

Plurilingual situation and language education in the Philippines

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Ethnologue 2005:

- » Actually lists 175 languages (171 living; 4 extinct)
- » Of the 171, 7 are not Austronesian
 - English
 - Spanish
 - Varieties of Chinese (Mandarin Chinese, Min nan Chinese, Yue Chinese)
 - Philippine Sign Language
 - Chavacano
- » The four extinct
 - Dicomay Agta
 - Tayabas Ayta
 - Villa Viciosa Agta
 - Katabaga



Total Population of Philippines 2018

105.1 million

ranked as the 13th Most Populated Country in the World in 2018



Ethnologue (2018)

- 187 - individual languages
 - 183 - living; 4 - extinct
- Based on Expanded Graded Intergenerational Disruption Scale (EGIDS), of the 183 living
 - 41 - institutional, educational
 - 72 - developing
 - 45 - vigorous
 - 14 - in trouble
 - 11 - dying



How many Philippine languages are there?

- » Reid 1971: more than 80
- » McFarland 1980: listed 118
- » McFarland 1984: listed only 110
- » Constantino 2000: "maybe about 110"
- » Headland 2003: "There are between 100 to 150 languages spoken in the Philippines today"
- » Ethnologue 2005: lists 168 Austronesian languages spoken natively in the Phils.
- » SIL: 181 languages (incl extinct)

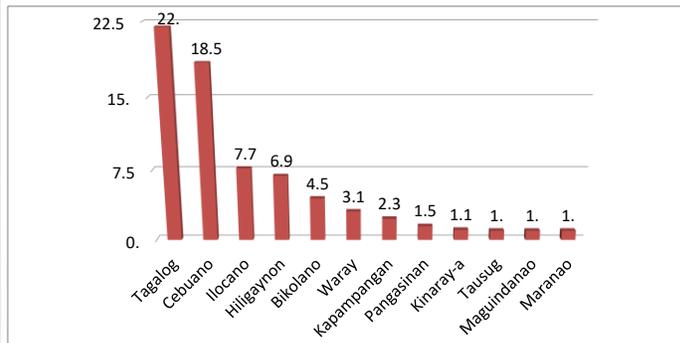


Philippine MAJOR languages

1	Tagalog	21.5 M
2	Cebuano	18.5 M
3	Ilocano	7.7 M
4	Hiligaynon	6.9 M
5	Bicol	4.5 M
6	Waray	3.1
7	Kapampangan	2.3 M
8	Pangasinan	1.5 M
9	Kinaray-a	1.3
10	Tausug	1 M
11	Meranao	1 M
12	Maguindanao	1 M

Population estimates (in M)

(NSO 2000 Census)

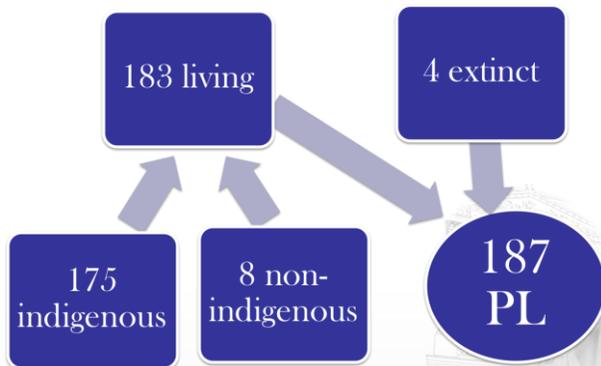


Social Weather Stations (2008):

- » on **English as the L2 of Filipinos**
 - 76% understand spoken English;
 - 75% could read English
 - 61% could write in English
 - 46% could speak in English
 - 38% could think in English
 - **8%** -not competent in any way when it comes to English



Philippine languages



Other 'arguable' claims

- Is reputed to be the English Mecca in Asia (based on the influx of Koreans, Chinese, and Japanese who come to the Philippines to study or learn English)
- About 92.58% of the population can speak English
- Ranks 1st in speaking English in Asia and 4th in the world



