




RAMIR B. UYTICO EdD, CESO III
Regional Director

Republic of the Philippines
Department of Education
NEGROS ISLAND REGION

Regional Advisory No. 052, s. 2026

May 21, 2026

In compliance with DepEd Order (DO) No. 8, s. 2013
this advisory is issued not for endorsement per DO 28, s. 2001,
but only for the information of DepEd NIR officials and personnel/staff.

**INVITATION TO PARTICIPATE IN THE PIDS PUBLIC WEBINAR ON "LOST IN
TRANSITION: HOW LANGUAGE GAPS AND SHIFTS AFFECT STUDENT
LEARNING" ON MAY 28 VIA ZOOM**

Attached is the letter from the President of the Philippine Institute for Development Studies (PIDS) titled Invitation to Participate in the PIDS Public Webinar on "Lost in Transition: How Language Gaps and Shifts Affect Student Learning" on May 28, 2026 from 9:00 a.m. to 11:30 a.m. via Zoom.

The Schools Division Superintendents are given the discretion to act on this matter.

For queries, contact:

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JEB/CLMD-RM- Invitation to Participate in the PIDS Public Webinar on "Lost in Transition: How Language Gaps and Shifts Affect Student Learning" on
May 28 via Zoom
May 20, 2026



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19 May 2026

MR. RAMIR B. UYTICO

Regional Director
Department of Education-Negros Island Region
Batinguel, Dumaguete City

Subject: **Invitation to Participate in the PIDS Public Webinar on “*Lost in Transition: How Language Gaps and Shifts Affect Student Learning*” on May 28 via Zoom**

Dear **Regional Director Uytico**:

Greetings from the Philippine Institute for Development Studies (PIDS)!

We are pleased to invite you and your office to attend our public webinar titled “*Lost in Transition: How Language Gaps and Shifts Affect Student Learning*” on **May 28, 2026, from 9:00 am to 11:30 am via Zoom**. The webinar will feature two PIDS studies examining the role of language in shaping students’ learning experiences and outcomes.

The first study, “[*Linguistic Mismatch and Learning Productivity Evidence from Mother Tongue-based Education in the Philippines*](#),” authored by PIDS Senior Research Fellow Michael R.M. Abrigo, PIDS former Research Analyst Katha Ma-i M. Estopace, PIDS Project Technical Specialists Edmar E. Lingatong, and Charlotte Marjorie L. Relos, investigates how differences between students’ home language and the language used in instruction influence comprehension and academic performance. It highlights the conditions under which mother tongue-based education can improve learning outcomes, while also pointing to challenges in implementation across diverse linguistic contexts.

The second study, “[*Language of Instruction and Transition in Education Systems LITES Philippines*](#),” by PIDS former President Dr. Aniceto C. Orbeta, Jr.; PIDS consultants Romylyn A. Metila and Jennifer D. Monje; PIDS former Research Fellow Ma. Christina F. Epetia; PIDS former Supervising Research Specialist Leih Maruss Sinsay-Villanueva; PIDS former Senior Research Specialist Kimberly R. Librero; PIDS Research Specialist John Joseph S. Ocbina; University of Notre Dame Research Associates Caroline Freeman and Annie Conaghan; University of Notre Dame Postdoctoral Research Fellow Erina Iwasaki; and University of Notre Dame Global Principal Investigator TJ D’Agostino. It examines how education systems manage shifts in language of instruction across grade levels. The study analyzes transition mechanisms and their effects on student learning, identifying policy gaps and opportunities to better support learners as they move from mother tongue instruction to broader language use in the curriculum.

To join the discussion, you and your office may register at <https://bit.ly/pidsevent052826> **on or before May 27, 2026**.

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