

# The Bridge to Filipino and English

## Third Year Results of the First Language MLE Program in the Philippines

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## The Lubuagan MLE Program

- Lubuagan students are monolingual at the time they begin their education.
- Philippine Policy - English and Filipino are the medium of instruction allowing the L1 to be used as an auxiliary language. This creates comprehension difficulties resulting in low achievement.
- Solution – use the mother tongue to teach curriculum content and to teach English and Filipino as second and third languages.
- Goals of the program are higher achievement scores, stronger English and Filipino acquisition and lower drop out rates. ***The parents' highest value is English language acquisition.***

## The study

- Three experimental class schools implementing the Mother Tongue based MLE approach are compared with three control class schools implementing the traditional method of immersion in two new languages. Schools are of the same SES (Social Economic Status).
- One school has two sections where students are randomly placed in experimental or control classes.

## The Tests

- MT teachers created the tests directly from the curriculum.
- All experimental and control class students are tested.
- All subjects tested in MT for experimental class except for English and Filipino – tested in those languages
- Control classes were tested in the prescribed language of instruction for each subject – ie English for Math, Filipino for Social Studies etc.

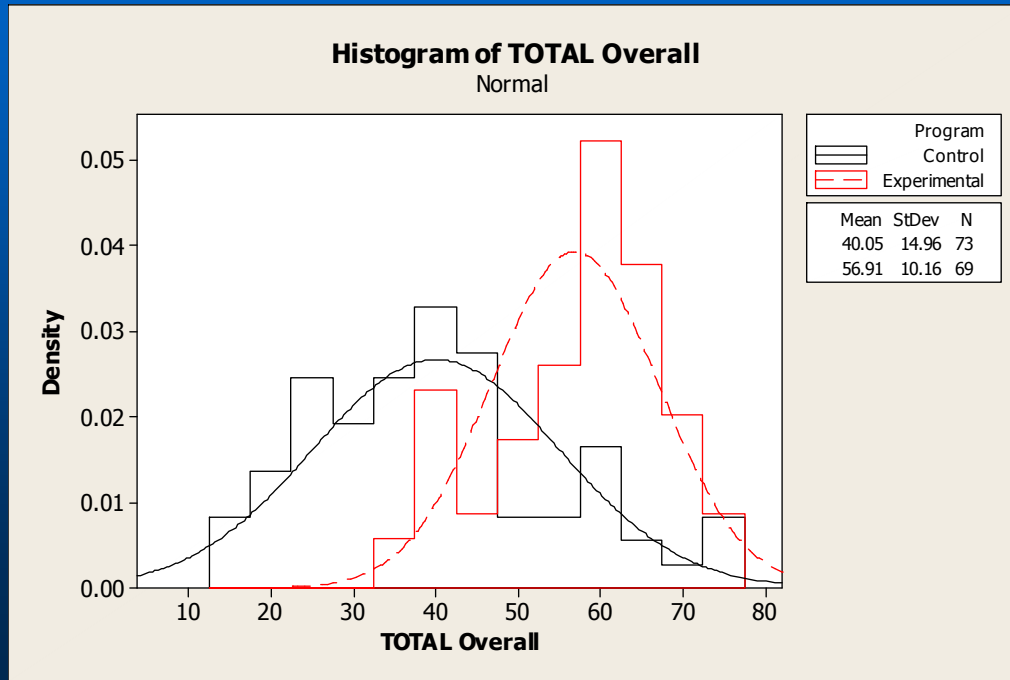
**Table 1.1. Summary results of the Grade 1 testing in Lubuagan, SY 2007-2008:**

	Controls			Experimentals			Statistics	
	N	Mean	Percent	N	Mean	Percent	T-test	P
Reading	73	8.97	52.76	69	12.83	75.47	6.86	0.000
Math	73	8.32	48.94	70	13.76	82.12	9.19	0.000
Filipino	73	6.85	57.08	70	8.21	68.42	3.42	0.001
Makabayan	73	6.95	57.92	70	9.77	81.42	8.12	0.000
English	73	8.97	52.76	70	12.31	72.41	5.88	0.000
Overall	73	40.10	53.47	69	56.90	75.87	7.89	0.000

