



JUL 14 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 (L1);
- 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 Perpetual Index  
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.

Enclosure No. 2 to DepED Order No. 74, s. 2009

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)

LANGUAGE	Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5-6	High School
MOTHER TONGUE (L1)	Use for all social and learning activities, critical thinking and creativity development  Use for storytelling and related activities  Oral language development Games Activities Art Story time 2  Stories/activities should reflect local places, culture, events, plants animals, cultural practices	Use for all social and learning activities, critical thinking and creativity development  Use for storytelling and related activities  Oral language development Games Activities Art Story time Emergent Pre-reading/Pre-writing Literacy	Use for all social and learning activities, critical thinking and creativity development  Use for storytelling and related activities  Continue developing oral L1 Introduce L1 Beginning reading and writing 1  Stories/activities/lessons in all subjects should first begin with local places, events, plants, cultural practices	Use for all social and learning activities, critical thinking and creativity development  Use for storytelling and related activities  Continue to develop oral fluency, reading and writing in L1 Use as medium of instruction for all subject areas  Stories/activities/lessons for all subjects should first begin with local places, events, plants, animals, cultural practices, local issues/problems/community service	Use for all social and learning activities, critical thinking and creativity development  Use for storytelling and related activities  Continue to develop oral fluency, reading and writing in L1 Use to develop more complex and rhetorical use of language – oral and written Stories/activities/	Use for all social and learning activities, critical thinking and creativity development  Continue to develop oral fluency, reading and writing in L1 as a subject Use to develop more complex and rhetorical use of language - oral and written during the Filipino subject  Use for storytelling and related activities	Use for all social and learning activities, critical thinking and creativity development  Continue to develop oral fluency, reading and writing in L1 as a subject Use to develop more complex and rhetorical use of language - oral and written during the Filipino subject  Use for remediation purposes  Use to scaffold learning in all subject areas	Use to scaffold learning in all subject areas  Use for remediation purposes  Use to develop more complex and rhetorical use of language- oral and written during Filipino language subject

LANGUAGE	Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5-6	High School
FILIPINO (L2)			Use time allotment for Filipino as a subject in the 1 <sup>st</sup> semester to establish oral, reading and writing in mother tongue (MT)  Beginning 2 <sup>nd</sup> semester introduce oral Filipino through Total Physical Response (TPR), songs, poems, games	Use time allotment to continue establishing fluency in MT  Continue to build oral Filipino  Introduce reading & writing in Filipino	Use time allotment for Filipino to continue establishing fluency in MT  Continue to develop oral fluency, reading and writing in Filipino	Use Filipino language as medium of instruction for Makabayan while continually aiming to develop independent literacy level in the Filipino language	Use this language as LOLL for Makabayan, EPP (Edkasyong Pantahanan at Pangkabuhayan), and Filipino language subject	Use this language as LOLL for Makabayan, Technology and Livelihood Education and Filipino language subject
ENGLISH (L3)			Use time allotment for English as a subject for the 1 <sup>st</sup> and 2 <sup>nd</sup> 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 related activities	Use time allotment for English as a subject for the 1 <sup>st</sup> semester to establish oral fluency, reading and writing in mother tongue (MT)  Continue to teach English in songs, poems, games, storytelling and other	The English subject should draw content from Math and Science. This will help transition to Grade 4 when English is used as LOLL for Math and Science.	Continue to develop oral fluency, reading and writing in English  Beginning 2 <sup>nd</sup> semester use English as LOLL for Math and Science	Use this language as LOLL for Math, Science and English language subject	Use this language as LOLL 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	Grade 4	Grade 5-6	High School
Additional Language				related activities			Literacy instruction in Arabic (Madaris Schools)	Introduction of other local and foreign languages

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





LANGUAGE	Preschool	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5-6	High School
English L2			Use time allotment for English as a subject for the 1 <sup>st</sup> semester to establish oral, reading and writing in mother tongue (MT)	Continue to build oral English	Continue to develop oral fluency, reading and writing in English	Use this language as LOL for Math, Science and English	Use this language as LOL for Math, Science and English	Use this language as LOL for Math, Science and English
Additional Languages: (L3)			Beginning 2 <sup>nd</sup> semester introduce oral English through Total Physical Response (TPR), songs, poems and games	Introduce Beginning reading & writing in English	The English subject should draw content from Math and Science. This will help transition to Grade 4 when English is used as LOL for Math and Science.	independent literacy levels in the language	independent literacy levels in the language	independent literacy levels in the language
						language subject write continually aiming to develop	language subject write continually aiming to develop	language subject write continually aiming to develop
						introduction of another local language during Filipino subject	introduction of another local /foreign language during Filipino subject	introduction of another local /foreign language during Filipino subject

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 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 lessons shall be introduced when the pupils have developed Cognitive Academic Language Proficiency (CALP) in their L1.
2. Oral fluency should be continually strengthened, even when reading and writing are introduced.
3. THE MOTHER 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 to L2 and L3.
4. In using technical and foreign terms like subtraction/exponent/intergers in Math and photosynthesis and test tube in Science, the foreign terms should be used. However, the concept 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.
5. 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 to be learned at least at Basic Interpersonal Communicative Skills (BICS) or communicative level.
6. 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 teaching foreign terms.