DEPARTMENT OF EDUCATION
PHILIPPINES

Bridging the GAP and Raising the BAR Through Balanced Multiliteracy Education
1. Overview

2. The Multiliteracy Framework and the Bridging Process

3. Best Efforts

4. Challenges
Current Context

Biggest agency in the country:

- with a workforce of more than half a million, out of which are 363,955 elementary school teachers
- deployed in 46,137 elementary schools
- managed by 17 regional offices
- serving 14,910,117 students in Grades K-6
<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>
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<tr>
<td>1897</td>
<td>Tagalog</td>
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<tr>
<td>1901</td>
<td>English</td>
<td>Mother Tongues</td>
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<tr>
<td>1902</td>
<td>English</td>
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<tr>
<td>1943</td>
<td>Tagalog and English</td>
<td>Japanese</td>
</tr>
<tr>
<td>1946</td>
<td>English</td>
<td>Tagalog</td>
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<tr>
<td>1970</td>
<td>Pilipino</td>
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<tr>
<td>1973</td>
<td>Mother Tongue for Grades 1 to 2</td>
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<tr>
<td></td>
<td>Pilipino for Grades 3 and 4</td>
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<tr>
<td></td>
<td>Pilipino and English for Secondary and Tertiary levels</td>
<td></td>
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<tr>
<td>1974</td>
<td>Pilipino the language of instruction for all subjects other than English, Math, 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 Tongue from K to 3, Filipino, &amp; English</td>
<td></td>
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</tbody>
</table>
Philippines: Linguistically Heterogeneous Nation

91.9 million Pilipinos in different ethno-linguistic groups speak more than 171 living languages.

11 major languages are spoken widely:

<table>
<thead>
<tr>
<th>Luzon</th>
<th>Visayas</th>
<th>Mindanao</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Iloko</td>
<td>6. Cebuano</td>
<td>9. Tausog</td>
</tr>
<tr>
<td>4. Kapampangan</td>
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<tr>
<td>5. Bicol</td>
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</table>
Need to address the poor academic performance of the students

Trend in National Achievement Test (NAT) in Mean Percentage Score for School Years 2005-2007 to 2009-2010 in Elementary and Secondary Levels
“My view on this is larger than just the classroom. We should become tri-lingual as a country;
- Learn English well and connect to the world.
- Learn Filipino well and connect to our country.
- Retain your mother tongue and connect to your heritage.
OUR CHILDREN

SHOULD BE..............

Multilingual

Multi-literate

Multi-cultural
Issues and Concerns

- Negative perceptions regarding MTB-MLE.
- Lack of understanding about what is involved in implementing strong MTB-MLE programs.
- Classroom with multiple languages
- Parental concern that using the MT will mean less time and attention to learning the dominant language.
Issues and Concerns

✗ Inadequate preparation
   a. Advocacy
   b. Training of Teachers, School Managers, and other stakeholders
   c. Materials development (graded and/or leveled reading materials)

✗ Lack of or inadequate funding

✗ No support from stakeholders

✗ No monitoring, evaluation and sustainability mechanisms
Sequencing Learning Through Languages

Kindergarten: Building of Foundation

- **Build** oral fluency in the mother tongue through activities, stories, songs, poems, rhymes, games, etc.

- **Introduce** pre-reading activities in the mother tongue including numeracy

- **Build** social development and love for learning and reading by listening and engaging in stories read aloud.
Grade I Foundation Setting

- **Build** children’s Oral fluency and confidence in the Mother Tongue (L1) first by using activity-based lessons.

- **Build** knowledge on Academic Vocabulary by using L1 as Medium of Instruction (MOI) in all subjects. (Assessment in L1)

- **Introduce** reading and writing in L1 (Balanced Literacy)

- **Introduce** Oral Filipino starting the 2nd quarter focusing only on listening and speaking activities to develop Oral competence (Assess Orally)

- **Introduce** Reading in Filipino during the fourth quarter.

- **Introduce** Oral English focusing only on listening and speaking activities to develop Oral competence starting the 3rd quarter. (Assess Orally)
Grade II

Strengthening the Foundation

- **Continue** to build Oral L1
- **Continue** building L1 Literacy
- **Continue** to develop Oral Filipino for Communicative Competence and Literacy in Filipino
- **Continue** to develop Oral English for Communicative Competence
- **Introduce** Literacy in English during the 2nd quarter (Assess in English at the end of the year)
Grade III

Building on the Foundation

- **Continue** to build Oral L1, Filipino and English

- **Continue** to develop Literacy in L1, Filipino and English for Fluency and Thinking

- **Continue** to use L1 to teach most of the subjects for comprehension and thinking

- **Begin** to use Filipino to teach Filipino domain subjects as students are able (with scaffolding)