**Table 1.2. Distribution of scores at the upper and lower regions of test performance.**

Performance Clusters	# of children from FLC	# of children from the Control program
Top 20	15	5
Top 40	32	8
Bottom 40	4	36
Bottom 20	0	20

**Figure 1. Side by side comparison of experimental and comparison groups with fitted curve fits.**



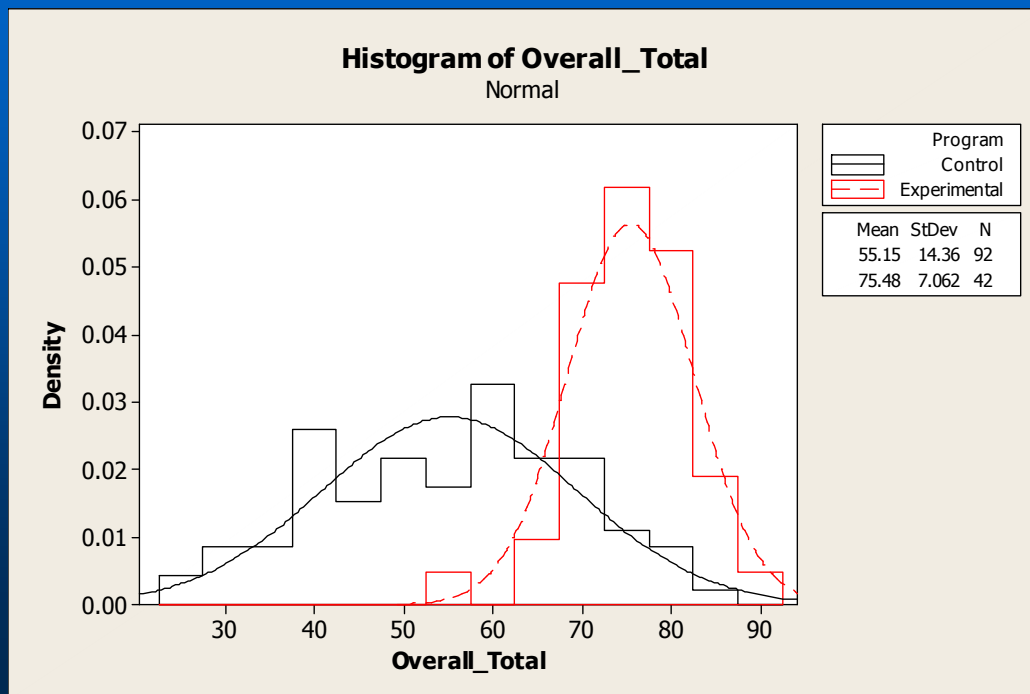
**Table 2.1. Summary results of the Grade 2 testing in Lubuagan.**

	Controls			Experimentals			Statistics	
	N	Mean	Percent	N	Mean	Percent	T-test	P
Reading	94	12.63	54.9	42	18.00	78.3	9.22	0.000
Math	94	13.00	61.9	42	16.86	80.3	7.79	0.000
Filipino	94	7.79	51.9	42	12.21	81.4	14.88	0.000
Makabayan	94	9.14	60.9	42	12.12	80.8	9.35	0.000
English	94	12.63	54.9	42	14.29	62.1	4.89	0.000
Overall	94	55.20	56.9	42	75.48	77.8	10.98	0.000

**Table 2.2. Distribution of children into performance groups based on their collective performance on all given tests in the Grade 2 test battery.**

<b>Performance bands</b>	<b># of children from FLC in this grouping</b>	<b># of children from "standard" schools in this grouping</b>
<b>Top 20</b>	15	5
<b>Top 40</b>	30	10
<b>Bottom 40</b>	0	40
<b>Bottom 20</b>	0	20