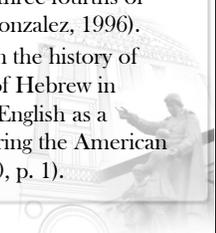
Linguistic situation in the Philippines

- » A highly multilingual country;
- » On an average, a Filipino can speak 3-5 languages
 - Tagalog, English, mother tongue
- » 85M out of 95M are able to speak Tagalog
- » Tagalog - national lingua franca;
 - (other) Regional lingua francas:
 - Cebuano, Ilocano, Hiligaynon, Kapampangan,
 - Ibanag, Kinaray-a, and so on
 - These lingua francas are popular even in Social Media



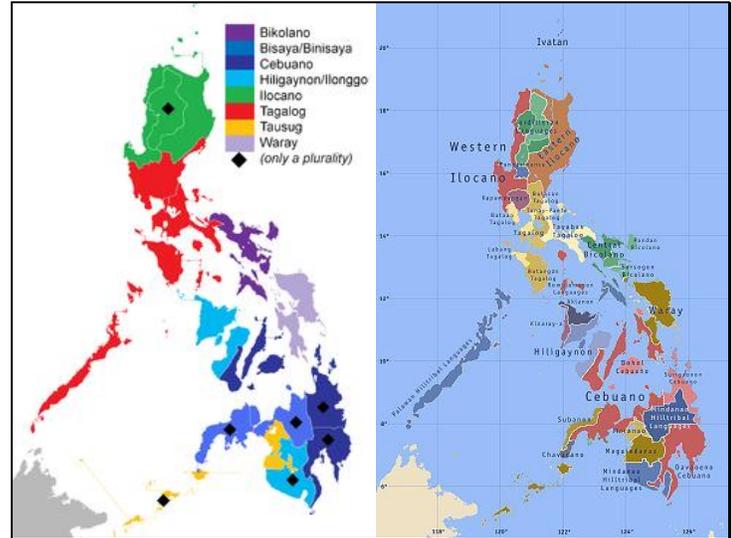
English in the Philippines

- As for the spread of English in the Philippines, just like in the whole world ... is (likewise) remarkable, amazing, and impressive.
- The number of users of English in the Philippines did increase significantly, from not even 5% to more than 1/3 of the population in just nearly 50 years, and almost three-fourths of the entire population in less than a century (Gonzalez, 1996).
- "One of the most successful linguistic events in the history of mankind, perhaps rivaled only by the revival of Hebrew in Modern Israel, was the successful teaching of English as a second/foreign language in the Philippines during the American Colonial Period (1898-1946)" (Gonzalez, 2000, p. 1).



English in the Philippines

- The Philippines is also one among those who have made English an official language, and this is enshrined in the 1987 Constitution, Article IV, Sections 6-8:
- For purposes of communication and instruction, the official languages of the Philippines are Filipino and, unless otherwise provided by law, English. The regional languages are the auxiliary official languages and shall serve as auxiliary media of instruction therein. Spanish and Arabic shall be promoted on a voluntary and optional basis.
- This Constitution shall be promulgated in Filipino and English and shall be translated into major regional languages, Arabic, and Spanish.



Brief History of Philippine English

- English was brought to the Philippines by American colonization towards the end of the 19th century. Initially taught by soldiers, the language was eventually learned by Filipinos from well-qualified teachers sent by the United States to their new colony by the beginning of the 20th century.
- Filipinos acquired English quite fast. In fact, the then Board of Educational Survey of the Philippine Islands noted in 1925 that Filipinos were only two years behind their American counterparts with their English language skills.
- English was acquired so rapidly that the percentage of the population who had an ability to use the language increased exponentially, from below five percent at the beginning of American colonization to almost three-fourths at the end of the same century (Gonzalez, 1996), making it "[o]ne of the most successful linguistic events in the history of mankind" (Gonzalez

Multilingual country

- We are, by virtue of our geography and history, a multilingual people.
- This gift has for too long been viewed as a liability.
- This negative viewpoint has affected how the educational system has implemented the Bilingual Education Policy.

