

Republic of the Philippines

Department of Education DepED Complex, Meralco Avenue, Pasig City



JUL 1 4 2009

DepED ORDER No. 74, s. 2009

INSTITUTIONALIZING MOTHER TONGUE-BASED MULTILINGUAL EDUCATION (MLE)

To: Undersecretaries
 Assistant Secretaries
 Bureau Directors
 Directors of Services, Centers and Heads of Units
 Regional Directors
 Schools Division/City Superintendents
 Heads, Public and Private Elementary and Secondary Schools

- 1. The lessons and findings of various local initiatives and international studies in basic education have validated the superiority of the use of the learner's mother tongue or first language in improving learning outcomes and promoting Education for All (EFA).
- 2. Mother Tongue-Based Multilingual Education, hereinafter referred to as MLE, is the effective use of more than two languages for literacy and instruction. Henceforth, it shall be institutionalized as a fundamental educational policy and program in this Department in the whole stretch of formal education including pre-school and in the Alternative Learning System (ALS).
- 3. The preponderance of local and international research consistent with the Basic Education Sector Reform Agenda (BESRA) recommendations affirms the benefits and relevance of MLE. Notable empirical studies like the Lingua Franca Project and Lubuagan First Language Component show that:
 - a. First, learners learn to read more quickly when in their first language (LI);
 - b. Second, pupils who have learned to read and write in their first language learn to speak, read, and write in a second language (L2) and third language (L3) more quickly than those who are taught in a second or third language first; and
 - c. Third, in terms of cognitive development and its effects in other academic areas, pupils taught to read and write in their first language acquire such competencies more quickly.

- 4. Relatedly, the study of the Department of Education Region IV-B (MIMAROPA) entitled "Double Exposure in Mathematics: a Glimpse of Mother Tongue First" has provided the local validation of the fundamental observation that top performing countries in the Trends in International Mathematics and Science Study (TIMSS) are those that teach and test students in science and math in their own languages.
- 5. All Regional Directors and Superintendents are hereby enjoined to promote and encourage local participation in the following essential support systems of the MLE within the framework of School-Based Management (SBM) with the support of the local government units:
 - a. Formulation of region-specific schemes to recognize and institutionalize the initiatives of schools and localities through appropriate incentives or policy support in bringing about and developing MLE towards financial and instructional self-reliance and excellence;
 - b. Provisions of orientation and training opportunities along with exposure to successful models of MLE that have been developed. The gradual integration of MLE in all subject areas and at all grade levels (beginning in preschool and continuing by adding a grade level per year) in the school improvement plans (SIPs) and district ALS program is likewise enjoined effective immediately;
 - c. The utilization of Maintenance and Other Operating Expenses (MOOE), school board funds, and other education improvement funds is hereby authorized for the planning and implementation of MLE programs in the following sequence of priority: (1) advocacy work and community mobilization; (2) development of a working orthography of the local language; (3) MLE orientation and teachers training; (4) developing, printing and distributing teachers'/facilitators' guides; (5) reading materials and other instructional materials; (6) development of assessment tools; and (7) evaluation and monitoring of learning outcomes; and
 - d. An MLE technical working group at the regional and division levels shall be established to facilitate MLE planning, monitoring and evaluation.
- 6. During the first three years of implementation, the enclosed "MLE Bridging Plan" may be used for reference for both teaching and curriculum development. For the ensuing years, adjustments may be made based on monitoring and evaluation results.
- 7. For all learning programs of the Alternative Learning System (ALS), the learners' first language shall be used as primary medium and thereafter, depending upon the previous level of functional literacy and pedagogical

requirements of accreditation and equivalency, the Bureau of Alternative Learning System (BALS) shall determine the suitable second and third languages that will maximize the educational benefits and competencies of the ALS clients. Enclosed is the Fundamental Requirements for a Strong Mother Tongue-Based Multilingual Education (MLE).

- 8. This Department with the help of MLE specialists shall incorporate an MLE certification process and retain the privilege of establishing MLE certification procedures in order to maintain quality MLE programs wherever they may be implemented.
- 9. All orders, memoranda, issuances, rules and regulations or parts thereof inconsistent with the provisions of this Order are hereby rescinded, amended, or modified accordingly.
- 10. Immediate dissemination of and compliance with this Order is directed.

