

Republic of the Philippines

Department of Concation 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 Secretary

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 a 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

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

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LANGUAGE <u>G</u> **ENGLISH** FILIPINO <u>(E3)</u> Preschool Kindergarten mother tongue (MT) oral, reading and writing in 1st semester to establish Filipino as a subject in the Beginning 2nd semester Use time allotment for poems, garmes Response (TPR), songs through Total Physical English as a subject for ntroduce cral Filipino in songs, poems, games pupils to learn English tongue (MT) to prepare and writing in mother for oral fluency, reading the 1st and 2nd semester English can be introduced more effectively Usetime a liotment for storytelling and other related activities Grade 1 continue establishing fluency in MT writing ir: Filipino Continue to build oral Use time allotment to regional culture the community and form Mal (abayan and stould d raw cottent for English as a The Filip ino subject rtroduces reading & English in songs, tongue (MT) and writing in mother semester to establish subject for the 1st Use time: allotment storytelling and other poems, games, Continue to teach oral fluency, reading Grade 2 subjects should lessons for all animals, cultura events, plants, local places, first begin with for Filipino to fluency in MT establishing Use time allotment community service issues/problems/ practices, local Filono and writing in develop oral continue fluency, reading Continue to Filipino as I_OI for semester use Begining 22rd English is used as subject should Malabayarı draw conteint from Grade 4 when transition to Math and Science LOLI for Math and This will help The English 1 Science Grade 3 laniguage independent aiming to language as Use Filipino the Filipiro Celverop Gelverop while continually Makabayan instruction for medium of English literacy level in and writing in fluency, mading develop arai Continueto for Math and English as LOL semester use Beginning 2nd Science Grade 4 Filipino PP (Edukasyong Makabayan, LOLI for language as Pangkabuha-Pantahanan at Use this lanjuage yan), and English LOU for Math **Usethis** ianguage Science and lanjuage as Grade 5-6 subject as LOLI for as LOLI forMath, Filipino language Education and Livelihood Makabayan, Use this language English language Use this larguage Technology and subject while Science and independent to develop continually aiming the language literacy levels in High School

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Additional Language LANGUAGE Preschool Kindergarten Grade 1 related activities Grade 2 Grade 3 Grade 4 Literacy instruction in Arabic (Madaris Schools) Grade 5-6 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)

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English L2 Languages (L3) LANGUAGE Additional Preschool Kindergarten English game s through Tob Grade 1 poems and (TPR), songs, 3 establish oral, subject for the Response Physical introd uce oal semester Begin ning 2rd mother tongue English as a allotment for writing in reading and 1st semester to Use time writing in English English build oral Continue to Beginning Grade 2 reading & Introduce English develop oral Continue to Grade 3 Inglish 1 is used and writing in fluency, reading as LOL. I for Nath Grade 4 when and Scrience. tansition to This will help scienc e. form M ath and traw content subject shout The English develop English Grade 4 aiming to continually subject while Science and LOLI for Math, language as Use this independent language the languages literacy levels in the imguage aiming to English Grade 5-6 literacy levels in subject while continually language as Filipino subject language during another local Introduction of independent develop language Science and LOLI for Math Use this develop English /foreign continually subject while language Science and LOLI for Math, language as High School aiming to the language independent Use this Filipino subject language during another local literacy leviels in Intraduction of

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

Notes: The major modifications are the following:

- 1. Introduction of a languages 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 intoducted when the pupilishave cleveloped Cognitive Academic Language Proficiency (CALP) in their L1.
- Oral fliency should be continually strengthened, even when recading and writing are introduced.

 The MOTHEIR TONGUE as CONTENT (language of learning) and LANGUAGE OF INSTRUCTION is used to strengthen conceptual understanding and skillful use of language which will be transferred b L2 and L3.
- In using technical and for eigh terms like subtraction/exponent/integers in Math and photosynthesis and testtube in Science, the foreign terms should be used. However, the coincept
- to be learned at least at Basic Interpersonal Communicative Skills (BICS) or communicative level. 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 language should be adequately explained, especially in the early grades. Teachers should use local experience and metaphors to make such technical terms so und familiar and concrete.
- 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