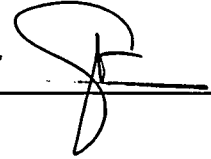


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Introduced by SEN. WIN GATCHALIAN

RESOLUTION

DIRECTING THE SENATE COMMITTEE ON BASIC EDUCATION, ARTS AND CULTURE TO CONDUCT AN INQUIRY, IN AID OF LEGISLATION, ON THE STATUS OF THE IMPLEMENTATION OF THE MOTHER TONGUE-BASED MULTILINGUAL EDUCATION AS MANDATED UNDER REPUBLIC ACT NO. 10533 OR THE K TO 12 LAW FOR THE PURPOSE OF DETERMINING THE EFFECTIVITY OF ITS INTEGRATION INTO THE PHILIPPINE BASIC EDUCATION SYSTEM AS MEDIUM OF INSTRUCTION, SPECIFICALLY FROM KINDERGARTEN TO GRADE 3, AND ITS IMPACT ON THE QUALITY OF THE BASIC EDUCATION OF THE LEARNERS

1 **WHEREAS**, pursuant to Department of Education (DepEd) Order No. 74,
2 Series of 2009, entitled "Institutionalizing Mother Tongue-Based Multilingual
3 Education (MLE)", the fundamental educational policy and program in the
4 DepEd on MLE was enunciated;

5 **WHEREAS**, the MLE policy was based on findings that the
6 "preponderance of local and international research consistent with the Basic
7 Education Sector Reform Agenda (BESRA) recommendations affirms the
8 benefits and relevance of MLE"¹;

9 **WHEREAS**, as stated in the same DepEd Order No. 74, notable empirical
10 studies like the Lingua Franca Project and Lubuagan First Language
11 Component show that:

¹ Department of Education, DepEd Order No. 74, Series of 2009 entitled "Institutionalizing Mother Tongue-Based Multilingual Education (MLE)".

- 1 1. First, learners learn to read more quickly when in their first
2 language (L1);
- 3 2. Second, pupils who have learned to read and write in their
4 first language learn to speak, read, and write in a second
5 language (L2) and third language (L3) more quickly than those
6 who are taught in a second or third language first; and
- 7 3. Third, in terms of cognitive development and its effects in
8 other academic areas, pupils taught to read and write in their
9 first language acquire such competencies more quickly;

10 **WHEREAS**, due to the enactment of Republic Act No. 10533 or the K to
11 12 Law on May 15, 2013, the MLE was strengthened pursuant to Section 4
12 thereof which provided that “[b]asic education shall be delivered in
13 languages understood by the learners as the language plays a strategic role
14 in shaping the formative years of learners”;

15 **WHEREAS**, Section 10.2 (f) of the Implementing Rules and Regulations
16 (IRR) of the K to 12 Law provides that the “curriculum shall adhere to the
17 principles and framework of Mother Tongue-Based Multilingual Education
18 (MTB-MLE) which starts from where the learners are and from what they
19 already know proceeding from the known to the unknown”;

20 **WHEREAS**, Section 10.4 of the IRR further provides that basic
21 education shall be delivered in languages understood by the learners such
22 that the first and dominant language of the learners shall serve as the
23 fundamental language of education;

24 **WHEREAS**, in the implementation of the MTB-MLE, it was mandated
25 that for Kindergarten and the first three years of elementary education,
26 instruction, teaching materials, and assessment shall be in the regional or
27 native language of the learners;

28 **WHEREAS**, from Grades 4 to 6, Filipino and English, through a
29 language bridge program, shall be gradually introduced as languages of
30 instruction until such time when these two languages can become the
31 primary languages of instruction at the secondary level;

32 **WHEREAS**, in the initial implementation of the MTB-MLE program in
33 SY 2012-2013, eight major languages – Tagalog, Kapampangan,

1 Pangasinense, Iloko, Bikol, Cebuano, Hiligaynon, and Waray – and four
2 languages in the South – Tausug, Maguindanaoan, Meranao, and
3 Chabacano – were identified as learning areas and languages of instruction²;
4 while in 2013, seven local languages were added as media of instruction –
5 Ybanag for pupils in Tuguegarao City, Cagayan, and Isabela; Ivatan for the
6 Batanes Group; Sambal in Zambales; Aklanon in Aklan; Kinaray-a in Capiz,
7 Aklan; Yakan in then Autonomous Region of Muslim Mindanao, and
8 Surigaonon covering Surigao City and provinces³;

9 **WHEREAS**, in a study conducted by the Komisyon ng Wikang Filipino
10 in 2017-2019, it was validated that the Philippines has 130 spoken
11 languages⁴ as opposed to the total of only nineteen (19) languages that are
12 being officially used as media of instruction in public schools;

13 **WHEREAS**, considering the variety of languages in the country, in
14 addition to hundreds of dialects spoken, schools, parents, and most
15 importantly, the teachers and the pupils themselves are faced with major
16 challenges in the implementation of the MTB-MLE;

17 **WHEREAS**, the quality of implementing the MTB-MLE can be indicated
18 by what the schools have done with the four required activities for good
19 implementation of the MTB-MLE wherein schools are expected to: (1) write
20 big books on language, literature, and culture; (2) document the
21 orthography of the language; (3) document the grammar of the language;
22 and (4) write a dictionary of the language⁵;

23 **WHEREAS**, a study revealed however that of those which claimed to
24 have implemented the program, a measly 9% have done all four activities,
25 while 6% have not done any of the four, and a big bulk of the responding
26 schools has done only some of the four required activities⁶;

² *Ibid.* at par. 3.