JESLI A. LAPUS

Encls.:

As stated

Reference:

None

Allotment: 1—(D.O. 50-97)

To be indicated in the <u>Perpetual Index</u> under the following subjects:

CURRICULUM
LANGUAGE
POLICY
RULES & REGULATIONS

R: Sally: mother tounge multilingual July 10, 2009

FUNDAMENTAL REQUIREMENTS FOR A STRONG MOTHER TONGUE-BASED MULTILINGUAL EDUCATION (MLE)

For the long-term methodological, substantive and curricular guidance of teachers, school managers, instructional quality assurance staff and other education officials, an MLE Framework has already been prepared. The Framework establishes that MLE is not merely changing the medium of instruction. It is not about code switching or translation of materials. Strong MLE entails the following 10 fundamental requirements.

- 1. A working orthography (spelling) for the chosen local language that is acceptable to the majority of stakeholders and promotes intellectualization of that language;
- 2. Development, production and distribution of inexpensive instructional materials in the designated language at the school, division, and regional levels with a special priority on beginning reading and children's literature. These materials should be as much as possible, original, reflecting local people, events, realities; and appropriate to the language, age, and culture of the learners;
- 3. The use of the learner's First Language (L1) as the primary medium of instruction (MOI) from pre-school until, at least, grade three. During such period, L1 shall be the main vehicle to teach understanding and mastery of all subjects areas like Math, Science, Makabayan, and language subjects like Filipino and English;
- 4. Mother Tongue as a subject and as a language of teaching and learning will be introduced in grade one for conceptual understanding
- 5. The inclusion of additional languages such as Filipino, English and other local or foreign languages shall be introduced as separate subjects in a carefully planned pacing program, or no earlier than Grade two.
- 6. In the secondary level, Filipino and English shall be the primary medium of instruction (MOI). The learner's first language (L1) shall still be utilized as an auxiliary medium of instruction
- 7. Other than English, Filipino, or Arabic for Madaris schools, the choice of additional languages shall be at the behest of parents and endorsed by local stakeholders and as resources permit. When the pupils are ready, Filipino and English shall be gradually used as MOI no earlier than grade three. However, L1 shall be effectively used to scaffold learning.
- 8. The language of instruction shall also be the primary language for testing in all regular school-based and system-wide examinations and in all international benchmarking and assessment exercises. It shall be maintained that the focus of educational assessment shall be specifically on the learner's understanding of the subject content and not be muddled by the language of testing;
- 9. There must be a continuing in-service training (INSET) in partnership with MLE specialists on the effective use of L1 as language of instruction -- to facilitate reading, Cognitive Academic Language Proficiency, and the development of cognitive and higher order thinking skills (HOTS) of the learner. INSET shall likewise equip educators to develop cultural sensitivity and enhance appreciation for cultural and linguistic diversity; and
- 10. Ensuring critical awareness, maximum participation, and support from the LGU, parents, and community for the implementation of the language and literacy program strategy.

Legend:
MLE- Multilingual Education
MT- Mother Tongue
LOLI - Language of Learning and Instruction
LI - Mother tongue (the language the child knows best/uses most)
TPR - Total Physical Response

MILE BRIDGING PLAN A (L1 MT,L2 Filipino, L3 English)

		/community service	and written Stories/activities/					
		issues/problems	language - oral	community service				
	servic e	practces, Icical	rhetorical useof	problems/				
community service	/comr nunity	animals, cul tural	more complex and	local issues/			practices	
issuesproble ms/	issue:3/problems	everts, plar its,	Use to develop	cultural practices,			animals, cultural	
practions, loc-al,	practices, loxal	localplaces,	and English	plarits, animals,			events, plants	
animas, cultural	animents, cultural	first begin with	including Filipino	placies, events,	cultural practices	cultural practices	places, culture,	
events plants,	events, plant,	subjects should	subject areas	beg in withlocal	events, plants,	pliants animals,	should reflect losal	
local places,	local polaces,	/lessans for all	instruction forall	subjects stould first	begin with local places,	Storiesactivitiess	Stries/activities	
first begin with	first b egin with	Stories/activities	as merdium of	less ons forall	in all subjects should first			
subjects should	subjects should		Use th is language	Stor 'ies/advities/	Storie s/activities/lessons	L.iteracy		
/lessors for a ll	/lessoins for all	written				neadingPre writing		
Stories/activit ies	Storie s/activties	- ora and		subject agas		E:mergent Pre-		
		use of language	subjec t	instructionfor all	writing J	Estory tine	Stry time	
	subject	and thetorical	during the Filpino	Use as medium of	Begini ning reading and	Aut	Art	
subject	language	more complex	and wr iting in L1		Introduce L1	A vctivities	Adivities	
Filipino language	during Filipino	Use to develop	fluency /, reading	and writingin L1		(sames	Games	
written during	oral and written		develo p oral	oral fluency, reading	7	clevelopment	development	
language- oral and	use of language-	as a subject	Contin ue to	Conitinue to devel op	Continue developing oral	Oral larguage	Otal langruage	
rhetorical use of	and rhetorical	and writing in L1						
more complex and	more complex	fluency, reading	activities			activities	adivities	
Use to develop	Use to develop	develop oral	and related	and related activities	related activities	and related	and related	
		Continue to	Use for storytelling	Use for storytelling	Use for storytelling and	Use for storytelling	Use for storytelling	
purposes	purposes							
remediation	remediation	development	development			development	development	
Use for	Use for	and creativity	creativity	development		creativity	creativity	
		critical thinking	critical thinking and	creativity	creativity development	critical thinking and	critical thinking and	
subject areas	subject areas	activities,	activities,	critical thinking and	critical thinking and	activities,	activities,	(L1)
learning in all	learning in all	and learning	and learning	learning activities,	learning activities,	and learning	and learning	TONGUE
Use to scaffold	Use to scaffold	Use for all social	Use for all social	Use for all social and	Use for all social and	Use for all social	Use for all social	MOTHER
High School	Grade 5-6	Grade 4	Grade 3	Grade 2	Grade 1	Kindergarten	Preschool	LANGUAGE

