

‘Starting where the children are’: A process evaluation of the MTB-MLE implementation in the Philippines

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Surian sa mga Pag-aaral Pangkaunlaran ng Pilipinas

Structure of the Presentation

I. Background

II. Process Evaluation Methodology

A. Identifying key informants (CO & field)

B. Identifying sampling strategy

1. Using DepEd typology

2. Using other measures

C. Designing the instruments

III. Findings and discussion

A. Descriptive statistics

B. Program logic, service delivery and organization

The big picture

1. How pupils learn languages and how policy makers formulate language policies complicate educational outcomes.
2. How teachers, administrators, and parents, with their own individual linguistic biases, understand and support language policies further complicate educational outcomes.

What is MTB-MLE?

- ❖ Classroom instruction that begins in children's mother tongue and then gradually shifts toward national and/or international language/s as the children advance through primary education (but only after a solid literacy foundation is established in children's native language) (Jacob, 2016)
- ❖ Is the effective use of more than two languages for literacy and instruction (DO #74, s. 2009)

Definition of 'mother tongue' (UNESCO, 1953)

- ❖ the language that a person has been exposed to from birth, or within the critical period;
- ❖ what one knows best;
- ❖ what one uses often; and,
- ❖ is identified as a speaker of by the community.

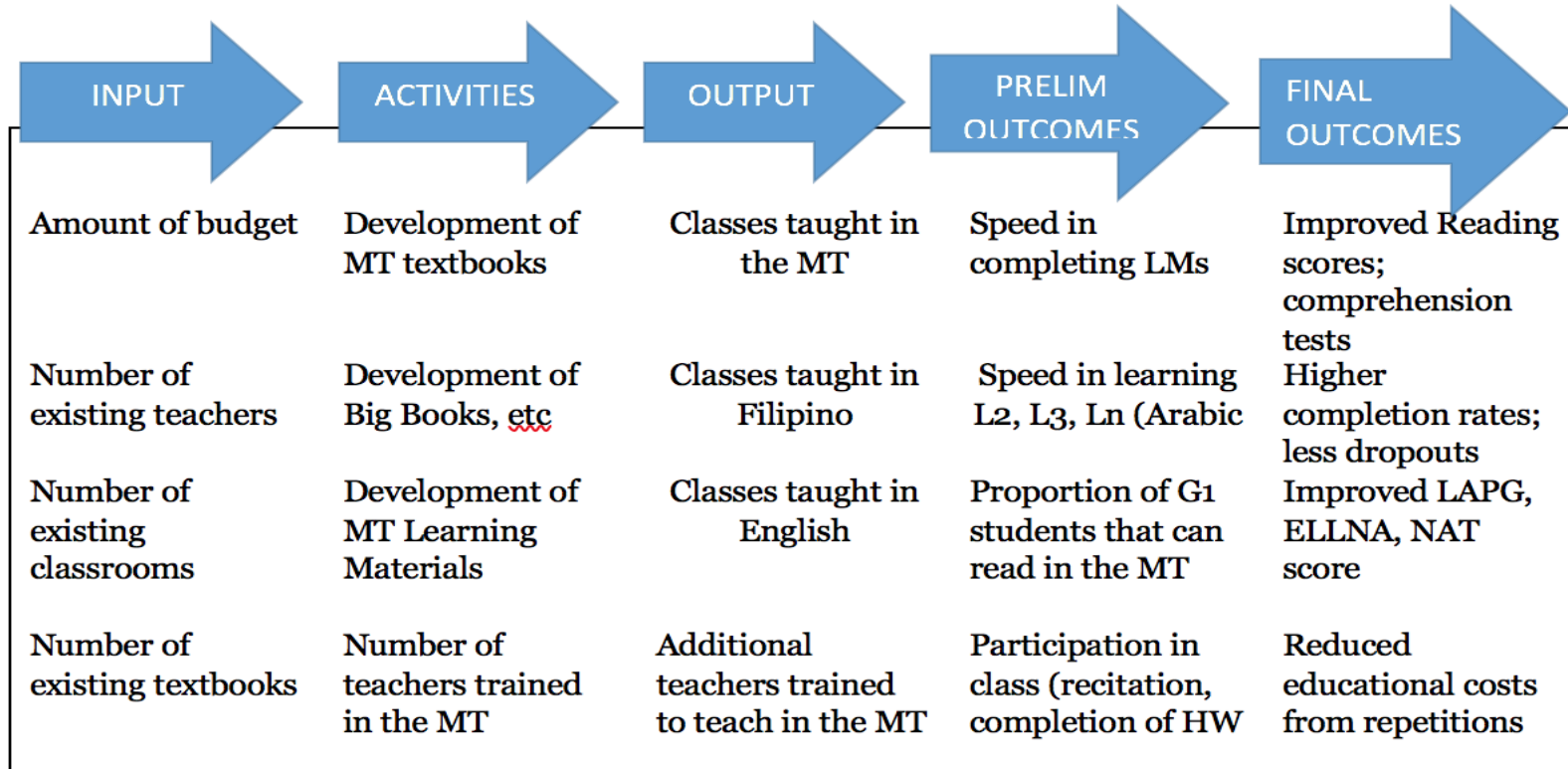
Why MTB-MLE?