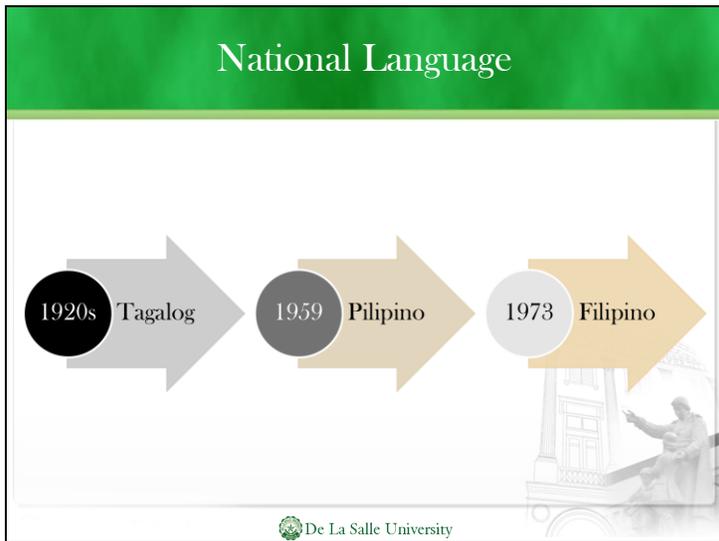
Brief History of Philippine English

- Interestingly, the 1925 educational survey board noticed that Filipinos spoke differently from Americans. Further contrastive reports (Raqueño, 1940, 1952) also point towards the distinctive way of Filipinos' use of English.
- Gonzalez (1997, 2008) says that, when Filipino teachers began teaching fellow Filipinos English, which was around 1920s, Philippine English was born but it was only towards the end of 1960s when a linguist, Teodoro Llamzon, called attention to an emerging variety of English in the Philippines.

How?

1. Because it is impossible to make instructional materials for all those languages
 2. Because parents want their children to learn English as soon as possible
 3. Because teachers are not trained to use the mother tongue as the language of instruction.
 4. Because there are no funds to make materials and assessment tools
- The list of "cannots" and "there are nots" is endless.

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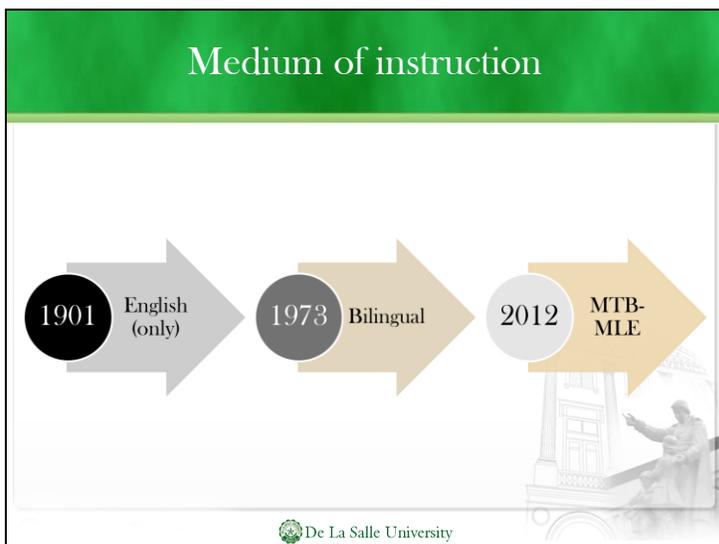
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Article 30

- “In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.”

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Response of the Phils.

