

# Reflections

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# Philippines



Population  
**110 M**

Official  
Languages  
**Filipino & English**

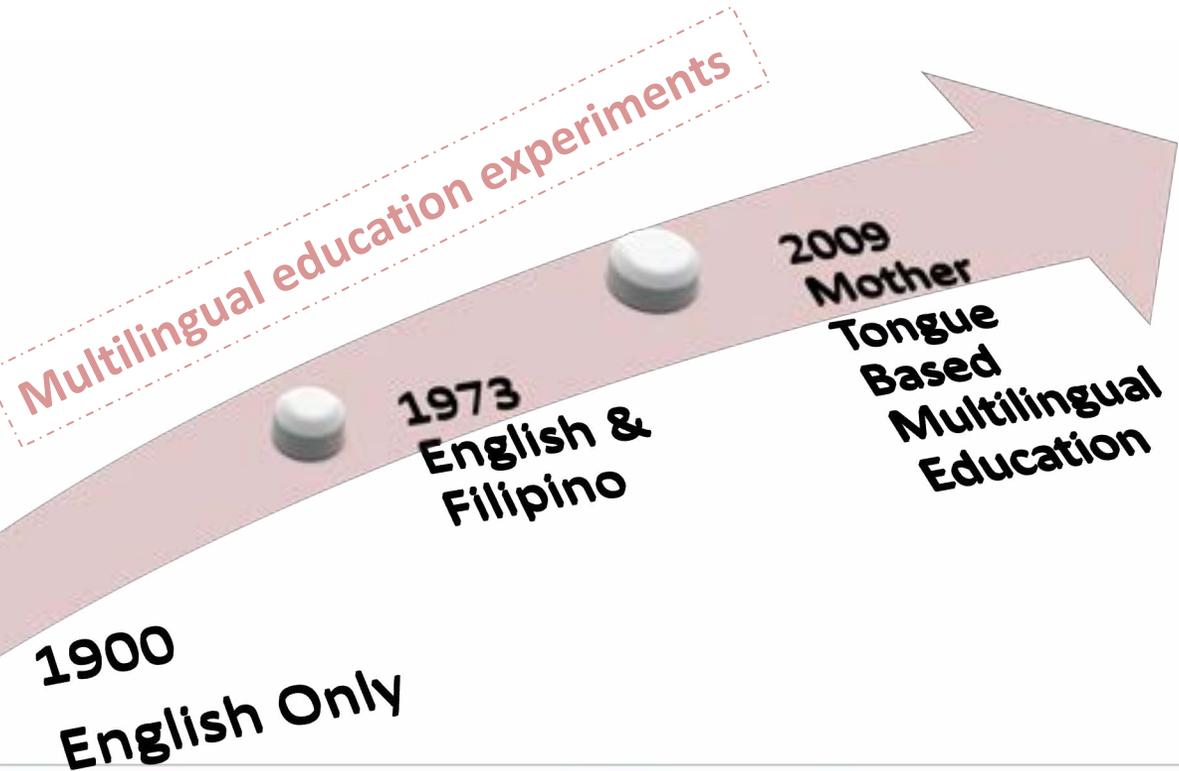
Living languages  
**182**

Basic Literacy  
**94%**

Primary schools  
**49,277**

Secondary  
schools **13,423**

# Major Shifts in Philippine Language of Learning Policy



# Department Order 74 s.2009- “Institutionalizing MTB-MLE”

- MTB-MLE is the effective use of more than two languages for literacy and instruction shall, henceforth, be institutionalized as a fundamental educational policy and program
- Based on local and international research affirms its effectiveness in **basic literacy, 2<sup>nd</sup> language learning** and the development of **higher order thinking skills (HOTS)**



**Department  
Order 74 s.2009  
(Institutionalizing  
MTB-MLE)**

**Republic Act  
10533 (K-12  
Law of 2013)**

- L1 as the language of learning from K to Grade 3
- Mother Tongue, Filipino and English as separate subjects
- The language of instruction shall also be the primary language for testing
- Provision of teacher's training
- Localized development of inexpensive learning materials
- Content and pedagogy shall be contextualized, localized and indigenized



