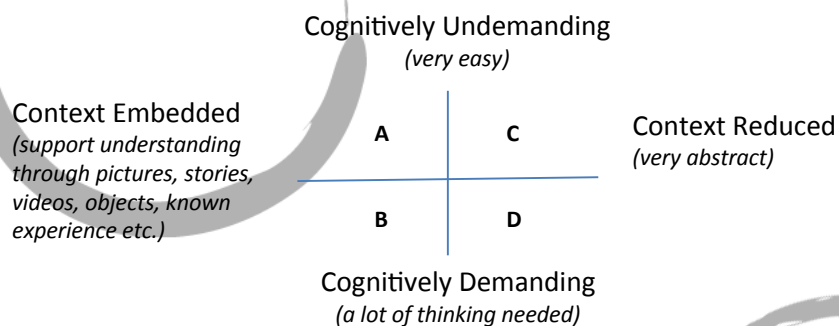
- Position of mother tongue in learning
- Language learning and language development
- Language of instruction
- Non-language subjects

## Range of contextual support and cognitive involvement (Jim Cummins)



Quadrant A = BICS (Basic interpersonal communication skills)  
 Quadrant D = CALP (Cognitive / academic language proficiency)

## Applying context and cognition



- Learners require challenging content at the same time as contextual and linguistic support (scaffolds) to successfully complete required tasks.
- Move from A to B and B to D. E.g. small group work (context embedded); teacher guided reporting (more abstract); journal writing.

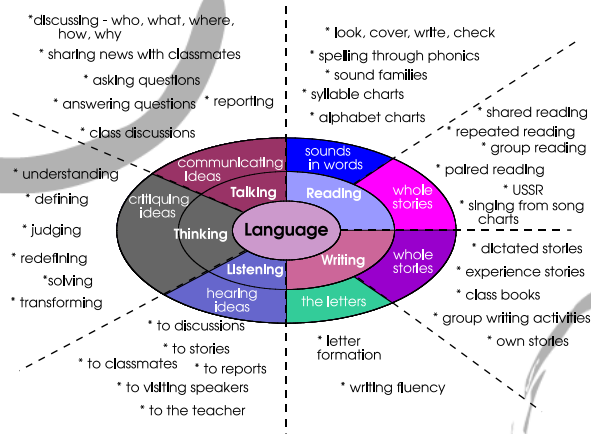
## Overall Planning

1. Age appropriateness
  2. Progression of language introduction
  3. Languages of instruction
  4. Desired learning competencies
  5. Desired language competency
  6. Entry point into monolingual schooling
- connection of these six points

## Language progression

- Oral before written
- Listening -> talking -> reading -> writing

## 5 Areas of language



## Language progression

- Oral before written
- Listening -> talking -> reading -> writing
- Separation of language learning and content learning in early stages of language acquisition
- BICS -> CALP



## Planning of L1

- Need for language development in oral L1
- Need for development of cognitive processing through L1 by teaching content through L1
- Need for development of literacy in L1 to prepare for transfer of literacy skills

## Developing L1

- Community-based materials that start from the learners own experiences
- Materials that are significant in the L1 culture (no translation)

**=> starting from high context**

## Planning of L2 (Chinese)

1. Oral language development
2. Based contrastively or implicitly on L1
3. For literacy: making use of common features with L1 literacy

## Developing L2 (Chinese)

- Starting with cognitive undemanding / high context embedded
- With increased language ability either the cognition level can be increased OR the amount of context reduced, not both simultaneously if Chinese is used as L1
- Use Chinese for relevant usage (School, TV, mobile phone)

## Planning L3 (English)

- Oral head start
- Bridge from L1 to L3 (build on basics)
- Work comparatively and contrastive with L2 especially

## Language of Instruction in non-language subjects

- Cognitive processing is dependent on the language learning in the language of instruction
- Lol has to be advanced enough in the Learner to make use of previous knowledge
- Lol has to be advanced enough to process the new content
- Using a non-L1 as Lol can help progress in the language if cognitive processing is possible

# Results

- Language progression
  - L1: Oral -> Written
    - L2: Oral -> Written (continue L1)
    - L3: Oral -> Written (continue L1 + L2)
- Non-Language subjects
  - use multiple languages as Lol, appropriate for cognition
- Plan towards the exit point
  - ensure appropriate skills have been acquired

# Using appropriate methods

	<b>Cognitively Undemanding</b>	
<b>Context Embedded</b>	<ul style="list-style-type: none"> <li>• use own experience</li> <li>• use physical objects</li> <li>• tell own stories</li> <li>• describe what they have seen</li> <li>• experience approach</li> </ul>	<ul style="list-style-type: none"> <li>• memorize rhymes</li> <li>• listen to story / poem</li> <li>• describe TV story</li> <li>• copy information from board</li> </ul>
	<b>Cognitively Demanding</b>	<b>Context Reduced</b>
	<ul style="list-style-type: none"> <li>• compare and contrast</li> <li>• summarize</li> <li>• recall &amp; review</li> <li>• seek problem solution</li> <li>• explain &amp; justify</li> <li>• role play</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on feelings</li> <li>• argue a case</li> <li>• sustains an opinion</li> <li>• evaluates &amp; analyse</li> <li>• interpret evidence</li> <li>• apply principle to new situation</li> </ul>

## Balance

- Everything in MTB MLE is somehow connected to language
  - Not everything in MTB MLE is about language
- ⇒ How to use languages well in the context of non-language subject
- ⇒ Remember: Mathematics has a language of its own

## Basic Bibliography

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