A macro and micro view of MTB-MLE implementation in the Philippines

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Research Team

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Research design

• Qualitative research -- case study method

• Sites: 3 major islands-- Benguet, Bicol, Panay Island, Bukidnon; 8 schools; notable practices in other places

• Activities: **consultative assemblies**, documentary analysis, classroom observation, structured/unstructured interviews
MTB-MLE in the Philippines—bold, daring & rapid

- As early as 1900 – proposal to use local languages in English Only schools

- UNESCO (1953) “The Use of Vernacular Language in Education” featured the Philippines Vernacular Education Program - 1948 by Min/Dept of Education

- 2008 – DepEd Order #60 - MT recognized as bridge to English

- 2009 - DepEd Order #74 Institutionalizing Multilingual Education

- 2011 – Kindergarten Law (use of MT in Kindergarten)

- 2013– Republic Act 10533, MTB-MLE as part of the new K-12 Curriculum

- All 46,404 government schools

- 19 languages (spoken by 90%) were supported from national budget for orthography and materials development, the rest (160) thru local funds

- IP Education Program – additional funding for minority languages (2015)

- As of 2015, a total of 212 languages / dialects are used (DepEd Central Ofc)
Bibingka (Rice Cake) Oven Illustration

- Macro view / fire on top: Initiatives by the national government and NGOs

- Micro view / fire at the bottom: Initiatives by schools and local communities
Macro-level: Fire at the top
State Actors: Congress; Ministry/Dept of Educ

• Policies – Kindergarten Act; K-12 Law; **27** Dept Orders/Memos

• Materials: orthographies, MT primers, teachers guide, learners mat’ls

• Teachers mass training from K-grade 3, especially grade 1

• Learning Action Cells (LAC)— weekly/bi-weekly capacity bldg for teachers

• National standardized tests- School Readiness Test (Kindergarten); Language Assessment of Primary Grades (LAPG) in 19 languages plus Filipino and English;

• Curriculum and learning management system (decentralized) for localization and contextualization of materials and pedagogy
Elements of Curriculum Localization
from: Regional Memo 8 s2015 - CURRICULUM AND LEARNING MANAGEMENT SYSTEM DepEd Region IV – A CALABARZON
Teacher’s Guide

C. Post Reading Activity
1. Comprehension Check
   a. Ano ang rason kan pagparakurshaw kan siwa na si Sis?
   b. Sisay si Sis?
   c. Sisay sysa pagping nagpasirang?
   d. Ano an naghiyang nga sa inrom kan kahoy na jamparok?
   e. Ano an ginibo ni Sis sa nga bunga ka ini?
   f. Ano an nagyang ni kinakan ni Sis ang bunga na kolor pula?
   g. Tano daw ta pagparakurshaw si Sis? Ano kaya an namit kan bunga na ini?
   h. Anong bunga kaysa usa nga tong nakakain?
   i. Kun ina si Sis maakin hata ka man kan bunga nga dal mo bista ko anano? Tonito? O tano ka dal?
   j. Ano an adai an saimong napuot sa madangog na estorya?

2. Enrichment Activity:
   - “Time to Share!” Teacher guides pupils to look for a pair. Pupil will ask each other the following questions:
     a. Ano an saimong saadatong gibohon?
   - “Recall a Detail!” Teacher groups pupils into four. Each group will recall details in the story by acting out part of the

D. Primer Track Lesson (Key Letter Gg)
1. Present the Key Picture and Key Word: gana
   Spelling an asuing talaro with an asuing talaramon.
   ▶ What does the picture tell?
   Ano an ipinapahiling sa litaro?
   ▶ This is a picture of a __________.
   Ini an litaro kan __________.
   ▶ Teacher points to the key word;
   Ituro ko an maestro an asuing talaramon.
   ▶ This is how we write the key word.
   Ang kasi an pagpuraat kan asuing talaramon.
   ▶ Write the key word inside the boxes below the key picture.
   Lausurat ko an maestro an asuing talaramon sa tagan ko kahon at bali ka asuing litaro.
   ▶ Read the key word 2-3 times with the pupils.
   Babason an asuing talaramon ni nagkapalarang bires katabay an nga aki.

2. Syllable Box
   ▶ Teacher points to the key word and reads it at normal speed.
   Ini an asuing talaramon. An pagbase ka ini gana.
   ▶ Point to each syllable as teacher reads each syllable distinctly.
   ga na
Learner’s Material

Week 9

Pangaran: ____________________
Grado: ____________________ Petsa: ______________

Isurat an namamawang letra tanganing mabilog an pangaran kon rirato.

___po
___ran
___ma
___sa
___ring
___kay
Supporting policies/programs

• Teacher hiring -- added points for MT proficiency
• Language mapping to de-link L1 from LF or language of the region
• MTB-MLE related data in the Enhanced Basic Education Information System (EBEIS) – Languages used; Indigenous/Muslim children
• Guidelines re utilization of local funds for MTB-MLE
• Continuous materials development – evaluation, validation, pilot-testing, digitization, online archiving and sharing
• Creation of online repository of MTB-MLE materials
# Learning Resource Portal


The Learning Resource Portal provides access to various educational materials. Below is a table of some resources available on the portal:

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<th>#</th>
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<td>English</td>
<td>View</td>
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<td>5042</td>
<td>MTB-MLE Grade 1: Maguindanao Week 15 Teacher’s Guide</td>
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<td>3379</td>
<td>The Runt (Si lhid)</td>
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<td>5687</td>
<td>MTB-MLE 2: Sinugbuanong Binisaya Unit 2 Learner’s Material</td>
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<td>Hiligaynon</td>
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Non-State Actors