**Figure 2.1. An overlay of the distribution of scores in the two program modes.**



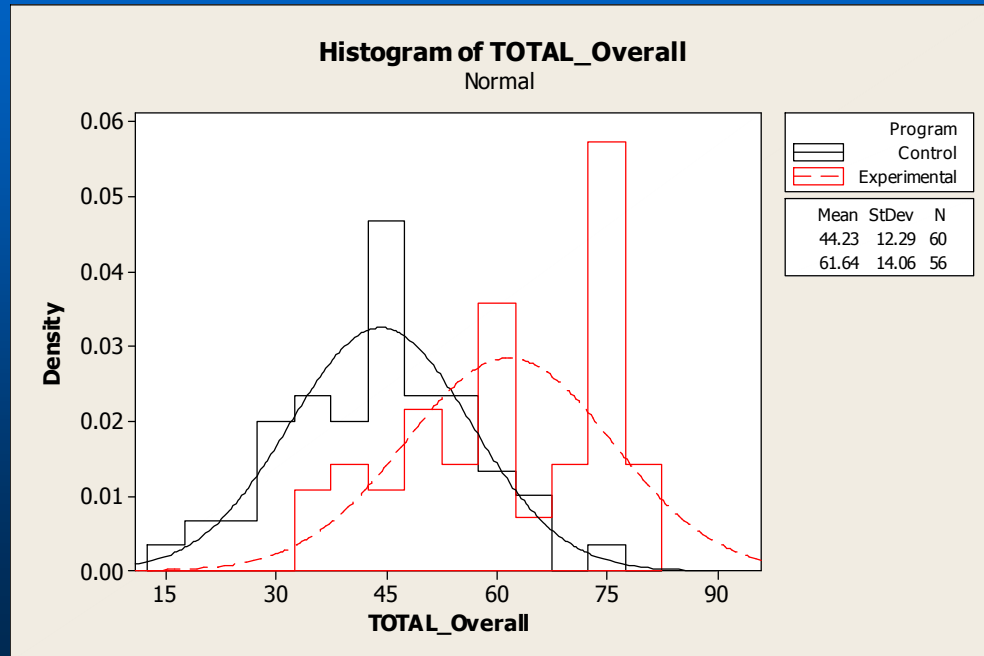
**Table 3.1. Summary results of the Grade 3 testing in Lubuagan.**

	Controls			Experimentals			Statistics	
	N	Mean	Percent	N	Mean	Percent	T-test	P
Reading	60	7.47	53.4	56	11.09	79.2	7.16	0.000
Math	60	7.42	49.5	56	11.43	76.2	7.25	0.000
Filipino	60	12.39	62.9	56	14.12	70.6	2.32	0.022
Makabayan	60	9.50	50.0	56	14.20	74.7	6.95	0.000
English	60	7.47	53.4	56	10.80	77.1	6.92	0.000
Overall	60	44.23	53.9	56	61.64	75.1	7.08	0.000

