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An Exploration of the Responses of Stakeholders to a Mother Tongue-Based Multilingual Education (MTB-MLE) Programme Being Implemented in Pilot Schools in Mindanao, Philippines

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Abstract

This *Exploration of the Responses of Stakeholders to a Mother Tongue-Based Multilingual Education (MTB-MLE) Programme Being Implemented in Pilot Schools in Mindanao, Philippines* has focused on three of ten pilot schools in which the international NGO Save the Children has been managing implementation of MTB-MLE as part of a nationwide transition to using the mother tongue as the medium of instruction in Grades 1 through 3.

The goal has been to identify early evidences of potential impact of MTB-MLE through accounts from immediate stakeholders, primarily parents and teachers of Grade 1 pupils. The qualitative Most Significant Change (MSC) methodology and direct observation in the MTB-MLE classrooms were used to monitor change through the academic year in two research domains: (1) Changes in Teachers' Practices and Attitudes toward the MTB-MLE Programme and (2) Changes Resulting from Use of the MTB-MLE Instructional Materials. Findings show that, formerly, the non-MT educational materials were largely ineffective. Educators and parents were frustrated, seeing the pupils' low rate of success and lack of enjoyment of their educational experience. In contrast, under MTB-MLE, stakeholders reported increased comprehension by pupils, success in learning to read and improved teacher-pupil relationships. They perceived the MTB-MLE programme as the beginning of restoration of a dysfunctional system.

Analysis of emergent domains in stakeholder accounts also revealed overwhelmingly positive perceptions of MT instruction as motivating and invigorating children to learn, supporting the high value the community places on education for their children as revealed in this study.

Abbreviations

BICS	Basic Interpersonal Communication Skills
CALP	Cognitive Academic Language Proficiency
DepEd	Department of Education
ECCD	Early Childhood Care and Development
HES	Hiligaynon Elementary School
L1	First Language
L2	Second Language
L3	Third Language
MES	Maguindanaon Elementary School
MOI	Medium of Instruction
MSC	Most Significant Change
MT	Mother Tongue
MTB-MLE	Mother Tongue-Based Multilingual Education
NGO	Non-Governmental Organization
SCMPO	Southern Central Mindanao Programme Office
TES	Tboli Elementary School
TPR	Total Physical Response

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Chapter 1: Introduction

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 dialect and connect to your heritage (Benigno Aquino, President of the Philippines, 2010).

The intent of this research has been to identify early evidences of potential impact of a mother tongue-based multilingual education (MTB-MLE) programme being implemented in the public school system of the Philippines as revealed through responses of immediate stakeholders. Educators, primarily the Grade 1 teachers in the MTB-MLE classrooms in three pilot schools, and parents of their pupils were invited to tell their stories, related to the programme, as a means of monitoring change in two domains:

(1) Changes in Teachers' Practices and Attitudes toward the MTB-MLE Programme;

(2) Changes Resulting from Use of the MTB-MLE Instructional Materials.

These domains were chosen in consultation with another immediate stakeholder, Save the Children, the international non-governmental organization (NGO) that is managing implementation in partnership with the Department of Education (DepEd). Stakeholder responses have also served as a window into the experience of perhaps the most important direct beneficiaries, the pupils themselves. The purpose has been to understand the effectiveness of programme outputs with the goal of identifying adjustments or improvements that might be appropriate as implementation proceeds.

To achieve these goals, I have applied a qualitative participatory methodology, Most Significant Change (MSC), as a way for the voices of stakeholders to be heard, expressing in narrative form their responses and judgments in accord with their own values; and direct classroom observation to complement and corroborate results. In their reports, I have looked for first evidences of the potential for impact in the lives of the children, parents, educators and even communities of what

is for them a revolutionary system where children for the first time are learning to read in their languages.

Of the three languages included in this research, two, Hiligaynon and Maguindanaon, number among the 12 of the 171 living Philippine languages (Lewis 2009) with more than one million speakers. Hiligaynon serves as the *lingua franca* of a sector of the population that largely belongs to the country's predominant Roman Catholic culture. Maguindanaons comprise the nation's largest Muslim people group. The third language, Tboli, is spoken by a minority indigenous group. The three schools are located on Mindanao, the second largest island in the Philippines, in the municipalities of Bagumbayan and Lutayan in Sultan Kudarat Province and Lake Sebu in South Cotabato Province (Appendix A).

1.1 Rationale for MTB-MLE

On May 21, 1987, the Department of Education, Culture and Sports of the Philippines issued Order No. 52, 'The 1987 Policy on Bilingual Education', in which the newly adopted Constitution of the Philippines was quoted as stating, 'For purposes of communication and instruction, the official languages of the Philippines are Filipino and until otherwise provided by law, English' (Department of Education 1987). The order thus mandated the national language and English as the languages of instruction, recognizing regional languages as 'auxiliary media of instruction' especially in Grades 1 and 2 (1987).

The results of more than 20 years of education under this bilingual national policy are illustrated by a recent study which shows the extreme disparity between reading levels of children in Manila, where Tagalog, from which Filipino is derived, is the first language of the region; and on Mindanao, where Filipino is at best a second language for nearly everyone:

> Results … reveal stark regional differences, with a very small percentage of children unable to read in Filipino and English (1% and 2%, respectively) in Manila, compared with 24% and 30% of students in Mindanao (Gove and Cvelich 2011, 13).

Students in the Manila area enjoy the benefits of being taught first in their first language and of having a substantial body of written literature available in their mother tongue (MT), a luxury that most pupils in most other regions of the country do not have. In particular, those in rural communities who are not regularly exposed to Filipino and English would seem to be most at risk of failing to learn to read.

The bilingual policy remained in place until July 14, 2009, when, driven by considerations such as the statistics above, the Department of Education issued Order No. 74, 'Institutionalizing Mother Tongue-Based Multilingual Education' mandating use of the local languages as media of instruction from preschool through Grade 3 (2009).

1.2 Rationale for This Research

In the Philippine context, MTB-MLE aims for children to be multicultural, multilingual and multi-literate (Nolasco 2009, 3). Fluency in English is valued as a sign of education, perceived to give the best opportunity for economic advancement. Filipino is needed to communicate with government agencies and other institutions. But for most, the language they use at home is neither Filipino nor English. Their MT, their first language (L1), is the language they understand best and the language most closely tied to personal identity and worth. It is the most natural language to use for early literacy, developing skills that can then be transferred to other languages.

In spite of the advantages, implementation of MTB-MLE is not easy. One common argument against it in developing countries concerns the lack of instructional materials in the MTs. Addressing this problem is needed to make it work:

> Textbook provision continues to be woefully inadequate; reading books are even rarer, both in schools and homes. Furthermore, many cultures have rich oral traditions and do not routinely practice reading. Yet children who report having reading books in the home, not just textbooks, are also more likely to be able to read (Gove and Cvelich 2011, 44).

Though limitations in the social, economic and physical environment often hinder the development of adequate instructional materials (Malone 2003, 332), educators in the southern Philippines have joined forces with a team from Save the Children to do just that. Teachers from local schools have been trained to make 'Big Books', short, simple children's stories written by community members in the local languages and with simple, culturally appropriate illustrations. Alphabet primer teacher's guides for teaching the sounds of the languages have also been developed and published in the three languages of focus, using words and illustrations that represent objects familiar to the children. These have now been used for a full academic year as the primary teaching materials for implementation of MTB-MLE in Grade 1 in the pilot schools.

Another barrier to widespread implementation of MTB-MLE in the Philippine context concerns the complexities of matching teachers with classrooms. In many places, too few teachers speak the MT, and those who do often lack experience in teaching Grade 1. Furthermore, teachers have themselves been educated in Filipino and English and have experience teaching curricula in those languages (Paulson 2012, 31-32). The minimally-developed MT curricula coupled with lack of experience in teaching in their own languages presents a combination of challenges that produces fears and uncertainty in some (Paulson 2012, 171, 189). These are issues to be faced as implementation progresses.

Simultaneously with this research, tools for quantitative evaluation of other programme parameters are being developed and tested by Save the Children. It is expected that the qualitative results from this research will complement the quantitative findings when that study is complete.

In Chapter 2, I explain the theoretical basis for such an education programme, followed in Chapter 3 by a description of the methodologies used in gathering field data. Chapter 4 presents the analysis and discussion of findings, summarized in Chapter 5 along with observations and recommendations for on-going implementation.

Chapter 2: Literature Review

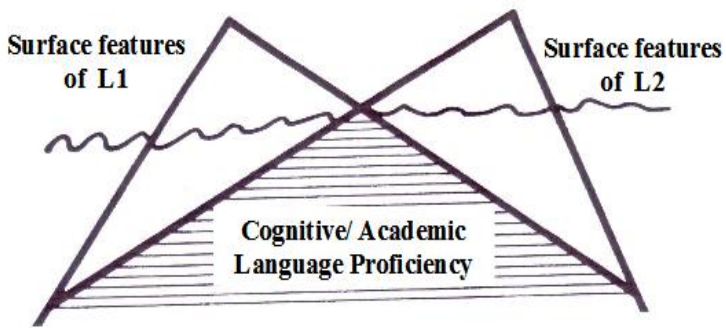
We should not guide the children in memorizing drills without understanding. Memorizing without meaning is useless (Grade 1 teacher in an MTB-MLE class, March 2012).

In this chapter, I review relevant points in the current literature in bilingual education on the topics of cognitive/academic language proficiency theories and the processes involved in reading and reading acquisition. The thematic areas of focus in this review relate primarily to linguistic and curricular factors that contribute to or hinder success of the pupil in learning to read, as well as how these relate to second or third language acquisition and literacy transfer. These considerations should provide a framework for understanding the characteristics of an effective MTB-MLE programme to aid in interpreting stakeholder responses.

2.1 Cognitive Theory as It Relates to Language

The MTB-MLE programme being implemented in the pilot schools aims to teach children to read and write first in their MT, and then to transfer their skills to the L2, Filipino; and L3, English. This accords in principle with widely held opinion that, with sufficient environmental exposure and motivation, proficiency in one language can be transferred to a second. Cummins calls this 'interdependence across languages' (2007, 232). To illustrate, he uses a two iceberg analogy (Figure 1). While at the surface, two different languages are orally distinct like two separate pieces

Figure 1: Cummins' Underlying Proficiency Model (2001, 118)



of ice, underneath the surface it is as though they are fused together like an iceberg. The internalized common cognitive skills facilitate the transfer of proficiency from one language to another.

Along similar lines but with a focus on literacy, Perfetti and Dunlap propose the Universal Phonological Principle, which 'expresses the generalization that word reading activates phonology at the lowest level of languages allowed by the writing system: phoneme, syllable, morpheme, or word' (2008, 14). These 'universal categories' apply to any language. Baker adds that for minority language children, the general skills involved in decoding and reading may transfer easily from the MT to an L2 as long as the writing systems are similar (2006, 351).

The above assertions provide the theoretical foundation that underlies MTB-MLE, that once children have learned to read their MT, transferring skills to other languages can succeed given the right educational approach. In this study, though, the shift that is being evaluated is not primarily transfer of first language skills to an L2 or L3, but the more basic shift to teaching first in the MT in Grade 1 rather than attempting to introduce reading and writing through a written and spoken medium that is not that of the pupils. Oral L2 and L3 were scheduled to begin later in the academic year and to proceed in earnest in the second and third years of elementary education, along with continued MT instruction.

To understand the advantages of this new approach, I next consider Cummins' distinction between 'basic interpersonal communicative skills' (BICS) and 'cognitive academic language proficiency' (CALP). Cummins explains that children need much more time to become *academically proficient* in a language than to become *conversationally fluent*. Research shows, he reports, that conversational proficiency usually happens within two years, but five to seven years are required for academic proficiency (2000, 58).

Others make the BICS-CALP distinction too, but with different terminology. Cummins' interprets Kozulin's analysis of 'spontaneous' and 'scientific' concepts, related to Vygotsky theory with its description of the 'zone of proximal development', along similar lines:

> Spontaneous concepts emerge from the child's own reflections on immediate, everyday experiences; they are rich but unsystematic and highly contextual. Scientific concepts originate in the structured and specialized activity of classroom instruction and are characterized by systematic and logical organization (Kozulin 1998, 48, cited in Cummins 2000, 60).

Cummins understands Kozulin to say that the zone of proximal development refers to concepts the child has already learned without a teacher from the social and physical environment, and which enable scientific concepts explained by a teacher to be processed mentally (2000, 61). If a teacher starts with cognitively undemanding activities in an 'embedded' or familiar context, such as working with other pupils to do simple tasks, learners will communicate in ways that facilitate mutual understanding. Then they move to more cognitively demanding activities such as reporting orally what they are learning. The teacher can respond by expressing the same ideas in more technical terms, since the pupils would then have a mental schema about the task. Finally, pupils work in a 'reduced' or less familiar context, for example, individually writing reports about what they learned (Cummins 2000, 68-69).

According to Baker (2006, 169-170), Cummins' model explains that, since the basic communication skills come from one 'central engine', people can easily function in more than one language. But to develop cognitive skills at school, the use of two languages simultaneously will be possible only if the two languages are 'well developed' (Baker 2006, 170). Otherwise it is better to use one language, the more fully developed language of the child. Requiring a child to learn in a second language that is not sufficiently developed will hinder academic performance (2006, 170).

This has great implications for learners from minority language communities: pupils can learn multiple languages, but their chances of success will increase by building ability first in their MT before bridging to an L2, and then bridging in a way that does not violate these principles. This will include allowing adequate time for pupils to gain academic proficiency (CALP) first in their MT before moving into the L2 and L3. Bridging to the L2 and L3 could begin, as in this MTB-MLE programme for example, with oral exposure to the new languages, allowing adequate time for BICS-type skills to develop in the new language before introducing more demanding academic tasks.

Next I discuss the reading process, followed by reading acquisition, to evaluate what features of L1 instruction will support learner success at the beginning stages of literacy.

2.2 The Process of Reading

A vast amount has been written about reading comprehension processes. My intention is not to review all available literature, but to consider a model that will provide a useful theoretical framework for this research with regard to factors relevant to the design and implementation of an effective MTB-MLE programme. One of the more recent texts, by Grabe and Stoller (2011), offers an updated overview of reading theory and relates research results to implications for instructional practices, considering issues in first and second language contexts. Their analysis thus provides a useful framework for understanding what is involved in becoming a fluent reader and the implications for teaching and learning to read.

2.2.1. Working Memory Processes

As shown in Table 1 below, Grabe and Stoller classify what they call 'working memory processes' into two categories: lower-level and higher-level (2011, 11-24). The authors do not imply that one category is easier than the other, but only different. Lower-level processes are those that are more automatic or instantaneous in fluent readers, typically considered to be more skills-oriented.

Table 1. Skills fluent readers use for reading comprehension (Grabe and Stoller 2011, 14)

Working memory processes for reading	
Lower-level processes • Lexical access • Syntactic parsing • Semantic proposition formation	**Higher-level processes** • Text model of comprehension • Situation model of reader interpretation • Background knowledge use and inferencing • Executive control process

Higher-level processes, on the other hand, make use of a reader's background knowledge and ability to understand implications or inferences in what is read and therefore to draw appropriate conclusions about its meaning (2011, 13).