“Even though they [learners] must ultimately learn to think and speak and read in the second language, this goal is, we believe, psychologically and pedagogically as a rule best achieved by two short jumps (that is, from illiteracy to literacy in the mother tongue, and from literacy in the mother tongue to literacy in a second language) than by one long jump (that is, from illiteracy in the mother tongue to literacy in a second language)” (UNESCO, 1953, p. 9).

Methodology

Conducting a Process Evaluation

Theory of Change



Source: Adapted from Orbeta and Pacqueo presentation 2018

Random Sampling

(Sampling was based on 2017-2018 DepEd data)

DepEd Typology

1. Public/private
 2. Small/medium/large
 3. *Urban/rural
- (Additional classification)
4. Linguistically diverse contexts (LDCs)

Sampling Strategy

1. **Linguistic diversity** refers to the number of languages present, and the evenness of distribution of mother tongue speakers among languages in a given area (Terralingua).
2. Based on the language diversity index (LDI), the closer the index is to 1, the **linguistically diverse (multilingual)** the community is; the closer the index is to 0, the **less linguistically diverse (monolingual)** the community is.

Sampling Strategy

3. Provinces from each island cluster are classified according to their respective LDIs*:

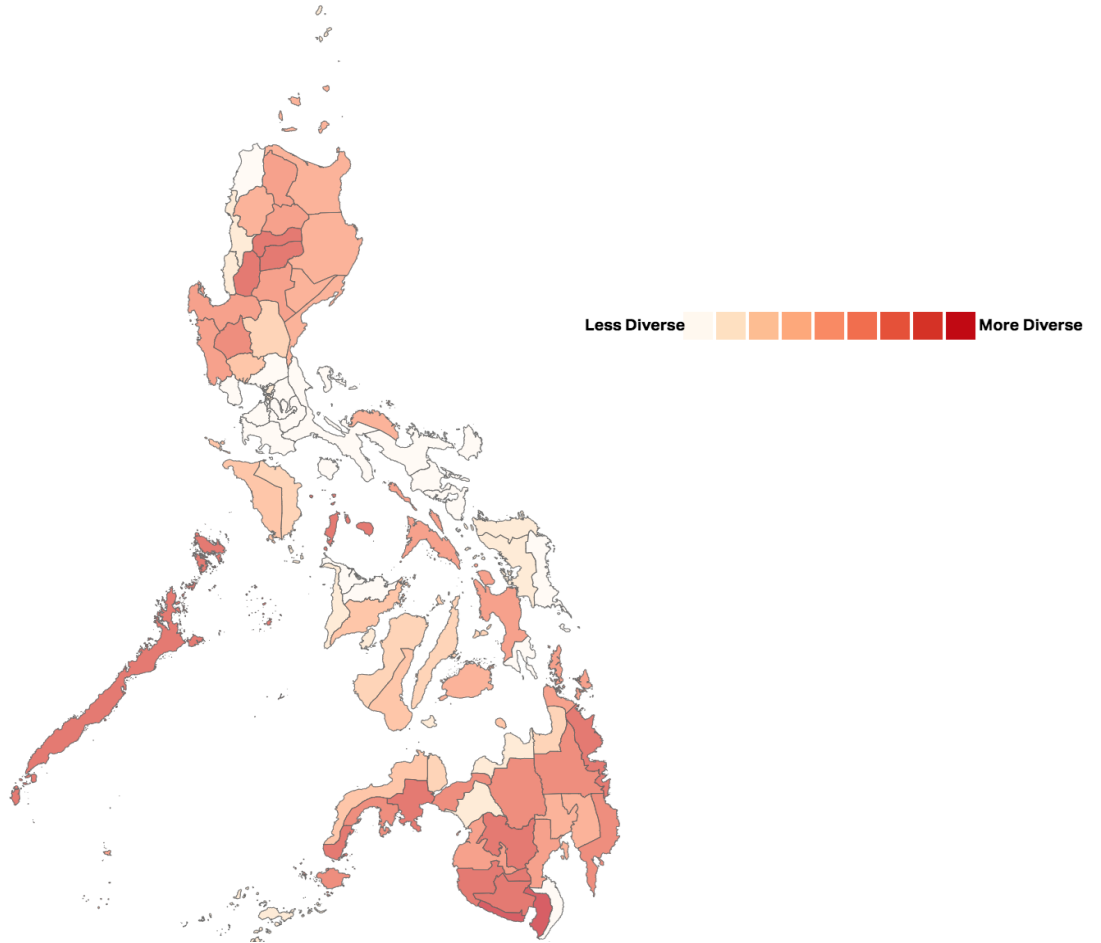
- ❖ Provinces with LDIs of **more than 0.50** are classified as **linguistically diverse contexts (LDCs)**
- ❖ Provinces with LDIs of **less than 0.50** are classified as **less linguistically diverse contexts** (L-LDCs)**

*Based on a language diversity index (LDI) per province enumerated in *The language landscape of the Philippines in 4 maps, The Thinking Machines Data Science*

