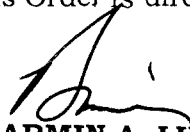DepEd O R D E R
No. **5 5**, s. 2015

08 DEC 2015

UTILIZATION OF LANGUAGE MAPPING DATA FOR MOTHER TONGUE-BASED MULTILINGUAL EDUCATION (MTB-MLE) PROGRAM IMPLEMENTATION

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

1.   In support of the implementation of Mother Tongue-Based-Multilingual Education (MTB-MLE), the Department of Education (DepEd) issues the enclosed Policy on the **Utilization of Language Mapping Data** to inform policy-making, planning, and programming for MTB-MLE across all DepEd levels.

2.   With the invaluable assistance from and collaboration of all levels in DepEd, data gathered from language mapping shall be the bases for the production of new teaching and learning materials, capacity building of teaching and non-teaching personnel, and the development of a culturally responsive MTB-MLE strategy for all learners. This Policy aims to strengthen MTB-MLE implementation by establishing the processes for generating, disseminating, and using language mapping data.

3.   For more information and inquiries, all concerned may contact the **Director IV, Bureau of Elementary Education (BEE)**, 2nd Floor, Bonifacio Building, Department of Education (DepEd) Central Office, DepEd Complex, Meralco Avenue, Pasig City either at telephone nos. (02) 687-2948 and (02) 637-4347 or through email addresses: beedirector4@yahoo.com or rosevillaneza@yahoo.com.

4.   Immediate dissemination of and strict compliance with this Order is directed.

BR. ARMIN A. LUISTRO FSC
Secretary

Encls.: As stated
Reference: DepEd Order: No. 16, s. 2012
To be indicated in the Perpetual Index
        under the following subjects:

DATA   PROGRAMS
LEARNERS   SCHOOLS
POLICY

R: Sally/Madel: DO-utilization of language mapping data for MTB-MLE
0670-September 7, 2015/10-30/11/4/11-6

**Utilization of Language Mapping Data for Mother Tongue-Based
Multilingual Education (MTB-MLE) Program Implementation**

I. Rationale

1. Republic Act No. 10533 or *The Enhanced Basic Education Act of 2013* declares that the State shall "make education learner-oriented and responsive to the needs, cognitive and cultural capacity, the circumstances and diversity of learners, schools and communities through the appropriate languages of teaching and learning, including mother tongue as a learning resource" (Section 2(c)).

2. In particular, RA 10533 mandates that the basic education curriculum shall:

    A. Be learner-centered, inclusive, and developmentally appropriate;

    B. Be relevant, responsive, and research-based;

    C. Be culture-sensitive;

    D. Be contextualized; and

    E. Adhere to the principles and framework of Mother Tongue-Based Multilingual Education (MTB-MLE).

3. To support the successful implementation of the curriculum, and adherence to the standards and principles outlined in RA 10533, the DepEd is pursuing classroom-level language mapping to inform policy, planning, and programming.

    A. Students' language context must inform the way language and literacy education is delivered in schools.

    B. Currently, the DepEd makes use of 19 languages in implementing MTB-MLE. In anticipation of the expansion of the 19 languages in the MTB-MLE program, there is a need to build an inventory of languages used in the classroom that includes the Mother Tongue (MT) or First Language (L1) of the learners and the teachers.

    C. This is especially important for learners with MTs that are non-dominant languages or come from small language communities. Data gathered from language mapping shall be used for the production of new teaching and learning materials, including support materials such as dictionaries, using the said languages as communication and education tools.

D. The language mapping data can also be used to support capacity building of teaching and non-teaching personnel who are tasked to plan for and implement MTB-MLE, and to inform Teacher Education Institutions (TEIs) in addressing pre-service teacher education needs.

E. The goal is to develop a culturally-responsive MTB-MLE implementation strategy for all learners, including those from indigenous peoples (IP) communities.

II. Scope of the Policy

4. This DepEd Order establishes a process for language mapping in the implementation of MTB-MLE across all levels of the Department.

