MAHIDOL UNIVERSITY
Wisdom of the Land

Patani Malay - Thai MTB BE/MLE In Southern Thailand

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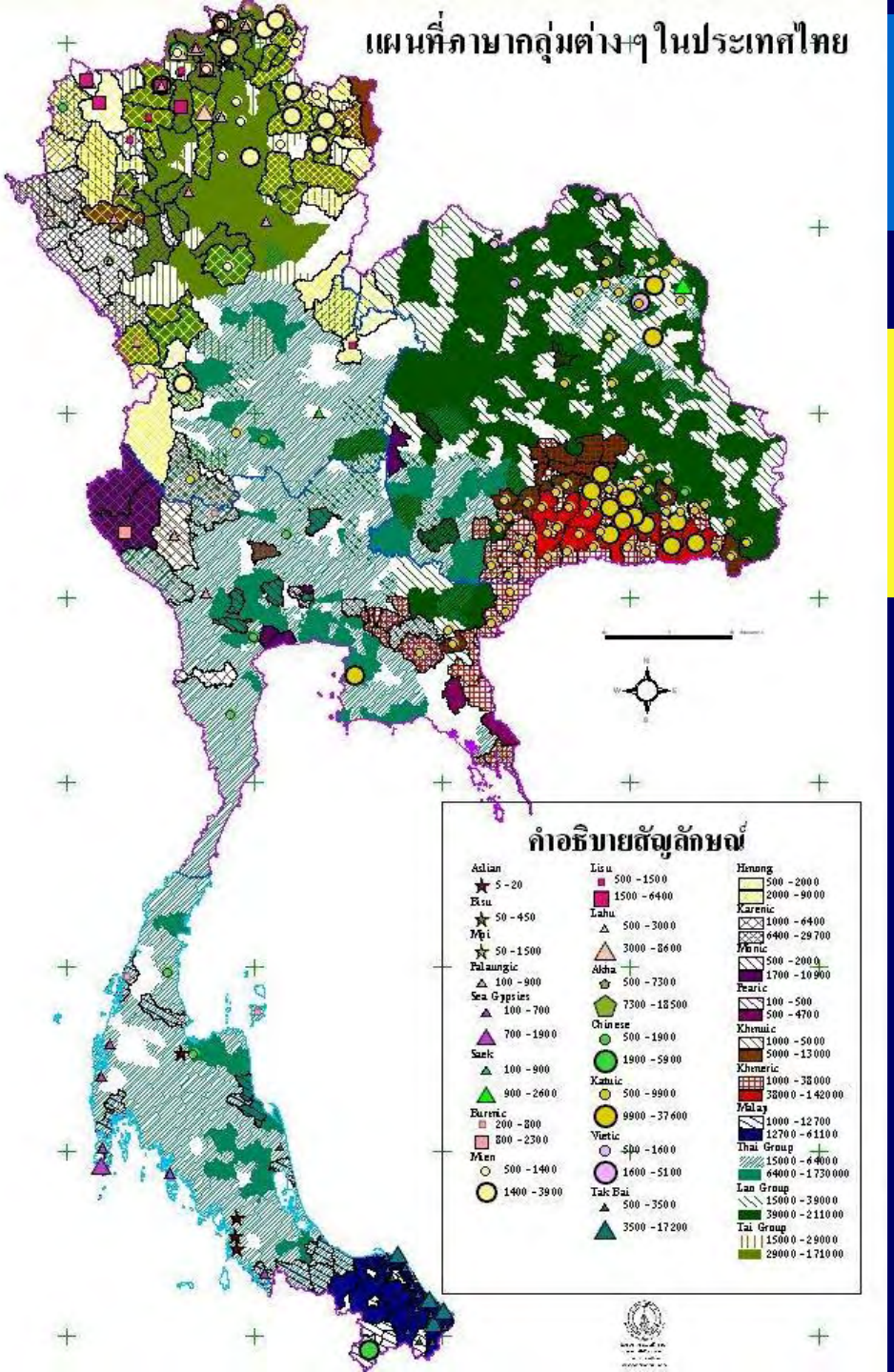


Linguistic diversity of Thailand

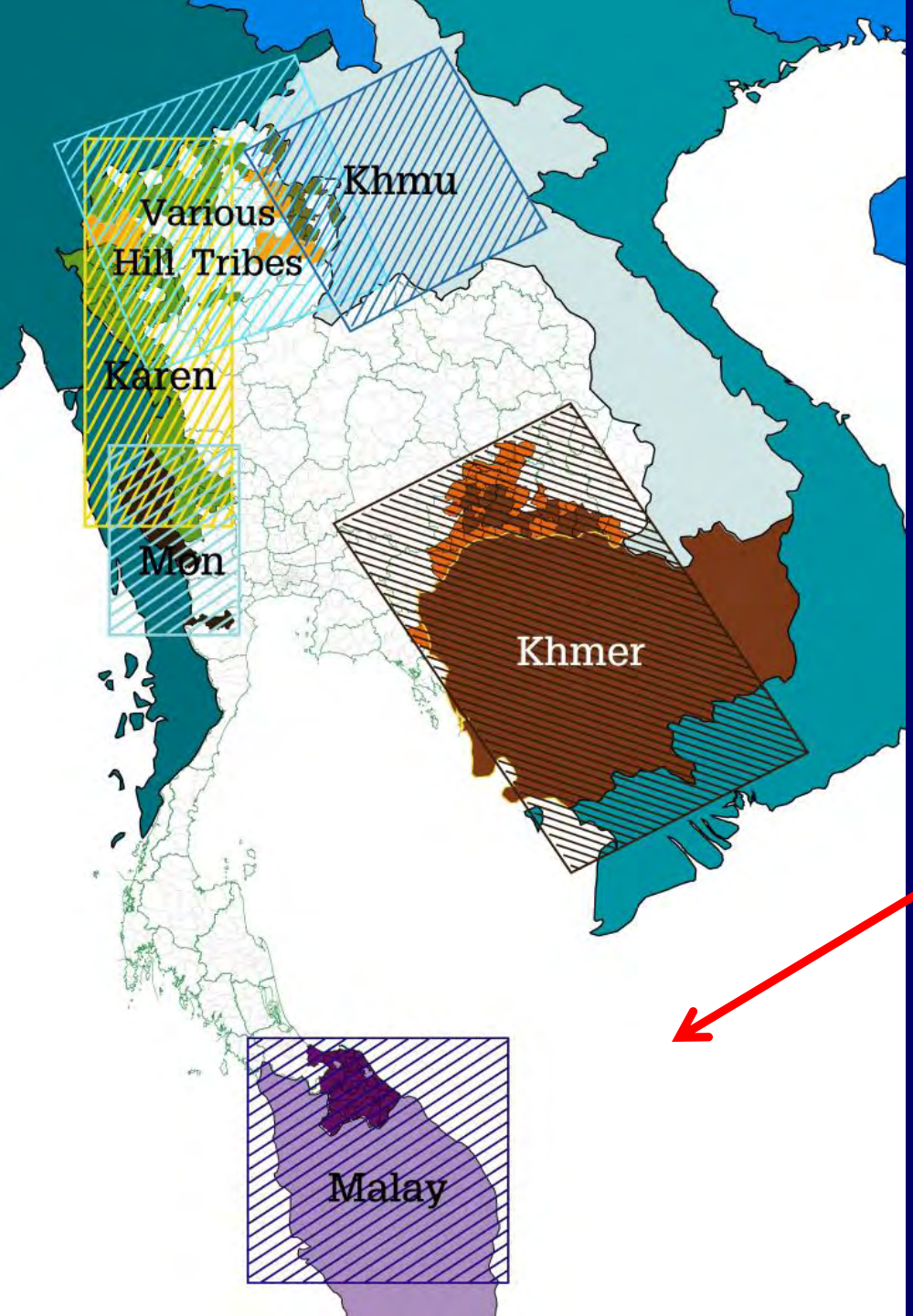
60 million population

speak 70+ living Languages,

belong to 5 Language Families

- Tai languages) (24
- Austroasiatic languages) (23
- Austronesian (3 languages)
- Sino – Tibetan (18 languages)
- Hmong – Mien (2 languages)

Thai is the official/national



Language and identity issue

Large language groups at the border not only that their language is declining but the majority cannot reach the government services esp. education (The students do not have sufficient knowledge of Thai which is the language of school.)