**researchers' adopted term

Language diversity across the country

Source: Thinking Machines Data Science
(<https://stories.thinkingmachin.es/phillipine-languages/#methodology>)



Sampling Strategy

School Selection:

- Size
- Island group
- Linguistic diversity

Language Diversity	School Size	Luzon	Visayas	Mindanao
LDCs	Small	1	1	1
	Medium	1	1	1
	Large	1	1	1
L-LDCs	Small	1	1	1
	Medium	1	1	1
	Large	1	1	1
Total no. of schools to visit per major island cluster		6	6	6

From the total of 18 randomly selected schools, 14 are public schools and four (4) are private schools.

Sampling Strategy

- **Linguistic diversity** refers to the number of languages present, and the evenness of distribution of mother tongue speakers among languages in a given area (Terralingua).
- Based on the language diversity index (LDI), the closer the index is to 1, the more **linguistically diverse (multilingual)** the community is; the closer the index is to 0, the **less linguistically diverse (monolingual)** the community is.
- Provinces from each island cluster are classified according to their respective LDIs*:
 - Provinces with LDIs of **more than 0.50** are classified as **linguistically diverse contexts (LDCs)**
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*Based on a language diversity index (LDI) per province enumerated in *The language landscape of the Philippines in 4 maps, The Thinking Machines Data Science*

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LUZON

Name of School	Location	LDI
Catholic School	Guiguinto, Bulacan	0.03
Integrated School – Atlag	Malolos, Bulacan	0.03
Elementary School	Marikina City	0.05
Christian Academy	La Trinidad, Benguet	0.75
Elementary School	Baguio City	0.75
Elementary School	Tuba, Benguet	0.75

