Mother Tongue-Based Multilingual Education: The Philippine Policy Experience

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5th International Conference on Language and Education: Sustainable Development through Multilingual Education

19-21 October 2016  Bangkok, Thailand
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18 Regional Offices

46,404 Elementary Schools

12,878 Secondary Schools

377,831 Elementary School Teachers

16,743 Secondary School Teachers
MLE Initiatives

First Iloilo Experiment (1948–1954)
Hiligaynon as MoI in Grades 1 and 2

2nd Iloilo Language Experiment (1961–1964)
Tagalog as MoI in Grade 1

Rizal Experiment (1960–1966)
Tagalog as MoI in Grades 1 and 2

First Language Component – Bridging Program (1986–1993)
Tagalog, Hiligaynon, Cebuano and Iloko as MoI in Grades 1 and 2

The Lingua Franca Education Pilot Study (1999–2002)

Lubuagan Kalinga MLE Program
By SIL for 10 years
Before the K to 12 Program

Article XIV of the 1987 Constitution

“For purposes of communication and instruction, the official languages of the Philippines are Filipino and, until otherwise provided by law, English. The regional languages are the auxiliary official languages in the regions and shall serve as auxiliary media of instruction therein.”
Department Orders on Medium of Instruction

Executive Order 210

Establishing the Policy to Strengthen the Use of the English Language as a Medium of instruction in the Educational system

Department of Education Order No. 36, 2006

Implementing Rules and Regulations of Executive Order No. 210

Department of Education Order No. 74, 2009

Institutionalizing Mother – Tongue Based Multilingual Education (MTB-MLE)

Department of Education Order No. 16, 2012

Guidelines on the Implementation of Mother Tongue-Based Multilingual Education (MTB-MLE)

Republic Act 10533: Basic Education Act of 2013

K to 12 Basic Education program

Department of Education Order No. 55 s. 2015

Utilization of Language Mapping Data for MTB-MLE Program Implementation
Mandate

“Every Child a Reader” by Grade 1

At the core of our children’s non-learning is the inability to read properly. By the end of the next administration (SY 2015-16), every child passing preschool MUST be a reader by Grade 1.

Essential to this, we must build a library infrastructure in our schools, procure reading books (from our Philippine publishing industry to support local authors and publishers) and TRAIN our elementary teachers on how to TEACH READING.
We are multilingual

We are by virtue of our geography and history, a multilingual people.

This gift has for too long been viewed as a liability.

USec Dina S. Ocampo
MTB-MLE Bridging Framework

A multi-literate Filipino learner

Literate in L1 and L2

Filipino

Mother Tongue

Literate in L1

English
MTB-MLE Program Milestones

2009 - 2010

- Massive advocacy and synergy
  - Teacher Educational Institutions (TEI)
  - Local Government Units
  - Non-Government Organization
  - Senate and the Congress
- Crafting of Strategic Plan
- Intensive 40 days training of teachers for the pioneer schools (10 days in 4 phases)
- Scholarships granted to DepEd officials and teachers

2011

- Pilot of MTB-MLE in 921 schools in 17 regions using 12 official Mother Tongues
- Working orthography of the 12 MTs in partnership with the Komisyon sa Wikang Filipino in 2011
- Trained 136 DepEd personnel to train 2,312 pioneer Grade 1 teachers
- Production and contextualization of Teacher’s Guides, Learner’s Materials and reading materials
MTB-MLE Program Milestones

2012

- Nationwide implementation of MTB-MLE in all Grade 1 classes (school year 2012-2013)
- Addition of 7 official Mother Tongues

2013-2015

- Nationwide implementation of MTB-MLE in all Kindergarten to Grade 3 classes
- Department of Education Order No. 55, s.2015 Utilization of Language Mapping Data for MTB-MLE Program Implementation
- Nationwide administration of the Language Assessment for Primary Grades (LAPG)
MTB-MLE Program Milestones

2016

- Revised **Resource Guides in 19 languages** based on years of classroom use
- **Refined MTBMLE National Policy** which provides explicit guidelines on materials development (quality assurance, community participation), models of MTBMLE in different language contexts (monolingual, mixed classes), assessment
Partnerships with Stakeholders