**Table 3.2. Distribution of students from control and experimental groups according to performance groupings.**

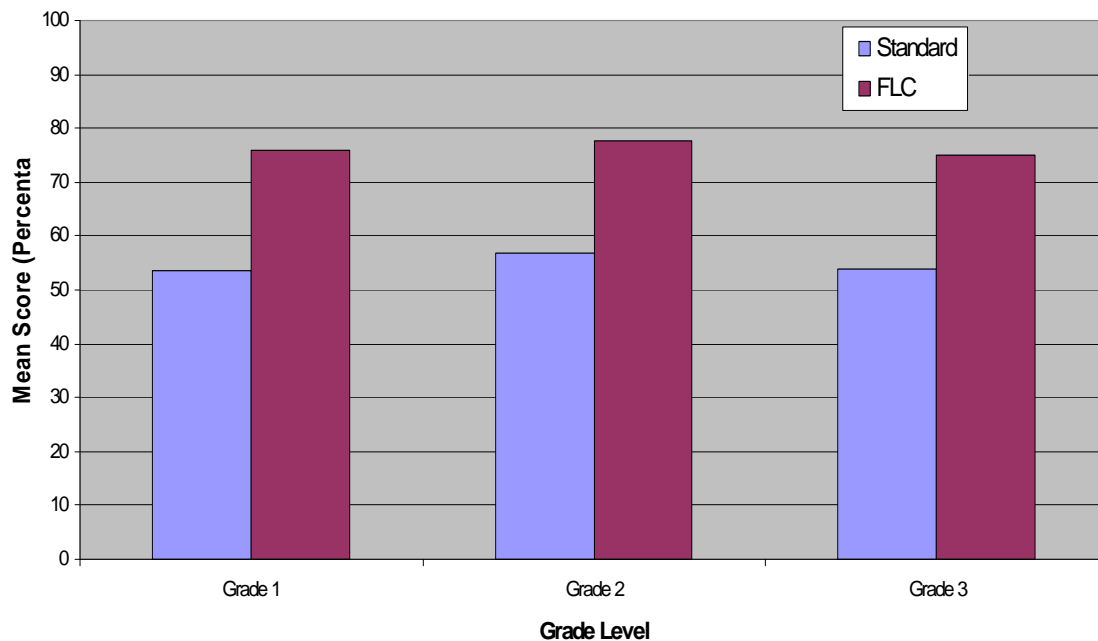
Performance Grouping	# of children from the experimental program in this group	# of children from the control program in this group
Top 20	20	0
Top 40	32	8
Bottom 40	9	31
Bottom 20	3	17

**Figure 1. Distribution of scores on a composite measure of all tests taken by program mode (FLC versus standard instruction).**