Thailand Melayu

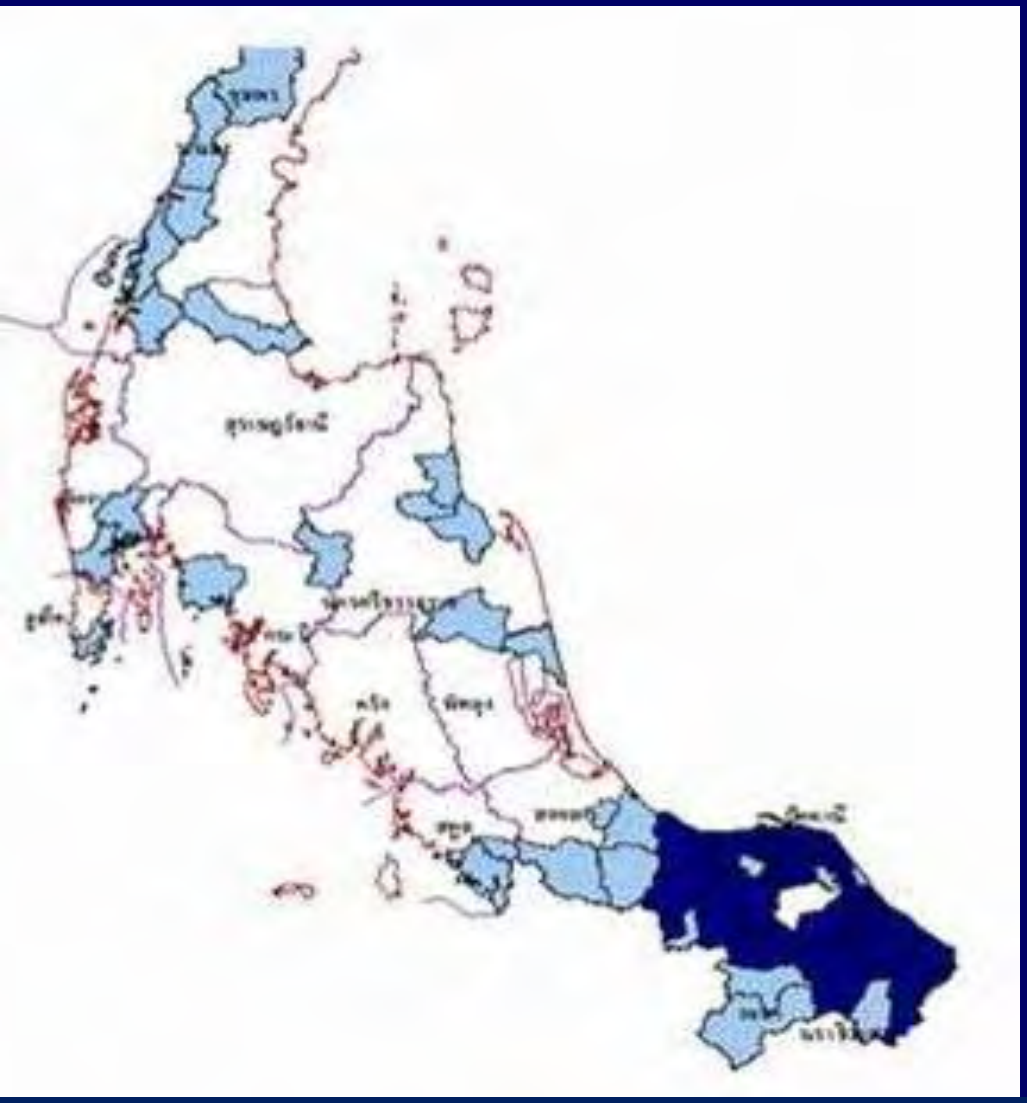
83%of the population in Thailand's Deep South speak Patani Malay (PM)

Language Identity Issue —— ***Political Unrest and Violence***

From : www.redratchaprasong.org, www.oknation.net

Patani Malay Speaking Communities in Thailand's Deep South

83% or more than a million population



1. Language Identity Issue

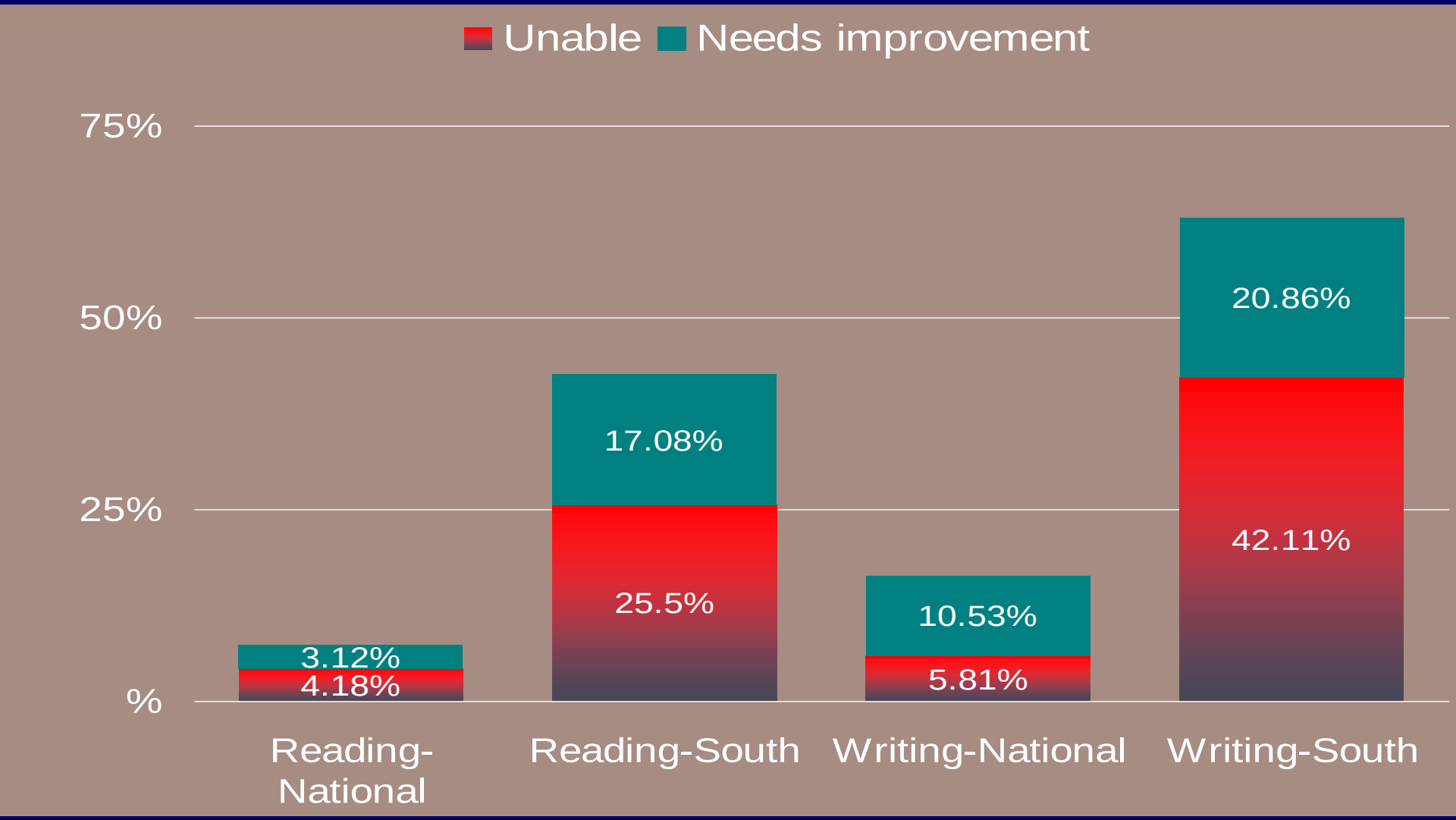
- Local Melayu (PM), the mother tongue of children in the area, is not officially accepted and used in education
- Ethnic language and culture are declining at a rapid rate. – as evidenced in urban areas (creole – formation of a mixed language) and in Satun (language death).
- Local communities have low self-confidence and no security.

2. Chronic under-achievement in school

•(Lowest score in National Testing because of compulsory education in Thai language only.

Fear – Education is being used as a means to destroy language and

Literacy Crisis in in the South (Grade 3)



Source: *Bangkok Post* October 3, 2010

UNESCO's Principles on Language and Education

Principle I:

UNESCO supports mother-tongue instruction as a means of improving educational quality by building upon the knowledge and experience of the learners and teachers.

Principle II:

UNESCO supports bilingual and/or multilingual education at all levels of education as a means of promoting both social and gender equality, and as a key element of linguistically diverse societies.

Principle III:

UNESCO supports language as an essential component of inter-cultural education in order to encourage understanding between different population groups and ensure respect for fundamental rights.

Introducing and Implementing of PM in MTB BE

Educational Intervention

School curriculum redesigned

- **To introduce Bilingual Education using mother tongue *(PM)* as language of instruction along with the official language *(TH)***

Why? - Reasons

- **Spare children from confusion and fear**
- **Learn 2nd language or official language more easily by building a learning foundation / becoming well-versed and literate in their mother tongue**
- **End chronic underachievement**