- DepEd Order #74, series of 2009
 - K-12
 - Mother Tongue-Based - Multi-Lingual Education (MTBMLE)
- “the effective use of more than two languages for literacy and instruction”
- Linguistic (and cultural) diversity in the Philippines
- Address linguistic discrimination

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Backgrounder

- United Nations Convention on the Rights of the Child)
 - is an international statement of the civil, political, economic, social and cultural rights of children.
 - The UN General Assembly adopted the Convention and opened it for signature on 20 November 1989
 - Philippines is a signatory
 - http://childrenandyouthprogramme.info/pdfs/pdfs_un_crc/un_crc_summary_version.pdf

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MTB-MLE

- DepEd Order #16, series of 2012
 - 12 languages will be used in the MTB-MLE program

- Bicolano	- Maguindanaoan
- Cebuano	- Maranao
- Chabacano	- Pangasinense
- Hiligaynon	- Tagalog
- Ilocano	- Tausug
- Kapampangan	- Waray-waray

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MTB-MLE

- In 2014, 7 more languages were added to the list totaling 19 languages in all:
 - Aklanon
 - Ibanag
 - Ivatan
 - Kinaray-a
 - Sambal
 - Surigaonon
 - Yakan

10 Fundamental Requirements for a Strong MTB-MLE

1. A working orthography (spelling) for the chosen local language
2. Development, production and distribution of inexpensive instructional materials in the designated language
3. The use of the learner's L1 as the primary MOI from pre-school until, at least, Grade III
4. Mother tongue as a subject and as a language of teaching and learning to be introduced in Grade I for conceptual understanding

What's Mother Tongue?

- the language/s that one has learned first
- the language/s one identifies with or is identified as a native speaker of by others
- the language/s one knows best and the language/s one uses most
- 'primary' or 'first' language

(UNESCO, 2003, p. 15)

10 Fundamental Requirements for a Strong MTB-MLE

5. Inclusion of additional languages (e.g., Filipino, English and other local or foreign languages) to be introduced as separate subjects in a carefully planned pacing program, or no earlier than Grade II.
6. In the secondary level - Filipino and English to be the primary MOI; learner's L1 to be still utilized as an auxiliary MOI.
7. Other than English, Filipino or Arabic, the choice of additional languages to be at the behest of parents and endorsed by local stakeholders and as resources permit.

MTB-MLE

- The use of more than two languages for literacy and instruction. It starts from where the learners are, and from what they already know. This means learning to read and write in their first language or L1, and also teaching subjects like mathematics, science, health and social studies in the L1.
- L1 (first language) = mother tongue
- Any language which is not an L1 is a second language (L2) or a third language (L3).

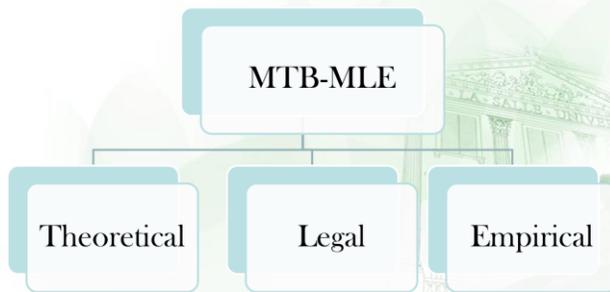
(Nolasco, 2009, p. 1)

10 Fundamental Requirements for a Strong MTB-MLE

8. The language of instruction to also be the primary language for testing in all regular school-based and system-wide examinations and in all international benchmarking and assessment exercises.
9. A continuing in-service training (INSET) in partnership with MLE specialists on the effective use of L1 as language of instruction to facilitate reading, CALP, and the development of cognitive and HOTS of the learner.
10. Ensuring critical awareness, maximum participation, and support from the LGU, parents, and community for the implementation of the language and literacy program strategy.

