

ACTRC

Assessment
Curriculum &
Technology
Research
Centre



THE UNIVERSITY OF
MELBOURNE

Understanding Best Practices in MTB-MLE in the Philippines

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Project Overview

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

8

PHASE 1
(October 2013
to May 2014)
Identify
challenges &
strategies

200

PHASE 2
(June to
September 2014)
Explore
challenges and
strategies on a
wider scale

4

PHASE 3
(October 2014
to May 2015)
Provide detailed
description of
best practice
schools

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

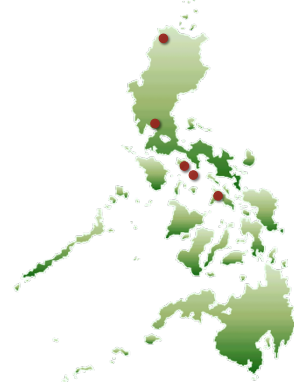
Instruction

teaching and
learning concerns,
including teaching
strategies and
classroom
practices

Program

program
dynamics,
logistics, and
MTB-MLE
implementation
activities beyond
the classroom
level

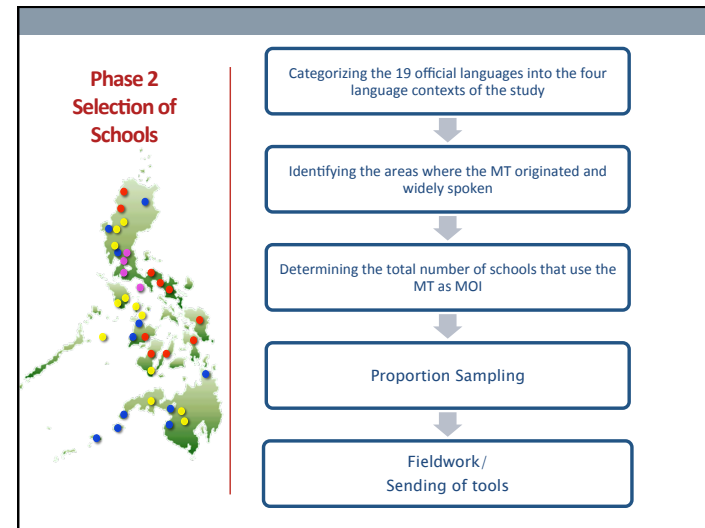
Phase 1: Scoping Study of Challenges and Strategies



- Data collection field visits
- Interviews and FGD
- Classroom observations
- Documentation of classroom and school print environment

Phase 1: Major Challenges and Strategies

DIMENSIONS	CHALLENGES	STRATEGIES
Language	<ul style="list-style-type: none"> Community's high regard for Filipino and English Lack of standardization of the MT 	<ul style="list-style-type: none"> School level standardization of MT Parents relearning MT with children
Instruction	<ul style="list-style-type: none"> Long MT words for math Low MT proficiency of teachers 	<ul style="list-style-type: none"> Translation/code-switching into English and Filipino Use of realia and pictures
Materials	<ul style="list-style-type: none"> Incomplete or late delivery of materials Mismatch between pupils' MT and language used in LMs Time and effort in materials production 	<ul style="list-style-type: none"> Use of school funds and teachers' own money School program to produce materials Use of a local magazine
Program	<ul style="list-style-type: none"> Teachers' feeling of forced compliance Limited program advocacy Mismatched MOI and MT 	<ul style="list-style-type: none"> Meetings of parents Professional development MT homework to connect school with home