- **Begin** to use English to teach English domain subjects as students are able (with scaffolding) in the third quarter.
<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Grade I</th>
<th>Grade 2</th>
<th>Grade 3</th>
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</thead>
<tbody>
<tr>
<td><strong>Build fluency in oral L1</strong></td>
<td>MT as a subject for literacy, cognitive development, critical thinking, and reasoning skills</td>
<td>MT as a subject for literacy, cognitive development, critical thinking, and reasoning skills</td>
<td>MT as a subject for literacy, cognitive development, critical thinking, and reasoning skills</td>
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<tr>
<td><strong>L1 pre reading &amp; pre writing</strong></td>
<td>Build fluency in oral L1</td>
<td>Introduce L1 literacy in the 4th quarter</td>
<td>Continue Bridging to English Literacy</td>
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<tr>
<td></td>
<td>Introduce Literacy in Filipino in the 4th quarter</td>
<td>Continue building Oral Fluency in Filipino, Oral Fluency in English</td>
<td>Continue Bridging to Filipino Literacy</td>
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<td>Begin Oral English in the 3rd quarter</td>
<td>Continue building Literacy in Filipino</td>
<td>Continue Bridging to English Literacy</td>
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<td>Math Araling Panlipunan, Edukasyon sa Pagpapakatao, MAPEH in L1</td>
<td>Continue building Oral Fluency in English Introduce L3 Literacy in the 2nd quarter</td>
<td>Math Araling Palipunan, Edukasyon sa Pagpapakatao, MAPEH in L1</td>
</tr>
<tr>
<td></td>
<td>L1 as LOI</td>
<td>L2-reading &amp; writing L3-oral then literacy</td>
<td>L1-L2-L1 as LOI</td>
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<td>L1 as LOI Begin introducing L2 &amp; L3 Word Bank</td>
<td>L1 as LOI</td>
<td>L1-L3-L1 as LOI</td>
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<td>L2 – L1- L2</td>
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<td>L3 – L2 – L3</td>
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**MTBMLE Bridging Plan in a 3 year program**

**First Language as L1, Filipino as L2, English as L3**

<table>
<thead>
<tr>
<th>Grade</th>
<th>L1</th>
<th>Math</th>
<th>Sci</th>
<th>MAPEH</th>
<th>Edukasyon sa Pagpapakatao</th>
<th>Araling Panlipunan</th>
<th>Fil</th>
<th>Eng</th>
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<tr>
<td>II</td>
<td>L1</td>
<td>Math</td>
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<td>MAPEH</td>
<td>Edukasyon sa Pagpapakatao</td>
<td>Araling Panlipunan</td>
<td>Fil</td>
<td>Oral then RW Eng</td>
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**Mother Tongue - language, math, values etc.**
L1 – L2 – L1

Teaching Academic Concepts

- Introduce the new concept in L1
- Reteach it in L2
- Review it in L1
- Important: “Understand the concept and use the L2 to explain and relate it to what they have learned.
- Emphasis on Meaningful Learning
- Math, Science, Social Studies are concept but also language teaching times.
From the Mother Tongue to the National Language (L1-L2)

Cebuano

Vowels: a, e, i, o, u,
Consonants: b, k, d, g, h, l, m, n, ng, p, r, s, t, w, y

Filipino

Vowels: a, e, i, o, u
Consonants: b, c, d, f, g, h, j, k, l, m, n, ñ, ng, p, q, r, s, t, v, w, x, y, z
From the National Language to the Global Language (L2-L3)

Filipino

Vowels: a, e, i, o, u
Consonants: b, c, d, f, g, h, j, k, l, m, n, ñ, ng, p, q, r, s, t, v, w, x, y, z

English

Vowels: Short ā, ē, ī, ŏ, ŭ
Long ā, ē, ī, ŏ, ŭ
Consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z
Our BEST Efforts …..

- Strategic Plan for MTB-MLE Nationwide Implementation in place
- MTB-MLE is one of the salient features in our K to 12 Curriculum
- Pool of trainers for the Phase I training was established (40 days training in a yr.)
- Regional and Division Coordinators were organized
Our BEST Efforts …..

- MTB-MLE was pioneered in 921 schools all over the 17 regions in 12 languages
- Teachers Guide and Learners Package provided to Teachers & Students.
- Partnership with USAID in crafting the EGRA and EGMA in Mother Tongue, Filipino & English
- BASA PILIPINAS will work on the 4 major languages
  - A policy is in place – support from LGU/NGO and other stakeholders were sought
Our BEST Efforts ....

- Philippine Informal Reading Inventory (Phil. IRI) is used to benchmark the readability levels of our students.

- A Balanced Multi-literacy and Numeracy Program has been crafted.
Results of the Pilot Testing

- Children who began school in first language with bridging to two second languages
  - were significantly more competent in all areas of study than their counterparts
  - outperformed English-taught students in reading, math and social studies
  - learn to read more quickly and learn better in Math and Science
  - were observed to be actively participating in different classroom activities
- Drop-out and repetition rates decreased
CHALLENGES

- the 12 languages is only a portion of the more than 171 languages spoken in the country
- the demand for the inclusion of their language/s from the LGU/NGO and native speakers is huge
CHALLENGES

- Pre-service preparations need to be supplemented even more intensively at the in-service level (most Elem. teachers are non-majors)
- Need to strengthen teachers’ abilities to:
  - Use the language proficiently
  - Teach using the language
Looking for a cost efficient, standardized, and sustained professional development model for more than 363,955 teachers:

- Resources are limited
- Teachers are so widely spread across the archipelago
Need is critical and urgent and so it has to be done as soon as possible and has to reach as many teachers simultaneously as possible.

Many of the teachers graduated a long time ago with little opportunity for Professional Development to update knowledge, skills, and teaching methods.
Balanced Multiliteracy and Numeracy Program
Adapted from Giron and Villaneza, 2010
DepED can’t do this alone....

“It Takes a Village to Raise a Child”
To the USAID, the organizers, the AusAID, and to all those who made this conference possible........

Maraming Salamat Po!

Dr. Rose J. Villaneza
Ms. Ligaya Ilaga
Mr. Gali Go