



Republic of the Philippines
 Department of Education
 Region VII, Central Visayas
 DIVISION OF CITY SCHOOLS – TAGBILARAN
 City of Tagbilaran

Rajah Sikatuna Avenue, Dampas, Tagbilaran City, Bohol 6300 (038) 544-2147; 427-1702 tagbilarancitydivision@yahoo.com www.depedtagbilaran.org

April 1, 2019

MEMORANDUM

No. 13 s. 2019

To: Public Elementary School Principals
 All Others Concerned

Data Gathering for Language Policy Revision

- Attached is Regional Memorandum No. 0169, s. 2019 re: the DepEd, Bureau of Curriculum Development to conduct a series of workshops aimed at modifying and enhancing the **Bilingual Education Policy** and the **Policy on Mother-Tongue Based Multi Lingual Education (MTB-MLE)** and their respective implementing guidelines. The revision of these language policies will address the continuing problem of illiteracy in the country, and further enhance not only the communicative competence of learners, but also will help develop their competence in other learning areas like Math and Science.
- Selected teachers from different schools will participate in the data gathering by accomplishing the attached questionnaires.**
- Special attention is invited to paragraph 3 of this Memorandum. The survey will be conducted online from March 20 to April 3, 2019 only. Kindergarten to Grade 3 teachers will be asked to answer the questionnaire labeled "For K to 3," via the link: <https://goo.gl/forms/rSdIADk4zHX3BdA3>, while Grades 4 to 6 teachers will be asked to answer the questionnaire labeled "For G4 to 6" via the link: <https://goo.gl/forms/LZKmhgyKaWKwRN783>.
- The selection of schools by random sampling and the number of teacher respondents are as follows:

Category	School	Kinder	Gr .1	Gr.2	Gr.3	Total K to Gr.3	Gr.4	Gr. 5	Gr. 6	Total Gr. 4 to Gr. 6	TOTAL
Small	Cabawan ES	1	1	1	1	4	1	1	1	3	7
Medium	Eastern Cogon ES	1	2	2	2	7	2	2	2	6	13
Large	Booy ES	1	2	2	2	7	2	2	2	6	13
	Booy South ES	1	2	2	2	7	2	2	2	6	13
Very Large	City East ES	2	2	2	2	8	3	3	3	9	23
Huge	Tagbilaran City Central ES	3	4	4	4	15	7	7	9	23	38
	Cogon ES	3	4	4	4	15	4	4	4	12	21
	Total	12	17	17	17	63	21	21	23	65	128

- For more information and guidance please refer to the attached Memorandum.
- Immediate compliance with this Memorandum is directed.

NERI C. OJASTRO, Ed.D., CESE
 Officer-In-Charge
 Office of the Schools Division Superintendent

For and in behalf of the Schools Division Superintendent:

ELISEA G. DEL LA TORRE, Ph.D.
 CID Chief



Republic of the Philippines
Department of Education
REGION VII, CENTRAL VISAYAS
Sudlon, Lahug, Cebu City



MAR 29 2019

REGIONAL MEMORANDUM

No. 0169, s. 2019

Data Gathering for Language Policy Revision

To: Schools Division Superintendents

1. The Department of Education, Bureau of Curriculum Development, will conduct a series of workshops aimed at modifying and enhancing the **Bilingual Education Policy** and the **Policy on Mother-Tongue Based Multilingual Education (MTB-MLE)**, and their respective implementing guidelines. The revision of these language policies will address the continuing problem of illiteracy in the country, and further enhance not only the communicative competence of learners, but also help develop their competence in other learning areas like Math and Science.

2. In order to effectively do so, it is of paramount importance that all decisions be based on statistically significant evidence from the grass roots. Therefore, all schools divisions are directed to select teachers from different schools who will participate in the data gathering by accomplishing the attached questionnaires. Below is the required number of teachers per division.