# Supporting Policies

Department Order #	MTB-MLE Related Content
DO 74 s. 2009	10 fundamental requirements in implementing MTB-MLE
DO 76 s.2011	Learning Resources Management System – production, quality assurance and online sharing of teacher-made resources which include MTB-MLE
DO 62 s. 2011; 32 2015; 103 s.2011	Creation of the Indigenous Peoples Education Office; Participation of community elders IKSP and IP languages in the curriculum
DO 90 s. 2011	Guidelines re funding and materials development
DO 16 s.2012; 28 s.2013	List of 19 languages to be used as medium of instruction and MT subject
DO 7 s.2015	Teacher hiring qualification – can speak the community with fluency and ease
DO 12 s.2015	Learning Action Cells for training for Teaching Early Literacy and Numeracy in L1 and L2
DO 55 s.2015	Language mapping; Students' L1 documentation and recording in database; Interventions in linguistically diverse schools
DO 42, s. 2017	Standards for Teacher Quality includes competence in MTB-MLE and Indigenous Education; Utilized for Teachers Performance Management
DO 21 s.2019	4 Minima – essential requirements in adding new languages as medium of instruction;



Akeanon	Bikol	Chavacano	Hiligaynon
Ilokano	Ivatan	Kapampangan	Kinaray-a
Maguindanaon	Maranao	Pangasinense	Sambal
Sunugbuanong Binisaya	Surigaonon	Tagalog	Tausug

Waray

Yakan

Ibanag

- **Initial 19 official school languages (2012)**
- **A mix of big, small and indigenous languages**
- **Spoken by 90% of the population**