Grabe and Stoller consider that 'working memory', akin to what is commonly called 'short-term memory', holds and processes fresh information for just a few moments. The content of working memory becomes part of a 'working network of information' that will be used actively (or, consciously) in cognitive processing by what the authors and others call 'working memory activation' (2011, 13, 295).

2.2.2. Lower-level Processes of Reading

Lower-level processes such as recognizing a word and its associated meaning ('lexical access'), understanding typical grammatical relationships and the propositions so formed ('syntactic parsing'), and combining or processing local combinations of these meaningfully ('semantic proposition formation') occur relatively instantaneously in skilled readers, without much conscious effort (Grabe and Stoller 2011, 19). When the lower-level processes 'are functioning well, they work together effortlessly in working memory. When they are not functioning fluently in combination, the reading comprehension process slows down considerably and comprehension becomes more difficult to maintain' (2011, 19). Working memory activation is inhibited because the content of working memory is not processed quickly enough and the new information fades –

is forgotten – and so must be accessed again (i.e., by re-reading the text). Poor readers, who struggle to read and understand complete sentences within the span of time that the working memory retains fresh input, might lose that content, necessitating re-reading the sentence several times before they can comprehend its meaning. Building reading skills to the point of quickly recognizing and understanding the words that are being read (lexical access) and how they relate to each other in the immediate context (syntactic parsing and semantic proposition formation) is essential to the process of effective reading. Reading instruction at the beginning level, then, should facilitate building skills with this end in mind. At this very beginning, lexical access, enabling pupils to recognize and read words that will have meaning for them, would seem to be the first step.

In this research, I have looked for evidence of beginning development of these more fundamental skills. However, learning to decode and gaining lexical access are only the beginning. At some point, there should no longer be much need to decode letters and their associated sounds. Grabe and Stoller consider that a fluent reader can recognize between 98 and 100 per cent of the words in a text at a rate of four to five words per second. This makes this process practically automatic in that words eventually should be recognized as units, as 'sight words'. The fluent reader sees the word as a whole, as a symbol that represents its meaning, so it is the meaning that comes to mind when the word is seen. Whether or not a reader will be able to move from decoding to such fluency will depend on the volume of available reading material and time spent reading. Grabe and Stoller state,

> 'Both rapid processing and automaticity in word recognition (for a large number of words) typically require thousands of hours of practice in reading' (2011, 15).

Though difficult to quantify, for readers to become fluent they will need time and opportunity to acquire rapid and automatic word recognition through exposure to some substantial amount of print material. To make this possible, some volume of reading material should be developed in any

given local language that will be used for education. MTB-MLE is a first step toward giving pupils the advantage of being taught in their first language first, but development of a growing body of vernacular literature should be seen as an on-going need and challenge that should be part of a comprehensive MTB-MLE programme.

2.2.3. Higher-level Processes of Reading

In addition to having adequate input from the lower-level processes, comprehension of what is read involves the higher-level processes (Table 1, column 2, above). The 'text model of comprehension' in Table 1 refers to the reader's mental representation of the meaning of the text in terms of its main ideas, like a summary of the text. The 'situation model of reader interpretation' refers to the sense the reader makes of the text, which will depend on what the reader understands (the text model that is being formed) as well as personal prior knowledge and experiences of the reader. Such background knowledge guides the inferences that the reader might draw. Finally, an internal process of assessment of how well the text has been comprehended, using strategies to monitor and repair comprehension if needed, is part of the 'executive control process' (Grabe and Stoller 2011, 22). For this research, discussion of background knowledge would seem to be most fundamental and relevant.

The 'background knowledge' mentioned in connection with higher-level processes (Table 1) refers not to basic knowledge such as sound-letters correspondences or meanings of individual words, which are important in the lower-level processes, but to cultural awareness and specific informational knowledge. 'Inferencing' skills, the ability to understand not only the literal meaning of words but the communicative goal of an author and the potential significance of a text, are necessary too. The background knowledge that a reader brings to the text interacts with its meaning to make it possible to draw inferences about what is stated. Without appropriate background knowledge and experience, a reader might have mastered the mechanics of reading but might still fail to get the message of what is read (Hudson 2007, 293 in Grabe and Stoller 2011, 6).

What children bring with them to the classroom will undoubtedly impact the process of reading comprehension. If their background knowledge or experience is inadequate for interpreting the information they are asked to process in the classroom, they are unlikely to succeed regardless of ability. These are real difficulties which can bring discouragement to beginning readers, robbing them of motivation to read (Grabe and Stoller 2011, 24). If, on the other hand, what they read relates to familiar topics, they will be able to connect it with what they know, helping them to understand the meaning and resolve ambiguities. This research is looking for evidences that early readers in this programme can make sense of what they read, that the reading materials relate adequately to their world, facilitating comprehension.

An implication of this discussion for those learning to read their L1 who have not yet mastered these basic skills to gain fluency is a low likelihood of success in learning to read an L2. There will be little opportunity for them to transfer still underdeveloped skills. Furthermore, learning other languages in which they have insufficient knowledge of the lexicon or grammar and in which they have little or no cultural background knowledge will also adversely impact success. Informing learners about L2 and L3 cultures should be mandatory to help comprehension when exposure to other languages begins.

I have presented a model with the intent to explain some relevant aspects of the complex processes that take place in what is seemingly an ordinary activity, reading with comprehension by skilled readers. But for new readers, those who are the focus of this research, reading starts slowly and in a fragmentary manner, with learners sometimes decoding with difficulty. The next section discusses strategies for teaching reading as applied in the development of instructional materials.

2.3 Reading Acquisition

In this implementation of MTB-MLE, teachers are using materials written in the minority languages of the three communities. Part of the focus of this research has been to look for evidences of the

role and effectiveness of these materials. The description of the processes involved in reading (Section 2.2 above) seems to indicate that early reading should focus primarily on skills needed for the lower-level processes to function well, especially lexical access, while children are just beginning to recognize printed words. In developing materials, attention has been given to elements such as naturalness of the text, consistency of orthography and familiarity of content, all of which have been considered critically, believing that they will directly affect reader success. But it has also been considered important for pupils to learn to relate orthographic symbols with the sounds they represent in order to be able to use them in any context, so that when they encounter totally new words, or long or complex words, they will be able to decode and read them (Stuart, Masterson and Dixon 1999, 127-28).

Not all agree with the last assertion above. Stanovich and Stanovich (1999) discuss the 'reading war', waged since the 1970's by proponents of the two major models of reading theory, and the application to reading acquisition: the teaching of phonics versus the whole-language approach. Stanovich and Stanovich strongly affirm the value of teaching phonics, asserting that the whole-language approach is based on the underlying but incorrect assumptions of the top-down models of reading. These models argue 'that skilled readers rely less on graphic cues than do less-skilled readers' (1999, 15), which has been interpreted by advocates of the whole-language approach as the absence of a foundational need to decode words. They have assumed that contextual dependency is always associated with good reading so that 'guessing words based on the previous context of the passage is an efficacious way of reading and of learning to read' (1999, 15). For example, Stanovich and Stanovich (1999, 15) cite Goodman (1976) as stating:

> Skill in reading involves not greater precision, but more accurate first guesses based on better sampling techniques, greater control over language structure, broadened experiences and increased conceptual development.

In contrast, Stanovich and Stanovich argue that the assumption that guessing words is easy and very accurate is incorrect. They state that word recognition by skilled readers is not characterized by more reliance on contextual information and that recent research demonstrates that it is not appropriate to generalize hypotheses regarding the role of context in reading comprehension to the level of word-recognition (1999, 17). They contend that because of the rapidity and automaticity of word recognition in a skilled reader, there is no need to depend on context to recognize words. Conversely, unskilled readers whose decoding skills are not sufficiently developed are those who might make guesses based on context (1999, 19). They conclude:

> Two decades of empirical research have largely resolved these debates in favour of the bottom-up models. A greater use of context cues to aid word recognition is not a characteristic of good readers, developing phonological sensitivity is critical for early success in reading acquisition, and instructional programmes that emphasize spelling-sound decoding skills result in better reading outcomes because alphabetic coding is the critical subprocess that supports fluent reading (1999, 29).

With the intent to develop decoding skill in the children, Primer Teacher's Guides for teaching the sounds of the language have been developed for each language community involved in this study (Appendix B). These guides are intended to give teachers direction as to how to instruct the children so they can learn the letter-sound correspondences, thus developing phonological awareness and the skills needed to decode the printed word.

Clearly, however, decoding is not enough:

> A child who cannot decode cannot read; a child who cannot comprehend cannot read either. Literacy – reading ability – can be found only in the presence of both decoding and comprehension. Both skills are necessary; neither is sufficient (Gough, Hoover and Peterson 1996, cited in Grabe and Stoller 2011, 28-29).

In that light, the MTB-MLE pilot project is also producing literature in the vernacular languages and with many visual images to aid in developing listening skills and stimulate reading comprehension. In reading these 'Big Books' to the children, reading is modelled even when the children are not yet able to read text. Learners certainly can 'read' the pictures and relate them to what they are hearing. As the pupils begin to learn to decode, they can apply their developing skills by using the Big Books themselves. The intent is to communicate to the children that there is meaning in the printed page, and that they themselves can begin to access it.

In this research, I have looked for evidence that pupils are building decoding skills, but also for evidence that the illustrations in the Big Books and teacher's guides communicate clearly, and that pupils understand what they read at least at the word level.

2.4 Summary

I have considered here technical topics such as Perfetti's Universal Phonological Principle as it relates to the transfer of first language literacy skills to other languages, the cognitive processes involved in reading, and approaches to teaching reading to facilitate reading acquisition. I have noted the importance of beginning in the familiar cultural context in which the children are immersed, the naturalness of the text, pupils' prior knowledge and phonological awareness. These have all been kept in mind as I have explored the first responses of the direct stakeholders to MTB-MLE as it has been implemented to date. The intent has been to seek initial evidence of potential impact of the programme as a whole; and with the additional purpose of investigating the effectiveness and acceptability of the instructional materials that have been developed for use specifically in this pilot project, but which, it is hoped, will help provide a model for widespread implementation of MTB-MLE throughout the nation.

Chapter 3: Methodology

It is very important to me that what I teach be useful to the pupils

(Grade 1 teacher in an MTB-MLE Class, November 2011).

For this research, I have used the relatively new methodology called 'Most Significant Change' (MSC), a qualitative participatory monitoring approach developed in Bangladesh in 1996 to monitor a rural development project (Davies and Dart 2005, 9). In this chapter, I discuss the validity and advantages of qualitative approaches in social research, describe the research domains of focus, summarize MSC, and describe how it has been applied here. Finally, I mention direct classroom observation, used as a complement to the MSC approach.

3.1 Qualitative Research

Qualitative approaches to research are now widely accepted and have been applied in many social fields, including education (Robson 2011, 130-131). A qualitative approach affords a more 'flexible' design than might be possible with more traditional quantitative assessment tools in the sense that the design, at least in part, 'emerges' as the research progresses and is adjusted to the realities of the situation (Robson 2011, 131).

Qualitative research has its basis in a social constructionist view, defined by Robson as follows:

> Social constructionism indicates a view that social properties are constructed through interactions between people, rather than having a separate existence. Meaning does not exist in its own right; it is constructed by human beings as they interact and engage in interpretation (2011, 24).

While a traditional approach would rather maintain distance between participants and researchers (Robson 2011, 19) for the sake of objectivity or impartiality (Cracknell 2000, 329), a qualitative approach calls for a researcher to relate to participants, to interpret the research situation in

which all are immersed and, inevitably, to contribute to the process of constructing and interpreting meaning. This sort of subjectivity is welcomed, considering 'that the task of the researcher is to understand the multiple social constructions of meaning and knowledge' (Robson 2011, 24) because not only are the values and attitudes of the researcher important, but also those of the participants. Their values will be reflected in their constructions of meaning (Roche 2000, 547). This is important, because project sustainability will likely be compromised if stakeholder values are ignored (Abeyratne 2010, 1).

Whether or not the stakeholders themselves should participate in monitoring and evaluation has been a matter of discussion, asking what degree of involvement a researcher can have with that which is being evaluated and still be an appropriate evaluator (Cracknell 2000, 329). Over the last two decades, interest in participatory approaches has increased, originating from the discussion of 'fourth generation' evaluators (Guba and Lincoln 1989). The three previous generations of evaluators focused on 'mastery of the facts' (1989, 22), tended toward managerialism, failed to acknowledge the non-homogeneity of participants' value systems and were overcommitted to the scientific paradigm of inquiry. Guba and Lincoln argue that a research methodology that uses the traditional scientific method is not necessarily independent of a value system (1989, 34-35), and propose a 'constructivist methodology' as 'a replacement for the scientific mode' (1989, 43), removing the pre-established parameters and boundaries of previous models in favour of an 'emergent model' where indicators are not pre-determined and stakeholders are involved in an 'interactive process of negotiation' (1989, 39). There is a loss, in a sense, of complete control, of finding 'universal solutions', but it is a loss in favour of 'solutions with local meaning and utility' (1989, 47). Those who fit these characteristics are fourth generation evaluators.

This discussion basically advocates for Cracknell's 'recognition that various categories of stakeholders will have their own value systems, and each of these is significant and cannot be ignored' (2000, 319). Researchers should adjust their roles to become negotiators or 'change agents' (2000, 319), facilitating discussion of the judgments and conclusions drawn by various

groups of participant stakeholders, helping them to achieve consensus. Such negotiation gives stakeholders opportunities for empowerment and education. The goal is a real participatory method rather than 'donor-dominant practices' (Cracknell 2000, 331). As Patton states, 'the best way to be sure that evaluation is targeted at the personal concerns of the stakeholders is to involve them actively at every stage of the evaluation' (1997, cited in Cracknell 2000, 319). This demonstrates respect for the dignity and integrity of beneficiaries, welcoming everyone's contribution, so that 'participants continue to be treated as human, not as objects of experimentation' (Guba and Lincoln 1989, 10). It promotes genuine interest in hearing their concerns in order to learn what actions will meet felt needs, not just to measure the degree of success or failure (Cracknell 2000, 56).

3.2 Research Domains of Focus

A goal of this research has been to discover the values and attitudes of the participants as they relate to this new educational paradigm. In dialogue with Save the Children, two research domains were chosen for particular emphasis in this exploration of responses. These are to seek evidences of (1) changes in teachers' practices and attitudes toward the MTB-MLE programme and (2) changes resulting from use of the instructional materials that were produced specifically for the programme.