VISAYAS

Name of School	Location	LDI
University (Main Campus)	Cebu City	0.22
Elementary School	Cebu City	0.22
Elementary School	Consolacion, Cebu	0.22
Central School A	Tacloban City	0.56
Central School B	Tacloban City	0.56
Elementary School	Dagami, Leyte	0.56

MINDANAO

Name of School	Location	LDI
Private School	Cagayan de Oro City	0.19
Elementary School A	Cagayan de Oro City	0.19
Elementary School B	Cagayan de Oro City	0.19
Elementary School	Bislig City	0.74
Elementary School	San Agustin, Surigao del Sur	0.74
Central School	Zamboanga City	0.75

Instruments Used

Structured FGD/KII questionnaires

Participant Profile sheet

Classroom Observation checklist

Online Quick Survey form

FGD & KII Questionnaires

- ❖ Generates data on program theory & rationale, service delivery challenges, organization information

Participant profile sheets

- ❖ For parents: Generates data on number of children in school, length of residence;
- ❖ For teachers: Generates data on subjects taught, length of service, highest educational attainment;
- ❖ For administrators: Generates data on length of service, highest educational attainment, & specific courses taken related to educational administration & management

Classroom observation checklist

- ❖ Generates data on languages being used inside the classroom, pupils' extent of participation using school's MOI, whether or not textbooks are available, being used, etc.

Online Quick Survey

- ❖ Generates data on number of schools implementing or not implementing the program, and what reasons are indicated for non-implementation; what language/s are being used as MTs in locations, and activities being done in regions (e.g. writing of Big Books, etc.)

Descriptive Statistics

- FGD and KII participants
- Participant profile
- Online Quick Survey

DATA SOURCES: attendance sheets, encoded data on accomplished participant profile sheets, and responses from online survey

Table 1.

Number of FGD/KII participants per type and island cluster (from 16 schools)

Source: attendance sheets

	LUZON	VISAYAS	MINDANAO	TOTAL
Parents	53	28	39	120
Teachers	59	26	44	129
Administrators	12	2	7	21
TOTAL	124	56	90	270

Participant Profile

DATA SOURCE: encoded data on accomplished participant profile sheets

Table 2.

Total number FGD participants (from 12 schools encoded)

Parents of kinder to grade 3 pupils	114
Teachers of kinder to grade 3 pupils	120

Table 3.

Number of parents with one (1), two (2), or three (3) children in kinder to grade 3

Parents with one (1) child	76	67.26%
Parents with two (2) children	32	28.32%
Parents with three (3) or more children	5	4.42%
Total	113	100%

**NOTE: One (1) parent/guardian out of 114 (parent was from Camp 4 Elementary School) did not indicate in the participant profile sheet the number of children he has in K-3.*

Table 4.
Number of teachers per
gender

Male Teachers	3	2.5%
Female Teachers	117	97.5%
Total	120	100%

Table 5.
Number of teachers per
level of educational
attainment

Teachers with Bachelor's Degree	95	79.2%
Teachers with Master's Degree	23	19.2%
Teachers with Doctorate Degree	2	1.6%
Total	120	100%

Table 6.
Number of school
head/staff/focal person
per level of highest
educational attainment

With Bachelor's Degree	5	35.7%
With Master's Degree	9	64.3%
With Doctorate Degree	0	0
Total	14	100%

**NOTE: There are only 14 participants who filled out the highest educational attainment section since there are five (5) out of 19 participants who only indicated their name and designation/title in the profile sheet.*

Online Quick Survey

DATA SOURCE: responses from online survey

Online Quick Survey Results

Region	No. of Responses	Percentage
Region I	1 / 2893	0.05%
Region II	541 / 2569	29.01%
Region III	2 / 4495	0.11%
Region IV-A	501 / 5449	26.86%
Region IV-B	90 / 2100	4.83%
Region V	242 / 3624	12.98%
Region VI	14 / 4420	0.75%
Region VII	148 / 3721	7.94%
Region VIII	0 / 3873	0

Online Quick Survey Results

Region	No. of Responses	Percentage
Region IX	0 / 2348	0
Region X	249 / 2624	13.35%
Region XI	0 / 2235	0
Region XII	18 / 2182	0.97%
CARAGA	26 / 1912	1.39%
ARMM	4 / 2328	0.21%
CAR	0 / 1736	0
NCR	29 / 2638	1.55%
TOTAL	1865 / 51147	100%

QUICK SURVEY RESULTS

Response Rates by Region

16,479 (32%)
responded

Note: All responses are current to the March 18, 2019 data collection date.