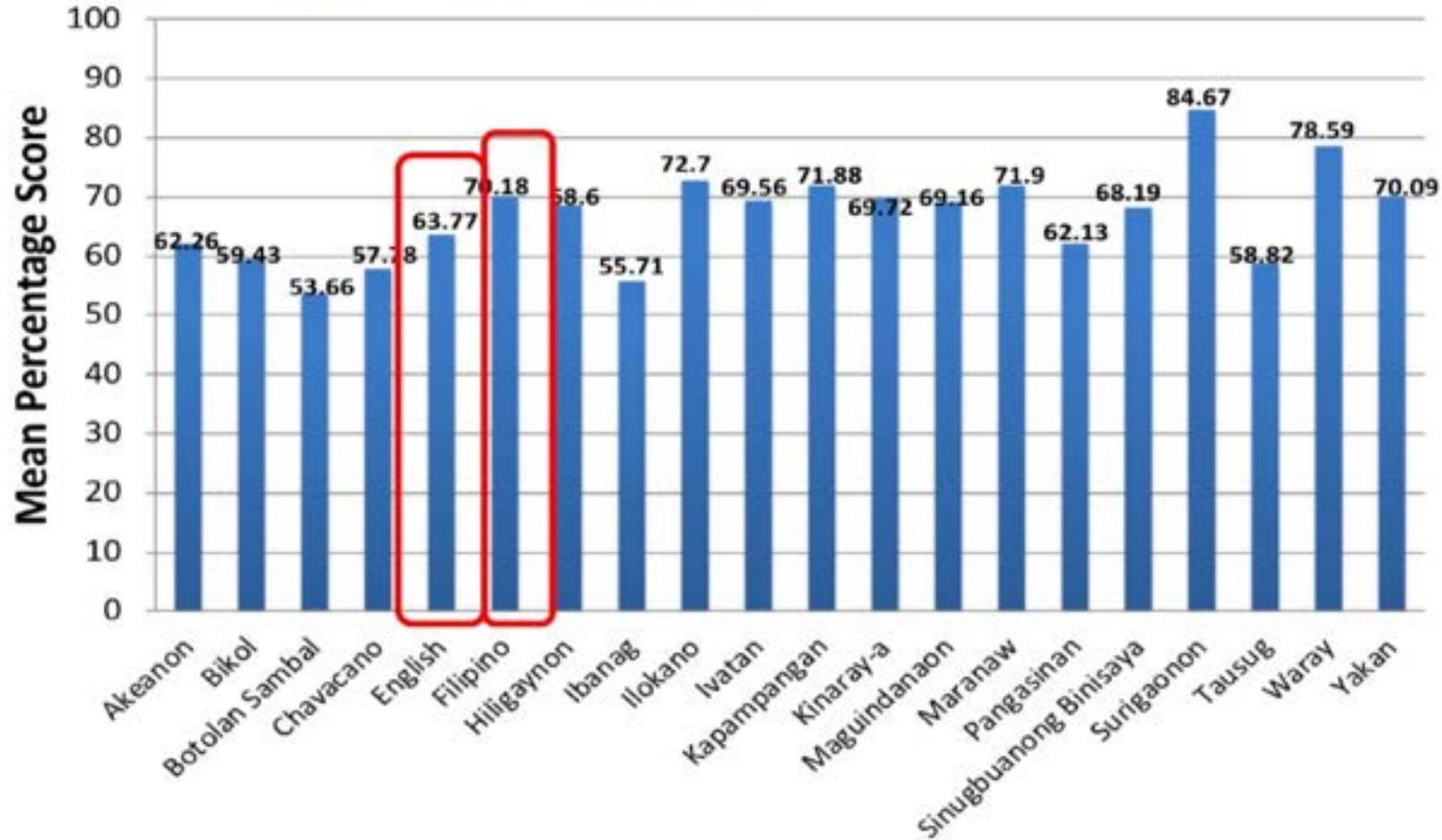


# Development of Learning Resources for Additional 47 Philippine Languages

Filipino Sign Language; Dumaget Bulos; Onhan; Inati; Central Subanen; Ata Manobo; Blaan; Dumaget Kabulloan; Ini; Panay Bukidnon; Western Subanen; Tboli; Hiliga-Ayta Ambala; Asi; Sama Dilaut; Teduray; Ayta-Mag-antsi; Ayta-Mag-indi; Ayta Magbukun; Sambal Botolan; Agta Casiguran; Ibaloy; Kankanaey; Finontok; Kalanguya; Karao; Faratok; Ferwang; Maeng; Muyadan; Vanaw; Cuyunen; Minamanwa; Binanwaon; Kinamayyu; Binukid; Inuyayamamnon; Tinigwahanon; Minatigsalog; Minanubu; Hinigaanon; Ata; Bagobo Klata; Bagobo Tagabawa; Obu Manuvu; Mandaya



Overall Test – National Performance by Languages



## Early Language Literacy and Numeracy Assessment (ELLNA)

Bureau of Learning Delivery



# English-Medium Tests

- Assessment reports from SEA-PLM, EGRA, and TIMMS revealed that student achievement in English literacy and English-taught subjects such as Science and Math were not promising ;
- SEA-PLM – only 10% of Grade 5 Filipino children met the expected reading proficiency levels; 16% for math

Table 1.4: SEA-PLM 2019 language(s) in participating countries

Country	Language
Cambodia	Khmer
Lao PDR	Lao language
Malaysia <sup>18</sup>	Chinese, Malay, Tamil
Myanmar	Myanmar language
Philippines	English
Viet Nam	Vietnamese

National, News

# House tackles bill to end use of multi-lingual education from Kinder to Grade 3

Published July 18, 2020, 1:49 PM

by [Charissa Luci-Atienza](#)

The House Committee on Basic Education and Culture has vowed to immediately tackle a bill seeking to abrogate the implementation of the mother tongue-based multilingual education for students from Kindergarten to Grade 3.



THE PHILIPPINE ONLINE STUDENT TAMBAYAN

Nation

## LANGUAGE EXPERTS DENOUNCE BILL SEEKING TO ABROGATE IMPLEMENTATION OF MTB-MLE EDUCATION

MEL MATTHEW DOCTOR / 21 MARCH 2021



# **‘Starting Where the Children Are’: A Process Evaluation of the MTB-MLE Implementation**

*Notwithstanding the numerous problems it is facing, the MTB-MLE has very solid pedagogical foundation and embodies the concept of a learner-centered education. Thus, this study does not question the wisdom of implementing the program but rather seeks to highlight the challenges it is facing with a view of seeking more effective, efficient, and acceptable ways of implementing the program... Overall, the program needs better appreciation of the conceptual problems it is facing and the cooperation of all stakeholders to be implemented well.*

(Monje et al. 2019)



# Reflections

- The Philippines has introduced MTB-MLE as part of the enhanced K-12 program. It is implemented in all schools
- The Department of Education has been institutionalizing MTB-MLE in its entire system through various supporting policies. However, the implementation is uneven.
- The poor performance of the Philippines in English medium international assessments like PISA, TIMSS, SEA-PLM has influenced some lawmakers to propose the abrogation of the MTB-MLE policy
- The Philippines needs an appropriate assessment framework that will provide reliable data and inform policy and program

