Materials Development for the EMBLI Program

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(Ministry of Education & Timor-Leste National Commission for UNESCO)

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Overview of Presentation

➢ Who develops the materials
➢ What materials
➢ How materials are developed
➢ Challenges
➢ Conclusion
<table>
<thead>
<tr>
<th>Personnel</th>
<th>Language</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>3-4 people</td>
<td>Fataluku</td>
<td></td>
</tr>
<tr>
<td>3 people</td>
<td>Galolen</td>
<td></td>
</tr>
<tr>
<td>3-5 people</td>
<td>Baikenu</td>
<td></td>
</tr>
<tr>
<td>1 person</td>
<td></td>
<td>General editor</td>
</tr>
<tr>
<td>3 people</td>
<td>Tetun</td>
<td>Curr. Elaborator</td>
</tr>
<tr>
<td>4 people</td>
<td></td>
<td>Int. Consultant</td>
</tr>
<tr>
<td>1 person</td>
<td></td>
<td>Graphic designer</td>
</tr>
<tr>
<td>2 people</td>
<td>Tetun</td>
<td></td>
</tr>
<tr>
<td>3 people</td>
<td></td>
<td>Local artists</td>
</tr>
</tbody>
</table>
Curriculum and Instructional Material
Teacher Handbooks (PS A – Gr 3)
Josephine

G On.

En gual.

Ilas gual.

hula

hual

hula

hual

hala

ha'sa letra

lukan gual

lukan gual pati

lukan gual i pati

Em jeje ca'a:

Hula en pura.

Ipar pala na'e.

hula

hala

pah

hiranu

hiri

hule

hale

horo

Forma

le

Hu

ra

lu

nu

ta

Pa

Tu

Ru

E

Ri

Na

La

Pi

Ha'

Le

He

Ha

Hi

Paratika ja'a fraze

Luka - lukuni

em fraze ja'i

Trenu lere

Ana hula tapule.

hula tapule

tapule

Ana hula tapule.
Two tracks:
Phonics (Primer)
and
Whole Language (Story)
Curriculum and Instructional Material
Numeracy Materials
PS B – Gr 3
Various materials
Curriculum and Instructional Material

Literacy Materials

Gr 2 – Gr 3
## Curriculum and Instructional Material

<table>
<thead>
<tr>
<th>Materials</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening stories</td>
<td>PS A-G3</td>
</tr>
<tr>
<td>TPR material L2, L3</td>
<td>PS B-G3</td>
</tr>
<tr>
<td>Weekly plans</td>
<td>PS A-G3</td>
</tr>
</tbody>
</table>
Reading and Learning Materials
Big Books (PS A – G2)
Reading during Break time (recess/free time)
Reading and Learning Materials

Small Books (PS A – G2)

Aniku ho afi cal afur

'Ba'u mese', kaan ee Panbisil

Pasar mara

Lees Bakkeno

Lion Fataluku

Fataluku (Losao Los)
Reading and Learning Materials
Numeracy & Literacy Cards (PS A – G1)
Reading and Learning Materials

Flash Cards (PS B – G1)

- metan
- mtasa
- matel
- tan siva
- tan kava
- iniri
- mimireke
Reading and Learning Materials
Big Pictures (PS A – G1)
Reading and Learning Materials
Sequence Pictures (PS A – G2)
## Reading and Learning Materials

<table>
<thead>
<tr>
<th>Materials</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical instruments</td>
<td>PS A – G2</td>
</tr>
<tr>
<td>Toys</td>
<td>PS A – G1</td>
</tr>
</tbody>
</table>
How materials are developed

1. Writing the material
2. 1st editor
3. 2nd editor
4. Edited by int. consult.
5. Draw pictures
6. Layout
7. Print sample
8. Final copy
9. Re-check
Challenges

• Insufficient personnel to develop materials
• Personnel do not have strong background in developing materials.
• Need for on-going training in all areas of materials production
• No local research on the local languages
• Time pressures
Conclusion

Materials are one of the foundational factors in the implementation of MTB-MLE in Timor-Leste. Shortage of personnel and their lack of writing skills have a negative impact on the implementation, thus more resources need to be put in place. Ongoing training towards strengthening personnel’s ability in developing materials in the local languages will contribute to a better implementation of the programme.