³<https://www.philstar.com/headlines/2013/07/12/964701/deped-adds-7-more-dialects-mother-tongue-education>.

⁴ Komisyon ng Wikang Filipino, Atlas Filipinas. See <http://kwf.gov.ph/atlas-filipinas/>

⁵ Monje, Jennifer D., et al., Philippine Institute for Development Studies (PIDS) Discussion Paper Series No. 2019-06, 'Starting Where the Children Are': A Process Evaluation of the Mother Tongue-Based Multilingual Education Implementation, p. 19.

⁶ *Ibid.* at p. 22.

1 **WHEREAS**, the study further revealed that for the said activities, the
2 writing of big books has been done by nearly half (45%) of the schools, 21%
3 have documented the orthography of the language, 18% have documented
4 the grammar of the language, and 13% have done the dictionary of the
5 language⁷;

6 **WHEREAS**, the primary issues encountered by the teachers in the
7 implementation of the MTB-MLE are the: (1) absence of textbooks written in
8 the mother tongue resulting to difficulty in translating since pupils in a
9 class often speak different languages; (2) lack of vocabulary as there is no
10 wide range of the words or phrases used in discussing the lesson using the
11 mother tongue; and (3) lack of teacher-training which includes
12 unpreparedness of the teachers using the mother tongue as medium of
13 instruction considering that their pupils have different mother tongues⁸;

14 **WHEREAS**, while the objective of the MTB-MLE as based on a number
15 of studies was translated to positive outcomes, the quality and success of its
16 implementation in the current basic education system of the country appear
17 to be wanting;

18 **WHEREAS**, based on a study, it has been found that the design of the
19 MTB-MLE program is predicated on the assumption that there is only one
20 language used as mother tongue in households all over the country but the
21 reality is the opposite⁹;

22 **WHEREAS**, with the challenges and seeming lack of preparation in the
23 implementation of the MTB-MLE, as evidenced by the inadequacy of
24 instructional and reference materials, insufficiency and irregular training of
25 teachers who are expected to be multilingual, lack of local language
26 mapping, and lack of teachers who are proficient and fluent in the mother
27 tongue used as medium of instruction, the realization of its objectives¹⁰ in
28 the areas of - (1) language development which establishes a strong
29 education for success in school and for lifelong learning; (2) academic

⁷ *Ibid.*

⁸ <https://iafor.org/journal/iafor-journal-of-language-learning/volume-1-issue-1/article-4/>

⁹ *Supra* Note 5.


¹⁰ Department of Education, DepEd Order No. 16, Series of 2012 entitled "Guidelines on the Implementation of the Mother Tongue-Based Multilingual Education (MLE)".

1 development which prepares the learner to acquire mastery of competencies;
2 (3) cognitive development which focuses on Higher Order Thinking Skills;
3 and (4) socio-cultural awareness which enhances the pride of the learner's
4 heritage, language, and culture – are far from being achieved;

5 **WHEREAS**, there is a need to conduct a comprehensive review of the
6 MTB-MLE to identify and analyze the issues and challenges in its
7 implementation, to determine its effectivity and how it affected the learning
8 skills and competencies of the learners as a whole, and not only in light of
9 the country's dismal performance in the Programme for International
10 Student Assessment (PISA) examination in 2018,¹¹ and utilize them as guide
11 in crafting policy recommendations in addressing the attendant
12 implementation challenges and its impact on the quality of the country's
13 basic education system;

14 **NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE**
15 **PHILIPPINES**, to direct the Senate Committee on Basic Education, Arts and
16 Culture to conduct an inquiry, in aid of legislation, on the status of the
17 implementation of the Mother Tongue-Based Multilingual Education as
18 mandated under Republic Act No. 10533 or the K to 12 Law for the purpose
19 of determining the effectivity of its integration into the Philippine basic
20 education system as medium of instruction, specifically from Kindergarten
21 to Grade 3, and its impact on the quality of the basic education of the
22 learners.

Adopted,



J. WIN GATCHALIAN

¹¹ DepEd Order No. 74, Series of 2009 entitled "Institutionalizing Mother Tongue-Based Multilingual Education (MLE)" covers the 15-year old takers of the PISA exam since they were either in Grade 1 or Grade 2 when the MTB-MLE was initially implemented by the DepEd.