MLE Transformation in the Philippines: A Policymaker’s Perspective

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University of the Philippines
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The K to 12 Basic Education Context

The K to 12 Philippine Basic Education Curriculum Framework

Holistically Developed Filipino with 21st Century Skills

Being and Becoming a Whole Person

21st CENTURY SKILLS
Information, Media, and Technology Skills
Learning and Innovation Skills
Communication Skills
Life and Career Skills

LEARNING AREAS
Language
Technology and Livelihood Education
Mathematics and Science
Social Sciences
Arts and Humanities

Curriculum Support System

Teachers
Materials, Facilities, and Equipment
ICT Environment
Assessment
School Leadership and Management
Schools Divisions Technical Assistance
Community-Industry Relevance and Partnerships

Monitoring and Evaluation System
Literacy is a goal.

- All children should be literate in the mother tongues by the end of Grade 1.
- All children should be literate in Filipino by the end of Grade 2.
- All children should be literate in English by the end of Grade 3.
The Pendulum Swings of Philippine Language Policy

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Language</th>
<th>Other Languages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1863</td>
<td>Spanish</td>
<td></td>
</tr>
<tr>
<td>1897</td>
<td>Tagalog</td>
<td></td>
</tr>
<tr>
<td>1901</td>
<td>Tagalog, Mother languages</td>
<td>mother tongues</td>
</tr>
<tr>
<td>1902</td>
<td>English</td>
<td></td>
</tr>
<tr>
<td>1943</td>
<td>Tagalog and English</td>
<td>Japanese</td>
</tr>
<tr>
<td>1946</td>
<td>English, Tagalog</td>
<td></td>
</tr>
<tr>
<td>1970</td>
<td>Pilipino</td>
<td></td>
</tr>
<tr>
<td>1973</td>
<td>Mother tongue for Grades 1 and 2</td>
<td>Pilipino and English for secondary and tertiary levels.</td>
</tr>
<tr>
<td>1974</td>
<td>Pilipino the language of instruction for all subjects other than English, Mathematics, and Science.</td>
<td>English</td>
</tr>
<tr>
<td>1991</td>
<td>Filipino by 2000</td>
<td>English</td>
</tr>
<tr>
<td>2009</td>
<td>Mother tongues, Filipino</td>
<td>English</td>
</tr>
</tbody>
</table>
What is MTB-MLE?
How does it impact student learning?

• Multilingual education (MLE) is a term used to refer to the use of more than two languages for learning and this usually occurs in schools with three or more languages in the curriculum (Cenoz and Gorter 2011).

• Refers to the use of at least three languages: MT, regional or national language, and an international language in education (UNESCO, 2003).
Multi-lingual Education Program

1. The child’s local language or mother tongue is used as the foundational language of education.
2. Children learn oral language in Filipino and English while they learn literacy in their dominant language.
3. Language mapping through the Learner Information System
How does MTB-MLE improve students’ learning outcomes?

- The use of the mother tongue in science and math teaching resulted in faster learning and less re-teaching.
- Improved performance in school subjects, reasoning and application skills, and reading readiness.
- MLE is beneficial for all learners.
- Lays the foundation for literacy, numeracy and content learning and the learning of literacy in other languages.
How does MTB-MLE improve students’ learning outcomes?

• The more friendly schools are to learners, the more likely they will stay in school
• Keeps home and school connected
• Success in the early years will encourage children to continue their education
• MLE is a tool for social justice and social transformation
• Numerous studies have shown the benefits of using the MT in education. For instance, the use of the child’s MT in school has been found to increase the attendance and promotion rates of children in school (Patrinos and Velez 2009).
Points of Transformation

Policy
In the Philippines, the state has adopted the MTB-MLE program in its curriculum. This is stipulated in two important laws: Section 5. Medium of Instruction of the law on the Enhanced Basic Education Program (R.A. 10533 of 2013) and The Kindergarten Education Act (R.A. 10157 of 2012).
MLE requires supportive policies and practices on many levels, but positive outcomes for the children make it worthwhile!
<table>
<thead>
<tr>
<th>DO # &amp; Year</th>
<th>Title</th>
<th>Resources Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>DO 74, s. 2009</td>
<td>Institutionalizing Mother Tongue-Based Multilingual Education (MLE)</td>
<td>Program Institutionalization</td>
</tr>
<tr>
<td>DO 16, s. 2012</td>
<td>Guidelines on the implementation of the Mother Tongue-Based Multilingual Education (MLE)</td>
<td>Program Management</td>
</tr>
<tr>
<td>DO 31, s. 2012</td>
<td>Policy Guidelines on the implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum effective SY 2012-201</td>
<td>Curriculum support/resources</td>
</tr>
<tr>
<td>DO 28, s. 2013</td>
<td>Additional guidelines to DepEd Order No. 16, s. 2012</td>
<td>Learning Resources</td>
</tr>
<tr>
<td>DO 31, s. 2013</td>
<td>Clarifications on the policy guidelines on the implementation of the language learning areas and their time allotment in Grades 1 and 2 of the K to 12 Basic Education Program</td>
<td>Curriculum and Instruction</td>
</tr>
<tr>
<td>DO 12, s. 2015</td>
<td>Guidelines on the Early Language, Literacy, and Numeracy Program: Professional Development Component</td>
<td>Teacher Training</td>
</tr>
<tr>
<td>DO 32, s. 2015</td>
<td>Adopting the Indigenous Peoples Education Curriculum Framework</td>
<td>Curriculum</td>
</tr>
<tr>
<td>DO 55, s. 2015</td>
<td>Utilization of Language Mapping Data for Mother Tongue-Based Multilingual Education (MTB-MLE) Program Implementation</td>
<td>M&amp;E and Program Implementation</td>
</tr>
<tr>
<td>DO 47, s. 2016</td>
<td>Omnibus policy on kindergarten education</td>
<td>Curriculum, Instruction, Learning Resources, Teachers</td>
</tr>
<tr>
<td>DO 21, s. 2019</td>
<td>Policy Guidelines on the K to 12 Basic Education Program</td>
<td>(all components)</td>
</tr>
</tbody>
</table>
Points of Transformation

