



MLE Transformation in the Philippines: A Policymaker's Perspective

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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



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

Year	Primary Language	Other Languages
1863	Spanish	
1897	Tagalog	
1901	Tagalog, Mother languages	mother tongues
1902	English	
1943	Tagalog and English	Japanese
1946	English, Tagalog	
1970	Pilipino	
1973	Mother tongue for Grades 1 and 2	
	Pilipino for Grades 3 and 4	
	Pilipino and English for secondary and tertiary levels.	
1974	Pilipino the language of instruction for all subjects other than English, Mathematics, and Science.	English
1991	Filipino by 2000	English
2009	Mother tongues, Filipino,	English

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.



A large group of children and adults are gathered in front of a school building. The children are of various ages, from young toddlers to teenagers, and are dressed in casual clothing. They are standing on a grassy area. The school building is a simple, single-story structure with a green roof and white walls. The background shows some trees and a hillside.

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 (Patrinós and Velez 2009).



Points of Transformation

Policy

MTB-MLE in National Law in the Philippines

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!





DO # & Year	Title	Resources Provided
DO 74, s. 2009	Institutionalizing Mother Tongue-Based Multilingual Education (MLE)	Program Institutionalization
DO 16, s. 2012	Guidelines on the implementation of the Mother Tongue-Based Multilingual Education (MLE)	Program Management
DO 31, s. 2012	Policy Guidelines on the implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum effective SY 2012-201	Curriculum support/resources
DO 28, s. 2013	Additional guidelines to DepEd Order No. 16, s. 2012	Learning Resources
DO 31, s. 2013	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	Curriculum and Instruction
DO 12, s. 2015	Guidelines on the Early Language, Literacy, and Numeracy Program: Professional Development Component	Teacher Training
DO 32, s. 2015	Adopting the Indigenous Peoples Education Curriculum Framework	Curriculum
DO 55, s. 2015	Utilization of Language Mapping Data for Mother Tongue-Based Multilingual Education (MTB-MLE) Program Implementation	M&E and Program Implementation
DO 47, s. 2016	Omnibus policy on kindergarten education	Curriculum, Instruction, Learning Resources, Teachers
DO 21, s. 2019	Policy Guidelines on the K to 12 Basic Education Program	(all components)



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)

MOTHER TONGUE LANGUAGES:	BIKOL <i>Marhay na aga!</i>	SINUGBUANONG BINISAYA <i>Maayong buntag!</i>	CHAVACANO <i>Buenas dias!</i>
HILIGAYNON <i>Maayong aga!</i>	ILOKO <i>Naimbag a bigat!</i>	KAPAMPANGAN <i>Mayap a abak!</i>	MAGUINDANAON <i>Mapia mapita!</i>
MERANAO <i>Mapiya kapipita!</i>	PANGASINAN <i>Masantos ya agew!</i>	TAGALOG <i>Magandang umaga!</i>	WARAY <i>Maupay nga aga!</i>
IVATAN <i>Kapyan ka pa nu Diyos sichamavuka aya!</i>	IBANAG <i>Nakasta nga umma!</i>	ZAMBAL <i>Maganday bayomboka!</i>	KINARAY-A <i>Maayad ayad nga aga kaninyo tanan!</i>
BAHASA SUG <i>Assalamualaikum!</i>	AKIANON <i>Mayad ayad nga agahon!</i>	SINURIGAONON <i>Marajaw na buntag dijo hurot!</i>	YAKAN <i>Assalamualaikum!</i>

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; Hinigaonon; 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.