With regard to teachers' practices and attitudes, Guskey (2002, 383-386) has stated that the main goals of a professional development programme for teachers are changes in the attitudes, beliefs and practices of the teachers as well as in student learning outcomes. He asserts that teachers' attitudes and beliefs will change only as they observe improved learning outcomes as a result of new practices (2002, 383). Without such evidence, change will not be sustainable. Evidence could include not only test scores, for example, but the level of student participation in the classroom as well as 'students' feelings of confidence or self-worth' (2002, 388). Guskey also considers the

cyclical nature of the process, that as teachers' attitudes improve, they might make other changes in practice which will improve student outcomes even further (2002, 385-386).

The changes in teacher's practices and attitudes observed in this research are those described by stakeholders as implementation of the MTB-MLE programme has progressed. Parents and educators have related their own experiences and assessments of progress of their pupils compared to the former paradigm.

With regard to instructional materials, others have used quantitative fixed-design methodologies for evaluation (Abdulrahman 2008; Eash 1972; Khan et al. 2007). But the materials being assessed in this research are quite simple. These are not textbooks, but two particular teaching aids. First are 38 Big Books, some in each of the three languages. These are simple children's books, handmade by the educators and intended to be predictable. They might be traditional folk tales or simple storylines about the experiences of a child. But in all cases, stories are intended to represent what is familiar to the children in their everyday lives. Large lettering makes it possible for all the pupils in a classroom to see the text and the simple illustrations that accompany it on each page as the teacher reads or has the class read the story aloud together. Instructions for using Big Books for 'shared reading' have been made available to teachers (Appendix C).

Also being assessed are 'Sounds of the Language Primer Teacher's Guides', aids for teaching sound-symbol correspondences in the vernacular languages; and specific instructions for presenting a lesson (Appendices B and D). Each lesson includes word-building and sentence-building exercises and a short text that, as much as possible, uses only letters that have already been taught. Review exercises are included to stimulate creativity of the teacher and to help reinforce what pupils have been learning. These are among the first pieces of literature ever produced in these languages, so the goal was not to evaluate them as one might a textbook in a literature-rich school environment, but to look for evidences of acceptance and efficacy of the materials in how teachers and pupils

relate to and use them; and evidences of their contribution to the process of beginning acquisition of literacy, specifically, the decoding skills of the beginning reader.

The approach has been monitoring rather than impact assessment. Implementation of the MTB-MLE programme was at a very early stage, but impact assessment requires a model that would 'embrace the wider context of influences and change processes that surrounds projects and programmes, and the wide variety of the resulting impacts' (Roche 2000, 548). Fullan asserts that 'change is a process, not an event' (2007, cited in Robson 2011, 192), explaining that effective change takes years before it causes significant impact. However, even though impact assessment focuses on longer term changes, 'significant change or progress towards long-term change can also be detected in the short term' (Save the Children 2003, 127). While it might be too early to measure impact in its fullest sense, stakeholders were expected to have perceptions, to feel effects, to see changes in the educational process and in the people involved as a result of implementation of MTB-MLE in their communities. They likewise were expected to have impressions as to the effectiveness and role of the new materials, written in their languages and used in the school system as instructional aids for the first time. The stakeholders all have an interest in these perceptions as a window into what is working and what could be improved as the pilot project is expanded to include many more schools and language groups nationwide.

Because of the less precise nature of a qualitative approach and to increase confidence in the validity of the findings of this study, more than one method of gathering data and analysis have been applied (Robson 2011, 87; Roche 2000, 547). These are:

1. Accounts or stories from primary stakeholders using the MSC methodology, examined from the points of view of
    a. most significant changes selected from among the stories by the stakeholders themselves, and

b. themes identified over the range of all stories collected from stakeholders and frequency of occurrence of each; and

2. Corroboration of MSC results by direct classroom observation.

Additionally, as mentioned in Chapter 1 Section 1.2, more traditional quantitative evaluation being done by Save the Children should complement this study as well.

3.3 Most Significant Change Methodology (MSC)

The MSC qualitative participatory method involves stakeholders in planning what changes or domains of change will be researched as well as in documenting and evaluating the relative significance of results. Research is carried out at intervals as the programme progresses in order to monitor change. In this way, it is intended to provide feedback to managers with regard to performance and programme outcomes (Davies and Dart 2005, 15-34).

In practice, participants are asked to tell or write stories reflecting what they believe to be the most significant change resulting from the programme or a domain of focus. Then other participants and stakeholders, or the group of stakeholders who have written the stories, evaluate and select the most significant of the accounts of change. Story selection is made using the existing hierarchical structure of the organization (Davies and Dart 2005, 72).

MSC intentionally uses the ambiguity of the term 'significant'. As Roche states, 'how significant or lasting a change is and how attributable it is to a given action is a matter of judgment' (2000, 547). What each evaluates as significant will depend on individual personal or cultural values, the values of their own context. Asking participants to select among the stories requires them to make judgments about values and priorities in their life context. This is what Davies and Dart call a 'matter of negotiation rather than calculation of truth' (2005, 48), making MSC unique as compared with case studies or success story techniques that traditionally have been used in monitoring and evaluation.

A strength of MSC is its potential for discovery of unanticipated areas of change, making the method suitable for 'monitoring that focuses on learning rather than just accountability' (Davies and Dart 2005, 13). Indicators are not predetermined, but emerge from the stories of the people, reflecting how change is being perceived as beneficial or harmful, according with their values, helping to facilitate corrective action. As Table 2 suggests, the methodology seems to be more useful in situations where the significance and probability of a given outcome are less clearly known or anticipated.

Conversely, a weakness of MSC is its dependence on many participants at different levels to accomplish the task, from coordinating interaction with stakeholders in their communities to fitting the selection process into the schedules of busy people to whom this aspect of the project might not have highest priority. The barriers of language and culture are formidable at times, as are the challenges involved in obtaining meaningful stories and processing them. Communicating the goals and even transferring the meaning of 'significant' into other languages is not always straightforward. In this research, repeated attempts to rephrase a question in the local languages were sometimes needed before participants could grasp the goal. Additionally, there is potential for bias in favour of the views of those who are better storytellers than others, and those who make the selections might not fully represent the wider voice of beneficiaries. Also, asking for an account of change presupposes that participants have observed change and could bias them toward inventing something to avoid embarrassment. For these reasons and possibly others, evaluation of 'most

Table 2. Scenarios in which MSC has been evaluated as useful or not as useful (Abeyratne 2010, 9; apparently modelled after Goyder et al. 1968, cited in Roche 1999, 43)

If outcomes are…	**expected**	**unexpected**
of agreed significance	predefined indicators are most useful	MSC is useful
of disagreed significance	indicators are useful and MSC is useful	MSC is most useful

significant change' should not stand as the only tool for monitoring and evaluation in a particular study.

A personal consideration related to the potential for bias is that, because of my technical background in making primers and knowledge of two Philippine languages, I was involved in training teachers and in developing the teaching aids being evaluated here. Consequently, the question of my objectivity could be raised. I have assumed a dual role, first as an insider participating in materials development, and then as an outsider assessing the effects of the materials as used in community. Another consideration in my role as an outsider researcher is the cross-cultural situation involved. Differences in background and experience of the researcher from those whose situation is under study can create distance:

> These features may include the lack of a shared language, physical distinctiveness, lack of genealogical qualifications to enter into the society or lack of knowledge of the 'normative rules and constraints' (Ellen 1984:32) of the group being studied. The most obvious existence of this challenge may be observed in the situation of a Western researcher originating in an industrial context conducting research in a non-Western, pre-industrial context (Young 2001, 6).

Young urges the researcher to be aware of how personal worldview might affect the process, and to make an intentional effort to understand the culture in which the study is taking place (2001, 19).

To help insure neutrality, I worked closely with the Filipino staff of Save the Children, involving them at all stages of data gathering and presence in the schools; my Latin-American background, similar in many ways to that of Filipinos, helped sometimes. Additionally, I excluded myself from any stage of the selection process other than passing stories to personnel at each selection level.

3.4 Most Significant Change as Applied in This Research

The data gathered in this study are in the form of accounts written by parents and educators (principals, Grade 1 and other grade teachers) from the three pilot schools. A code designating each school, its location and language is shown in Table 3.

The pilot schools were visited several times during the 2011-12 school year, which runs from June through March in the Philippines. The procedure was as follows:

- During each data collection visit, participants were asked to respond to one question in each of the two domains of research, in accordance with the prescribed MSC procedure (Davies and Dart 2005,10; see the example interview form in Appendix E):

  What changes have you noticed in implementing MTB-MLE in the last months related with teachers' practices and attitudes toward the programme?

  What changes have you noticed in implementing MTB-MLE in the last months related with the instructional materials they use?

- Participants were asked to answer in two parts, first describing what they had observed, and then explaining why they considered that change to be the most significant. The

Table 3. School codes, locations and languages of the MTB-MLE pilot schools

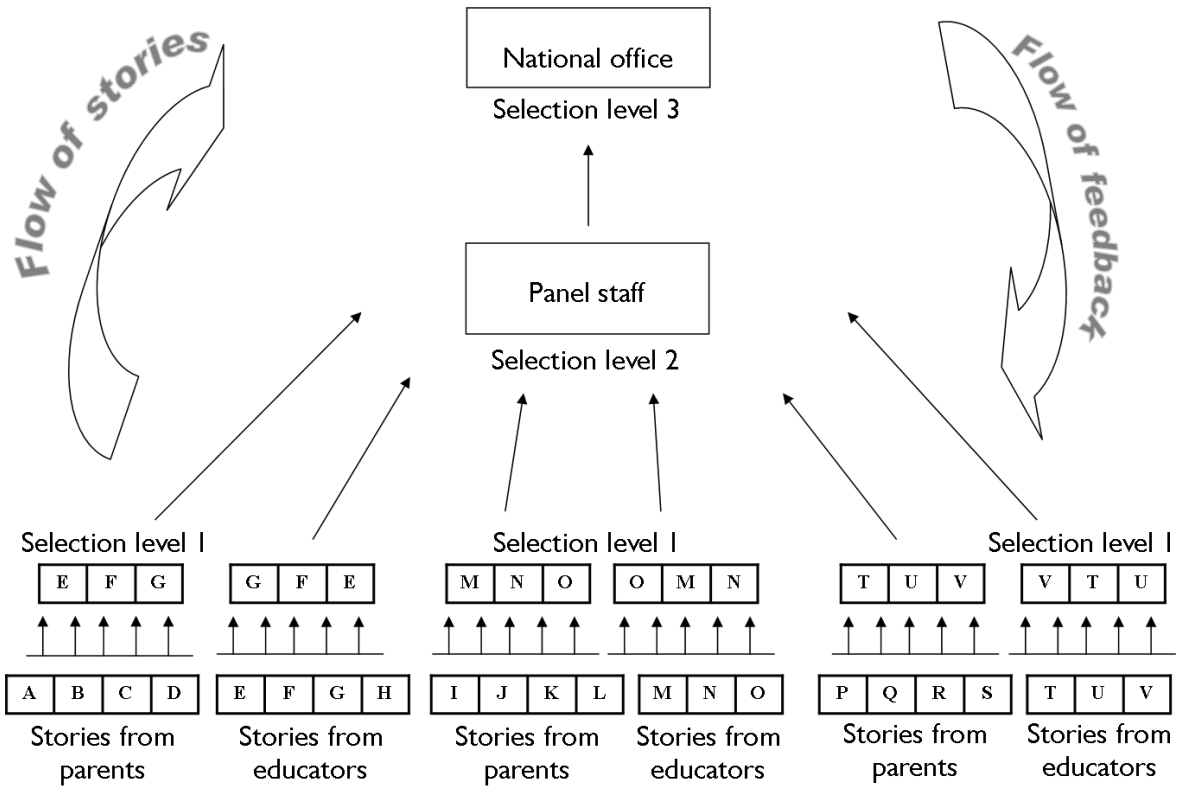
Code (School)	Location	Language
HES (Hiligaynon Elementary School)	Municipality of Bagumbayan, Sultan Kudarat	Hiligaynon
TES (Tboli Elementary School)	Municipality of Lake Sebu, S. Cotabato	Tboli
MES (Maguindanaon Elementary School)	Municipality of Lutayan, Sultan Kudarat	Maguindanaon

preferred method was to write the stories rather than record them, but some recording was done, with permission of participants, to aid in confirming the written records.

- From among the stories written, the writers were encouraged to participate in preliminary selection of the story they considered to describe the most significant change for that period (Figure 2).

- After selection at the first level, all stories were passed to an appointed panel of regional staff of Save the Children. From the preliminary selections of the writers, the panel selected those they considered to be most significant for the monitoring period in each domain and wrote a short statement supporting their selection (Figure 2). In this way, potential for bias in the selections of the NGO was minimized since they could only choose from stories preselected at the grassroots level.

Figure 2. Flow of stories and feedback in the selection process of most significant stories



- The stories selected at the regional level were then passed to the national office of Save the Children, where the final selection was made or confirmed (see Figure 2).

Visits began in early September 2011, during the second grading period, which runs from August through October. Teachers and parents gathered in two groups to write stories. Some required transcription and translation before selection to review content and if the desired procedure had been followed. Teachers then made their selection of the most significant story. In some instances parents were uncomfortable making selections, in which case the task was done solely by the educators.

In the September data collection, the actual procedure that was followed deviated from the last two points of the desired procedure above in that the Southern Central Mindanao Programme Office (SCMPO) of Save the Children and the national office made a joint selection rather than a sequential selection of the most significant stories. After collection, transcription, review and sorting by domain, the stories were presented to the two offices of Save the Children, designating which had been pre-selected by the teachers at the community level as most significant. Then, from the pre-selected stories, one from each domain of focus was chosen as most significant for the first monitoring period. Due to the limited time available to Save the Children staff for assessment activities, most communication regarding story selection took place by email, by majority vote, rather than in face-to-face discussion. Feedback was taken to the schools the first week of October, giving opportunity too for advocacy and orientation for the second data collection.

The second data collection was done in October 2011, near the end of the second grading period. After transcribing, translating and classifying all the stories by domain, they were passed back to the participants for the first-level selection (Figure 2, Selection Level 1). During the first round of data collection in September, it had been observed that participant teachers were very reluctant to select among their stories, especially when the head teacher was also part of the group. Instead,

the teachers tended to yield to the person in highest authority, accepting that individual's selection. So for the second collection, stories were exchanged by the small groups so participants would not feel threatened to have to select stories from among their immediate peers. Then the stories selected were considered by SCMPO personnel (Figure 2, Selection Level 2), and their selections were passed to the national office of Save the Children for Selection Level 3 (Figure 2), according to the intended procedure. These selections then were considered to represent the most significant changes for the second monitoring period.

The third data collection took place in the second half of February and first half of March 2012, during the fourth grading period. The many school activities near the end of the school year made it challenging to find help from parents and teachers. Only a dozen stories total were collected, making selection at the lowest level unnecessary, though the same procedure as for the second data collection was followed in all other respects.

Stories selected as Most Significant in each monitoring period and the reasons for selection are discussed in Chapter 4.