(Enclosure No. 1 to DepEd Order No. 74 s.2009)

BASES for the implementation of MTB-MLE



Legal Bases of MTB-MLE: UNESCO Guidelines on Language & Education

- **Principle 1:** UNESCO supports mother tongue instruction as a means of improving educational quality by building upon the knowledge and experience of the learners and teachers
- **Principle 2:** UNESCO supports bilingual and/or multilingual education at all levels of education as a means of promoting both social and gender equality and as a key element of linguistically diverse societies.
- **Principle 3:** UNESCO supports language as an essential component of inter-cultural education in order to encourage understanding between different population groups and ensure respect for fundamental rights

Legal Bases of MTB-MLE: 1987 Philippine Constitution

- Section 6. The national language of the Philippines is Filipino. As it evolves, it shall be further developed and enriched on the basis of **existing Philippine and other languages**.
- Section 7. For purposes of communication and instruction, the official languages of the Philippines are Filipino and, until otherwise provided by law, English.
- The **regional languages are the auxiliary official languages in the regions** and shall serve as auxiliary media of instruction therein.

Theoretical Bases of MLE

Linguistic Interdependence Hypothesis (Iceberg Hypothesis) (Cummins, 1984, 2000)

- reveals the relationship of the first language to the learning of another language. What appears to be two very different phenomena on or above the surface is actually interdependent psychologically.

Legal Bases of MTB-MLE: UN Declarations and Agreement

- Universal Declaration of Human Rights (1948)
- International Covenant on Civil and Political Rights (1966)
- Declaration on the Rights of Persons belonging to National or Ethnic, Religious and Linguistic Minorities (1992)
- UNESCO Constitution: **language should not induce any kind of discrimination**
- 1960 Convention against Discrimination in Education: lays down the educational rights of persons belonging to minorities.

Common Underlying Proficiency (CUP) (Cummins, 1984, 2000)

- Knowledge/proficiency acquired in one language transfers to the second language.
- Knowing how to read and write in one language helps you to read and write in a second language.
- Knowing science concepts in one language means you do not need to relearn the concepts, you just need to know the vocabulary in the new language which applies to the concepts.

Empirical Bases of MTB-MLE

MLE in the Philippines: History and Possibilities
(Quijano, 2010)

3 Principles of the Program

- (1) the use of the children's first language for teaching and learning in Grades 1 and 2;
- (2) the use of the children's own cultural model of world to help them process information, understand concepts and form new ones;
- (3) the introduction of new concepts and skills by building on existing knowledge structures

First Iloilo Experiment: 1948-54

- Hiligaynon is used as the mode of instruction in Grades 1-2.
- The experiment showed that children learning in Hiligaynon outperformed English-taught students in Reading, Math and Social Studies at the end of the 1st year of implementation.
- Further, children were able to transfer what they had learned to English after six months of exposure

Lubuagan MLE Program: The First in the Philippines (1998-Present)

- Goals of the project:
 - higher achievement rate,
 - stronger English and Filipino acquisition,
 - lower drop-out rate.



First Language Component-Bridging Program (FLCBP): 1986-93

- The FLCBP was a 6-year pilot project in the Ifugao province that used Tawali as mode of instruction.
- The program was built around the hypothesis that children who acquire reading and writing skills in the first language, accompanied by a structured program of language arts that provides "bridge" to Filipino and English, will be more competent in all areas of study than those who learn in the two official languages.

Lubuagan MLE Program: The First in the Philippines (1998-Present)

- Lilubuagen was used for instruction in Grade 1 for all subjects
- Literacy was first developed in Lilubuagen
- Then transitioned to Filipino
- Then transitioned to English
- 3 schools had higher achievement scores in reading comprehension in all 3 languages

Lubuagan MLE Program (Nolasco, 2010)