Region	Frequency	Total schools	% Reporting
Region I	1707	2,893	59.0
Region II	713	2,569	27.8
Region III	1398	4,495	31.1
Region IV-A	1306	5,447	24.0
Region IV-B	917	2,100	43.7
Region V	1961	3,624	54.1
Region VI	545	4,420	12.3
Region VII	353	3,719	9.5
Region VIII	2529	3,873	65.3
Region IX	86	2,348	3.7
Region X	1430	2,624	54.5
Region XI	1097	2,235	49.1
Region XII	690	2,181	31.6
ARMM	51	2,328	2.2
CAR	269	1,736	15.5
CARAGA	1055	1,912	55.2
NCR	372	2,636	14.1
Total	16,479	51,140	32.2

QUICK SURVEY RESULTS

Number of schools implementing the MTB-MLE

Almost all say they are implementing MTB-MLE

Note: All responses are current to the March 18, 2019 data collection date.

Response	Public		Private		SUC/LUC		Total	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
No	82	0.5	110	12.5	0	0.0	192	1.2
Yes	15,518	99.5	768	87.5	1	100.0	16,287	98.8
Total	15,600	100.0	878	100.0	1	100.0	16,479	100.0

QUICK SURVEY RESULTS

Reasons why schools do not implement the MTB-MLE

Notes:

All responses are current to the March 18, 2019 data collection date.

**Schools can mention more than one reason.*

Reasons for non-implementation*	Number	%
Teachers lack relevant teaching materials	82	18.5
School does not have the dictionary of the language	73	16.5
Students lack textbooks	72	16.3
Teachers lack expertise in the MOI of the school	54	12.2
Students do not speak the MOI of the school	41	9.3
Parents do not speak and support the chosen MOI	39	8.8
Others	38	8.6
Teachers do not speak and support the chosen MOI	20	4.5
School officials do not speak and support the chosen MOI	15	3.4
School does not get support from the Central Office/Division Office	9	2.0
Total	443	100.0

QUICK SURVEY RESULTS

MOI used in schools

*Tagalog (32%)
followed by
Cebuano (23%)*

Notes:

All responses are current to the March 18, 2019 data collection date.

Schools can mention more than one MOI.

MOI	Frequency	%
Tagalog	5,370	32.02
Cebuano	3,809	22.71
Iloko	1,971	11.75
Other	1,270	7.57
Bikol	1,155	6.89
Waray	1,039	6.20
Hiligaynon	836	4.98
Pangasinense	333	1.99
Surigaonon	314	1.87
Meranao	181	1.08
Kinaraya	128	0.76
Kapampangan	117	0.70
Maguindanaoan	83	0.49
Ybanag	60	0.36
Tausug	34	0.20
Chabakano	26	0.16
Sambal	23	0.14
Yakan	14	0.08
Aklanon	6	0.04
Ivatan	2	0.01
Total	16,771	100.00

QUICK SURVEY RESULTS

Number of MOI used in schools

*As many as 5;
81% only 1*

*Notes:
All responses are current to the
March 18, 2019 data collection date.*

*Schools can mention more than one
MOI.*

No. of MOI	Frequency	%
1	11,163	81.01
2	2,261	16.41
3	336	2.44
4	17	0.12
5	2	0.01
Total	13,779	100.00

QUICK SURVEY RESULTS

Number of minimum activities* done for those implementing MTB-MLE

Less than 10% did the minimum 4

*writing of big books, documenting the orthography, the grammar, and the dictionary of the language