Intl and national NGOs – SIL, TAP, Save the Children, SEAMEO, AUSAID, USAID PLCPD, LSP, Talaytayan, NAKEM, universities, public personalities

- Partnership with local schools, divisions or districts for technical support for materials development and teachers training
- Reading assessments, research
- Conferences, lecture forums
- Media exposure (traditional and social media)
- MLE-related curriculum/courses in teacher education (undergraduate/graduate studies)
Reading and Literacy Program
(Literacy Boost and BASA)

- Reading remediation for struggling readers of Grades 1 to 3
- Conduct of after-school motivational sessions for children 6 to 12 years old (reading skills, talents and areas of interests)
- Provision of quality children’s literature
- Reading Awareness for Parents

Save the Children
Micro-view: Fire at the bottom
Multilingual arrangements and dynamics

• Teachers and pupils are multilingual knowing at least 2-3 Philippine languages plus Filipino and English

• Dominant local language/ Lingua Franca (trade, intercultural communication and media)
  • One strong dominant local language and less dominant languages (Benguet, Bukidnon)
  • Two strong dominant regional/local languages and smaller languages (Panay Island)
  • Weak regional language and prefers neighbor’s regional language, borderland between 2 regions (Daet, Bicol)

• Language loss, especially among indigenous languages

• Hierarchical view of languages
General findings --schools/communities

• All schools are complying with the requirements of the MTB-MLE. However, they are in the state of flux and at varying levels of implementation.

• Intensity is based on the length of implementation, mediations by the teacher, principal and supervisors who train, monitor instruction and materials development, and mobilize local funds and other forms of support.

• Other factors: language attitudes, stakeholders support, contextualization of instructional materials.
Teachers and teaching strategies in MTB-MLE

• **Build on previous knowledge** (ex: Marungko approach)
• **Improvisations and creative initiatives** (ex: “marrying” the big books and the L1 primer”)
• Literature-based, two-pronged teaching (meaning and accuracy)
• Emphasis on communicative, interactive activities
• Teacher-made resources – posters, flash cards, big books
• Use of technology – lapel microphone, projector
• Use of MT in school-wide activities – flag ceremonies, assemblies, competitions (writing, songs, dance, storytelling, poster-making)
Division Training-Workshop on developing Digitized Reading Materials for Kindergarten to Grade III Learners
Sept. 9-11, 2015

Ministry/Dept of Education - Region 8
Principal Hermie Osting
(Benguet Province)

- MLE pilot school - in 2010
- IP Language (Kankana-ey) not part of the 19 initially supported languages
- Trained teachers to write big books – produced 160 big books, original MT stories in 3 years;
- Digital printing – low cost reproduction
- Funding – personal, MOOE, School Based Mgt Fund, town mayor, other donations
- Learners Action Cells – biweekly training

“What we only had was courage and the strong will to apply the little things that we learned”
Communicative and challenging learning environment

from deficit-based to asset-based learning

Activating multilingual and meta-learning capacities

• Interactive; Activity-based learning
• Meaningful discourse -- richer vocabulary, complex sentences
• Deeper level questioning
• Spontaneous correction
• Pupils offering own interpretation and opinion
• Second chance to failing and constantly absent pupils

“In the past, when asked, they would look into the books for the right term”
L1 as the language of humor and endearment

• MT encodes not only cognitive/material knowledge but also AFFECTIVE knowledge

• Intimate; relaxed; confident; humor/endearing names

• Enthusiasm and enjoyment -- listening and reading colorful big book stories and singing (and swaying) songs in their L1

• Self-esteem, self-confidence

“Teacher, you are not calling me during recitation you seem not to love me anymore...”

(Bukidnon child)
Community participation

Regional universities/colleges (esp Normal Universities)
local writers and local publishers, local NGOs

- research, materials development (esp. dictionaries), training, advocacy, conferences, language development, readability software
- Inclusion of MT studies, MLE in teacher education curriculum at undergraduate and graduate level; extension/outreach programs
- MT Wikimedia, blogsites, social media
Provincial/municipal governments support for local languages (i.e., in Local Tourism Office)

• Expanding the domains of local languages; popularizing and increasing prestige of local languages; funding/material support

• Production and distribution of dictionaries, big books and other references

• Use local languages on provincial websites, environmental prints, trade, local media, festivals

• Training and materials development for day-care workers who are teaching 3-4 year-old children

• Requiring local colleges to include MTB-MLE in teacher education

• Research/study center for local languages
Skrabiloko
Ilokano Scrabble tournament
Issues, concerns and recommendations

• Language varieties/dialects
  o what to use for mass produced materials?
  o Encouraging development of materials in dialects; not to be constrained by the “standardized” variety

• MTB-MLE beyond literacy focus and the choice of the medium of instruction (especially in areas with multiple L1)
  o MTB-MLE for diversity and inclusion – addressing deep structures issues (ex: developing awareness about MTs in the classroom; periods when each child can write in his own or any MT, etc)
  o Metalinguistic/interlinguistic competence
  o Intellectualization of the MT -- framework for MLE during the “transition years, grade 4 to 6” as provided by RA 10533
Teachers training needs

• Language analysis (orthography, spelling system, grammar)
• Bridging from the first language (L1) to the second language (L2)
• Using the mother tongue as language of instruction across content areas, and
• Adapting the curriculum to a particular multilingual context.
Issues, concerns and recommendations

• Including MLE-related data in EBEIS and Learner Information System
• Revision of Teacher Education Curriculum to include MLE
• Advocacy and multisectoral support
• Greater involvement of local governments, media
• National policy for use of MT in ECCD in day care centers managed by Department of Social Work and Development and Local Government Units
Daghang salamat!
Dios ti agngina!
Dios mabalos!
Maraming salamat!
Thank you!

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