Understanding Best Practices in MTB-MLE in the Philippines

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Project Overview

FOUR LANGUAGE CONTEXTS

- Large/high-use mother tongues with more than 2 million speakers
- Small/low-use mother tongues with fewer than 2 million speakers
- Mother tongues that use a dialect of Tagalog
- Linguistically Diverse Schools and Communities

PHASES OF THE STUDY

1. PHASE 1 (October 2013 to May 2014): Identify challenges & strategies
2. PHASE 2 (June to September 2014): Explore challenges and strategies on a wider scale

Dimensions of the Program

Language: Status and nature of the MT; perceptions and beliefs about language
Materials: Development and production of all kinds of lesson resources
Instruction: Teaching and learning concerns, including teaching strategies and classroom practices
Program: Program dynamics, logistics, and MTB-MLE implementation activities beyond the classroom level

Phase 1: Scoping Study of Challenges and Strategies

- Data collection field visits
- Interviews and FGD
- Classroom observations
- Documentation of classroom and school print environment
Phase 1: Major Challenges and Strategies

<table>
<thead>
<tr>
<th>DIMENSIONS</th>
<th>CHALLENGES</th>
<th>STRATEGIES</th>
</tr>
</thead>
</table>
| Language   | • Community’s high regard for Filipino and English  
• Lack of standardization of the MT | • School level standardization of MT  
• Parents relearning MT with children |
| Instruction| • Long MT words for math  
• Low MT proficiency of teachers | • Translation/code-switching into English and Filipino  
• Use of realia and pictures |
| Materials  | • Incomplete or late delivery of materials  
• Mismatch between pupils’ MT and language used in life  
• Time and effort in materials production | • Use of school funds and teachers’ own money  
• School program to produce materials  
• Use of a local magazine |
| Program    | • Teachers’ feeling of forced compliance  
• Limited program advocacy  
• Mismatched MOI and MT | • Meetings of parents  
• Professional development  
• MT homework to connect school with home |

Phase 2: Selection of Schools

- Categorizing the 19 official languages into the four language contexts of the study
- Identifying the areas where the MT originated and widely spoken
- Determining the total number of schools that use the MT as MOI
- Proportion Sampling
- Fieldwork/Sending of tools

Phase 2: Data Collection

- Phase 2 instruments (closed and open questions)
- 79% response rate

<table>
<thead>
<tr>
<th>Language Contexts</th>
<th>No. of Schools</th>
<th>No. of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large Language</td>
<td>35</td>
<td>348</td>
</tr>
<tr>
<td>Small Language</td>
<td>36</td>
<td>217</td>
</tr>
<tr>
<td>Tagalog</td>
<td>37</td>
<td>334</td>
</tr>
<tr>
<td>Linguistically Diverse</td>
<td>50</td>
<td>349</td>
</tr>
<tr>
<td>Total</td>
<td>158</td>
<td>1248</td>
</tr>
</tbody>
</table>

Phase 2: Data Analysis

- Use of NVivo software (also used in phase 1)
  - Coding
    - 9 general nodes
    - 39 specific nodes
- Analysis of differences and correlations
  - one-way analysis of variance
  - Pearson correlation
Phase 1 and 2: Overview of Challenges by Dimension and Context

- Language
- Instruction
- Materials
- Program

- Large
- Small
- Tag
- LDC

Program Models in the LinguisIcally Diverse Context

<table>
<thead>
<tr>
<th>Single Language Program</th>
<th>Multiple Language Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type A</td>
<td>Type B</td>
</tr>
<tr>
<td>MT is a local language</td>
<td>MT is a widely-used language</td>
</tr>
<tr>
<td>All MTs are local languages</td>
<td>At least 1 MT is a local language</td>
</tr>
<tr>
<td>+ At least 1 MT is a widely-used language</td>
<td></td>
</tr>
</tbody>
</table>

19 12 2 15

Total no. of schools = 48, schools with missing data = 2

• All widely-used languages function as either regional or national lingua franca.
• Some local languages function as lingua franca in some locations.
• All program types include classes with varying degrees of homogeneity in terms of children’s MT.

Phase 2: Findings

- Statistical analysis of differences and correlations among language contexts revealed:
  - More materials in Tagalog context compared with small language and LDC; large language compared with LDC
  - More teachers had training in small and large language contexts compared with Tagalog context
  - Teachers who had attended trainings more likely to agree with statements supporting MTB-MLE and strategies
Drivers of Success of MTB-MLE Implementation

**Language**
- Orthography
- Positive attitudes towards MT
- Exposure to formal education

**Instruction**
- Comprehensibility
- Immersion in MT in school
- Focus on language
- Concrete experiential base of learning

**Materials**
- Access to MT materials that emanate from the child
- Relevant to the age and development of the child

**Program**
- Community understanding and involvement
- MTB-MLE Teacher training
- Adequate funding

**Verification Process**
- Validation interview with DepED coordinators
- FGD with K-7 parents
- Validation activity with observed teachers
- Validation interview with school head

**Scoring of Schools**
- Based on Drivers of Success
- Based on closed and open questions

**Ranking of Schools**
- Checking for passing score in all dimensions
- Arriving at top schools per context

**Documentation of classroom linguistic environment**

**Four schools for each context**

**Good practices strategies per dimension for each context**

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Large Language Context

- Sinugbuanong Binisaya as MT MOI
- School is located at the heart of Cebu City
- Very large school with more than 6,000 enrollees

**Language**
- Use of MT dictionary

**Instruction**
- Two-track method
- Total physical response
- Cultural teaching approach

**Materials**
- Availability of a comprehensive set of MT materials
- Regular grade level LAC sessions for materials development and production

**Program**
- Close supervision of school head to K 3 teachers

High level of self-motivated localized materials production at school level

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Small Language Context

- Akeanon as MT MOI
- School is located in a 4th class municipality in Aklan province
- A small school with less than 500 enrollees

**Language**
- Use of primer lessons
- Bridging and translanguaging to prepare students for use of Filipino and English

**Instruction**
- Use of primer lessons
- Bridging and translanguaging to prepare students for use of Filipino and English

**Materials**
- Collection of local stories, songs and poems from the community members
- Creation of a criterion-referenced test for LAPG

**Program**
- Parents Club
- Purok study

Strong community support and involvement especially in materials production and program implementation
Tagalog Context
- Tagalog Batangas variety as MT MOI
- Located at the heart of the city

Linguistically Diverse Context
- A single language program model
- Chavacano as MT and lingua franca
- Chavacano, Tagalog, Tausug and Sinubuanong Binisaya as languages in the community
- Large school with 2000+ enrollees, at the heart of Zamboanga City

Phase 3: Findings
- Faced challenges and consciously addressed them
- Development of strategies highly consistent with the drivers of success of MTB-MLE
- Localization of the curriculum and materials
- Strong linkage with DepEd offices, NGOs, and private individuals
- Continuing standardization of the MT

Conclusions
- Schools are developing strategies to address the challenges
- Strategies are generally consistent with the drivers of success
- LDC is more challenged than the other three contexts and may need more support

Implications
- Deeper understanding of
  - Context for program design
  - Translanguaging, bridging, and code-switching
- Instruction for MT NNS pupils in a class
- Using the MT as foundation for multilingualism in the higher grades

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