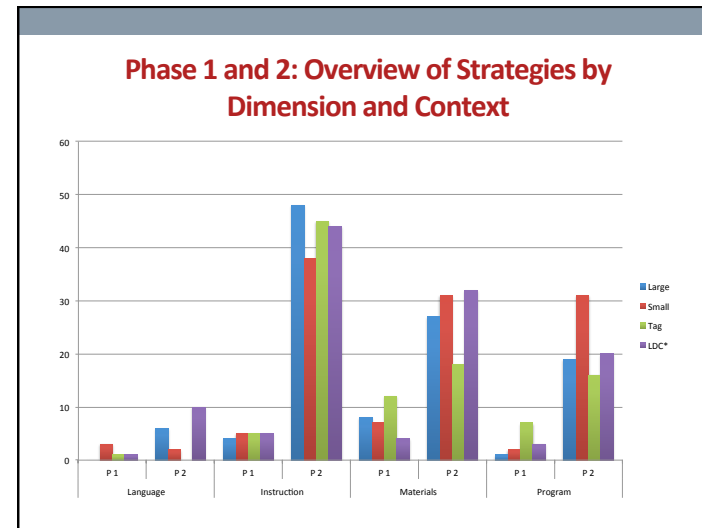
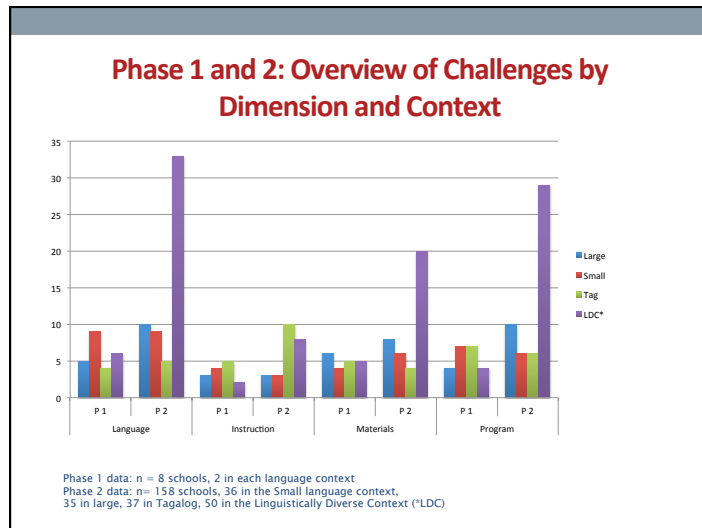


Phase 2: Data Collection

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

Language Contexts	No. of Schools	No. of Teachers
Large Language	35	348
Small Language	36	217
Tagalog	37	334
Linguistically Diverse	50	349
Total	158	1248