3.5 Direct Observation in the Classroom

Observation is widely use in social research (Robson 2011, 316), and it was applied in this research too during visits to the pilot schools. The purpose was to observe classroom dynamics, especially related to the domains of focus, as a means of cross-checking and perhaps expanding the MSC results. I assumed the role of a 'participant observer', anticipating that perhaps children would look at me as a teacher or teaching assistant, as commonly occurs with younger pupils when an adult visitor is present (Robson 2011, 323).

After introductions, I sat near the back of the classroom to help minimize distraction of the pupils. The teachers granted permission to use a video camera, which I used solely from the back of the classrooms. Observations were planned for morning hours, but one was shifted to an afternoon;

Table 4. Dates and times of classroom observations

School Code	Dates and Times of Observations		
HES	Sept. 6, 2011 9:00 am	Nov. 29, 2011 9:00 am	Feb. 7, 2012 9:00 am
TES	Sept. 7, 2011 9:00 am	Dec. 1, 2011 9:00 am	Feb. 8, 2012 8:00 am
MES	Sept. 8, 2011 9:00 am	Nov. 24, 2011 9:00 am	Feb. 8, 2012 1:00 pm

total combined observation time was about nine hours (Table 4). All of the teachers in the classrooms where the observations occurred were speakers of the MT used as the language of instruction, and all had completed the series of MTB-MLE trainings held by Save the Children in 2010. During the first quarter of the 2011-2012 school year, each had received a *Sounds of the Language Primer Teacher's Guide* in their language and a copy of the *MTB-MLE Curriculum for Grade 1*, both of which are documents that were developed by the teachers during teacher trainings.

Some activities were video-recorded during the observation session, and I took handwritten notes using a simple template (Appendix F), observing teachers' practices and how they were applying what they had been taught in the MTB-MLE trainings. After their lessons, I sometimes asked the teachers clarification questions related to what I had observed that day.

3.6 Summary

I have discussed qualitative research in general, in terms of its advantage of considering stakeholder values as important in influencing acceptability and sustainability of a programme. I have described the research domains of focus, have discussed MSC as a means of researching specific domains and have considered its potential for discovering other important domains that emerge over the course

of a study and for identifying stakeholder values. Finally, I have discussed the particular way in which MSC has been applied to this research, including some of the difficulties encountered and how procedures were adjusted when necessary to accommodate the situational realities of the communities where the research was done. Results are presented in Chapter 4.

Chapter 4: Analysis and Discussion

My pupils are not afraid to participate in the class. … this is a significant change that impacts my attitude toward teaching pupils (Grade 1 teacher in an MTB-MLE class, November 2011).

Of 58 stories collected from the three pilot schools over the three monitoring periods, 35 were classified as fitting the two principal domains of focus (Table 5):

(1) Changes in Teachers' Practices and Attitudes toward the MTB-MLE Programme;

(2) Changes Resulting from Use of the MTB-MLE Instructional Materials.

The 23 stories that did not fit either domain were classified as belonging to Emergent Domains (Table 5), from which stakeholders might also learn. In the following exploration of these responses, all changes reported are first summarized and classified by domain for each monitoring period. Next, I comment on changes identified by stakeholders as most significant and examine evidences for stakeholder values as reflected at each selection level. For each domain of focus, I include additional insights gained from my direct classroom observations. Finally, I consider themes identified in the 58 stories, whether related to a domain of focus or not, as a means of examining

Table 5. Stories collected for each reporting period, by domain

	Number of Stories Collected		
Monitoring Period	**Domain 1 – Attitudes**	**Domain 2 – Materials**	**Emergent Domains**
I- Sept 2011	6	7	11
II – Dec 2011	6	8	8
III – Feb-Mar 2012	5	3	4

all the data from another perspective and helping to evaluate potentially significant emergent domains.

4.1 Summary of Stories Classified by Domain for Each Monitoring Period

In Tables 6, 7 and 8 below, changes described in all stories are listed by domain of focus for each monitoring period, respectively, and selections at each selection level are indicated. Changes relating to emergent domains are listed in the bottom section of each table.

Monitoring Period I (Table 6). Of the 24 stories collected in September 2011, eight came from each school. Approximately half of the changes that fit Domains 1 and 2 were from the Hiligaynon school (HES), a result that is perhaps not significant when considering the distribution of stories in subsequent collections. A majority of stories from the Tboli (TES) and Maguindanaon (MES) schools were classified as fitting Emergent Domains in spite of being written in response to questions related to Domains 1 and 2. Some were from parents who did not have information about MTB-MLE programme implementation. Some accounts did not report changes, but concerns of stakeholders about the programme. In this period, both stories selected as most significant came from the Hiligaynon school community (see Chapter 3, Section 3.4, for the selection process).

Table 6. Changes described in stories collected in Monitoring Period I (September 2011), classified by domain (underlining: selection at the first selection level; **bold-underlining**: final selection as most significant)

Story–School	Domain I (Teachers' Practices and Attitudes)
S1-HES	**Improved teacher-student rapport (principal)**
S2-HES	Pupil is learning, attitude greatly improved (parent)
S3-HES	Children now learning to read, unlike before (parent)
S4-TES	Teacher is good at teaching, children learn (parent)
S5-TES	Teacher uses the MT in teaching, children capture the meaning (parent)
S6-MES	Teachers teach well, unlike before; children learn (parent)
	Domain 2 (Instructional Materials)
S7-HES	Children like to read; not afraid, unlike before (teacher)
S8-HES	Reading habits using Big Books (principal)
S9-HES	**Pupils comprehend Big Books & learn easily (parent)**
S10-HES	Pupil can do homework & parent can help (parent)
S11-TES	Children can understand and are learning (teacher)
S12-MES	Teacher's success, children are learning (teacher)
S13-MES	Easy to teach in MT and children are learning (teacher)
	Emergent Domains
S14-HES	Concerned about transition to L2 and L3 (teacher)
S15-TES	Harder to teach for one who doesn't speak the MT (teacher)
S16-TES	Teacher's concern for pupils' success in Grade 2 (teacher)
S17-TES	Teacher's concern about lack of transfer materials (teacher)
S18-TES	Children being taught in an MT that is not theirs (parent)
S19-TES	No changes noted (parent)
S20-MES	Teacher nervous to teach in a language not hers (teacher)
S21-MES	Grade 3 teacher's concern: pupil development delayed (teacher)
S22-MES	Child's interest in school has increased (parent)
S23-MES	No information, but notes the child singing in the MT (parent)
S24-MES	Daughter (a repeat pupil) is now learning easily (parent)

Monitoring Period II (Table 7). In the second reporting period (November 2011), the number of stories from each school that fit a domain of focus was nearly balanced. Two stories selected as most significant came from MES, one from HES, and none from TES. Of those that fit Emergent Domains, six were from HES and two from MES. Unlike results for Monitoring Period I, where most stories classified as fitting Emergent Domains expressed concerns or problems, in this period all but one were positive.

Table 7. Changes described in stories collected in Monitoring Period II (November 2011), classified by domain (underlining: selection at the first selection level; **bold-underlining**: final selection as most significant)

Story–School	Domain 1 (Teachers' Practices and Attitudes)
S25-HES	Teaching in MT helps communication with pupils (teacher)
S26-HES	Pupil is developing oral skills, she understand now (parent)
S27-TES	Actions taken due to a lack of MT teachers (teacher)
S28-TES	Teacher and pupils understand each other (parent)
S29-MES	Improvement in teacher's professional development (teacher)
S30-MES	**Teacher attitudes transformed by educational reforms (parent)**
	Domain 2 (Instructional Materials)
S31-HES	**Big Books in MT improve pupils' learning & behaviour (teacher)**
S32-HES	Pupils are learning independently, now they understand (parent)
S33-HES	Change in children's learning & reading habits (teacher)
S34-TES	Easier to teach with MLE materials & pupils engaged (teacher)
S35-TES	Pupil is smarter, now he remembers the lesson (parent)
S36-MES	Pupils easily learning to write and read (teacher)
S37-MES	**MT as MOI & in written materials benefits pupils, parents (parent)**
S38-MES	Use of MT promotes unity in community (parent)
	Emergent Domains
S39-HES	Pupils becoming interested in reading (principal)
S40-HES	Better education experience for pupils (parent)
S41-HES	Improvement in pupil's interest in school (parent)
S42-HES	Using another MT in the classroom than my own (parent)
S43-HES	Lessens the burden in assisting our child in his study (parent)
S44-HES	Pupil is learning and growing in knowledge (parent)
S45-MES	Improvement in pupils' attitude toward studies (parent)
S46-MES	Pupils are learning faster and better behaviour (parent)

Monitoring Period III (Table 8). Due to the many school activities at the end of the academic year, only 12 stories were collected, of which five fit Domain 1, and three fit Domain 2. Though the fewest contributions came from TES, all three fit domains of focus and one from each domain was selected as most significant. One story from HES was also selected for this period, but none from MES. Four stories were categorized as fitting Emergent Domains, all about positive changes in the pupils.

Table 8. Changes described in stories collected in Monitoring Period III (March 2012), classified by domain (**bold-underlining**: final selection as most significant)

Story–School	Domain 1 (Teachers' Practices and Attitudes)
S47-HES	Teachers should not have pupils memorize drills; no drop-outs (teacher)
S48-TES	Teachers not upset, children not absent; no need to repeat Grade 1 (parent)
S49-TES	**Teacher develops strategy to transfer reading skills (teacher)**
S50-MES	Teaching comfortable because pupils participate enthusiastically (teacher)
S51-MES	Teachers & parents partners in children's success; reduced absences (parent)
	Domain 2 (Instructional Materials)
S52-HES	**Children develop reading habits using Big Books (teacher)**
S53-HES	Develop relationship of teachers & pupils with familiar materials (teacher)
S54-TES	**With MTB-MLE instructional materials, pupils are no longer confused (parent)**
	Emergent Domains
S55-HES	Pupils are attentive and participative in all activities in class (teacher)
S56-HES	Pupils now understand what is been taught (parent)
S57-MES	Pupils learn easily, don't need parents' help, don't want to be absent 'repeater' learning (parent)
S58-MES	Even repeaters are learning to read. Pupils are happy at school (parent)

Overall, participants in the Hiligaynon community (HES) produced more stories (24) than those at TES (15 stories) or MES (18 stories), perhaps because Hiligaynon is a language of wider communication in the region, more commonly used for written communication. As far as content, however, no differences or trends are evident when comparing results from any one school community to any other with respect to the nature of the changes identified as significant. Cultural differences related to social or religious backgrounds (Chapter 1, page 3) were not evident in the stories.

Following this brief summary of how reported changes have been classified for each monitoring period, what follows focuses on changes identified by stakeholders as most significant, and examines evidences for stakeholder values as reflected in the selections.

4.2 Most Significant Changes in the Eyes of the Stakeholders

Changes selected as most significant in each domain of focus for each monitoring period are listed in Table 9 below. I first discuss the most significant changes for Domain 1 for the three periods, followed by those for Domain 2. The corresponding stories and reasons for selection are presented in full in Appendix G, Tables G1 through G8. Pertinent results from my direct classroom observations are also discussed for each domain.

Table 9. Most significant changes identified by stakeholders

Monitoring Period	Domain 1 - Changes in Teachers' Practices and Attitudes	Domain 2 - Changes Resulting from Use of the MTB-MLE Instructional Materials
I – Sept 2011	S1-HES - Improved teacher-student rapport	S9-HES - Pupils comprehend Big Books & learn easily
II – Nov 2011	S30-MES - Teacher attitudes transformed by educational reforms	Selection 1 - S31-HES - Big Books in MT improve pupils' learning & behaviour Selection 2 - S37-MES - MT as MOI & in written materials benefits pupils, parents
III – Mar 2012	S49-TES - Teacher develops strategy to transfer reading skills	Selection 1 - S52-HES - Children develop reading habits using Big Books Selection 2 - S54-TES – With MTB-MLE instructional materials, pupils are no longer confused

4.2.1 Evidence for Stakeholder Values: Domain 1

Representative quotations and reasons for selection of each change chosen as most significant in Domain 1, Changes in Teachers' Practices and Attitudes, are discussed below for each monitoring period.

Domain 1, Monitoring Period 1(Appendix G, Table G1). The school principal at HES who authored this selection observed improved interpersonal relationships between teachers and pupils as the most significant result of the new practice of teaching in the MT. This improved rapport was perceived as creating a better educational environment:

> *Then I realized, 'That it is why there is a smoother relationship between the pupils and the teachers in the classroom using the mother tongue. It is because now they can understand each other in the process of learning.' This is for me a very significant change (S1-HES).*

Teacher-pupil rapport in a teaching-learning situation is a value for this educator which she identified as being evident and supported by the teaching practices introduced in the implementation of the MTB-MLE programme. Similarly, the officers of Save the Children agreed that the improved relationships reflect 'fundamental' change in the manner of communicating and teaching, facilitating teaching and learning as a 'two-way process' between teachers and pupils, promoting understanding rather than memorization (Table G1). A good relationship between pupils and teachers, then, is an important value for both the educator and the implementing NGO, perceived as a basic requirement for teaching and learning in the classroom environment.

Domain 1, Monitoring Period 11 (Appendix G, Table G2). This parent described a transformation from a malfunctioning educational system in which discouraged pupils avoided school and discouraged teachers and parents seemed powerless to change things, to a situation where pupils again had motivation to learn. MTB-MLE is credited as helping to reform the system, making it possible for pupils to 'easily understand' what they are being taught.

> *Before, what I have observed about the practices and attitudes of the teachers was that they sometimes seemed not to care about the learning of the pupils. Maybe it was because they were quite tired of trying to convince the children to go inside the class. Some of the teachers frequently stayed away from the school. … What might have happened is that the children who had been excited about going to school and eager to learn were no longer enthusiastic. …We, the parents, felt somewhat upset about this practice, but we still forced our children to go to school as if everything was fine (S30-MES).*

That these observations were made by a parent seemed to be particularly significant to those involved in the selection process. This parent expressed a feeling of powerlessness to fix the system, but in so doing also revealed the high value that parents in that community place upon education. The effect of this 'most significant change' is reaching beyond the school into homes in this community.

Domain 1, Monitoring Period III (Appendix G, Table G3). The initiative of a Grade 1 teacher in the MTB-MLE programme in giving her pupils advance preparation for transferring reading skills to L2 and L3 languages, knowing that the Grade 2 teachers are not MT speakers, reveals her concern for her pupil's future educational success:

> *I began to transition my pupils from reading in the MT to the other languages, starting with some oral Filipino … and … oral English. … I instructed my pupils that when the context is about Filipino we should read the 'e' sound like in 'babae', the Filipino word for woman; and if the context is about English, we should read it as in the word 'hell' in English. If the lesson context is MT, we should read 'e' as e in the MT. The pupils … automatically developed their own way of transferring or shifting techniques based on the context given. … I know that … since the Grade 2 teachers are not mother tongue speakers in our school, if the children don't have any background about the shifting of sounds, they could have difficulties … (S49-TES).*

Save the Children personnel appreciated her creativity and willingness to take initiative on behalf of her students; and to use MTB-MLE techniques such as Total Physical Response (TPR), where students learn vocabulary in a new language by doing an action in response to a command rather than responding verbally (Table G3). They counted as most significant her dedication in doing something to meet a perceived need that her pupils would soon face. Other teachers expressed similar concerns in other stories, and one reported having taken a similar experimental pro-active approach.