III. Definition of terms

5. For the purposes of this Order, the following terms are defined and understood as follows:

A. **Mother Tongue** refers to the Mother Language or First Language (L1) as defined in the Implementing Rules and Regulations of RA 10533. It refers to the "language or languages first learned by a child, which he or she identifies with, is identified as a native language user of by others, which he or she knows best, or uses habitually" (Section 4(d), Implementing Rules and Regulations of RA 10533).

B. **Learner Information System (LIS)** is an online system "where basic learner information is captured, stored and accessed through a secured facility to enhance tracking and decision-making on learners at various levels of DepEd management" (DepEd Order No. 33, s. 2013).

C. **Language Mapping** is the mapping of students' L1 generated through the LIS, and presented in a matrix format at the level of the school and classroom.

D. **Other Languages Spoken** refer to the languages spoken and understood by the learner, in addition to the Mother Tongue. These may be languages commonly used in the community or areas of residence, or languages spoken by other members of the learner's family.

E. **Class Adviser** refers to the classroom teacher of the Kindergarten to Grade 3 self-contained classes in charge of the day-to-day

instruction and activities of the learners in a particular class or section.

F. **Orthography** refers to the conventions of spelling, and rules of written language as agreed upon by the users of that language.

G. **Contextualization** refers to "educational processes relating the curriculum to a particular setting, situation or area of application to make the competencies relevant, meaningful, and useful to all learners" (DepEd Order no. 32, s. 2015).

IV. Policy Statement

6. The Department hereby establishes the process of language mapping to inform policy-making, planning, and programming for MTB-MLE implementation across all levels of the Department.

V. Procedures

7. Production of Language Mapping Data
The main mechanism in the production of language mapping data at the classroom and school level is the LIS.

   A. Starting School Year 2016-2017, all enrollees will submit upon enrolment, a STUDENT INFORMATION SHEET (SIS) filled out by their parents. (See Appendix A for a sample SIS). In succeeding years, the SIS will only be submitted by new enrollees.

   B. The Class Adviser receives the submitted SIS, and verifies the learners' identified MT by observing them during class hours and unstructured time. The Class Adviser can take note of the learners' MT when learners communicate with teachers and peers.

   C. The Class Adviser encodes an individual learner's MT and other languages spoken into the LIS.

   D. The School Head monitors the Class Adviser's submission of data into the LIS.

   E. The Class Adviser will report to the School Head discrepancies in the learners' MT between what is observed, and what is reflected in the SIS. After the School Head approves the changes, corrections in the learner's profile can be done at the school level.

8. Mechanism for Data Generated from Language Mapping
The LIS allows generation of language mapping data aggregated at the classroom, school, district, division, regional, and national level. This

database includes the individual learner's MT and other languages spoken.

9. Dissemination of Language Mapping Data
The language mapping database is disseminated through the different planning mechanisms at different levels of governance (i.e. region, division, and school). Alternatively, the language mapping data can be disseminated during periodic teacher training programs related to Early Language, Literacy, and Numeracy (ELLN), or MTB-MLE. The language mapping data can also be disseminated in the conduct of Learning Action Cells (LACs) in schools.

10. Utilization of Language Mapping Data
The data generated from language mapping can be used for the following purposes at the different levels of governance:
   A. School Level
      At the school-level, School Heads and teachers can use the language mapping data for:

      i. School's language and literacy program
         Determine appropriate early language and literacy programs for the K to 3 foundational stage. This would include the language of instruction and assessment to be used inside the classroom. This will also allow parents and other community members to be partners (e.g., as literacy tutors, or support providers at home or in the community) in the teaching–learning process because they speak and understand the language that is used in school.

      ii. Class sectioning
         Determine the class size and composition of students with the same MT, and the class adviser assigned to each class. School Heads are strongly encouraged to conduct language mapping activities for the teachers in the school (i.e., MT of teachers and other languages spoken) to ensure the congruity of the MT between the class adviser or classroom teacher and the learners.

         a. In schools where there are three or more MTs, or variations of the language without an approved orthography spoken by the learners, use the language widely-used or commonly-used in the area as the Medium of Teaching and Learning (MOTL). Special classes offering the children's MT may be held twice a week if a teacher is available for the development of

oral fluency. The oral fluency skills shall be bridged to any of the languages widely-used or commonly-used in the area in the development of reading and writing (DepEd Order No. 16, s. 2012).