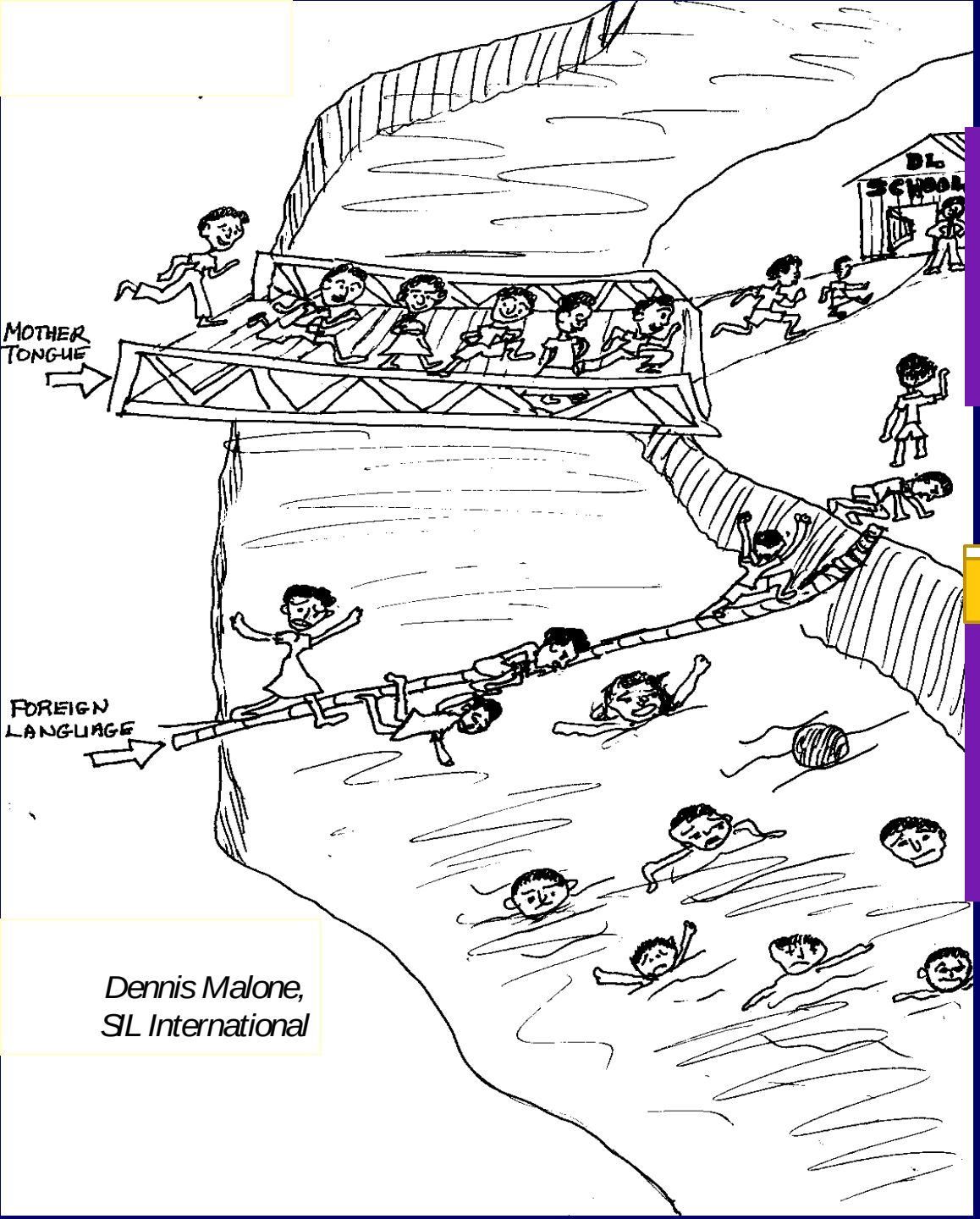
Patani Malay -Thai MTB BE
in Thailand's Deep South

An action - participatory research project

- **Implemented in 4 pilot schools in 4 Southern Border provinces starting in 2006**
- **A 9 year project starting from KG1 to G6 including one year of preparation.**

Goal

- 'To facilitate Patani Malay speaking children to speak, read and write well in both Patani Malay and Thai.
- To retain their Malay identity at the local level and Thai identity at the national level
- To be able to live with dignity in the wider Thai society to foster true and lasting national reconciliation.



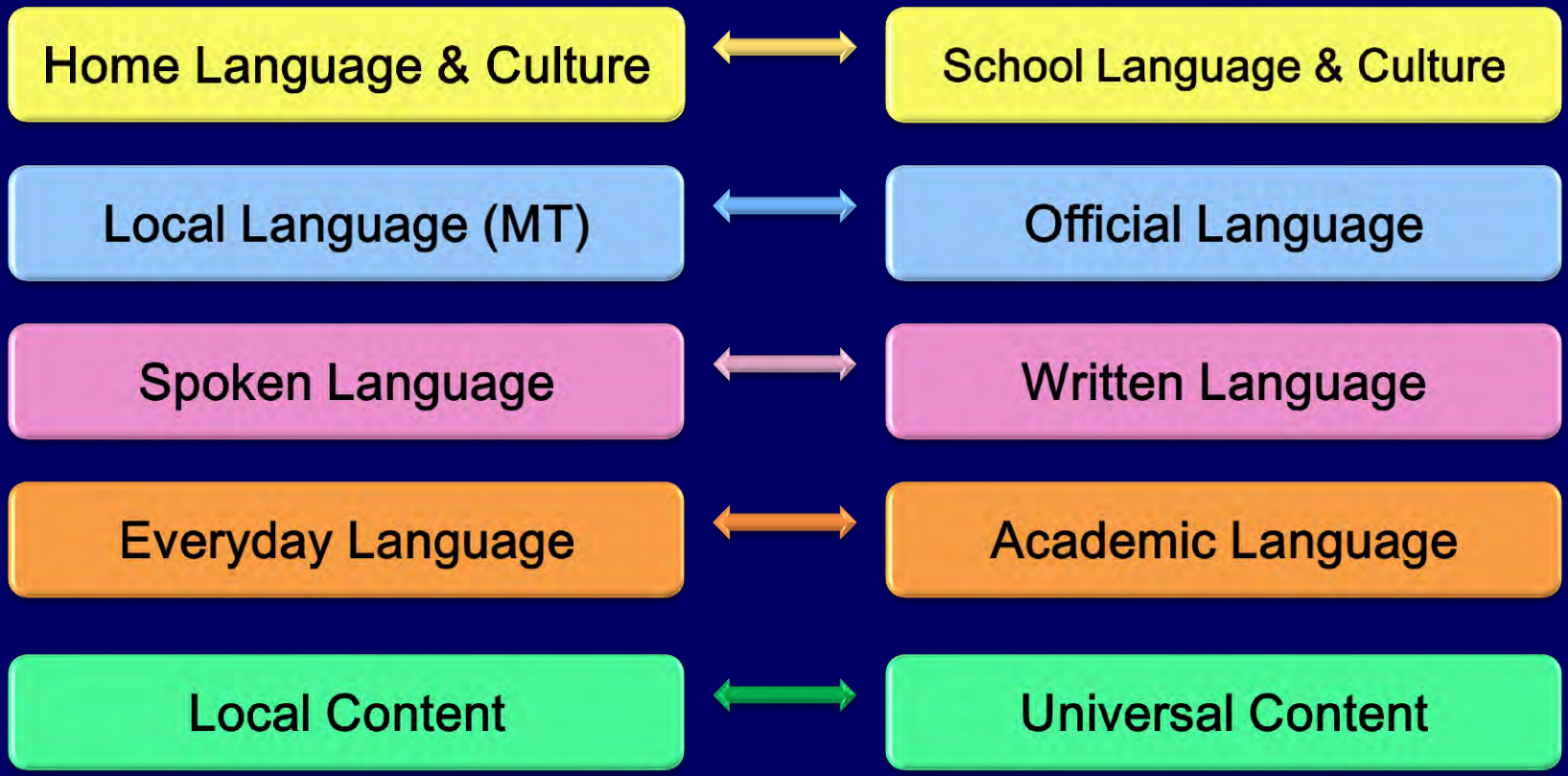
Dennis Malone, SIL International

Top bridge: Learners whose mother tongue is the language of instruction and the language of literacy.

Bottom bridge: Learners who speak a minority language but who do *not* speak the language used in school

Educational Principles 'Bridging Theory'

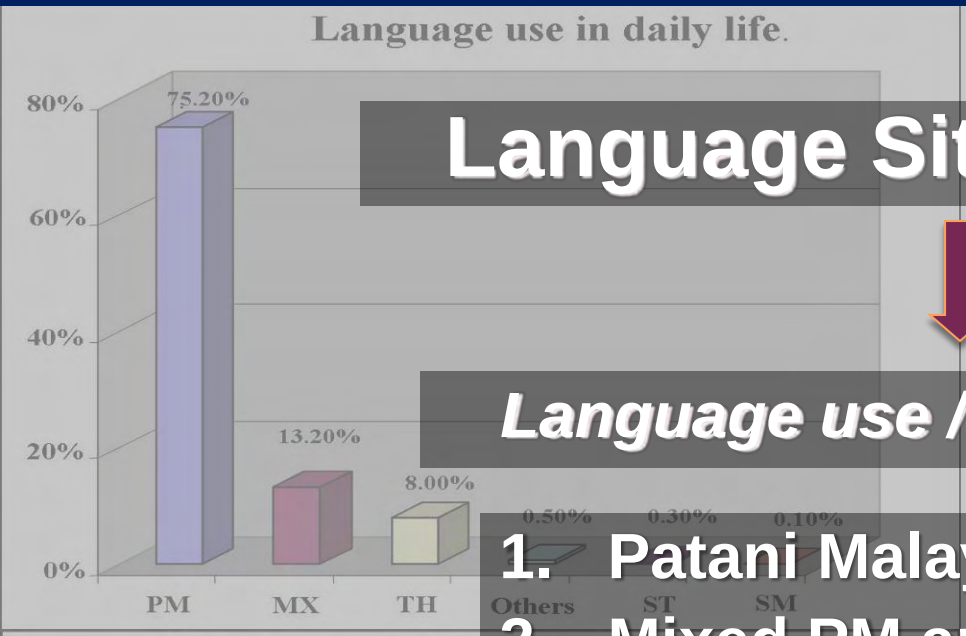
"Child Centered"
"Known To Unknown"