The teacher noted how her new Grade 1 readers successfully made use of context to differentiate which language they were reading, their MT, Filipino or English (Table G3). It might be presumptuous for this teacher to assume that the children at this early point of beginning reading understood what they were reading in the L2 and L3. Nevertheless, it appears that their basic reading skills in the MT were being transferred, in agreement with Perfetti and Dunlap's Universal Phonological Principle (Chapter 2, Section 2.1); and Baker's assertion that general skills in decoding

and reading may transfer easily from the MT to a second language when the writing systems of the two languages are similar (Chapter 2, Section 2.1).

4.2.2 Direct Observation and Further Discussion: Domain 1

In general, the interactions I observed between teachers and pupils agree with the reports of the MSC stories. A teacher at MES who had reported fears about teaching Grade 1 pupils using her own language seemed very confident during my observation in September 2011, and the pupils seemed happy. The pupils in this and other MTB-MLE classes were engaged, eager to answer questions, participating actively. The teachers were reviewing the sounds of their languages and encouraging the pupils. They were usually well prepared, using the teaching aids and involving the children in group activities related to literacy. However, in some instances I observed that the children seemed to have memorized the drills. When I later asked about it, the teachers smiled, saying that they need more materials. In some instances, teachers would revert to the former teaching style, reading syllable by syllable. One teacher was attempting to teach written English without having first developed oral English skills sufficiently, so that the pupils were decoding but without comprehension. So, there has been a change in practices, but there would seem to be room for reinforcement of the MTB-MLE principles.

I also had opportunity to speak with teachers about their challenges and sense of success in the MTB-MLE classroom. Although they were trained and are MT speakers, they had voiced feelings of uncertainty at the beginning, fears about using their language and the MTB-MLE instructional materials. They expressed the need for more MT materials, more training and help in developing materials for bridging from the MT to L2 and L3, but affirmed their willingness to face the challenges, expressing satisfaction at how quickly and easily children were learning. They hinted at the effects of the changes on their teaching, stating that improved relationships with the children and parents were helping them gain confidence and creativity, and that they were applying strategies they learned in the MTB-MLE teacher training for using the instructional materials.

As Guskey predicted (Chapter 3, Section 3.2), most change in teachers' attitudes toward the programme happened after observing the how easily the pupils were learning in the new programme. The effectiveness of their teaching is changing the learning experience of the children, which in turn is shaping the attitudes and beliefs of the teachers. Their comments include:

- *In my past experience teaching Grade 4, it was very difficult for children to understand their lessons because we had to teach in English or Filipino. Now I am happy to see how the children are able to understand and follow my instructions easily (MES, September).*

- *It helped me to develop and trust in myself as an elementary school teacher. This MTB-MLE is not only good for the children but also for me as a teacher (MES, September).*

- *I feel very, very confident in using MTB-MLE and I will stand for it. I know this is the way for my pupils to progress (HES, November).*

- *The more you use the mother tongue, the closer you get to the pupils because they can communicate their feelings (TES, November).*

- *Now, besides using the mother tongue, we use strategies that make the students participate. The teacher has become like a facilitator who guides the children (MES, March 2012).*

4.2.3 Evidence for Stakeholder Values: Domain 2

Representative quotations and reasons for selection of each change chosen as most significant in Domain 2, Changes Resulting from Use of the MTB-MLE Instructional Materials, are discussed below for each monitoring period (see Table 9 above, page 37).

Domain 2, Monitoring Period 1 (Appendix G, Table G4). Introducing Big Books written in the MT with illustrations of things familiar to pupils were the changes identified as most significant:

> *The Big Books that my son … a six year old Grade 1 student, is using nowadays are much better compared to the former times. The previous one solely contained words without any illustrations and my child could not figure out the ideas. … At the moment, I noticed that the Big Books that they are using are in Hiligaynon with pictures. With that, he can easily comprehend what he is reading. When he sees that the drawing is a carabao ('water buffalo') and at the same time he reads it as carabao in his own language, he can process it directly (S9-HES).*

The author's child understood and processed the information in the books 'directly', not needing a translation or explanation in order to understand. The stakeholders involved in selection recognized moving from known to unknown information, taking learners' background knowledge into consideration, as a significant improvement in the teaching materials, in agreement with reading theory (Chapter 2, Section 2.2.3). What is taught must be understandable, and it must be possible to relate it to 'one's realities', as the ECCD advisor who selected this story wrote (Appendix G, Table G4). Ensuring that children understand what is being taught is seen as an essential part of the learning process, and promoting such a 'complete process of learning' (Appendix G, Table G4) would seem to be a very high value for the NGO.

A potential problem with this story concerns lack of verification of the existence of early grade materials that completely lacked illustrations (Appendix G, Table G4). It was not possible to return to community to verify this account, nor was the parent present in subsequent monitoring

periods. Perhaps the description of previous materials is fictional or inaccurate, referring to illustrations with no cultural frame of reference which were ignored. Another parent from the same language community later corroborated the past difficulties, but not the details about former materials lacking illustrations:

> *Lessons are always coupled with illustrations to capture understanding. My child would just write the words in her notebook without knowing their definition and meaning. Aside from that, she did not understand the thoughts in their class lecture and discussions (parent, S40-HES, Emergent Domains, November 2011).*

This suggests that the unfamiliar illustrations were not helpful. At home later, with no illustrations for guidance, parents might have been equally at a loss to comprehend the words that had been copied. Perhaps this is implied by the Programme Manager, who wrote that this story shows 'how the MLE materials are helping the children understand words and illustrations better' (Appendix G, Table G4).

Domain 2, Monitoring Period 2 (Appendix G, Tables G5 and G6). In November 2011, changes represented by two stories were selected, both of which are considered here. The teacher who authored Story 1 relates the MTB-MLE materials to increased motivation, improved pupil attitudes and beginning to develop good reading habits (Appendix G, Table G5):

> *Big Books are a good motivational tool. … Even some higher grade pupils visit my classroom just to read the Big Books. This is significant, because these MTB-MLE materials have made a change in the previous negative behaviour of the children toward learning at school. This contributes to a positive attitude in the pupils' studies. … Children are developing good reading habits and are more interested in school (S31-HES).*

These results support the conclusion that teaching aids are contributing to positive learning outcomes. The Project Coordinator 3 and the ECCD Advisor selected this change as reflecting

the role of these original materials in the learning process as well as in contributing to improved teacher success, essentially by removing the hindrance of poor communication.

The second change selected as most significant includes but is less well focused on materials, instead recognizing use of the MT in spoken and written communication as transforming the attitudes of the pupils, which has removed pressure from the parents too (Appendix G, Table G6).

> *The best thing here for me …is that the language that they are using in the classroom … and … the materials are all written in Maguindanaon. … As a result of this change, not only are the pupils benefited by this programme, but also the parents, because it helps us a lot that our children are now excited to go to school and we no longer need to push them (S37-MES).*

Again, change in the children is what commands the attention of teachers, parents and the NGO staff involved in selection.

Domain 2, Monitoring Period 3 (Appendix G, Tables G7 and G8). In March, during the last monitoring period of this research, two stories were again selected as Most Significant. The first (Appendix G, Table G7) demonstrates that the Big Books in the vernacular are interesting and attractive enough that pupils want to read them:

> *When I saw the Big Book from the Grade 1 class, I got interested in it, for it has very good illustrations that catch the attention of the pupils. So, one day, I decided to borrow one of the books and use it in my Grade 2 class. … Some pupils asked for more stories, so we borrowed more.… We had to have group reading, for the number of Big Books was limited. … As I observed the desire of the pupils for reading, I concluded that as a teacher I want to have my own Big Books in my class. … As I reflect on this challenge, I think that one thing we could do is to ask in the communities of the parents of our pupils to help us develop reading materials such as these Big Books. … So, to have Big Books in the language that pupils can understand is very significant for the pupils in reading (S52-HES).*

As mentioned by the Project Coordinator who selected this story, it 'reinforced the importance of having a rich literacy environment in school and at home to develop love for reading and learning.' This agrees with what Grabe and Stoller consider to be a requirement for being able to practice reading and so develop automaticity in word recognition (Chapter 2, Section 2.2.2). The account also clearly points out that the volume of available materials is insufficient, and that asking help from community is one way to correct this.

The second story (Appendix G, Table G8) was selected by the ECCD Advisor of the National Office of Save the Children after considering the reasons of SCMPO for their selection. The ECCD Advisor explained that the previous story 'focused mainly on increasing student interest in reading' but the Advisor's selection reported more comprehensive changes in the attitudes and participation of students, including attentiveness, interest at school and confidence because pictures and words are familiar. She also mentioned the parent's report regarding the child's ability to identify the characters of the alphabet, 'reading words' and elimination of confusion because of the instructional materials, including Big Books, alphabet charts and the primer teacher's guide.

> *she is no longer afraid to be asked about reading words because the pictures and the words are from our culture and in our language. Therefore, now my child can easily identify the characters of the alphabet … can identify pictures, and can also read words. …This is important for me because I notice that the instructional materials written in our language do not confuse my child. As a parent, I want my child to understand the lessons and materials presented to her. I want her to be able to finish her studies and become knowledgeable in order for her to easily find a good job (S54-TES).*

The parent seemed to be describing a process of reading that includes developing spelling-sound decoding skills, a 'critical subprocess' that supports fluent reading (Stanovich and Stanovich, 1999, 29, cited in Chapter 2, Section 2.3). The account finishes by noting the potential for education to improve the author's child's future, again demonstrating commitment to education as an important

community value. The need is not to convince parents that their children will benefit from an education, but rather to ensure that the educational process is indeed effective in these minority language environments.

4.2.4 Direct Observation and Further Discussion: Domain 2

During my direct classroom observation, teachers presented lessons from the primer teacher's guides and used Big Books, applying the steps for shared reading described in Appendix C. They normally used the MT, but code switching to Filipino and English occurred sometimes where the MT seemed to lack a technical term.

I also asked for feedback about Big Books and primer teacher's guides. Teachers affirmed that the previous materials were minimally effective by comparison not only because of the language difference, but because the illustrations were foreign to the pupils. Nevertheless, some made helpful suggestions for improving the Big Books. A teacher at MES suggested shortening the stories, simplifying the sentences, using one short sentence per page corresponding to the illustration. Because of the length and complexity of some stories, the children sometimes lost interest before reaching the end. She suggested that some of the Big Books that have been produced might be more suitable for Grade 2 than Grade 1. Additionally, it was suggested to make Big Books or equally pupil-friendly materials in all academic subjects, building on what pupils bring to the classroom rather than borrowing from Filipino-based materials. This would be a very challenging task, but perhaps should be considered.

The primer teacher's guides were only minimally mentioned, most often indirectly, in the stories that were collected. These guides are not visible to observers as teaching materials, since they are for teachers to use by writing information and illustrations on the chalkboard as they teach, not books that parents or pupils see. So feedback about the guides was of particular interest during the direct observations. Again, responses were mostly positive, but some important suggestions were made for improvement.

Teachers affirmed the effectiveness of the guides with comments such as, 'If we didn't have a primer guide, the children wouldn't have learned to read as quickly as they did' (MES, November). One teacher stated that at that point in the academic year, 65 per cent of her MLE students had already learned to read, while previously, by the end of the school year, only about 25 per cent had learned. One teacher stated, 'It seems like (the former materials) are related just with learning the alphabet. Pupils recognized the letters but they didn't understand the illustrations. It was very much focused on accuracy in memorization and repetition' (MES, November).

Some suggested ways to improve the guides. A teacher at MES noted that few activities have been prepared to go along with them, so that, as the lessons are reviewed, the pupils readily memorize the sentences. More activities are needed to accompany each sound-letter correspondence that is being taught. Additionally, it was recommended to develop a listening story to accompany each lesson. At HES too, similar suggestions were made: to have a story or a corresponding Big Book that relates to each key picture, to have more review lessons and more exercises. Some considered the acrostic word puzzles currently in the primer teacher's guides to be too difficult for Grade I pupils, suggesting illustrations instead of sentences as more appropriate. Others suggested that all words in the alphabet charts should have the symbol being presented word-initial; and that a workbook should be developed with exercises for practicing reading and writing. It would seem to be important to include these suggestions in on-going materials development.

4.3 Thematic Analysis of the Stories and Emergent Domains

In what has been presented above, I have explored the MSC stories, considering changes in the two domains of focus as observed and reported by stakeholders over three monitoring periods. Here I present a secondary analysis of the data as a means of examining results from a different perspective, hopefully adding to the rigor of this exploration of stakeholder responses to the implementation of the MTB-MLE programme. To accomplish this, I have examined and classified all

themes that could be identified across the whole set of 58 stories. I have also correlated the thematic data with the MSC data presented above, giving particular attention to stories that were categorized as fitting Emergent Domains (Section 4.1). My intent has been to look not just at the domains of focus but also emergent domains, including any negative reports, as those which can reveal additional information about stakeholder values.

Sixteen thematic categories were identified (Table 10). Themes 2, 4 and 5 relate directly to the research domains of primary focus. The data confirm that discussion of changes related with the two domains of focus are broadly representative of the whole data, but might suggest too that

Table 10. Percentage of occurrence of themes identified by analysis of all 58 stories

Themes Identified in the 58 MSC Stories	Percentage of Stories with Theme
1. Evidence of change in children's attitudes and level of engagement with/in the educational process	67
2. Evidence of change in teachers' practices and attitudes	36
3. Evidence of change in parents' experience with their child's schooling	24
4. The primer – moving from the known to the unknown	17
5. Big Books – A step in the right direction	17
6. Positive changes in teacher-pupil relationships	12
7. Mismatch of the language of teacher with that of the pupils	12
8. Potential evidences of a greater level of pupil success	10
9. Considerations for bridging to L2 and L3	10
10. MLE inspires vision for the future	7
11. The challenge of the mixed language classroom	7
12. Advocacy and community awareness	6
13. Reassignment of teachers mid-term	5
14. Instructional anxiety of the children	5
15. Evidences of impact on self-esteem	3
16. MTB-MLE: a unifying influence	2

themes were commonly expressed because stakeholders were specifically asked to do so. However, the theme identified in the greatest number of stories, *Evidence of change in children's attitudes and level of engagement with/in the educational process* (Theme 1), falls into a domain that was not asked for directly. This points to an emergent domain that would seem to reflect important stakeholder values. Theme 3, *Evidence of change in parents' experience with their child's schooling*, present in nearly a quarter of the stories, similarly points to a possibly significant emergent domain related to Theme 1, expressing relief felt by parents because of the improved attitudes and experience of their children. Theme 6 expresses a similar idea but related to pupil-teacher relationships.