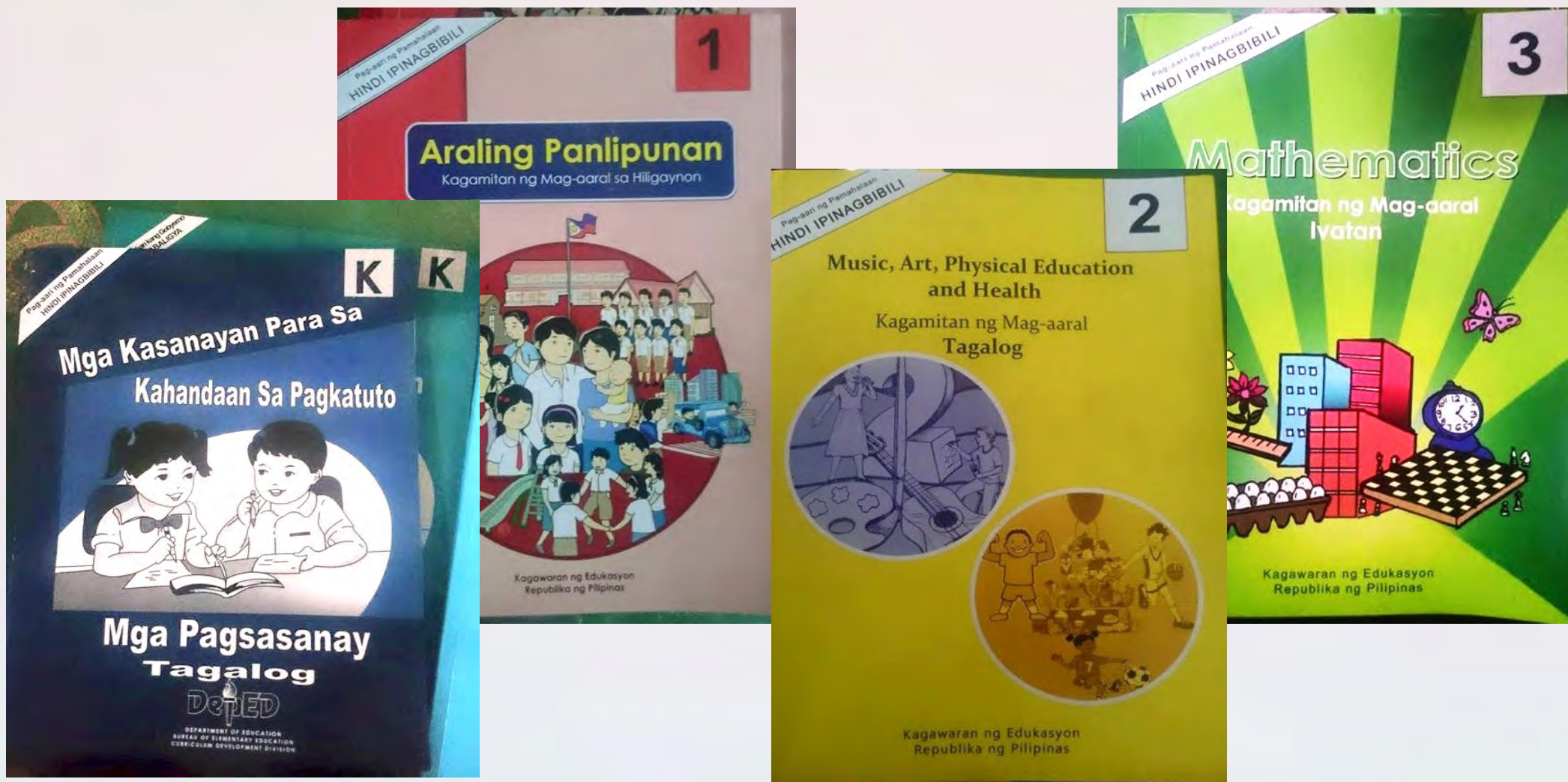
Teacher's Guides and Learner's Materials

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.





**Localized production of storybooks
in the Buguias School District (2010
– 2018)**

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.

Mother Tongue		Other Languages	
<i>Themes from the Elders' Responses</i>	<i>Themes for the Learners' Responses</i>	<i>Themes from the Elders' Responses</i>	<i>Themes from the Learners' Responses</i>
cultural identity	self-awareness	strengthens the community	self-awareness
ancestral domain/ environment	ancestral domain/ environment		ancestral domain/environment
community life	community life		community life
indigenous knowledge	Indigenous knowledge		
	school work	beneficial for learners	school work
communication	communication	communication with those from outside	communication with Non-IP Kids

Thank you!
Maraming Salamat!
Kob Khun Ka

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