Inclusion of more languages and language communities
Original 12 Languages in 2012

- Tagalog,
- Kapampangan,
- Pangasinense,
- Iloko,
- Bikol,
- Cebuano,
- Hiligaynon,
- Waray,
- Tausug,
- Maguindanaoan,
- Maranao and
- Chabacano
Orthography Development for 7 more to make 19 languages

• Working orthographies of languages were made as DepEd worked in partnership with the Komisyon sa Wikang Filipino (KWF)

• Working orthographies of other languages are developed with the assistance of NGOs like Summer Institute of Linguistics (SIL)
Using “4 Minima”, communities and NGOS

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; Kinamayu; Binukid; Inuyayamamnon; Tinigwahanon; Minatigsalog; Minanubu; Hinigaanon; Ata; Bagobo Klata; Bagobo Tagabawa; Obu Manuvu; Mandaya
Points of Transformation

Different Loci of Instructional Materials Development
**Instructional Materials**

1. Beginning Reading in the mother tongue for Preschool and Grade 1.
2. Children’s literature in the mother tongue for Preschool until Grade 3.
3. Math in the mother tongue from Preschool until Grade 3.
4. Science in the mother tongue from Preschool until Grade 3.
5. **MAKABAYAN** in the mother tongue for Grades 1 and 2.
6. Filipino materials using local context and literature (where possible) for Preschool, Grades 1 to 6.
7. English materials using local context and literature (where possible) for Preschool, Grades 1 to 6.
8. Beginning Reading in Filipino for Grade 2.
9. Beginning Reading in English for Grade 3.
10. **MAKABAYAN** in Filipino for Grade 3 to support the transition of the language of learning from mother tongue to Filipino.
11. **Edukasyong pangkabuhayan** in Filipino for Grades 4 onwards.
12. Math in English for Grade 4 to support the transition of the language of learning from mother tongue to English.
13. Science in English for Grade 4 to support the transition of the language of learning from mother tongue to English.
Teacher’s Guides and Learner’s Materials

**DepEd**

- The Bureau of Elementary Education (BEE) and the Instructional Materials Council Secretariat (IMCS) spearhead the development and contextualization of mother manuscripts for Teacher’s Guides and Learner’s Materials for Grades 1-3.
- Learner’s Materials are contextualized into 19 languages
- Development, production, and distribution of locally-relevant and culturally appropriate materials for beginning reading are prioritized.

**Other Organizations**

- USAID’s Basa Pilipinas also produced Teacher’s Guides, contextualized story books, and developed leveled readers for Ilokano, Sugbuanon Binisaya, Filipino and English.
- Save the Children developed /translated/published story books/supplementary materials in minority languages for Indigenous People’s communities they are working with.
BUILDING BACK BETTER: MOTHER TONGUE-BASED MULTILINGUAL EDUCATION FOR ETHNIC MINORITY CHILDREN
12:45 p.m. – 1:45 p.m. (Bangkok time/GMT+7), 5 June 2022 via Zoom

#APMLEWG #APREM2022

300 storybook titles – Kankanaey (indigenous language), also Filipino and English
19 writers; 6 illustrators
Points of Transformation

Perspectives are Changing among Language Users
Language is linked intimately to culture, indigenous knowledge, community life and ancestral domain. The loss of the language would lead to the loss of the community.

<table>
<thead>
<tr>
<th>Mother Tongue</th>
<th>Other Languages</th>
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</thead>
<tbody>
<tr>
<td><strong>Themes from the Elders’ Responses</strong></td>
<td><strong>Themes for the Learners’ Responses</strong></td>
</tr>
<tr>
<td>cultural identity</td>
<td>self-awareness</td>
</tr>
<tr>
<td>ancestral domain/ environment</td>
<td>ancestral domain/ environment</td>
</tr>
<tr>
<td>community life</td>
<td>community life</td>
</tr>
<tr>
<td>indigenous knowledge</td>
<td>Indigenous knowledge</td>
</tr>
<tr>
<td>school work</td>
<td>beneficial for learners</td>
</tr>
<tr>
<td>communication</td>
<td>communication</td>
</tr>
</tbody>
</table>
Widening Areas of Transformation

- Results orientation
- Multiple result areas
- Policy continuity through well supported, nurtured and monitored programs
- Basic Education Development Plan of 2022-2030
- Big data and micro-studies build a better picture
- Implementation science is key
Thank you!
Maraming Salamat!
Kob Khun Ka

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