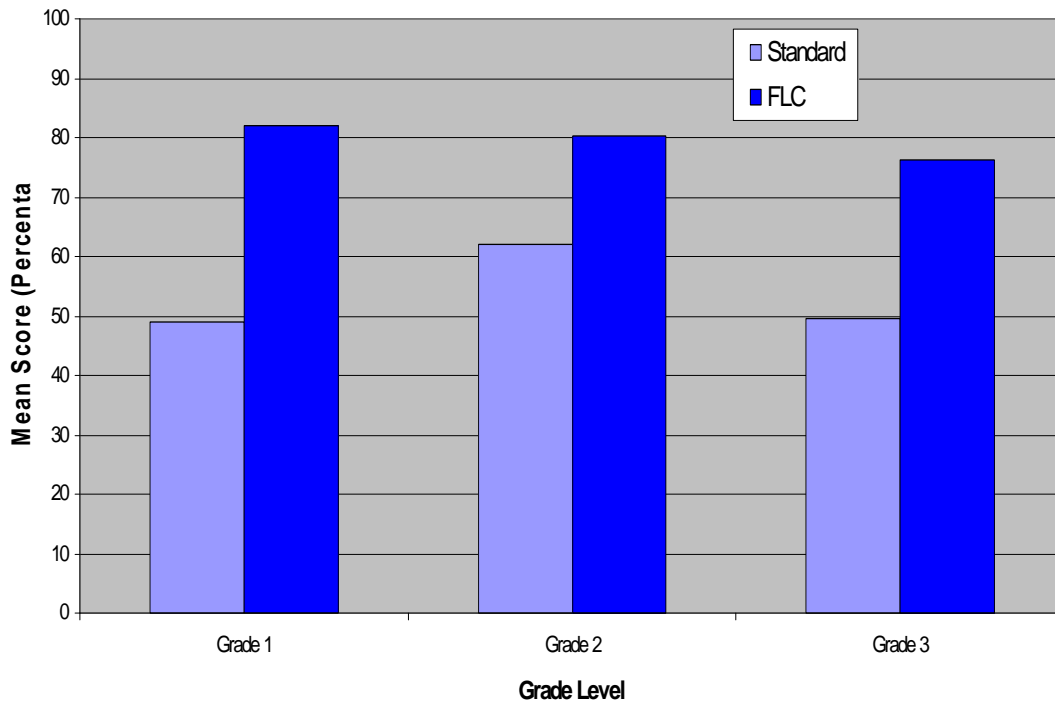


## Comparison of the Lub. FLC and Standard Programs All Tests Combined, SY 2007-08

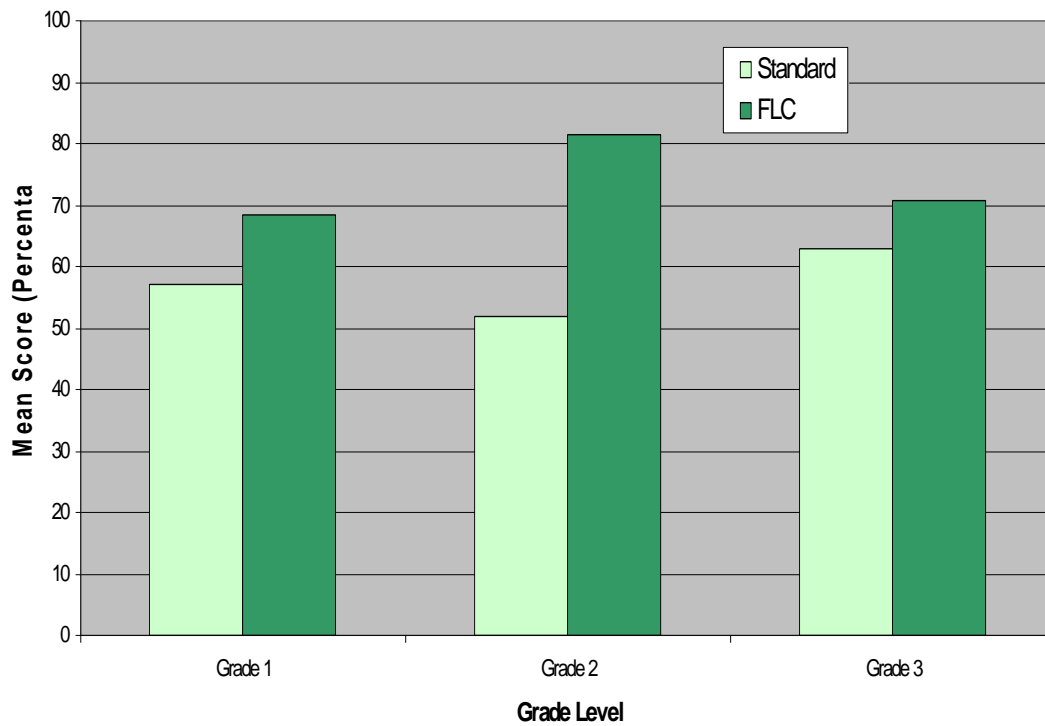
**Comparison of the Lubuagan FLC and Standard Programs**  
All Tests Combined