(L3)	(L2)		5
ENGLISH (L3)	(L2)		LANGUAGE
			Preschool
			MindelBarcii
Usetime a llotment for Engish as a subject for the 1st and 2nd semester for oral fluency, reading and writing in mother tongue (MT) to prepare pupils to learn English more effectively English can be introduced in songs, poems, games, storytelling and other	Use time allotment for Filipino as a subject in the 1st semester to establish oral, reading and writing in mother tongue (MT) Beginning 2nd semester introduce cral Filipino through Total Physical Response (TPR), songs, poems, garnes	12	Cianci
Use time: allotrent for English as a subject for the Isi semester to establish oral fluency, reading and writing in mother tongue (MT) Continue to teach English in songs, poems, games,	Use time allotment to continue establishing fluency in MT Continue to build oral Filipino Introduce reading & writing in Filipino The Filip ino subject should d raw content from Mal sabayan and the community and regional culture		9
The English subject should draw content from Math and Science. This will help transition to Grade 4 when English is used as LOLI for Math and Science.	Use time allotment for Filipino to continue establishing fluency in MT Conlinue to develop oral fluency, reading and writing in Filipino Beginning 2 2nd semaster Lise Filipino as 1 _OI for Malabayar I	subjects should first begin with local places, events, plants, animals, cultural practices, local issues/problems/community service	4
Continueto develop dal fluency, reading and writing in English Beginning 2nd semester use English as LOLI for Math and Science	Use Filipino language as medium of instruction for Makabayan while continually aiming to develop inclependent literacy level in the: Filipiro lan guage		4:55
Use this language (as LOLI for Math, Science and English language subject	Use this language as LOLI for Makabayan, EPP (Edukasyong Pantahanan at Pangkabuhayan), and Filipino language subject		00000
Use this larguage as L OLI for Math, Scie nce and English language subject while continually aiming to develop independent literacy levels in the language	Use this language as LOLI for Makabayan, Technology and Livelihood Education and Filipino language subject		The state of the s

Additional Language		LANGUAGE
		Preschool
,		Kindergarten
		Grade 1
	related activities	Grade 2
	0	Grade 3
		Grade 4
Literacy instruction in Arabic (Madaris Schools)		Grade 5-6
Introduction of other local and foreign languages		High School

Thethree language program is suitable for areas where the L1 is mother tongue, L2 is Filipino and L3 is English.

MLE BRIDGING PLAN B (L1 Filipino, L2 English, L3 Local Language, L4 Foreign)