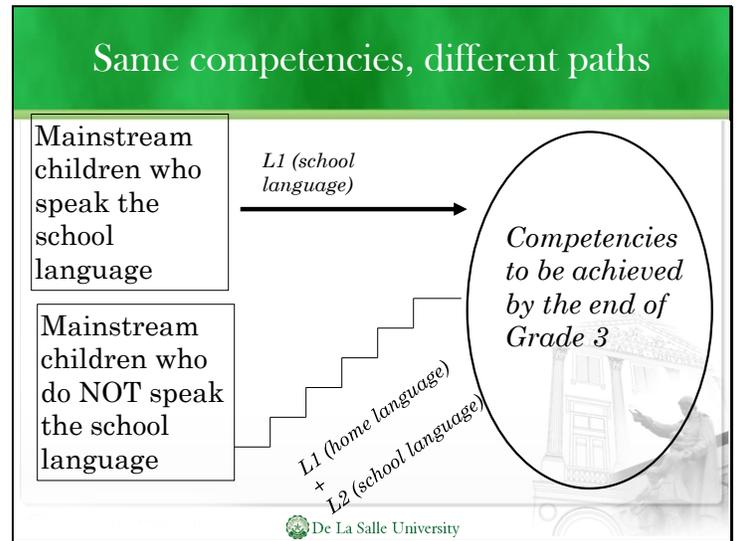
**Summary Results of Grades 1, 2 and 3 Tests
by Subjects in Lubuagan, SY 2007-2008**

	Grade 1		Grade 2		Grade 3	
	Control	Exper.	Control	Exper.	Control	Exper.
Reading	52.8	75.5	54.9	78.3	53.4	79.2
Math	48.9	82.1	61.9	80.3	49.5	76.2
Filipino	57.1	68.4	51.9	81.4	62.9	70.6
Makabayan	57.9	81.4	60.9	80.8	50.0	74.7
English	52.8	72.4	54.9	62.1	53.4	77.1
Overall	53.5	75.9	56.9	77.8	53.9	75.1

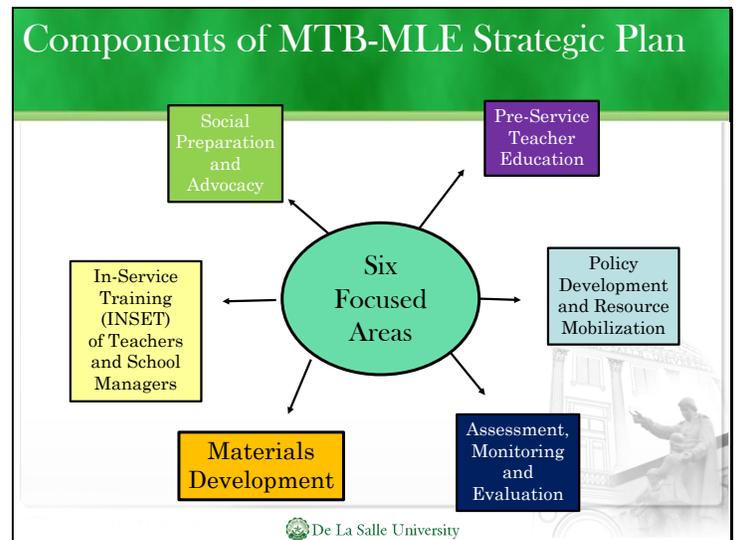
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- ### Lingua Franca Project (1999-2001)
- The Lingua Franca Project involved experimental groups using three lingua franca: Ilokano, Tagalog, and Cebuano as mode of instruction in Grades 1
 - On the other hand, the control groups used English and Filipino in designated areas (bilingual policy).
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- ### End Result: Children who are...
- Multilingual
 - Multi-literate
 - Multi-cultural
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- ### Issues and Concerns
- Changing mindsets
 - Teachers
 - School heads
 - Parents
 - Students
 - Preparation of teaching materials
 - Massive teacher training
 - F.U.N.D.S.
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The Success Path



Statement of Pnoy

"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."



Concluding remarks ...

- There is much to be desired as far as MTB-MLE implementation is concerned
- Changes do not happen overnight ...
- With the concerted efforts of the government and NGOs and the Filipino people in general, we can make things happen



We can do this!!!

- Thank you!

Coming soon...

- Omnibus Policy on Mother Tongue-Based Multilingual Education (MTB-MLE) Program Implementation
 - A 38-page policy that outlines the issues confronting MTBMLE implementation and the detailed answer or solution to these issues
 - Is yet to be released