**Comparison of the Lubuagan FLC and Standard Programs**  
Grade Level Test of Knowledge and Skill in Math

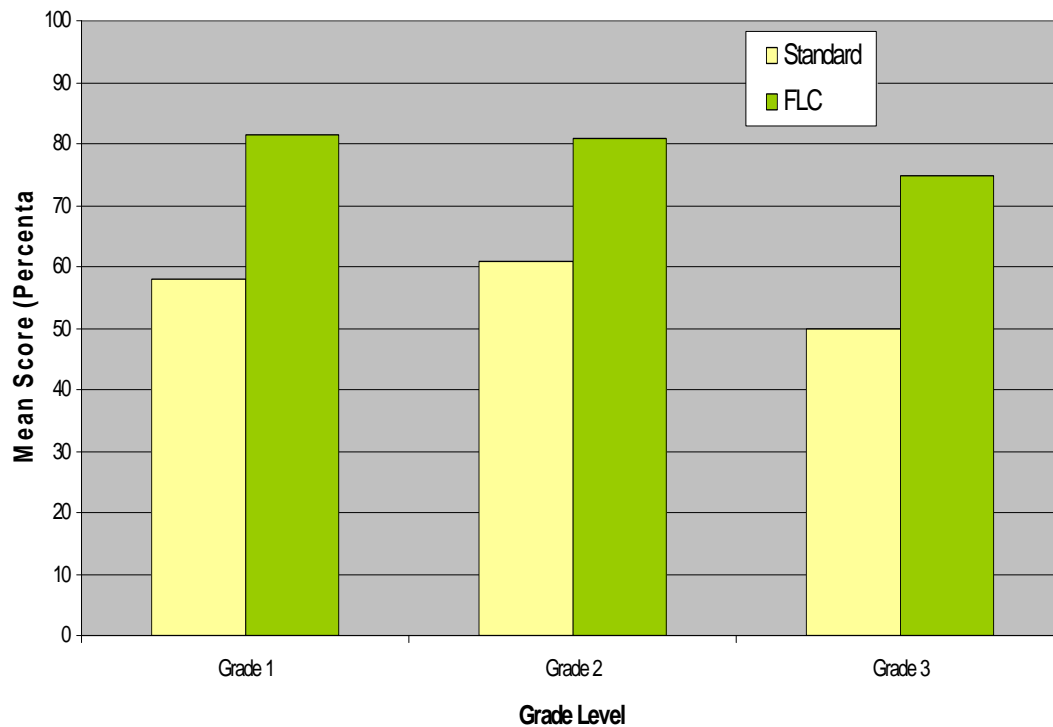


**Comparison of the Lubuagan FLC and Standard Programs**  
Grade Level Test of Knowledge and Skill in Filipino



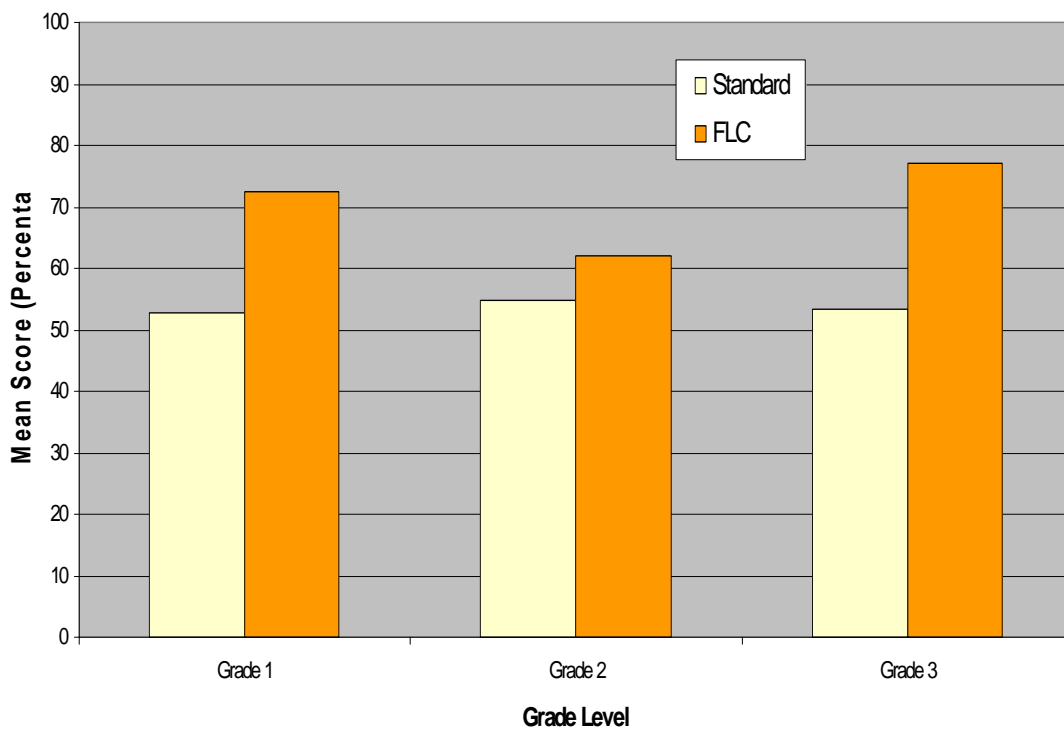
### Comparison of the Lubuagan FLC and Standard Programs