			Control of the Contro					
агеа.	area.							
be useful in the	be useful in the				practices			
the MLE TWG to	the MLE TWG to				cultural			
determined by	determined by				animals,	practices		
language	language				events, plants,	animals, cultural		
another local	another local				local places,	events, plants,		
introduce L3,	introduce L3,				begin with	local places,		
subject to	subject to				should first	first begin with	practices	
Filipino as a	Filipino as a				subjects	subjects should	animals, cultural	
allotment for	allotment for	service			lessons in all	lessons in all	events, plants,	
Usa time	Use time	community		practices	activities/	Stories/activities/	bcal pilaces,	
		issues/problems/	issues/problems	cultural	Stori _{es} /		1rst be gin with	
service	service	practices, local	practices, local	animals,		writing literacy	subjects should	
conmunity	community	animals, cultural	animails, cultural	events, plants,		reading and pre-	esson s in all	
issies/problemy	issu es/prolems/	everts, plaints,	events, plarts,	localplaces,	writir 1g	Emergent prie-	3tories:/activlies/	
prætices, local	pracitices,local	localplacess,	local places,	first begin with	readiing and			
animals, coultura	aninnals, cultural	first lægin vvith	first begin with	subjects should	Begir nning	Storytime	3tory time	
events, pl ants,	evernts, plants,	subjects sh ould	subjects should	lessons in all	Introv duce L1	Art	\$rt	
logil plac es,	loca l places,	lessons in call	lessor is in all	activites/		Activites	Activities	
firs begin with	first beginwith	Storiss/acti vities/	Storie s/activities/	Stories/	deve lopingL1	Games	Sames :	
subjects should	subjects should				Cont inue	developmenit	develo pment	
lessons in all	less ons in all		writter 1			Oral langua;ge	Dral la nguage	
Stories/activities/	Stories/adivities/	written	- oral and	activites	activiities			
		- ora and	use of language	related	related	related activities	related activilies	
written	written	use of langinage	and rhetorical	storyblling and	story telling and	storytelling and	storytelling and	
- oral and	- oral and	and thetorical	more complex	Use for	Use for	Use for	Use for	
use of language	use of language	more complex	Use to develop	9	8			
and rhetorical	and rhetorical	Use to develop		development	development			
more complex	more complex		including English	and creativity	and creativity	development	development	
Use to develop	Use to develop	subject areas	subject areas	critical thinking	critical thinking	creativity	and creativity	
		instruction for all	instruction for all	activities,	activities,	thinking and	critical thinking	
English	English	medium of	medium of	learning	learning	activities, critical	activities and	
learning in	learning in	language as	language as	social and	social and	and learning	and learning	ニ
Use to scaffold	Use to scaffold	Use this	Use this	Use for all	Use for all	Use for all social	Use for all social	Filipino
High School	Grade 5-0	Grade 4	Glade	GIAUEZ	Grade	Kindergarten	LIGORIOOI	LANGOAGE

Additional Languages: (L3)	English L2
(TPR), songs, poems and games	Use time allotment for English as a subject for the 1st semester to establish oral, reading and writing in mother tongue (MT) Begin ning 2semester introd uce oral English through Total Physical
	Continue to build oral English Introduce Beginning reading & writing in English
Inglish is used as LOL. I for Nath and Science.	Continue to develop oral fluency, reading and writing in English The English subject should draw content from M ath and Jcience. This will help tansition to
	Use this language as LOLI for Math, Science and English language subject while continually aiming to develop independent literacy levells in the language
Introduction of another local language during Filipino subject	Use this language as LOLI for Math, Science and English language subject while continually aiming to develop independent literacy levels in the language
Introduction of another local /foreign language during Filipino subject	Use this language as LOLI for Math, Science and English language subject while continually aiming to develop independent literacy levels in the language

	LANGUAGE
	Preschool
	Kindergarten
	Grade 1
	Grade 2
	Grade 3
0	Grade 4
	Grade 5-6
	High School

Notes: The major modifications are the following:

- Introduction of a language shall proceed in a proper sequencing, building a strong foundation in oral fluency (listening and speaking) first before moving into reading and writing, L2 lessors shall be intoduced when the pupilshave developed Cognitive Academic Language Proficiency (CALP) in their L1.
- Oral fluency should be continually streingthened, even when relading and writing are introduced.

 The MOTHEIR TONGUE as CONTENT (language of learning) and LANGUAGE OF INSTRUCTION is used to streingthen conceptual understanding and skillful use of language which will be transferred b L2 and L3.
- should be adequately explained, especially in the early grades. Teachers should use local experience and metaphors to make such technical terms so undifamiliar and concretes. In using technical and foreign terms like subtraction/exponent/integers in Math and photosynthesis and testtube in Science, the foreign terms should be used. However, the coincept
- In areas where the L3 is another local language (i.e. Tagalog speaking areas) the MLE Technical Working Group in consultations with the stakeholders will determine the local I anguage to be learned at least at Basic Interpersonal Communicative Skills (BICS) or communicative level.
- 0 teaching foreign terms. The teacher uses the local language directly and departs from the usual practice of switching or back translation. The child's language is always the starting and reference point in