In the MSC analysis above, 23 stories were categorized as fitting Emergent Domains (Tables 6, 7 and 8, Section 4.1). Note in Table 6 that for the first monitoring period nearly half the stories fit that category, and many revealed concerns, if not fears, of stakeholders. Few focused on the children. As monitoring progressed, however, most of the stories categorized as fitting Emergent Domains pointed to improved attitudes and academic success of the pupils, and several expressed an improved experience for parents (Tables 7 and 8). These same positive themes were present in many stories classified as fitting the research domains, including some chosen as Most Significant (S1-HES and S30-MES, Section 4.2.1; S31-HES, S37-MES and S54-TES, Section 4.2.3). This suggests that the major themes identified here represent significant values that have emerged naturally from the MSC stories, and which are representative of the ideas, feelings and observations of these primary beneficiaries regarding the MTB-MLE programme and its effects – its immediate felt impact and potential for future impact – on them and their communities.

The MSC research methodology does not advocate for consensus of stories but for identifying values and their significance. In these emergent domains, stakeholder values have been made plain. In addition to any academic benefits, implementation of MTB-MLE appears, at least at this early stage, to be having a potentially deep and positive psychological impact, a personal impact, on pupils, a change also felt by educators and parents. It is the children who matter most. The

frequency of occurrence of these themes, and sometimes the passion with which they have been expressed, suggest that these are important indicators worth monitoring in the future.

Also of interest in Table 10 are themes related to some of the practical concerns that make implementation difficult. Finding an MT teacher for the corresponding MT classroom is not always possible (Theme 7). Theme 13 refers to two instances where non-MT teachers were replaced mid-term with teachers who spoke the MT but had no experience teaching Grade 1. Theme 11 addresses the challenge of choosing a medium of instruction (MOI) in mixed language classrooms, likely leaving some at a disadvantage. These accentuate the realities of the complex language environment in Mindanao, which poses a very real challenge for implementation of MTB-MLE. There are no easy answers to these concerns. The many sociolinguistic and cultural sensitivities involved call for further research and careful decision-making as the programme is extended.

Chapter 5: Observations and Recommendations

> *The best thing in this is that it makes us realize our own worth. … Our children are interested and this is a good sign of a better future for them (Parent of an MTB-MLE pupil, Nov. 2011).*

In gathering information relevant to the research topic,

> An exploration of the responses of stakeholders to a mother tongue-based multilingual education (MTB-MLE) programme being implemented in pilot schools in Mindanao, Philippines,

I have used the qualitative participatory methodology Most Significant Change (MSC; Chapter 3, Sections 3.3 and 3.4) and direct observation (Chapter 3, Section 3.5). Over the course of the project, as anticipated for this methodology (Chapter 3, Sections 3.1 and 3.3), some adjustments were made to the original research design due to practical limitations, including my dependence on others for community access, the inexperience of some participants in using literacy skills, and availability of participants. At the organizational level, limited opportunity for face-to-face conversation necessitated that much communication take place by email.

In summarizing results below, I have followed the structure of the previous chapter:

- Domain 1 – Stakeholder responses related to changes in teachers' practices and attitudes;
- Domain 2 – Stakeholder responses related to changes resulting from use of the MTB-MLE instructional materials;
- Emergent Domains – Stakeholder responses in other domains of their interest.

In the final section, I make recommendations for future study, commenting on the significance of this research for understanding the potential impact of MTB-MLE and what will be required to ensure that its promise for the future will be fulfilled.

5.1 Stakeholder Responses Related to Changes in Teachers' Practices and Attitudes

Stakeholders observed changes in the practices and attitudes of teachers under the MTB-MLE programme as compared to the former system. Formerly, teachers had in some instances grown indifferent to the needs of pupils. The system had left them frustrated, unable to connect with their pupils. They struggled with materials that, rather than facilitating learning, brought confusion to the pupils. Parents, too, expressed their dilemma. They desired their children to have a good education but realized that the children were not enjoying their experience and were not successful learners. They found it hard to justify a system that did not fit their needs, struggling even to encourage their children to attend classes. They were ill-equipped to help their children understand their lessons, and the negative psychological effects of past experience had impacted their ability to help their children cope in an ineffective system. These stakeholders nearly unanimously perceived the implementation of MTB-MLE as possibly being the beginning of repair and restoration of a broken system, a significant change that is reaching beyond the schools into homes in the communities.

Initial evidences of change reported by stakeholders in this domain include the following:

- Smoother relationships between teachers and pupils are producing a better environment for teaching and learning (Chapter 4, Section 4.2.1).

- Teachers are adopting the MTB-MLE techniques in which they were trained, including shared reading, transitioning to other languages (Chapter 4, Section 4.2.4) and Total Physical Response activities (Chapter 4, Section 4.2.1; also Appendix G, Table G3). Though some expressed doubts at the beginning of programme implementation (Chapter 4, Section 4.3), as Guskey asserts, improvement in the pupils' attitudes, participation and learning outputs are instrumental in reshaping teachers' attitudes and beliefs toward the programme (Chapter 3, Section 3.2). Teachers expressed their relief from former frustrations, growth in self-confidence (Chapter 4, Section 4.2.2) and feelings of success

because of the increased attendance, classroom participation (Chapter 4, Section 4.2.3) and academic success (Chapter 4, Section 4.2.2) of their pupils, including initial evidences of 'interdependence across languages' (Chapter 2, Section 2.1) functioning in pupils who were beginning to transfer their early literacy skills to the national language at least at the level of basic interpersonal communication skills (BICS, Chapter 2, Section 2.1).

- Parents confirmed changes in the teachers' attitudes. Before MTB-MLE, teachers were limited in ability to deliver lessons in a 'foreign language' (Appendix G, Table G5). Now, teaching in the MT, they are 'good at teaching', approachable, making parents and teachers 'partners' in education (Chapter 4, Tables 6 and 8).

These stakeholders all observed and announced change, initial evidences of the potential impact of the MTB-MLE programme in these communities.

5.2 Stakeholder Responses Related to Changes Resulting from Use of the MTB-MLE Instructional Materials

In accord with Grabe and Stoller (Chapter 2, Section 2.2.3) and Baker (Chapter 2, Section 2.1), several parents and teachers reported that both the unfamiliar content and unfamiliar language in materials used previously confused children, leading to discouragement not just for reading, but for attending school at all (Chapter 4, Section 4.2.3; see also Appendix G, Table G6). In contrast, the Big Books, primer teacher's guides and alphabet charts produced in the MT explicitly for implementation of MTB-MLE have been well received and used effectively, perceived to facilitate learning and the development of good reading habits (Chapter 4, Section 4.2.3). These teaching aids build on pupils' prior linguistic and cultural knowledge, which has been shown to be essential to facilitate understanding for beginning readers (Chapter 2, Sections 2.1 and 2.2.3). Pupils reportedly interpreted illustrations correctly, grasped sound-letter correspondences, moved from decoding toward reading with understanding, and some even began to transfer literacy skills to the L2.

Teachers also made suggestions regarding teaching materials, asking for more instructional materials (Chapter 4, Sections 4.2.2 and 4.2.3) including more Big Books, listening stories, stories about each key word to accompany the primer teacher's guides and Big Books for other subject areas (Chapter 4, Section 4.2.4). They also requested more exercises or a workbook to accompany the primer teacher's guides. This perceived need accords with Grabe and Stoller's assertion that much reading practice is required to achieve fluency (Chapter 2, Section 2.2.2), which must be understood to include not just decoding skills but comprehension of content (Chapter 2, Section 2.3).

Teachers further reported that the storyline of some Big Books is too complex for the Grade 1 level, requesting that only one simple sentence accompany each illustration. Likewise, the acrostics in some review lessons in the primer teacher's guides have been found to be too complex for the pupils' skill level, suggesting that perhaps illustrations rather than sentences would be more suitable (Chapter 4, Section 4.2.4). They also requested that only key words in which the sound being taught occurs word-initially should be used whenever possible. Some of these important recommendations are already being applied.

5.3 Stakeholder Responses in Other Domains of Their Interest

The themes that emerged naturally from the MSC stories (Chapter 4, Section 4.3) represent the ideas, feelings and observations of the people involved in and affected by this programme, giving insight into their values. The common themes found in the greatest number of stories depict the benefits of MTB-MLE for the children, the primary beneficiaries of the programme. Grabe and Stoller note that when pupils have insufficient background to understand what is being taught, discouragement can destroy their motivation to learn (Chapter 2, Section 2.2.3). This was very much the situation described by stakeholders before implementation of the MTB-MLE programme. Themes related to the positive effects on the children were also interwoven into many stories of respondents as they wrote about teachers and materials, as summarized in the sections above.

The overwhelming positive effect of MT instruction has been to motivate and invigorate the children to learn. Some report that this has translated into a decline in absences (Table 8: S48-TES, S51-MES, S57-MES), a reduced year-end drop-out rate (Table 8: S47-HES), and that children repeating Grade 1 who had not learned to read in the former system are learning in the MTB-MLE classrooms (Table 8: S48-TES & S57-MES).

Challenges that surfaced in the theme analysis include the difficult problems of mixed language classrooms, matching MT teachers to MT classrooms, and the insufficiency of MT teachers to meet the need.

5.4 Recommendations and Final Reflections

This exploration of stakeholder responses to MTB-MLE has yielded ample early evidence of change, potentially significant change, in the lives of the children, teachers and parents. Now stakeholders at all levels will do well to ask if this will be sustainable, to consider what the future impact might be and what will be needed to get there. The deep positive effect on immediate stakeholders, especially pupils, suggests that felt needs have been touched, revealing important community values, indicators worth monitoring in the future.

If the programme is to survive and progress, in addition to the MT materials that must be produced for Grades 2 and 3, it is clear that more materials will also be needed for future Grade 1 classes, incorporating the teachers' suggestions noted above. Transfer materials to facilitate first oral and then written literacy in the L2, and finally the L3, will also be required. These should include appropriate cultural background knowledge to help pupils transfer their literacy skills. This will mean producing a variety of materials in various formats for different purposes and skill levels, providing a base of instructional materials for the classroom and with the additional goal of building a growing body of vernacular literature in each MT. Developing a scheme and schedule for materials development is recommended, as is on-going teacher training for producing and using materials. Enlisting community participation for production and even materials design is highly

recommended as well, relieving teachers of some of the burden of this gigantic task (Chapter 4, Section 4.2.3). Additionally, the parallel study begun by Save the Children should be completed in order to measure learning outcomes quantitatively.

Creativity, flexibility and community support will likely be required to address the concerns of staffing and mixed language classrooms. Further research should include criteria to follow in selection of languages for the extension of MTB-MLE implementation. A mapping study to identify classrooms language distribution might aid in identifying possible solutions.

The changes discovered in this study are indeed remarkable, and not just because of improvement in learning outcomes that have been observed or that might be anticipated if the programme continues and progresses. Yes, teachers have been motivated. Teaching materials have functioned well. And, yes, commitment and determination will be required to do the hard work of creating more materials, materials that have never existed before; and of enlisting universities to rise to the challenge of helping prepare MT teachers in the many mother tongues of this land. Those things must be done. But the remarkable change, the most significant change, would seem to be the hope and enthusiasm that have been created and released in the children, being made to realize their worth, to believe in their potential. This beginning is what must not be allowed to die, but must rather be cherished, nurtured, encouraged until these lives have been changed and this nation impacted by this new generation who have learned, and that because they have learned first that they matter.

[16,458 words]

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Appendices

Appendix A: Maps of the Philippines and Mindanao

Map 1 – The Philippines (CIA 2012). This research was carried out on Mindanao, the largest island in the southern Philippines. See on the next page the detail map of the boxed region of the map below.

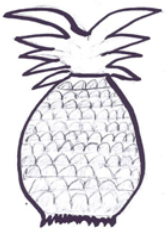
Map 2 – South Central Mindanao, with the pilot school communities of Bagumbayan (Hiligaynon language), Lake Sebu (T'boli language) and Lutayan (Maguindanaon language) indicated (http://www.mindanaomaps.com/Mindamaps/MindanaoMap.pdf).

Appendix B: Lesson Two from the Maguindanaon Alphabet Primer Teacher's Guide, Teaching the Sounds 'n' and 'a'

Ebpangagian 2

Su batang a inipamandu den: s, u

n, a — Key symbol



Key picture

nanas

Key word

na | nas

Syllable box

nanas	n	nanas	a
na	na	na	na
n	nanas	a	nanas

Word-breaking and word-making

n	a	u
s	as	an
u	n	s

Big Box (for word-building). nanas, san, susu, su, Anas, nan, nu

san

Sentence-making word

San su nanas.	San
San	San su nanas.

Sentence-making and sentence-breaking

san
nanas
San su nanas.

Words and sentences for spelling and handwriting practice

Appendix C: Instructions for 'shared reading' of Big Books

For the Facilitator:
Go through the information with the participants. Ask different members to read a section each.

Shared reading

Shared reading is fun. In shared reading, teachers and students read together from Big Books or other texts such as charts, posters, magazines and newspapers etc.. Shared reading helps students to

- feel that they are an important part of classroom learning and reading experiences
- hear models of fluent reading with good expression
- hear Vernacular and English language in different situations
- improve their listening skills
- develop strategies that help them to become readers
- make connections with speaking, reading and writing in meaningful ways
- learn in a cooperative way by learning with other students
- learn word patterns and structures, and the rhythm of Vernacular and English language
- learn Vernacular and English vocabulary and meanings.

Suggested steps for Shared Reading

Talk / Read / Talk / Read / Do-Talk steps
Choose a big book text or a text written on a chart that relates to the theme you are developing in your classroom. Gather the students around you so that they can all clearly see the book or the chart.

1. **Talk**
   - Introduce the topic of the book to stimulate the students' interest and get them to recall their experience and knowledge about the topic. Choose one of the following ideas.
     a. Ask the students questions
     b. Tell a short story
     c. Mime or dramatise a scene
     d. Show pictures

e. Sing songs about the text
f. Use real life objects to introduce the text.

2. Read

- Read the story to the students using the right speed and make your voice interesting and natural.
- Use a pointer. Move the pointer along smoothly under the text as you read along. Do not read word-by-word.

3. Talk

- Talk about the text together with the students. Use *who, what, why, where* and *how* questions.
- Ask students for their opinions about the story or the characters
- Let students make observations or comments about what they felt or thought as they were listening
- Discuss the pictures
- Do activities that will allow students to interact with the content of the text such as asking children for their favourite parts of the story, or picture and say why they liked it.

4. Read

- Read the text again and invite the students to read with you.
- Give volunteers a chance to read some parts of the text.
- Different groups read different parts of the dialogue
- Different groups read different pages

5. Do / Talk

- Choose some of the following ideas for Step 5, Do/Talk. Start from whole text and work down to the parts.

Appendix D: Instructions for Teaching a Primer Lesson

(Adapted from *Two-Track approach to teaching Children to Read and Write Their First Language,* by Susan and Dennis Malone, SIL International Consultants in Multilingual Education, 2012)

Instructions for Using This Alphabet Primer: Follow these steps when teaching new symbols and letters. Feel free to add your own activities as well. The more practice with the letters and words, the better.