- Early Grades Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) tools in 12 languages through the USAID - Research Triangle Institute (RTI) and the World Bank
- USAID - BASA Pilipinas worked on the four (4) major languages (Ilokano, Sinugbuanong Binisaya, Maguindanaon, Tagalog) in 3 big regions (Region II, VII and ARMM)
- Save the Children worked with Region 12 in 6 languages
- ACTRC has done research on MTB-MLE since 2013
- Various partnerships with the local government units and non-government organizations
Outcomes based on Researches

PUPILS

TEACHERS

PARENTS & COMMUNITIES
Outcomes based on Researches

✓ Children who began school in their first language with bridging to two second languages were:
  ▪ Significantly more competent in all areas of study than their counterparts
  ▪ Outperforming English-taught students in reading, math and social studies
  ▪ Learning to read more quickly and better in Math and Science
  ▪ Observed to be actively participating in different classroom activities
  ▪ Dropout and repetition rates decreased
% of Children attending school from 2012-2015

(Source: Department of Education, BEIS 2012 to 2015)

Source: IKEA MTBMLE Evaluation Report 2015, Save the Children
Baseline 2012-Endline 2015 Reading Comprehension Scores

- Tbolli: Baseline 4%, Endline 43%
- Hiligaynon: Baseline 4%, Endline 39%
- Maguindanaoan: Baseline 10%, Endline 75%

Source: IKEA MTBMLE Evaluation Report 2015, Save the Children
COMPARATIVE ANALYSIS OF TEACHERS CAPACITIES TO TEACH IN MOTHER TONGUE 2012-2014

Source: IKEA MTBMLE Evaluation Report 2015, Save the Children
Emerging Themes and Context Dynamics

<table>
<thead>
<tr>
<th>High-use Language</th>
<th>Low-use Language</th>
<th>Tagalog</th>
<th>Linguistically Diverse</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coherence, cohesion and sharing</td>
<td>Strong community support and involvement especially in materials production and program implementation</td>
<td>Awareness of the distinction of the local variety</td>
<td>Strong connections with stakeholders and school programs are consistently implemented</td>
</tr>
</tbody>
</table>

Source: ACTRC Research 2016
<table>
<thead>
<tr>
<th>Domains</th>
<th>No. of items</th>
<th>Filipino MPS</th>
<th>English MPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Comprehension</td>
<td>12</td>
<td>75.69</td>
<td>65.04</td>
</tr>
<tr>
<td>Book and Print Knowledge</td>
<td>5</td>
<td>83.3</td>
<td>65.31</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>7</td>
<td>70.7</td>
<td>69.74</td>
</tr>
<tr>
<td>Spelling</td>
<td>2</td>
<td>65.72</td>
<td>68.96</td>
</tr>
<tr>
<td>Grammar</td>
<td>6</td>
<td>67.22</td>
<td>60.75</td>
</tr>
<tr>
<td>Reading Comprehension</td>
<td>7</td>
<td>67.79</td>
<td>56.49</td>
</tr>
<tr>
<td>Study Skills</td>
<td>6</td>
<td>66.22</td>
<td>68.36</td>
</tr>
</tbody>
</table>
Challenges

- Executive Order 210 – “The use of English as medium of Instruction” is still in place
- No law that will safeguard Department of Education Order No. 74
- The complexity of the Philippine languages and the contexts
- 19 languages is only more or less 11% of the more than 171 languages spoken in the country
Challenges

• The demand for the inclusion of their language/s from the LGU/NGO and number of native speakers is large
• Lack of resources
• Reading materials are very limited – there is a need for more local writers
Challenges

- Resistance from
  - Parents
  - Teachers and other stakeholders
  - Select lawmakers who are proponents of the English as MoI Law

- The need for synergy with non-government organizations and local government units to support the program

- Need for a research component
Next Steps

• Continuous development of reading materials

• Enhance existing Teacher’s Guide and Learner’s Materials based on feedback

• Strengthen the bridging process of the three languages (Mother Tongue – Filipino – English)

• Develop more bridging teaching – learning materials
“If a child can’t Learn the way we Teach, maybe we should Teach the way they Learn”

Ignacio Estrada

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