Division	K-3 Sample	G4-6 Sample
Bais City	68	68
Bayawan City	80	80
Bogo City	64	61
Bohol	98	97
Carcar City	74	72
Cebu	98	98
Cebu City	93	93
City of Naga, Cebu	71	68
Danao City	76	75
Dumaguete City	69	69
Guihulngan City	80	81
Lapu-Lapu City	88	89
Mandaue City	83	87
Negros Oriental	95	95
Siquijor	74	78
Tagbilaran City	63	65
Talisay City	80	81
Tanjay City	76	74
Toledo City	82	82
TOTAL	1513	1513

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3. The survey will be conducted online from March 20 to April 3, 2019 only. Kindergarten to Grade 3 teachers will be asked to answer the questionnaire labeled "For K to 3," via the link: <https://goo.gl/forms/rSdlADk4zHX3BdA3>, while Grades 4 to 6 teachers will be asked to answer the questionnaire labeled "For G4 to 6" via the link: <https://goo.gl/forms/LZKInhgyKaWKwRN783>.


4. The Division Supervisors for English and Filipino shall ensure that the required number of participants is met and the selection of teachers shall not be concentrated only in one school or area. In order to effectively do so, the stratified random sampling technique on the basis of school size (small, medium, large, very large) shall be employed. In a division where all school sizes are observed, the number of required respondents will be divided by four. For example, the Division of Manila is expected to be represented by 96 K to 3 teachers and 96 G4 to 6 teachers. The selection of respondents following the above-mentioned instructions will then be as follows:

SAMPLE COMPUTATION		
School Size	NUMBER OF RESPONDENTS	
	K-3	G4-6
Small	24	24
Medium	24	24
Large	24	24
Very Large	24	24
TOTAL	96	96

If there are only three school sizes present in a division, then the number of required respondents will be divided by three. **The Division Supervisors (English and Filipino) shall be tasked to ensure that the required number of respondents is met on or before April 5, 2019.** Ms. Maria Teresa Macato - BCD Specialist, will get in touch with and assist the Division Supervisors throughout the data gathering process.

5. For questions, please contact Ms. Alette Ferriols, Senior Education Program Specialist of the Curriculum Standards Development Division at telephone number (02) 632 7746 or via email: ayette.ferriols@deped.gov.ph.

6. Immediate dissemination of and compliance with this **Memorandum** is directed.


SALUSTIANO T. JIMENEZ, CESO VI
OIC-ASSISTANT REGIONAL DIRECTOR
 JULIET A. JERUTA
 Director IV

SURVEY QUESTIONNAIRE for K to 3 Teachers

Name (Optional): _____ Sex: Male Female Age: _____

Region: _____ Division: _____ School (Optional): _____

DIRECTIONS: Please put a tick/check (/) under the column which corresponds most closely to your desired response.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1	The MTB-MLE Policy and its corresponding guidelines are clearly implemented in my school.				
2	My co-teachers fully understand the goals of the MTB-MLE Policy.				
3	The linguistic classification (identification and assignment of Mother Tongue) of my school and my students is accurate.				
4	MTB-MLE is effective in the development of literacy among my students.				
5	Because of MTB-MLE, my students are more confident in expressing their ideas, and therefore more participative, in the classroom.				
6	Mother Tongue, as a separate subject, is effective in facilitating the acquisition of Filipino.				
7	The use of Mother Tongue helps students learn to read and write.				
8	Mother Tongue, as a separate subject, is effective in facilitating the acquisition of English.				
9	There are existing initiatives in my school that assess the effects of MTB-MLE on the literacy of the students.				
10	My co-teachers fully understand the implementation process of the MTB-MLE Policy.				
11	The use of Mother Tongue as a medium of instruction facilitates the acquisition of Filipino.				
12	The use of Mother Tongue helps students learn about numeracy.				
13	The use of Mother Tongue as a medium of instruction facilitates the acquisition of English.				
14	There are existing initiatives led by my division that assess the effects of MTB-MLE on the literacy of the students.				
15	The language transition process (MT to Filipino to English), as seen in the first key stage (K to 3), is clear.				
16	Because of MTB-MLE, my students are able to perform better in other subjects (such as Math, Science, etc.) If you agree/strongly agree, please specify the subject/s:				
17	There are existing initiatives led by my region that assess the effects of MTB-MLE on the literacy of the students.				

DIRECTIONS: Please provide your honest response to each of the following questions:

1. Do you agree that the Mother Tongue should be taught as a separate subject? Why or why not?
2. What are the challenges in using the Mother Tongue as a medium of instruction in other subjects such as Math, Science, etc.?
3. How would you suggest improving the MTB-MLE Policy?