Preparation for each new alphabet lesson:

1. Draw the key word picture and write the key word and the Big Box on the chalk board.
2. Make sure to leave space in between for the word-breaking and the word-making activity. There should also be space below the Big Box for the sentence-making and the sentence-breaking activity. Refer to your Alphabet Primer pages for the correct layout.
3. Remember – You do not need to copy out the whole primer lesson, only the key picture, key word, and Big Box. You will write the other portions during the lesson.

Steps	Activity	Directions
1	Key symbol, key picture & key word	1. Point to the key word and say, "*This is a picture of a ___.*"
		2. Point to the key word and say, "*This is how we write the word ___.*"
		3. Read the key word **with** the pupils 2-3 more times.
2	Syllable Box (only if key word has 2 or more syllables)	1. Point to the key word and read it at *normal speed.*
		2. Point to each syllable as you *read each syllable distinctly.*
		3. Read each syllable again, clapping once for each syllable. Do this again and have the pupils clap for each syllable with you.
3	Word-Breaking	1. Write the key word on the left side under the syllable box.
		2. Read that key word **to the pupils** and then **with the pupils.**
		3. Say, "*Now I will write the part of the key word that has our new symbol for the day.*" Write the new letter directly under the new letter above. Read the new letter **to the pupils** and then **with the pupils.**
		4. Continue writing each smaller part of the word and reading it to and with the pupils. (This may be one step or several, depending on the length of the word.)
		5. When only the new symbol is left, say, "*Now I will write our new letter for the day.*" Write the new letter directly under the new letter above. Read the new letter **to the pupils** and then **with the pupils.**
		6. Read the whole word-breaking column **with** the pupils.
4	Word-Making	1. Tell the pupils, "*First we 'broke' the new word down to the new letter. Now we will start with the new letter and make the word whole again. Let's start with the new letter.*"
		2. Write the new letter to the right of the word-breaking column and read the new letter **with** the pupils.
		3. Tell the pupils, "*Let's keep making our new word. I will write the part of the new word that has our new letter.*"
		4. Write that part of the word under the new letter so the new letters are in a straight column. Then read that part of the word **with** the pupils.
		5. Follow that pattern, using as many steps as you did with the word-breaking activity. Finally, write the entire word so the new letters are in a straight column and read the word **with** the pupils.

5	Big Box & Word Chart	1. **Pupils read the letters or syllables in the Big Box**
		• Tell the pupils to read the letters or syllables in the Big Box as you point to them. First have them read from left to right and then have them read from top to bottom.
		• Point to different letters or syllables randomly. Ask for volunteers to read each letter or syllable as you point to it. Correct any mistakes.
		2. **Pupils find the new key word in the Big Box**
		• Ask a volunteer to come up and find the letters or syllables that make the new key word. Read the word with the student that found it.
		• Ask the class if the word is correct. If so, write the key word in a new word box on the chalk board and read it with the pupils. If it is not correct, ask another student to point to the parts of the key word.
		3. **Pupils find other words in the Big Box**
		• Invite volunteers to find other words in the Big Box. These can be words they already learned or, even better, words they had not learned previously.
		• Read the words with the pupils as they identify them. Ask the rest of the class if the word is correct. If so, read it with the class. If not, invite another student to come and point to the correct letters.
		• Continue adding new words to the word list on the chalk board.
		• Read all the words in the word list **with** the pupils.
6	Break the Sentence & Make the Sentence	1. **Read the new Sentence word to the pupils and then with the pupils.**
		• Write the new word on the chalkboard, under the Big Box. Tell the pupils, "*This is the word we will use today to 'break and make' a sentence.*"
		2. **Do the "Break the Sentence" activity**
		• Write the whole sentence, to the left, under the Big Box.
		• Use the pointer as you read the sentence **to the pupils** and then **with the pupils.** (The pointer should move smoothly as you read).
		• Write part of the sentence with today's new word. Make sure to line it up directly under the new word. Use the pointer as you read that part of the sentence **to the pupils** and then **with the pupils.**
		• Write the next smaller part of the sentence. Use the pointer as you read that part of the sentence **to the pupils** and then **with the pupils.**
		• Write today's new word by itself so it is directly under the new words in the rows above.
		• Use the pointer to point to the word as you read it **to the pupils** and then **with the pupils**.
		3. **Do the "Make the Sentence" activity.**
		• Tell the pupils that now you will show them how to build the sentence again.
		• Write today's new word to the RIGHT under the Big Box.
		• Point to the word as you read it **with** the pupils.
		• Write the next biggest part of the sentence so that the sentence-making word is just under the same word above.
		• Use the pointer as you read that part of the sentence **with** the pupils.

7	Handwriting and Spelling	1. **Pupils practice writing the new letter**
		• Show the pupils how to write the new letter in the air and on their hand.
		• Tell the pupils that you want them to write the new letter ___ (say name of the letter).
		• With your back to the pupils, tell them to watch your finger as you "write" the new letter in the air. Make sure you make the letter very large so they can see how you make it.
		• Ask them to copy your movements and practice writing the letter in the air 3 or 4 times.
		• Hold one hand in the air and show them how to write the letter on the palm of one hand using the finger of their other hand. Have them do this with you 3 or 4 times.
		• Write the new letter on the chalk board. Write slowly and make the letter large so everyone can see it. Write it 3 times like that.
		• Ask pupils to practice writing the letter in their notebooks 10 times.
		2. **Pupils practice writing the new key word in their notebooks**
		• Write the new key word in large letters on the chalk board. Write it 3 or 4 times so everyone can see clearly how you write it.
		• Pupils write the new key word 10 times in their notebooks.
		• Walk around the room to see how they are doing. Help anyone who is having trouble.
		3. **Spelling**
		• Dictate the key word from today's lesson. Pupils write the word in their notebooks.
		• Dictate the key word from the last lesson. Pupils write the word in their notebooks.
		• Dictate 2-5 key words from earlier lessons, slowly, one by one. Pupils write each word in their notebooks.
		• Walk around the room as they write to encourage them and help them.
		• Write the spelling words correctly on the chalk board. Pupils check their work and correct any mistakes.

Appendix E: Example of Interview Form, for the Maguindanaon Language

Guidelines for interviewing parents:	**Remarks**
Interviewer should be speaker of the language Maguindanaon or have an interpreter, and must have had an orientation about MSC. 1. Select a parent/storyteller of a Grade 1 child who is in an MTB-MLE classroom and who has agreed to contribute by telling us their personal experiences with this new programme. 2. Have an interview form and a pencil. Be sensitive to the needs of the parent. If he/she is not able to write, write down the story for him/her. 3. Remember to guide the storyteller to the domains of research: • **D1: Changes in teachers' practices and attitudes toward the MTB-MLE programme** • **D2: Changes resulting from use of the MTB-MLE instructional materials** 4. The story should contain three parts- Beginning, Middle and End; then also why it is significant for the storyteller. 5. The story must be a real story, not a fiction. 6. Follow the instructions on the interview form with your storyteller/parent. Write the story as the parent/storyteller says it to you. 7. Remember to talk about confidentiality and write the personal information of the parent/storyteller on the form. 8. If working with a group of parents, divide them by domains into two groups. 9. Distribute domains written on Manila paper, one to each group. 10. Exchange stories for selection. Each group will select the MSC from the other group.	Materials: Interview form, pencil Outputs: At least one story from parent for one domain and their choice of the most significant. Total: If 4 parents, 2 stories for domain 1 2 stories for domain 2

Story Collection Guide

Background:

Save the Children is hoping to collect some stories about changes that you might have observed from the MTB-MLE programme in any of the following domains.

Domains to research:

- Changes in teachers' practices and attitudes toward the MTB-MLE programme
- Changes resulting from use of the MTB-MLE instructional materials

If you are happy with this, I will ask you 3 or 4 questions and record your answers. I will go over what I have written at the end to make sure you are happy with it.

We hope to use the stories from your interviews for a number of purposes including:

- to help us understand what you think is good and not so good about this programme.
- to make improvements in our work.
- to tell our funders what has been achieved.

Contact Details

* Name of storyteller _____

Name of person recording story

_____

Location _____

Date of recording _____ Language:_____

* *(If they wish to remain anonymous, don't record their name or contact details – just write "'community member" or some similar description.)*

Adapted from 'What's in a story?' (Davies, 2008)

Ice breaker

Ngin i katawan nengka pantag sa kabpangagi su manga wata sa basa tanu muna, entu pan ka Filipino enggu English (pantag sa MTB-MLE)? ('What do you know about children studying in our language first, followed by Filipino and English (about MTB-MLE)?)

Manga pidsalinan/sambi a nailay kanu kinagamit sa instructional materials. Pidsalinan/sambi nu manga galebekan endu palangay nu manga maestra/maestro pantag sa MTB-MLE.

Please list all the changes that you have seen related with the instructional materials being used. List the changes in teachers' practices and attitudes toward the MTB-MLE programme.

1.

2.

3.

4.

5.

6.

7.

Adapted from 'What's in a story?' (Davies, 2008)

1. Sa kalangan nengka bu na ngin i pinaka-importante a pidsalinan/sambi sia sa school pantag sa MTB-MLE labi den sa topic sa pulu.

   From your point of view, which do you think is the *MOST* significant change here at the school about MTB-MLE, especially on the topics above. *Please try to describe this change in the form of a story.*

Beginning (situation before the change)

Middle (what happened?)

End (situation after)

Adapted from 'What's in a story?' (Davies, 2008)

2. Ngintu ka nia ba I pinaka-importante san sa leka?

   Why did you choose this change in particular? E.g., **Why was it significant for you**?

.....

.....

.....

.....

.....

.....

.....

Confidentiality

We might like to use your stories for reporting to our donors, or sharing with other participants and trainers.

Do you, (the storyteller),

- want to have your name on the story (tick one)? Yes ❒ No ❒
- consent to our using your story for publication (tick one)? Yes ❒ No ❒

Adapted from 'What's in a story?' (Davies, 2008)

Appendix F: Template for Direct Observation in the Classroom

Dimensions of descriptive observation

1. *Space.* Layout of the physical setting; rooms, outdoor spaces, etc.

2. *Actors.* The names and relevant details of the people involved.

Name of the teacher: _____

Education and experience and training in
MLE:_____

Curriculum competencies of the lesson. *Goals.*

_____

_____

Children: How many (registered)? How many during the visit? How many languages?

_____

_____

3. *Activities.* The various activities of the actors. Time:

4. *Acts.* Specific individual actions. Time:

5. *Events.* Particular occasions, e.g. meetings.

6. *Feelings.* Emotions in particular contexts

Appendix G: Stories Selected as Most Significant

Table G1. Story S1-HES, selected as most significant in Domain 1, Changes in Teachers' Practices and Attitudes toward the MTB-MLE Programme, for the first monitoring period (September 2011); and reasons for its selection.

Improved teacher-student rapport (principal)

When I entered the classroom, I was surprised because the pupils were very noisy. They all were shouting here and there. The teacher was explaining the lesson in the English language. The high and low tones in her voice explaining the lesson made me think that all her pupils could not understand what she was telling them but they weren't minding/obeying what the teacher said.

But when I observed a class where the mother tongue was used by the teacher, the pupils were very cooperative and they were very much interested to learn, because they understood what the teacher said. They focused their attention on the lesson that was being taught. In a language class, for example, they could easily identify the letters and words represented by symbols. They understand what the stories are about.

If we continue using the mother tongue in the classroom, the end will be a good rapport between pupils and teachers. The teachers will not need to be always shouting in delivering their lessons. The pupils, on the other hand, will cooperate with the teacher because they understand what the teacher is trying to bring out.

Then I realized, 'That it is why there is a smoother relationship between the pupils and the teachers in the classroom using the mother tongue. It is because now they can understand each other in the process of learning.' This is for me a very significant change.

Selected by:	Reasons for selection:
Save the Children National Office, Early Childhood Care and Development (ECCD) Advisor	'It shows how teaching and learning should be for both teacher and students. That it is a two-way process, and that when interaction is very active, there is so much knowledge sharing and knowledge transferring going on. Very true with the adage that "when you study to remember, you will forget. … when you study to understand, you will remember." In this case, because the students understood the lesson, they remember and apply it well.'
SCMPO Programme Manager	'I chose this because it depicts the changes in the manner of communicating and teaching between teacher and pupils which is fundamental in motivating children to be better engaged in all the learning activities.'

Table G2. Story S30-MES, selected as most significant in Domain 1, Changes in Teachers' Practices and Attitudes toward the MTB-MLE Programme, for the second monitoring period (November 2011); and reasons for its selection.

Teacher attitudes transformed by educational reforms (parent)

Before, what I have observed about the practices and attitudes of the teachers was that they sometimes seemed not to care about the learning of the pupils. Maybe it was because they were quite tired of trying to convince the children to go inside the class. Some of the teachers frequently stayed away from the school even though they had classes scheduled. Sometimes they did not ask the permission of the head when doing it. We, the parents, were sometimes wondering why they really wanted to do that. What might have happened is that the children who had been excited about going to school and eager to learn were no longer enthusiastic, because they felt that even the teachers had lost their interest in teaching them. And so the children enjoyed the chance to escape from the school too. We, the parents, felt somewhat upset about this practice, but we still forced our children to go to school as if everything was fine. This went on until one day some people from Save the Children came to talk to us regarding the programme MTB-MLE. Then, suddenly, I felt nervous, because I was one of those whom they were talking with. At first I didn't really know what to do, but along the way, I have learned some things.

Since MTB-MLE came to our community, most of the children in Grade 1 are now very participative in the class. They now easily understand the words they read because it's all written in Maguindanaon. If the teacher calls on them to answer questions, now they are very excited, raising their hands. They are not afraid of being called on by their teacher because they are so confident that they can give the correct answer by using the Maguindanaon language. Most of the time, they show interest in going to school. Like my daughter, for example. She wakes up early in the morning to prepare herself for school. Sometimes she goes to school as early as her teacher does.

This programme is really good in having helped to reform the system of teaching in our school, especially in Grade 1. It has helped the pupils, motivating them to learn by teaching them in a way that they can easily understand, and it has helped them to communicate with their teachers and their classmates. It has helped the parents as well, because the children are now doing the studying.

Selected by:	Reasons for selection:
SCMPO Programme Manager	'The story reflected the changes in the behaviour of the children towards their studies and enthusiasm in going to school. The story did not thoroughly discuss the manner of teaching and practices of the teachers but the results were very evident based on the testimonies from the parent themselves. This is first-hand information coming from a parent observer who vividly described the scenarios before and after with regard to her child's learning.'
Project Coordinator 1	'I selected this story in this domain as it showed how a parent was able to observe the changes in teaching as well as the learning of his child from school to home. It is very important that a parent be able to follow-up the quality of the learning environment of the school, including the teaching methodologies, appropriateness of programming and the contribution of home to school and vice versa.'
National Education Advisor	'This story reflects changes in: Children's participation in learning processes; changes in learners' attitudes; changes in teachers' attitudes/behaviour towards teaching-learning processes; changes/reforms in the school system; changes in parents' perception towards children's learning behaviour.'

