One Hour Per Week in the Mother Tongue: Can It Make A Difference?

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The Case of the Local Content in Schools Project in Central Sulawesi, Indonesia

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Structure of this Presentation

I. Location and Nature of the Project
II. Quantitative Research
III. Results of Research
IV. Relevant Notes from Monitoring
V. Conclusions
I. Location and Nature of the Project
Two Language Groups: 16 schools (3, 13)

Spelling systems (orthographies) 2008

TADO - LINDU
MOMA - KULAWI
Key Desired Outcome: Graduates regularly read and write in their local language, and feel proud of their local language heritage and culture
The Curriculum: Grades 2-6

Primer (Grade 2 only) + teacher’s guide
14 stories + teacher’s guide

1 x 70-minute period per week
28 weeks per academic year
How Far Have We Come?

Primary Grade 2
In schools since 2010

Primary Grade 3
In schools since 2011

Primary Grade 4
In schools since 2012

Primary Grade 5
In schools since 2013

Primary Grade 6
Final Materials Creation Cycle in Progress

Over 700 children are now studying Moma/Tado
Mitra dalam Pengembangan Berbasis Bahasa
Partners in Language Based Development
II. Quantitative Research

Question Addressed

How much command of Moma syntax and Indonesian syntax do respondents have, how good is their reading comprehension, and is there a correlation between the two?
Respondents

• 7 schools
• 3 Indonesian and 3 Moma tests (X,Y,Z)
• Data from the following were excluded:
  1. Children who are frequently absent
  2. Grade V children who were only present for one of the tests, or for neither
  3. Children with 2 parents originating outside Kulawi
  4. Children who joined this school after Grade I (because they moved from elsewhere)
Number of Respondents Whose Data was Used

Grade 5 = 81 respondents (Moma and Indonesian)
Grade 6 = 59 respondents (Indonesian only)
Nature of the Test

- **Part A** - Subjective cloze test
- **Part B** - Reading comprehension

- All Indonesian and Moma texts were related to concepts familiar to the children (places in the region, local foods etc.)
• No translated texts were used for the cloze section

• All texts were leveled for difficulty (to within 1 point’s difference) using Swedish LIX formula
  http://www.readabilityformulas.com/the-LIX-readability-formula.php
  http://www.readabilityformulas.com/the-LIX-Acc
III. Results of Research

Home Language of Gd V & VI Children By Percentage

- 60% Moma at home
- 4% Indonesian at home
- 33% Equal amounts of Moma & Indonesian
- 1% Moma & other language
- 1% Indonesian & other language
Language Grade V Children Prefer to Read (by Percentage)

- 65% Prefer reading Indonesian
- 32% Prefer reading Moma
- 1% Like both
Average Test Results - All Schools Combined (by Percentage)

Overall average

- **Gd VI**
  - Indonesian: 41

- **Gd V**
  - Indonesian: 35

- **Gd V Moma**
  - 30
Results for Indonesian Cloze Test & Reading Comprehension (%)

Gd V difference: 17.6%
Gd VI difference: 27%
Correlation Between Scores in Indonesian Cloze and Reading Comprehension

- Gd V Scores: Correlation coefficient Gd V: 0.985612
- Gd V & VI: Correlation coefficient Gd V & VI: 0.819511
Results for Moma Cloze Test & Reading Comprehension (%)

- **Gd V/X**: Cloze Test: 22.5, Reading: 25.3
- **Gd V/Y**: Cloze Test: 39.4, Reading: 32.5
- **Gd V/Z**: Cloze Test: 32.5, Reading: 32.5

Average difference: 2%
Correlation Between Scores in Moma Cloze and Reading Comprehension

Gd V Scores in Moma Cloze and Reading Comprehension

Correlation coefficient: 0.95723
Results for Indonesian & Moma
Reading Comprehension

<table>
<thead>
<tr>
<th>Group</th>
<th>Reading Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gd V/X</td>
<td>42.9</td>
</tr>
<tr>
<td>Gd V/Y</td>
<td>37.7</td>
</tr>
<tr>
<td>Gd V/Z</td>
<td>47.3</td>
</tr>
</tbody>
</table>

Gd V Moma
Results for Indonesian & Moma Cloze Tests

- Cloze Test
  - Indonesian Gd V
  - Moma Gd V

<table>
<thead>
<tr>
<th>Test</th>
<th>Gd V/X</th>
<th>Gd V/Y</th>
<th>Gd V/Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value</td>
<td>24.4</td>
<td>21.1</td>
<td>29.6</td>
</tr>
</tbody>
</table>
IV. Relevant Notes from Monitoring

• Children’s vocabulary and fluency in the local languages are increasing
• Local terms which had been forgotten are once again in use
• There is increased use of the local language across all subjects, leading to better comprehension
• Impact on reading levels is not the primary impact
V. Conclusions

• Command of Moma syntax and reading comprehension in Moma among the respondents, although low, is not far behind Indonesian.

• If more hours were allocated to Local Curriculum, skills would probably increase rapidly.
• Future Local Content curricula should include grammar and syntax, to bring about a corresponding improvement in reading comprehension.

• Schools should also develop children’s grasp of Indonesian syntax.
Thank you for listening!