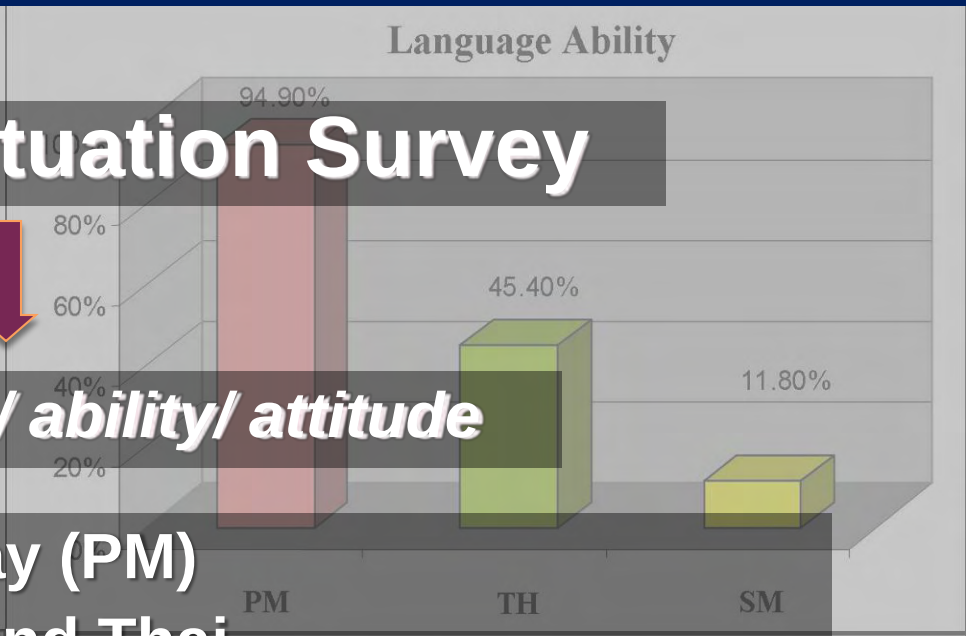


Strong BE/MLE Program – Bridge to Learning

9 Activities of the program

- *Need for PM in education*
- *Need for PM in the media*

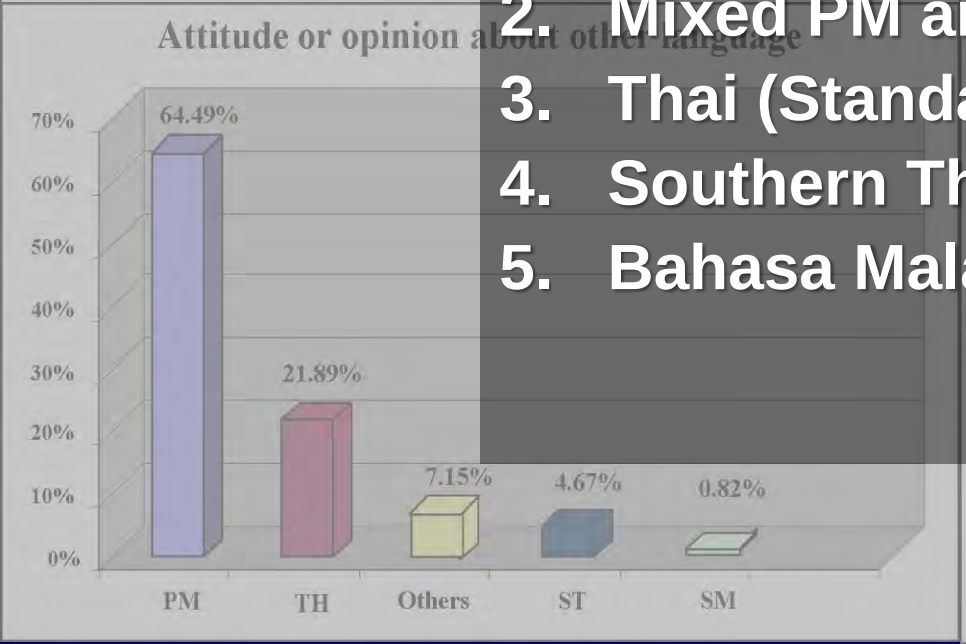


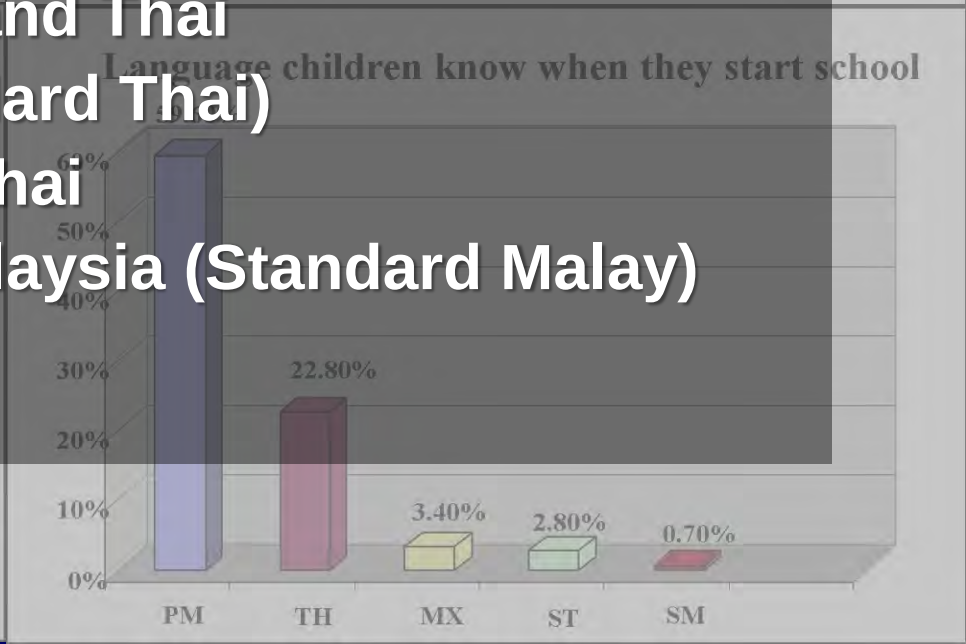


Language Situation Survey

Language use / ability/ attitude

1. **Patani Malay (PM)**
2. **Mixed PM and Thai**
3. **Thai (Standard Thai)**
4. **Southern Thai**
5. **Bahasa Malaysia (Standard Malay)**