Table G3. Story S49-TES, selected as most significant in Domain 1, Changes in Teachers' Practices and Attitudes toward the MTB-MLE Programme, for the third monitoring period (March 2012); and reasons for its selection.

Teacher develops strategy to transfer reading skills (teacher)

As I began implementing MTB-MLE, I had a lot of worries regarding how the pupils would learn, if this way of teaching would bring confusion to them or not since the usual practice was teaching in English and Filipino. During the first quarter, I taught them purely in the mother tongue. I began introducing the seven vowels of our Tboli language, which are, a, e, é, i, o, ó, u. The pupils could easily get along with it and they began reading words written in the MT and associated the words with different objects. As time went by, I still felt some worries. By the 3rd quarter, I begin to transition my pupils from reading in the MT to the other languages, starting with some oral Filipino and, in the 4th quarter, oral English. We made games using TPR (Total Physical Response) activities.

During one session in my class, I started experimenting regarding the transition period. For example, I instructed my pupils that when the context is about Filipino we should read the 'e' sound like in 'babae,' the Filipino word for woman; and if the context is about English, we should read it as in the word 'hell' in English. If the lesson context is MT, we should read 'e' as e in the MT. The pupils begin reading the words that I presented to them in English, Filipino and the MT and started internalizing these words. Then they automatically developed their own way of transferring or shifting techniques based on the context given. As I observe my pupils, I see that they understand what they are reading because they have to make a judgment of what language they are reading and adjust the pronunciation. Another example, with children who were taught in kindergarten in the English language and those that are repeaters, is that in sentences like, Mken ken Man 'Man is eating rice', these children tend to pronounce the letter 'e' as it sounds in English. But when they re-read and think about the context, they are able to adjust the sound to the Tboli sound of 'e'.

I know that the transfer period to other languages is very important because, since the Grade 2 teachers are not mother tongue speakers in our school, if the children don't have any background about the shifting of sounds, they could have difficulties in adjusting themselves to pronouncing the new sounds when they begin to be taught the other languages. If the pupils can have a little background, they will be able to adjust more easily to the presentation of sounds in the other languages, and so they will be better able to cope with the lessons in Grade 2.

Selected by:	Reasons for selection
Project Coordinator 1	'I particularly like this story since this is not the usual story about drop outs, the effects of participation or initial results of mother tongue-based instruction, but it delved deeply into the teachers' strategies in bridging and making a transition from the mother tongue to Filipino and English. I think we all have a lot to learn from her as implementers of the programme, if programme approaches and strategies work well when applied to classroom settings.'
SCMPO Programme Manager	'It shows the creativity of the teacher in ensuring that what she taught is being clearly understood by the pupils. The story reflected her positivity by thinking of ways to be creative in her class in spite of her apprehension at the beginning. This for me is a very significant change in terms of behaviour coming from a teacher.'
ECCD Advisor	'I agree with the selection and the reasons provided. Also it mentioned various techniques actually applied by the teacher such as using MT as MOI, transitioning to other languages, contextualizing the lessons and using TPR.'

Table G4. Story S9-HES, selected as most significant in Domain 2, Changes Resulting from Use of the MTB-MLE Instructional Materials, for the first monitoring period (September 2011); and reasons for its selection.

Pupils comprehend Big Books & learn easily (parent)

The changes that I observed that resulted from the implementation of the MTB-MLE programme in our school and the materials they are using in the classroom is that the content of the Big Books, the proverbs posted on the walls inside the classroom and the alphabet flash cards are written in Hiligaynon.

The Big Books that my son, Jeno Frenal, a six year old Grade 1 student, is using nowadays are much better compared to the former times. The previous one solely contained words without any illustrations and my child could not figure out the ideas.

At the moment, I noticed that the Big Books that they are using are in Hiligaynon with pictures. With that, he can easily comprehend what he is reading. When he sees that the drawing is a carabao and at the same time he reads it as a carabao in his own language, he can process it directly. One time, I was very delighted because he wrote ASIN on his paper, then he read it loud as ASIN while pointing out our own salt at home. Furthermore, I noted that whenever Jeno arrives from school he tells us about the stories he heard from his teacher. He narrates it graciously without any restraint.

The programme is quite new but I'm glad about it. The idea of teaching our children using materials in Hiligaynon is an effective way of educating them because they learn easily.

Selected by:	Reasons for selection
ECCD Advisor	'This shows the complete process of learning … by first understanding the concept then relating it to one's realities … which is what (he) went through. And all because he picked up a technique through the Big Books.'
SCMPO Programme Manager	'I chose this because it describes how the MLE materials are helping the children understand words and illustrations better.'

Table G5. Story S31-HES, one of two stories selected as most significant in Domain 2, Changes Resulting from Use of the MTB-MLE Instructional Materials, for the second monitoring period (November 2011); and reasons for its selection.

Big Books in MT improve pupils' learning & behaviour (teacher)

We, the people of Chua Elementary School, are very thankful with Save the Children for the several trainings they have given strengthening the MTB-MLE programme implementation in our school. They made us an MTB-MLE pilot school and equipped us by a seminar for development of curriculum, materials and teaching strategies. Now even those who are higher-ranking people from the Department of Education come to observe my class. I feel very, very confident in using MTB-MLE and I will stand for it. I know this is the way for my pupils to progress.

I also realize that this MTB-MLE programme is not very clear to everyone. For example, during one of our quarterly evaluations, one Division Supervisor said to me that even though we are a pilot school promoting MTB-MLE, I must deliver the English subject only in English. It puzzled me a great deal, for I know the educational level of my pupils. They are not really very equipped yet in a foreign language. I was sure they would stare at me with blank minds, without understanding, and they would go home empty after a day of class. When I read the English story to my pupils from the text, they were silent. But when I translated into Hiligaynon, they were able to participate and answer the test properly. I could see that the supervisor was surprised that the pupils were able to answer correctly when they were asked in their own language.

As a teacher, I see the difference between using mother tongue in Grade 1 as a medium of instruction. And in the written materials, it plays a great role in improving learning and behaviour towards school. For example, when we have conferences in the classroom, we use the Hiligaynon Big Books, and that really entertains my pupils. The pupils read in groups or even individually. How I wish we could produce more copies so that my pupils could have their own individual DEAR (Drop Everything And Read) time.

Materials such as Big Books are very interesting to the pupils. They catch their attention and their feelings of excitement or sadness really show through during the reading period. When stories are read to the pupils, they deeply understand and they relate in such a way with the story that their feelings are easily expressed. They enjoy reading and they want to read the stories repeatedly, even beyond the reading time when they no longer have adult supervision. Big Books are good a motivational tool. I used them as an example in group activities for them to create their drama presentation during class hours.

Even some higher grades pupils visit my classroom just to read the big books. This is significant, because these MTB-MLE materials have made a change in the previous negative behaviour of the children toward learning at school. This contributes to a positive attitude in the pupils' studies. Pupils have already established self-confidence through speaking their own language in the classroom as they participate in our class discussions. They can express their ideas, for they are not afraid that somebody will laugh at them as they might if they are using wrong grammar in Filipino or English. Children are developing good reading habits and are more interested in school. They are eager to know more about the interesting stories they will discover and learn at school.

Selected by:	Reasons for selection
Project Coordinator 3	'I selected this story as it shows how important are the resource materials developed by the teachers themselves to facilitate the learning of the pupils. Also, it provides a glimpse how MLE is being implemented on the ground with some complications among the DepEd people. For me, this is a good feedback for the frontliners of MLE to know the real situation on the ground.'

Table G5 (continued)

Selected by:	Reasons for selection
ECCD Advisor	'The story captured best the increase in interest and participation of children in class because of the use of MT materials, and also the teacher's increased confidence in her teaching skill and ability to contribute to their pupil's learning and development.'

Table G6. Story S37-MES, the second of two stories selected as most significant in Domain 2, Changes Resulting from Use of the MTB-MLE Instructional Materials, for the second monitoring period (November 2011); and reasons for its selection.

MT as MOI & in written materials benefits pupils, parents (parent)

Some time ago, most of the children in the school, particularly in Grade 1, were suffering sometimes in their everyday lives in their school because most of the time they were afraid to talk inside the classroom. They didn't understand the language that their teachers were using. Sometimes they felt reprimanded when the teacher wanted them to participate in the class. So, what they did was they preferred to escape from the class rather than to face their teacher. If we asked them why they did not want to go to school then, their basic reason was that they did not understand the teacher. It was quite hard for us parents to send them to school, because maybe they were not happy anymore inside the classroom. Then one day, MTB-MLE came to our community.

One thing I have noticed with the Implementation of MTB-MLE is that the children easily learn and comprehend the lessons. Once the teacher says the word in the Maguindanaon language, like the word babak which means 'frog', they simply understand what that babak means and what this animal is doing and where it lives. The children are not afraid to participate in the class discussion because they are not confused because basically they know the language and how to use it. And exactly that is the best thing about this.

As a parent I am very thankful that the Mamali Elementary School is one of the recipients of this programme of MTB-MLE. This programme is so very important because it changes the teaching system of the school, particularly the Grade 1 classes.

The best thing here for me that is very significant is that the language that they are using in the classroom is the Maguindanaon language and that the materials are all written in Maguindanaon, such as the Big Books and the alphabet. As a result of this change, not only are the pupils benefited by this programme, but also the parents, because it helps us a lot that our children are now excited to go to school and we no longer need to push them to school because they are already eager to go. This is also an advantage for the teachers in Grade 1 because aside from the teaching that they can provide for the children, they can also build smooth relationships with the pupils because they understand each other, and they converse in the same language. It is much appreciated that this programme really works. Wassalam (Thank you/Peace).

Selected by:	Reasons for selection
Project Coordinator 2	'I choose this story because it is clear that the change of behaviour of the children and teacher is due to the use of the MT. Using the MT in teaching and in the materials makes a big change in the children. They were afraid before and now they participate actively in the class. Teachers can easily connect and interact with the children. The children can easily relate with objects with the language they know. Also parents are able to assist the children in their assignments. This is important to me because the change of behaviour it is important for achieve learning.'
National Education Advisor	'This story reflects: Changes in children's participation in learning processes; changes in learners' attitudes; changes in teachers' attitude/behaviour towards teaching-learning processes; changes in contextual meaning to teaching-learning processes because of language use.'

Table G7. Story S52-HES, one of two stories selected as most significant in Domain 2, Changes Resulting from Use of the MTB-MLE Instructional Materials, for the third monitoring period (March 2012); and reasons for its selection.

Children develop reading habits using Big Books (teacher)

When I saw the Big Book from the Grade 1 class, I got interested in it, for it has a very good illustration that catches the attention of the pupils. So, one day, I decided to borrow one of the books and use it in my Grade 2 class. We had a storytelling time using the Ilonggo Big Book. Some pupils asked for more stories, so we borrowed more Big Books from Grade 1. I grouped the pupils and distributed the Big Books. We had to have group reading, for the number of Big Books was limited.

As I observed the desired on the pupils for reading, I concluded that as a teacher I want to have my own Big Books in my class. But my problem is that, even though I know how to write folk stories, I am not a good illustrator. I don't know the standard for how to make illustrations. Another problem is that there are no Ilonggo Big Books available to be sold in the book store, so how I can acquire more big books for my Grade 2 pupils to be used as reading materials? As I observe, it seems like the Grade 1 teacher was trained in writing Big Books in Ilonggo with beautiful illustrations. But even though there will be training for me, it is very difficult for me to make Big Books because we have a lot of work. Preparing lesson plans and visual aids, plus reports and the time we need to give to our family and being a mother make the task of making Big Book a big problem and a big challenge. As I reflect on this challenge, I think that one thing we could do is to ask in the communities of the parents of our pupils to help us to develop Ilonggo reading materials such as these Big Books with Illustrations.

So, to have Big Books in the language that pupils can understand is very significant for the pupils in reading because when there are no Big Books, instead of reading they will play outside because they have nothing to read. When there are many different Big Books with interesting Illustrations, pupils could develop reading habits because they enjoy reading. Also, stories made by their parents will contribute toward education of their children.

Selected by:	**Reasons for selection**
Project Coordinator	'The story reinforced/reaffirmed the importance of having a rich literacy environment in school and at home to develop love for reading and learning. Despite being a Grade 2 teacher, she already realized the importance of using mother tongue-based materials for instruction. Without having proper training but through observation of its implementation, she already appreciated the use of the mother tongue which could provide solid groundwork for when current Grade 1 pupils make the transition to Grade 2.'
SCMPO Programme Manager	The story reflected that the Big Books significantly benefited not just the Grade 1 pupils but Grade 2 pupils as well. The children's interest in reading the stories written in the vernacular which was derived from the local environment is very important to note.

Table G8. Story S54-TES, the second of two stories selected as most significant in Domain 2, Changes Resulting from Use of the MTB-MLE Instructional Materials, for the third monitoring period (March 2012); and reasons for its selection.

With MTB-MLE instructional materials, pupils are no longer confused (parent)

When our children were in pre-school, pupils read and recited the alphabet in Tagalog and also in the English language. Most of the time, they couldn't understand what they were reading, and sometimes even when they were writing some letters they didn't know the sounds. Often times they were afraid when the teacher asked them what the name of something was, for example, simple words like 'house', 'duck', 'chicken' in English.

So often, my child, named Johanna L. Bernas, used to come home asking questions because she didn't understand what was taught at the school. She asked me, 'What is "house" in our own language?' I said, ' "House is gono,' or, '"Duck" is fatu,' or, ' "Chicken" is onuk.' Even though their teacher taught them in English and translated it into Tagalog, she still couldn't understand those simple words.

But during the implementation of MTB-MLE the teacher used books, charts and an alphabet primer written in T'boli, and that really took the attention of my child. She became interested to go to school. Now she understands what her teacher is talking about no matter what the topic is. She always raises her hand and participates in answering the questions that the teacher asks during the lesson, and she is no longer afraid to be asked about reading words because the pictures and the words are from our culture and in our language. Therefore, now my child can easily identify the characters of the alphabet, and can count using numbers 1 to 10, can identify pictures, and can also read words like, for example, gono, fatu onuk, lapis because they are written in the T'boli language.

This is important for me because I notice that the instructional materials written in our language do not confuse my child. As a parent, I want my child to understand the lessons and materials presented to her. I want her to be able to finish her studies and become knowledgeable in order for her to easily find a good job. Otherwise, compared to those who are working on the farm – for example, harvesting – they have to sacrifice by working under the heat of the sun or in the rain. But, compared with those who have good work such as, for example a teacher, engineer, manager, seaman, etc., they are able to have a better lifestyle.

Selected by:	Reasons for selection
ECCD Advisor	I think this story best captured the changes arising from the materials used in class. Although Story # 1 also captured some, it only focused on increasing the students' interest in reading. Story # 2 however, specifically mentioned other aspects such as children getting more attentive in class, keeping them interested in school in general, children not being afraid of asking teachers about difficult words and are easily able to identify characters of the alphabet, and that materials written in MT eliminated confusion of children.