- ### 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



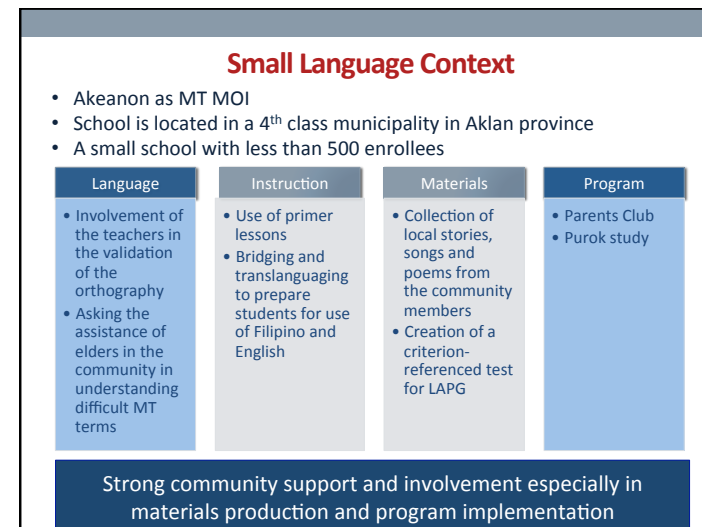
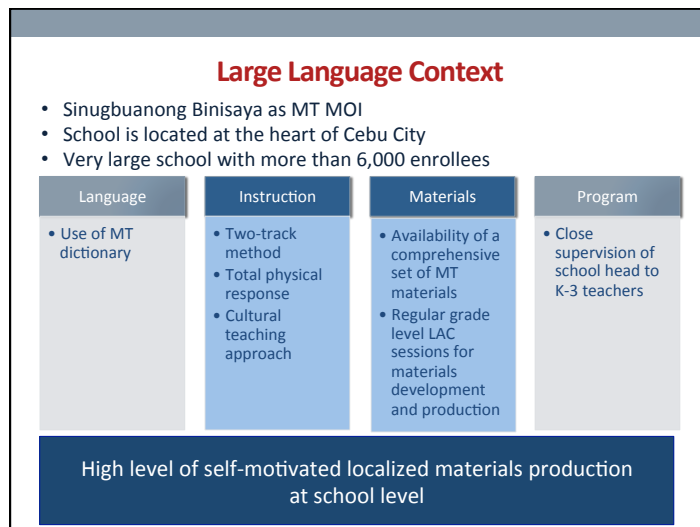
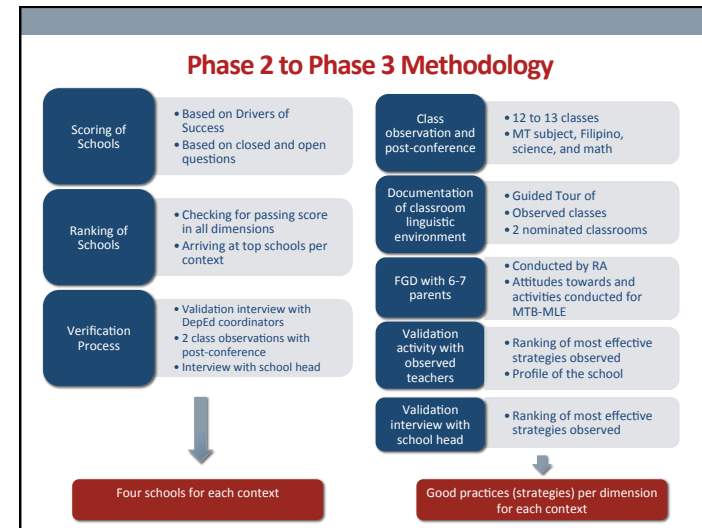
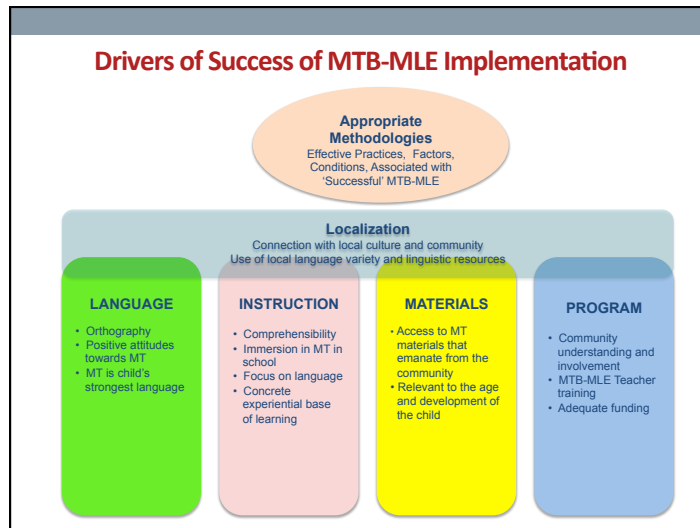
Program Models in the Linguistically Diverse Context

Single Language Program		Multiple Language Program	
Type A	Type B	Type A	Type B
MT is a local language	MT is a widely-used language	All MTs are local languages	At least 1 MT is a local language + At least 1 MT is a widely-used language
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



Tagalog Context

- Tagalog Batangas variety as MT MOI
- Located at the heart of the city

Language	Instruction	Materials	Program
<ul style="list-style-type: none"> • Noticeable distinction of variety • Further standardization of the language 	<ul style="list-style-type: none"> • Clear understanding of MT and Filipino content • Learner-centered • Localization • Bridging 	<ul style="list-style-type: none"> • Learning Packages • Collection of local stories, songs and poems from the community members 	<ul style="list-style-type: none"> • Reading remediation program • Provision for MTB-MLE classroom • Systematized pooling of materials

Establishment of specialist functioning MTB-MLE classrooms

Linguistically Diverse Context

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

Language	Instruction	Materials	Program
<ul style="list-style-type: none"> • Updating of MT alphabet • Involvement of the LGU in MT standardization 	<ul style="list-style-type: none"> • Translanguaging • Scaffolding for NNS pupils 	<ul style="list-style-type: none"> • LGU-published materials • Parents' help in materials production • Localized materials produced by the Region 	<ul style="list-style-type: none"> • School-wide vocabulary enhancement activities and reading program • Integration of the MT in local celebrations • Strong linkage between school and division

Strong connections with stakeholders and school programs are consistently implemented

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

<h3 style="text-align: center;">Conclusions</h3> <ul style="list-style-type: none"> • 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 	<h3 style="text-align: center;">Implications</h3> <ul style="list-style-type: none"> • Deeper understanding of <ul style="list-style-type: none"> – 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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<http://actrc.org/projects/understanding-best-practices-in-mtb-mle-in-the-philippines/>

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