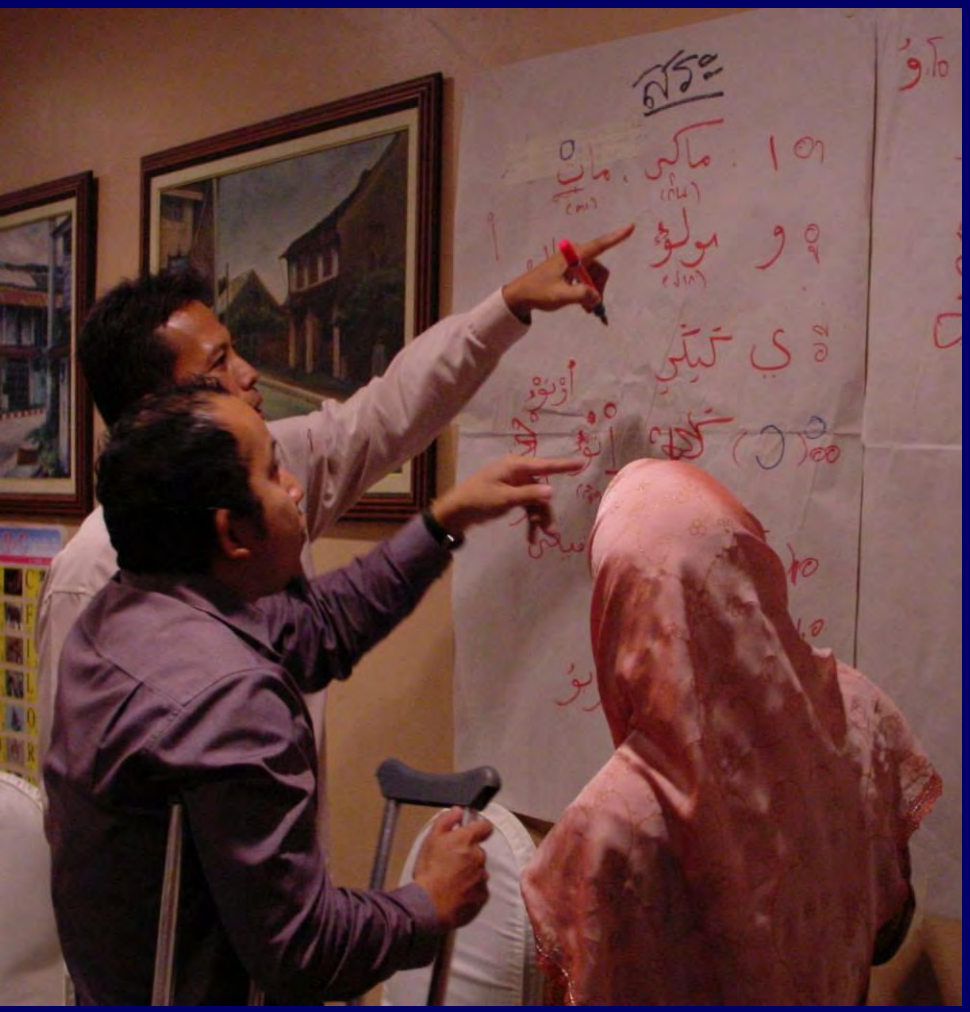


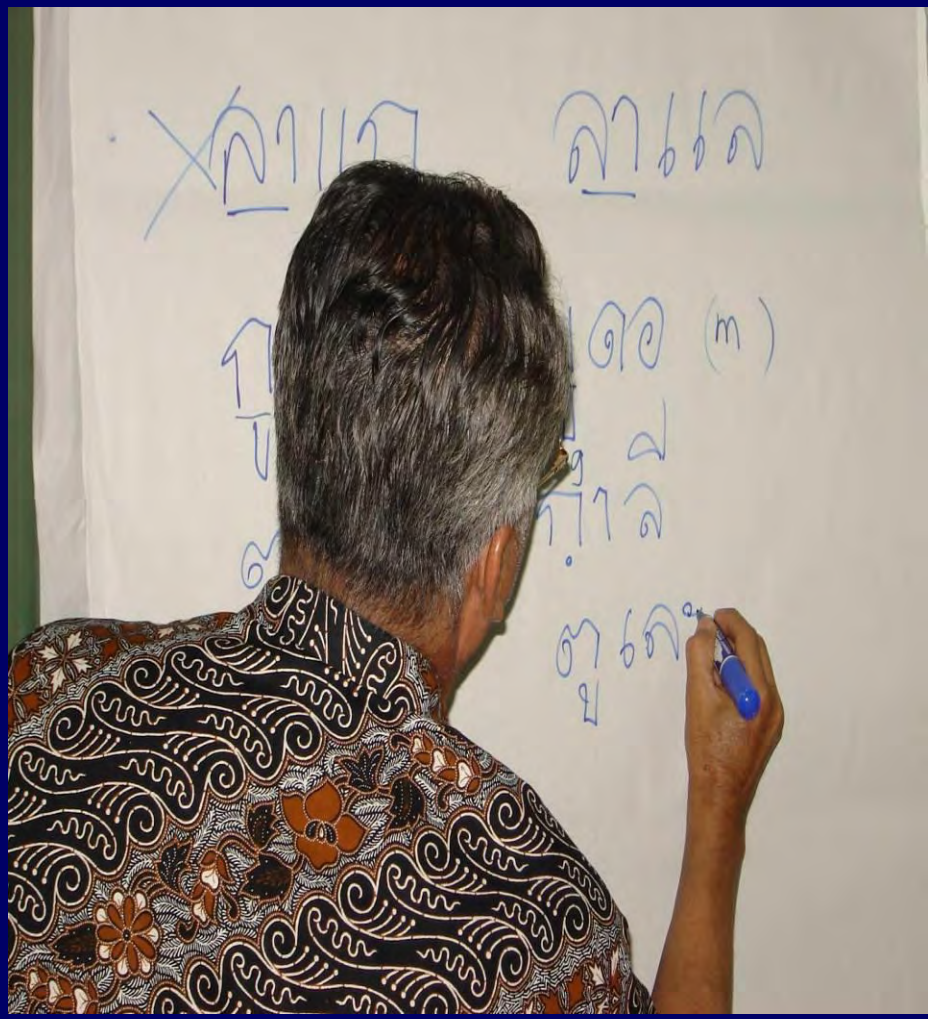
Establish PM writing system

"3 Script Issues"

Jawi Orthography Reform.

Thai-based PM Orthography Development.





Thai-Based PM Writing System

พยัญชนะภาษามลายูปาตานี

ก กูจิง	กฺ กีกี	ค เคะ	ง งางอ
งฺ ปีแง	จ จีจิง	ช แช	ซ ซีเซ
ซฺ ซาเบะ	ญ ณาเมาะ	ญ บือญา	ด ดือรุแย
ต ตีกูฮ	ท โทราซะ	น นากอ	นฺ กือนี
บ บอยอ	ป ปายง	ม มาตอ	มฺ อามา
ย ยาวี	ยฺ ยากุง	ร รอดียู	รฺ รีมา
ว วอกะฮ	อ อีแก	ฮ แฮมา	

พยัญชนะสะกด

-ง กาเม็ง	-ฮ กีปะฮ
พ พอแมง	ฟ ฟัง

สระเดี่ยว มลายูปาตานี

-ะ กูละ	-า อูลา	-ิ ดูวิ
-ี บีแต	-ื กือเรฺะฮ	-ุ ซือมุ
-ู ซูดู	เ-ะ อีเตะ	เ- บาเต
แ-ะ ซอแดะ	แ- ปีแซ	เ-า กูอเลาะ
-อ มอตอ	โ-ะ มาโกะ	โ- ตูโก

สระเรียง มลายูปาตานี

-า-ิ นา-อิ	-า-ี ดา-อี	-า- มา-อุง
-า-ู บา-อู	-า-เ-ะ บา-เอะ	-า- อา-เอ
-า-โ-ะ ตา-โอะ	-า-โ- ตา-โอ	-า- (มาตอ) กา

The curriculum development is based on MOE standard/competencies with additional MLE principles.

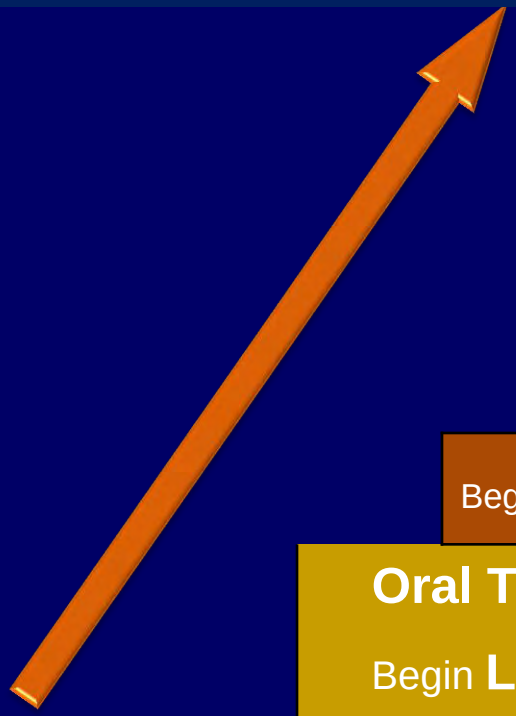
The MTB MLE Curriculum builds on the knowledge and experience the students brings when they begin school . It focuses on 3 kinds of developments which is the basis for developing teaching and learning materials and activities. They are ….

1. Academic / Concept Development
2. Language Development
3. Socio-Cultural Development

"Learning to live together"

Language Learning and Literacy Process

"Step by Step"



Continue **Thai and PM** **Add Malay studies: Central Malay (Jawi, Rumi)** **English etc.**	**G.3 – G.6**
Continue **Oral and Literacy in Thai and Patani Malay**	**G.2**
Begin **Literacy in Thai**	**G.1**
Oral Thai Begin **Literacy in PM**	**KG.2**
Oral Thai **Pre-reading/Pre-writing**	**KG.1 (s.2)**
Begin with **Oral PM** (in school setting)	**KG.1 (s.1)**

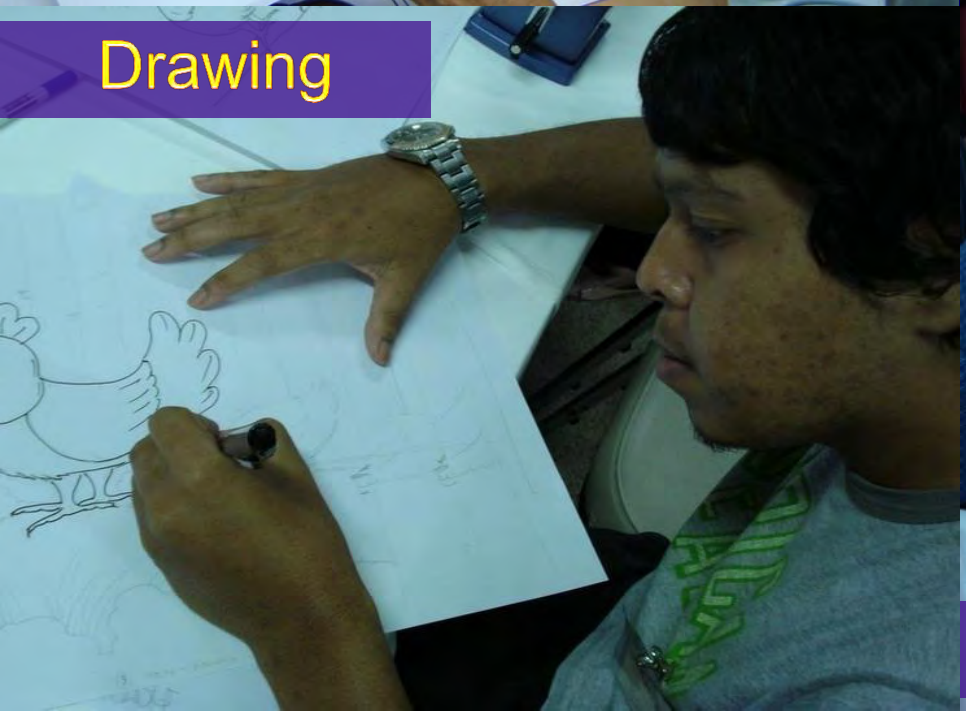
“Step by Step” Language Learning and Literacy Process

Progression Plan for PM-Thai MLE

Class	Kg 1	Kg 2	G.1	G.2	G.3	G.4	G.5	G.6
Language teaching as a subject:		Oral & ***written*** Patani Malay	Oral & written Patani Malay	Oral & written Patani Malay	Malay studies	Malay studies	Malay studies	Malay studies
Malay	Oral Patani Malay Pre-reading, Pre-writing Patani Malay						Oral & written Thai	Oral & written Thai
Thai	***Oral*** Thai	Oral Thai	Oral & ***written*** Thai	Oral & written Thai	Oral & written Thai	Oral & written Thai		
English			***Oral*** English	Oral English, ***written*** English	Oral and written English	Oral & written English	Oral & written English	Oral & written English
Language of Instruction:		*Patani Malay as LOI*	*Patani Malay as LOI Introduce Thai academic terms with lessons*	*Patani Malay as LOI Introduce Thai academic terms with lessons*	*PM -Thai- PM as LOI Begin testing in Thai*	PM – Thai- PM as LOI	*Thai as LOI; PM to check comprehension*	
Patani Malay and Thai	*Patani Malay as LOI*							