Grade Level Test of Knowledge and Skill in Makabayan



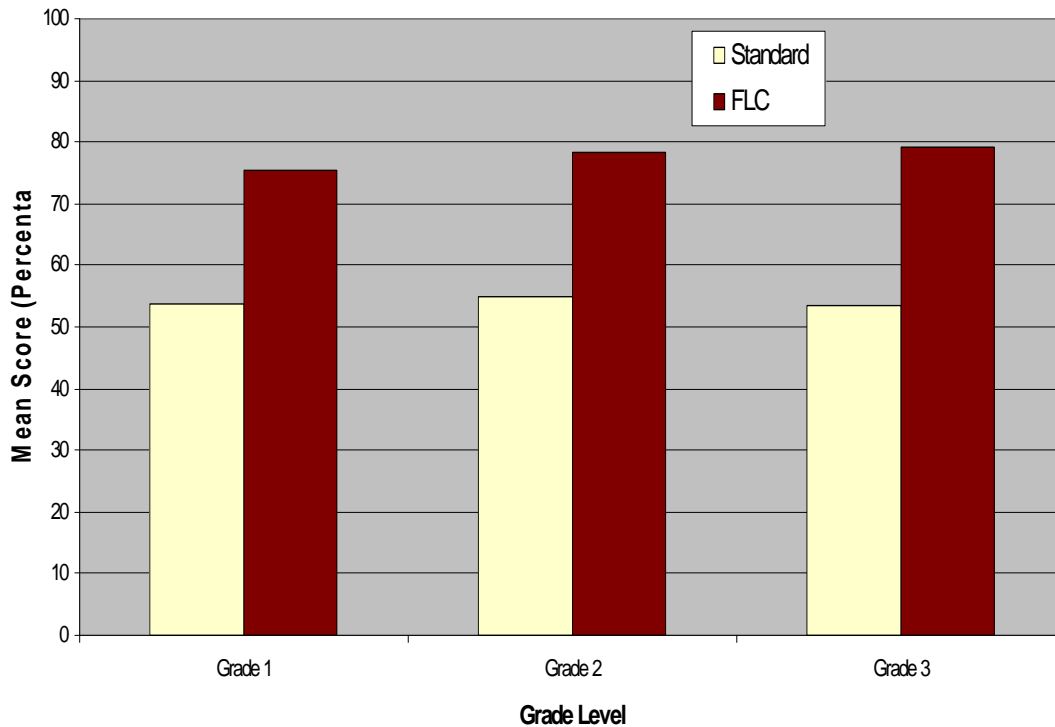
### Comparison of the Lubuagan FLC and Standard Programs

Grade Level Test of Knowledge and Skill in English



## Comparison of the Lubuagan FLC and Standard Programs

Grade Level Test of Knowledge and Skill in Reading



## Conclusion

- This data shows empirical evidence which supports the value of Mother Tongue education.
- Using the Mother Tongue will *not* hinder the learning of second and third languages. This research study shows that the use of the mother tongue *strengthens* the acquisition of second and third languages.
- When children learn in their mother tongue their cognitive skills continue to build, enabling greater ability to handle cognitively demanding study and strengthening learning of other languages.