APPLYING AN ANALYTICAL FRAMEWORK TO INFORM STRATEGIC AND PROGRAMMATIC DECISIONS AROUND LANGUAGE IN THE EDUCATION SECTOR:

Case studies from Lao PDR, Papua New Guinea and India

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Our Biases Upfront

- One size does not/cannot fit all
- Globalization/homogenization of concepts/constructs/policies can cause avoidable harm
- Equity issues – Size matters; LwD
- Good Teaching Methods are paramount
- Knowledgeable experts who understand first, second,…and foreign language education are needed
MTB “Ideal World” Vision

- All learners everywhere learn in their MT
- Reading materials in all MTs are extensive and intensive for all ages and stages
- Teachers proficient (oral/written) in MTs are in all classrooms
- Teachers are skilled in transitioning students from MT to OLs
- Students in a classroom are homogeneous re MT
MTB intervention is appropriate if/when:

- Linguistic congruence across the various levels of language landscape (Home – Community - Teacher – TLMs)
- All children speak same home language
- Can afford investment in (all) MTs
- Clear, well-articulated strategy and action plan to address “hot spots” (transition to OLs, etc.)
Most Contexts are ML

Lack of *linguistic congruence* across the various levels of the *language landscape*  
(Home – Community – Teacher – TLMs)
## The Analytical Framework

<table>
<thead>
<tr>
<th>Country</th>
<th>&quot;Community&quot; Context</th>
<th>Education Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>World Region</td>
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<tr>
<td>Nation</td>
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<tr>
<td>State</td>
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<td>Local</td>
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<tr>
<td>Home</td>
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<tr>
<td>Teacher</td>
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<td>Curr. &amp; TLM Focus</td>
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<tr>
<td>TLM Available</td>
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<tr>
<td>LM Available - Home</td>
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</tbody>
</table>
Why this Framework?

- Identify the complexity
- Consider realistic and appropriate immediate actions
- Plan for realistic and appropriate actions in the longer term
- Reduce or eliminate the potential for doing harm
What Do We Know About Language Teaching and Learning?

- Big 4 Skills + Vocabulary
- Inter-dependent
- Multi-faceted
- Automaticity → Fluency
- Engage the body
- Meaningful, meaning-making
- Language across the curriculum
<table>
<thead>
<tr>
<th>Right Hemisphere</th>
<th>Left Hemisphere</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Quick Facts</strong></td>
<td><strong>The Quick Facts</strong></td>
</tr>
<tr>
<td>Functions: Responsible for control of the left side of the body, and is the more artistic and creative side of the brain</td>
<td>Functions: Responsible for control of the right side of the body, and is the more academic and logical side of the brain</td>
</tr>
</tbody>
</table>

**RIGHT-BRAIN FUNCTIONS**
- Art awareness
- Creativity
- Imagination
- Intuition
- Insight
- Holistic thought
- Music awareness
- 3-D forms
- Left-hand control

**LEFT-BRAIN FUNCTIONS**
- Analytic thought
- Logic
- Language
- Reasoning
- Science and math
- Written
- Numbers skills
- Right-hand control
SIGNS OF IMBALANCE

Left Brain Weakness

- Poor Math Skills
- Poor Verbal Skills
- Poor Spelling Skills
- Poor Reading Skills
- Fine Motor Problems
- Poor Letter Recognition
- Poor Auditory Processing
- Weak Immune Response
- Poor Memory for Details
- Misses Small Details
- Poor Self Esteem
- Poor Motivation
- Task Avoidance

Right Brain Weakness

- Awkward/Clumsy
- Hyperactive/Anxious
- Poor Non-Verbal Skills
- Impulsive/Lacks Focus
- Lacks Emotional Control
- Poor Reading Comprehension
- Obsessive/Repetitive Behaviors
- Immature Social Behavior
- Allergies/Autoimmunity
- Lacks Interest in Sports
- Misses the Big Picture
- Poor Eye Contact
- Space Invader
LISTENING

We Spend a lot of Time Listening

Adults spend an average of 70% of their time engaged in some sort of communication, of this an average of 45% is spent listening compared to 30% speaking, 16% reading and 9% writing. (Adler, R. et al. 2001).

I wonder if my teacher gets tired of saying "WAH wa Wah" all day...?

Wah wah wah wah wah wah wah wah wa-wah wa-wah wah wah wah wah wa-wah wa-wah wah wah wah wah wah wah wah wah wah wah...

Wah wah wah wah wah wah wah wa-wah wah wah wah wah wah wah wah wah wah Wah wah wahah.

Psst... so are you getting any of this?
The Number of Words Addressed to Children Differs Across Income Groups

- Professional
- Working-class
- Welfare

Estimated cumulative words addressed to child vs. Age of child in months.

- Professional: Above the Working-class
- Working-class: Above the Welfare
- Welfare: Below the other two groups

Key:
- Professional: Dotted line
- Working-class: Dashed line
- Welfare: Solid line

- Y-axis: 0, 10 million, 20 million, 30 million, 40 million, 50 million
- X-axis: 0, 12, 24, 36, 48 months
Figure 1: Interaction in the Language Curriculum: Awareness, Autonomy, and Authenticity (Longman, 1996)
Conclusions

- If we put a focus on MLE that matches the commitment to MTB, we’d be a lot further ahead – most learners in most parts of the world are not in contexts where MTB is an appropriate response at this point in time.
- Regardless of the LOI/MI, ensure that all teachers are good language educators.
- Focus on preparing teachers to teach language (regardless of the language) – as a subject, all skill areas, and across the curriculum (e.g., Content-Based Instruction).
- Within an MTB context, ensure that subject teachers are competent in second language teaching/learning.
- Ensure that when the shift to majority of time in second language happens, teachers in the transition grades are competent in second language teaching (including CBI).
25% Actively Disengaged
life gives people many reasons to do this

25% Passively Disengaged
Looking at teacher and even requesting lectures so to have unchallenging chill-time

20% Trying
Only understand a % of what they've heard

5% Already know

10% Listening
but scared to ask for clarification

10% Confident
& calm and keeping up with teacher

THE CLASS A TEACHER TALKS TO
Based on over 2000 high school student responses to how they felt with each of their teachers
By Richard Wells  @EduWells
more at EduWells.com
Some Favorite Resources

- International Literacy Association  
  https://www.literacyworldwide.org/
- Reading Rockets  
  http://www.readingrockets.org/
- Center for Applied Linguistics  
  http://www.cal.org/
- TESOL  
  https://www.tesol.org/
- SIL  
  https://www.sil.org/
- Scholastic  
  http://www.scholastic.com/home/