Writing stories

Editing

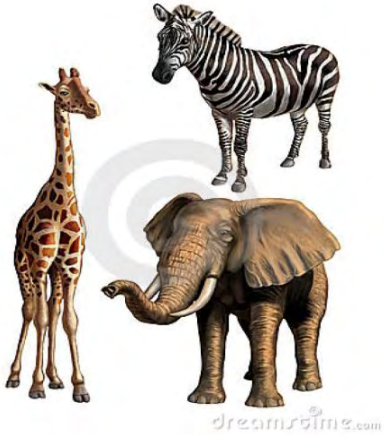

Drawing

Book binding

Melayu Reading Materials – Big books and Small books

Thai Reading Materials – Big books, Small books and Diglot books

Mutilingual School Dictionary



บือนาแต อูแต สัตว์ป่า بيناتغ ليار

บูงอ – บูงอ ดอกไม้ بوغا-بوغاءن

บือรูแว
หมี
برواغ

บาเดาะ
แรด
بادق

บาบี ฮูแต
หมูป่า
بابي هوتن

รูซอ
กวาง
روسا

ซีงอ
สิงโต
سيغا

ตูปา
กระรอก
توفاي

บูงอ รายอ
ดอกชบา
بوغا راي

บูงอ ตือลีโปะ
ดอกบัว
بوغا تليفوق

บูงอ กือนางอ
ดอกกระดังงา
بوغا كناغا

บูงอ มาวิา
ดอกกุหลาบ
بوغا ماور

บูงอ ดือดะ/ดือรือดะ
ดอกทองหลาง
بوغا ددف

บูงอ มาตอ ฮารี
ดอกทานตะวัน
بوغا ماتهاري

In all learning activities,
the focus is on MEANING as well as
ACCURACY for all subjects in every grade.

Emphasize higher level thinking in all subjects

(from Bloom, 1956)

Know
Able to recall what was taught

Understand
Able to explain what was taught

Apply
Able to use what was taught

Analyze
Able to see patterns, compare and contrast

Evaluate
Able to think critically about what was taught

Synthesise/ creative
Able to use what was learned to create new knowledge

In all learning activities

the focus is on MEANING as well as ACCURACY for all subjects in every grade.

Cultural scenes – to stimulate talking and thinking

Composing PM songs for school children

Training teachers to teach bilingually

Teaching Thai as a Second Language using Total Physical Response (TPR)

How to teach L2

Using Thai transfer primer and Thai big book

Listening stories

Speaking
(telling – picture stories, big picture)

Reading

Writing

โอ กาเตาะ โอ กาเตาะ ปาไซ
อาปอ ฮัง ปาเง อูยุ๋น? มาจำ มานอ
อากู ตะ ปาเงล, อูดก นะ มากัน
อากู.

ดูโตะ ดาแล อูปุ
อูปุ
ซือมุ ดูโด ดาแล

(ปีอสายาแว 24-27)
โ-ะ, ิ, ี, ร.
มาโกะ จาแว
ซือมุ ซอดียู
ดี มุ
แว ซอ
ซือ โกะ
ซอดียู
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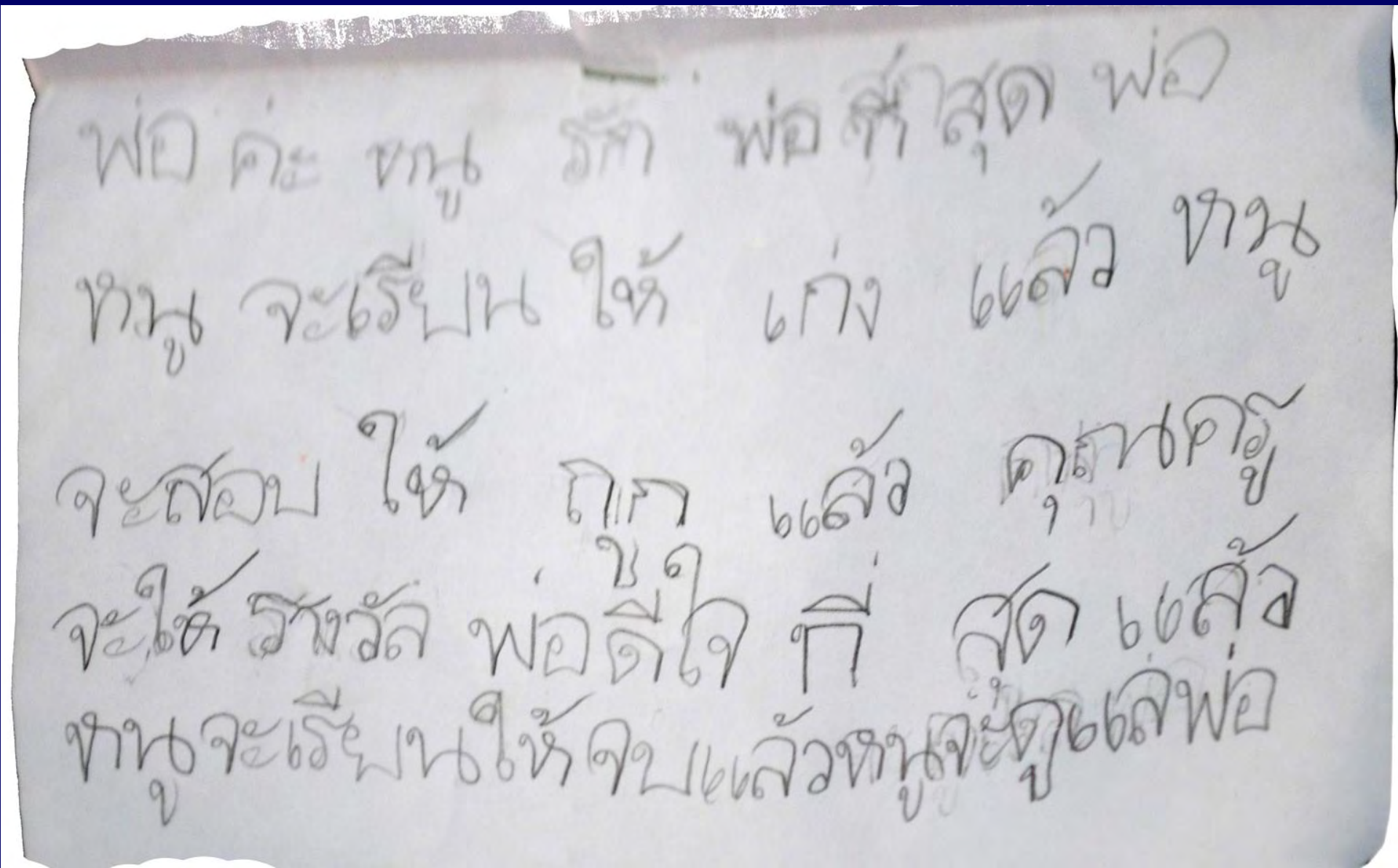
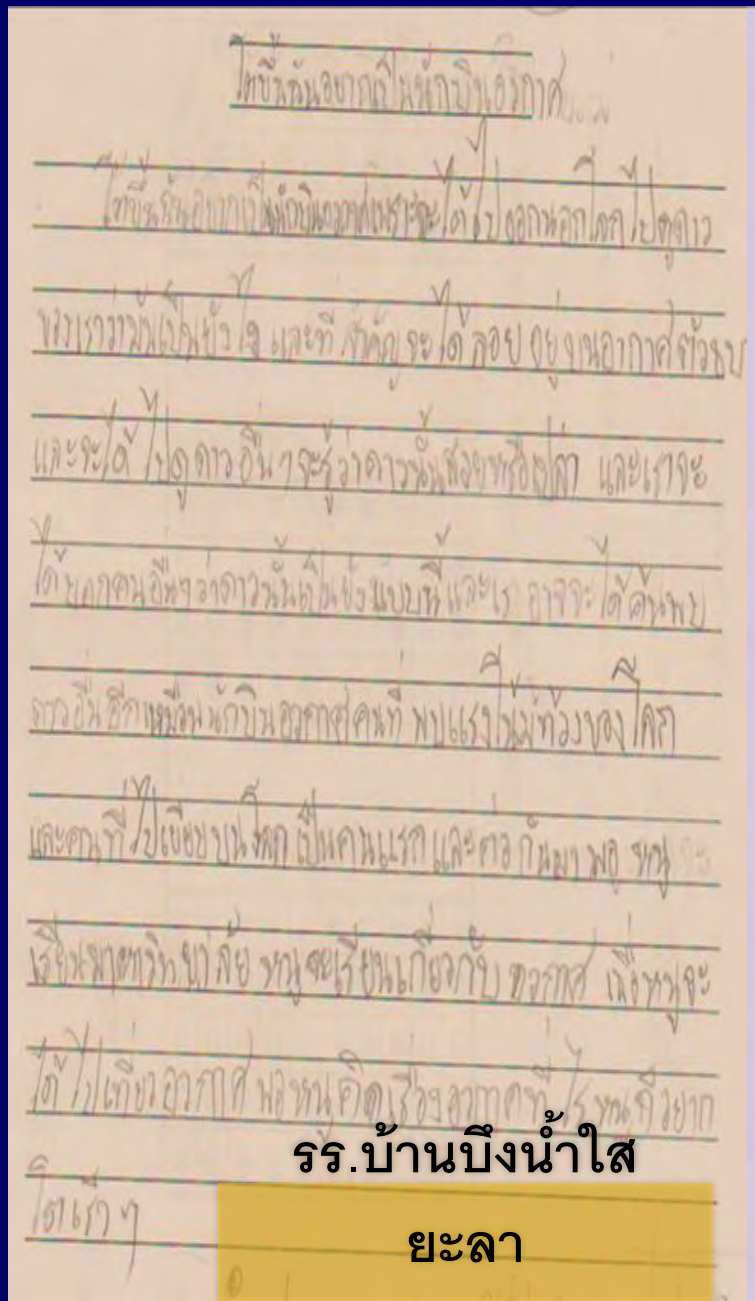
อาเตาะ มะ อา-ยี
โมนิก้า มาแก
อาเตาะ มา-อี