No. of activities done	Frequency	%
1	6,922	48.9
2	3,487	24.6
3	1,520	10.7
4	1,288	9.1
0	945	6.7
Total	14,162	100.0

QUICK SURVEY RESULTS

Minimum activities done in the school implementing MTB-MLE

Writing big books most common

*Notes:
All responses are current to the
March 18, 2019 data collection date.*

Activities done	Frequency	%
Writing big books on language, literature and culture	10,818	44.0
Document the orthography of language	5,308	21.6
Document grammar of the language	4,316	17.6
Document dictionary of the language	3,166	12.9
Others	968	3.9
Total	24,576	100.0

Summary

- ❖ MTB-MLE is based on sound, pedagogical foundation and embodies the concept of a learner-centered education;
- ❖ For the first time in the system of education in this country, mother tongues are recognized as integral to literacy and language learning;
- ❖ It is facing implementational challenges that could threaten program delivery and service
- ❖ DepEd needs to find more effective, efficient, and acceptable ways of implementing the program

Program logic and plausibility

Findings	Recommendations
Lack of common understanding and wrong appreciation of the basic rationale for the MTB-MLE program	Clarify and disseminate the MTB-MLE program theory to all stakeholders Re-assess the one MT per locality implementation policy
The linguistic practices on the ground in terms of language use is far from presumed ideal	The theory needs to recognize dialectical differences and provide clear guidance on implementing MTB-MLE under these conditions Step up information dissemination of empirical research highlighting the efficacy of learning in the MT.
The belief that there is only one MT per locality is not borne out by research in the field. Even when regions are deemed 'monolingual' (NCR) schools are still multilingual	Encourage knowledge generation of how children learn many languages at once ('simultaneous bilingualism') which should inform/refine program theory and delivery of service
Outcomes of war brought displacement, language dispersion	Study the impact of social media on language acquisition and learning and see how best to harness these technological affordances.

Service delivery and utilization

Findings	Recommendations
<p>All elements of the program had not been in place before the rollout of program</p>	<p>Step up the creation of localized/indigenized learning materials (LMs) that are quality-prepared, reviewed, and constantly updated.</p>
<p>Even before rollout, serious threats to the program (such as lack/dearth of LMs, absence of advance notice/preparation, competent teachers) had been pointed out</p>	<p>Continuously train teachers, whether new hires or veterans, in meaningful seminars.</p>
<p>It was assumed that administrators and teachers would simply embrace the program because it came from above</p>	<p>Regularly monitor and evaluate principals and teachers in implementing the MTB-MLE program.</p>
<p>The MTB-MLE program implementation appears to be limited to public schools. Private schools have developed their own “version” of the program, which is to teach only the MTS (mother tongue as subject)</p>	<p>Implement continuous advocacy work by regional MTB-MLE focal persons (FPs).</p> <p>Instill pride and value of languages by making them visible in the landscape of the school. Use mother tongue as the language of assessments in all content areas in K-3.</p>

Program organization

Findings	Recommendations
<p>There are issues of procurement and the apparent lack of specific funding support for the MTB-MLE-related operational activities. The MTB-MLE-related activities had to compete for funding from the general MOOE of the schools.</p>	<p>Designate a fund for MTB-MLE operational activities.</p>
<p>Procurement issues have hampered the delivery of learning materials.</p>	<p>Institutionalize the use of language mapping to determine the MOI K-3 of schools.</p>
<p>Teachers for the most part are adequate in number, but some lack the necessary competence</p>	<p>Strengthen dedicated MTB-MLE Focal Person (FP) positions at the Division level</p>
<p>Coordination with other agencies and LGUs are varied</p>	<p>Strengthen synergy between division, district, and schools in terms of best practices</p>
<p>Only a few schools have dedicated focal persons in schools that provide guidance by echoing seminars (when there are seminars to echo)</p>	<p>Enlist the help of local governments particularly in funding the localization efforts.</p>



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