Kindergarten PM creative writing

G1 Student's Thai Writing

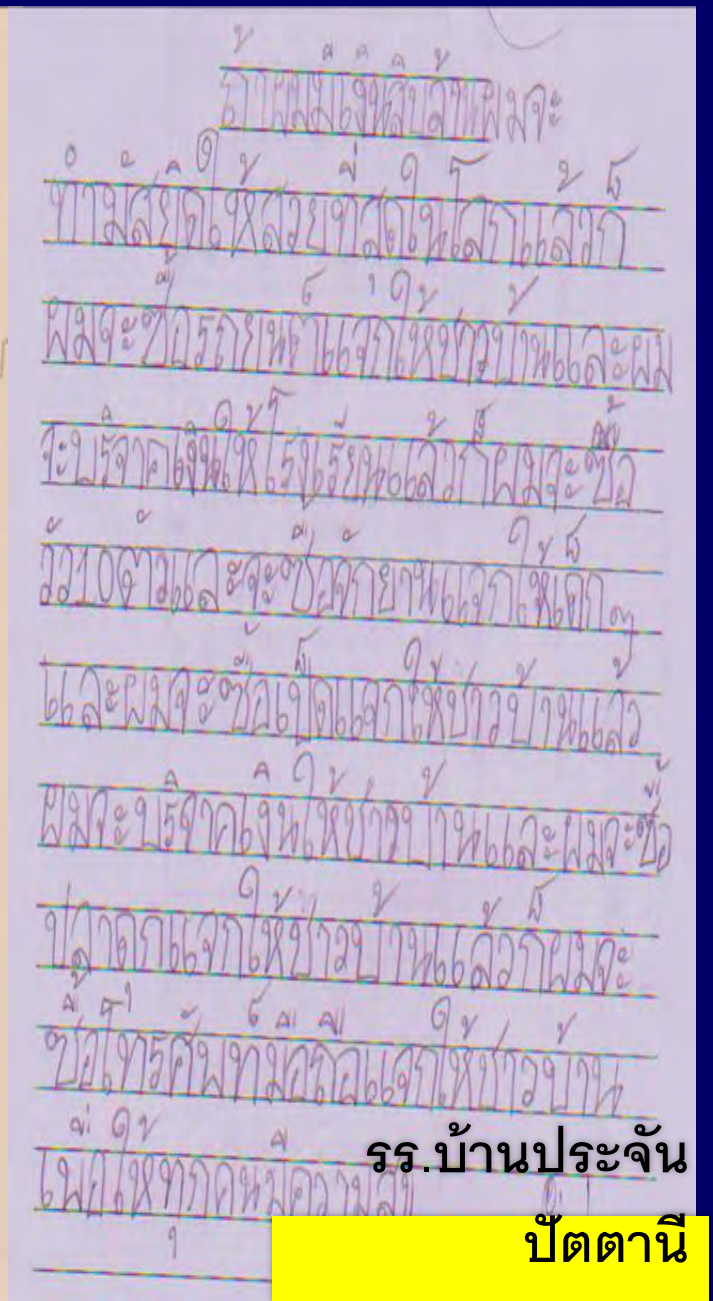


G4. students' Thai writing



รร.บ้านบึงน้ำใส

ยะลา



รร.บ้านประจัน

ปัตตานี

“Education is not the filling of a pail but the lighting of a fire.”

William Butler Yeats

Education: Bangkok Post, October 3, 2010.

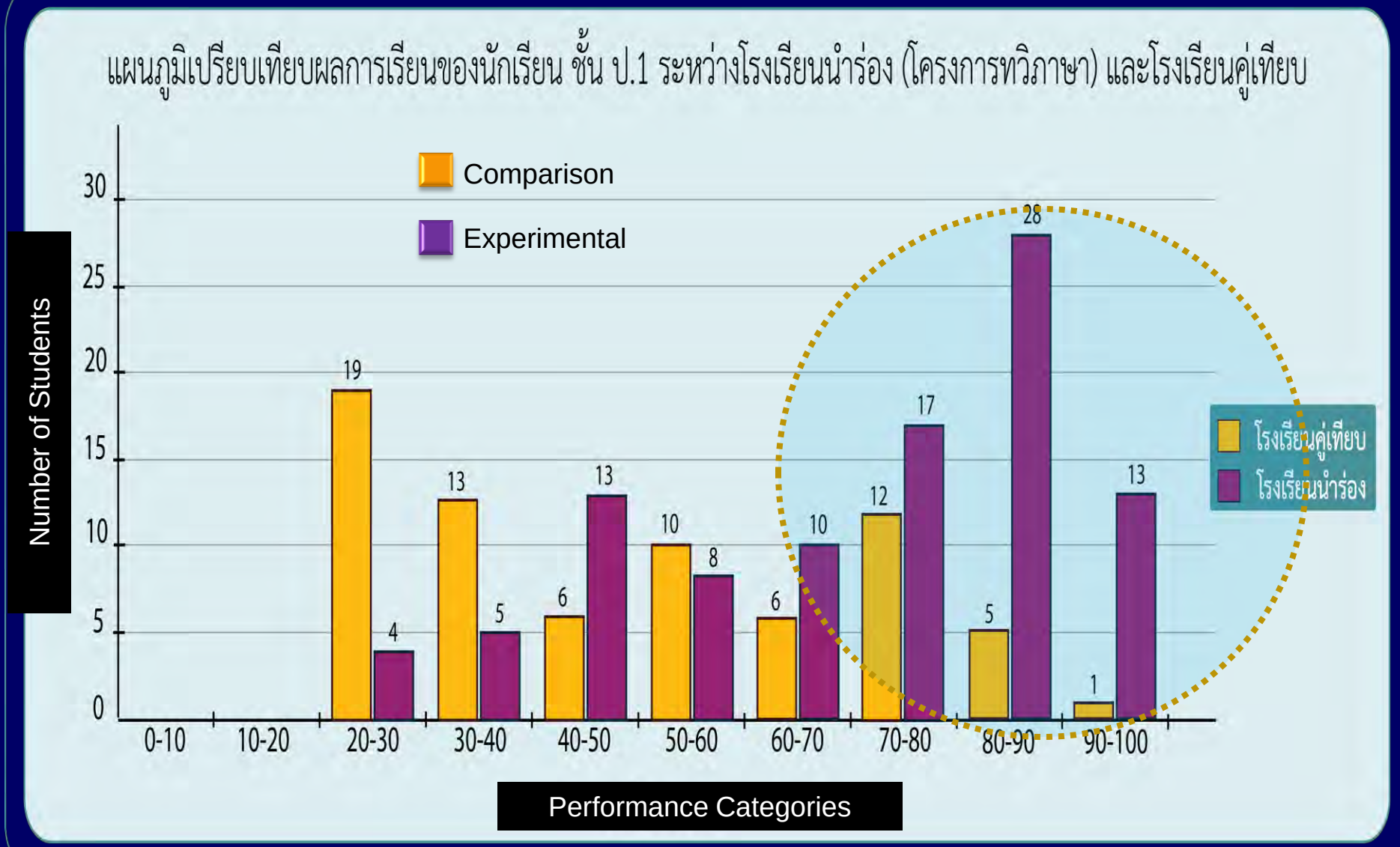
Children are successful in school

- Happy
- Talkative and creative
- Love going to school
- Love reading and writing
- Better school achievement

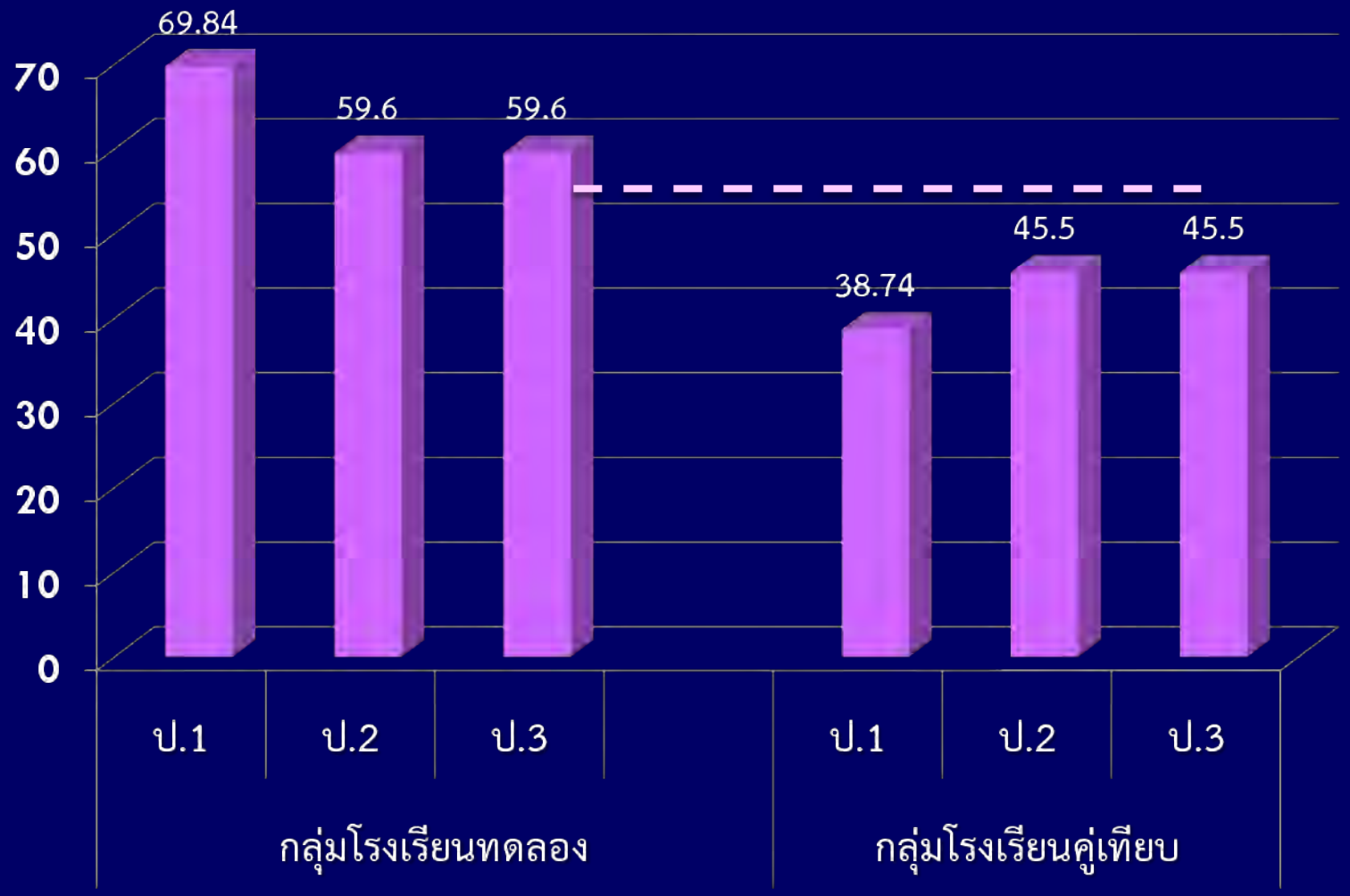
Teachers, parents and all people involved are happy and proud of their children. The local communities have more confidence in government schools.

Parents are happy watching their children's performance in the class.

Grade 1 Assessment: 40-60% higher performance all subjects in MTB MLE schools compared to nearby “Thai only” schools



Comparison of Academic Achievement in Thai Language of the Students in Experimental Schools and Regular Schools



Linguistic Equality = Social Equality

" This bilingual program has solved the problem of language incompetency. In addition to being proud of their native language, children have learnt to live with others who speak different languages. Communication with different languages or unequal levels of language understanding causes dissatisfaction with each other. Thai and Malay people should be able to effectively communicate since we live in the same country."

Mrs. Tuanyoh Nisani

Veteran (20 years) Preschool teacher

Patani Malay MTB Bilingual Education in Southern Thailand

- Addresses long-standing problem (language identity and educational development)

- Involves the community participation

-Provides good foundation to higher grades and life long learning.

-Provides a school-based language revitalization and maintenance.

- Provides foundation for successful expansion

-Introduces a tangible component for national reconciliation

Successes to date

This project has earned the trust and confidence of the local communities involved.

♦ Local research teams (well known and respected language teachers, educators, linguists, Islamic committee members, village scholars and coordinators in various communities) *have been actively involved in all activities* such as - orthography development – curriculum - lesson planning and developing various kinds of teaching materials.

Successes to date (Conti.)

- The communities value the efforts made to preserve their language and culture and respect their Malay identity.
- The teachers, school director and parents are happy with the students performance.
- Students demonstrate their ability to learn Thai better than before
- SBPAC supported the expansion to 15 MLE schools
- Institutionalizing MTB MLE in teacher education at the local university in the south.
- The drafted NLP of Thailand submitted to Pm and Cabinet is supportive to the use of MT in Education and mass media in the area.

Challenges

♦ Using the local spoken language in education as a way to promote development, peace and prosperity, some find hard to accept because of a fear and do not understand the importance of MT.

♦ Changing of language of instruction, new curriculum, new teaching materials, new teaching methods require the teacher to learn new methods to facilitate children's imagination, creativities and talking.

Challenges (Conti.)

♦ MT in education using Thai-based PM writing system in the government schools. → Controversy among Thai-religious leaders and intellectuals. – Prefer the Arabic-based Jawi script (used widely in the religious schools and important documents.)

♦ The project is carried out in the region during a time of political unrest and violence and is also quite far from the administration-Difficult to establish a careful monitoring process.

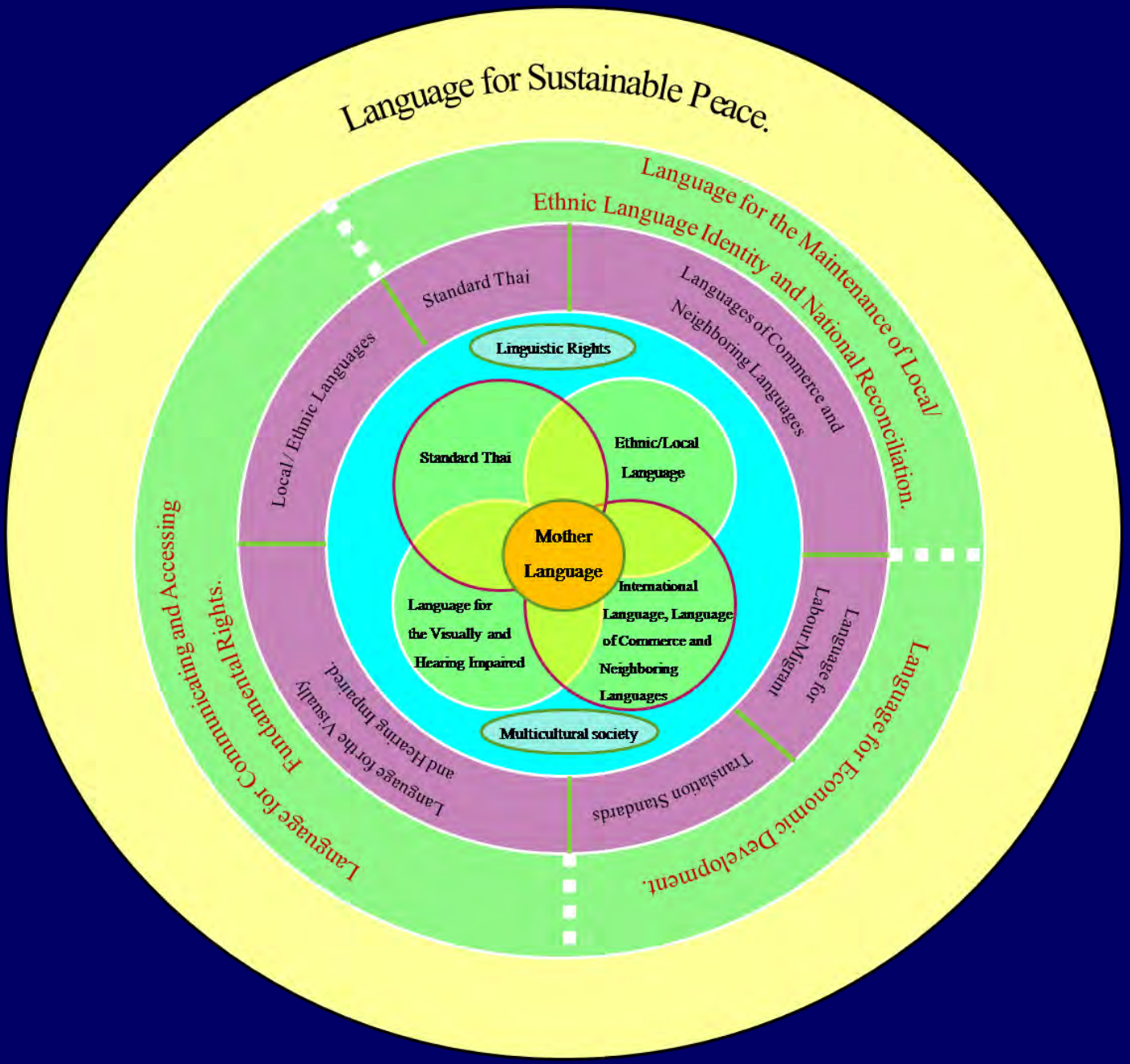
Training teachers from 15 expansion schools

Training the first group of MLE teacher students at Yala Rajabhat University

The 34 student interns (all females) MLE teaching in 15 schools June 2013-March 2014

YRU staff members training

* Framework of the National Language Policy of Thailand (draft) 2010 .



Thank You