iii. School-based In-Service Training (INSET)
  a. Develop an appropriate instructional supervision program by the School Head.

  b. Determine the school-based INSET program (such as LACs) based on teachers' needs.

iv. Materials acquisition, development, and contextualization
  a. Acquire, develop, and contextualize materials needed for instruction and learning such as print media, teacher-made or community-made materials, storybooks, vocabulary lists, key words and other materials that can serve as resources for MTB-MLE following standards set by the Bureau of Learning Resources. These learning resources shall be submitted to the Division Learning Resources Management Section for quality assurance.

  b. Use the desired MT when an orthography of the MT is available and learning resources have been developed with trained teachers. The School Head shall inform the Schools Division Office so that technical assistance could be provided, and learning resources could be evaluated to meet the national standards for learning resources (DepEd Order No. 16, s. 2012).

v. Preparation of Learning Resources
  a. Provide a classroom inventory of MTB-MLE materials to the school by the teacher (see Appendix B for Classroom Inventory of MTB-MLE Materials). This shall provide data on available materials in schools as well as other materials that still need to be produced or developed at the school level. These materials can be shared among the sections in the grade level.

  b. Continuously update the knowledge and skills in the development of contextualized materials written by MTB-MLE trained writers from the region, division, and school, thus providing the students with a variety of learning resources. These learning resources

produced at the school level shall be submitted to the Division Learning Resources Management Section for quality assurance, and division-wide dissemination.

B. Schools District and Division Levels
At the district and schools division level, Schools Division Superintendents, Division Supervisors, and District Supervisors can use the language mapping data for:

i. Teacher training programs
Develop teacher training programs on areas such as early literacy and numeracy, MT proficiency, teacher induction, and best practices in MTB-MLE implementation.

ii. Materials development, contextualization, production, and distribution
Determine and develop materials needed for instruction and learning such as print media, teacher-made materials, storybooks, vocabulary lists or working dictionaries, and other materials that can serve as resources for MTB-MLE for contextualization, production, and distribution to the schools in the division following standards set by the Bureau of Learning Resources. These learning resources developed at the district or division level shall be submitted to the regional Learning Resources Management Section for quality assurance and region-wide dissemination.

iii. Teacher hiring and deployment
Conduct an inventory of the teachers' MT and other languages spoken. Such data can inform teacher hiring and deployment policies and decisions (e.g., prioritizing teachers with MT proficiency in hiring and deployment for K to 3 teaching positions).

iv. Community-based language related initiatives
Initiate or facilitate programs to strengthen MTB-MLE implementation with the community and other relevant external partners, such as the development of an orthography, testing and retesting of a working orthography for non-dominant languages in the community, and the development and production of learning materials and other references.

C. Regional Level
   At the regional level, Regional Directors, Curriculum and Learning Management Division (CLMD) Chiefs, and Regional Coordinators and Supervisors can use the language mapping data for:

   i. Monitoring and Evaluation (M&E) of MTB-MLE implementation
   Design appropriate M&E mechanisms for MTB-MLE implementation in the region. The M&E data should inform:
      a. policy and plan adjustments;
      b. resource allocation; and
      c. technical assistance (TA) to the Divisions related to improving teaching strategies and approaches to instructional supervision.

   ii. Professional development in MTB-MLE
   Develop teacher training programs on areas such as early literacy and numeracy, MT proficiency, teacher induction, learning resources development, and best practices in MTB-MLE implementation.

   iii. Materials development, contextualization, production, and distribution
   Determine and develop materials needed for instruction and learning such as print media, references, and other materials that can serve as resources for MTB-MLE for contextualization, production, and distribution to the schools in the division following standards set by the Bureau of Learning Resources. These learning resources shall be submitted to the Bureau of Learning Resources for quality assurance.

   iv. Community-based language related initiatives
   Initiate or facilitate with language communities and other relevant institutional partners the development of an orthography, and testing and retesting of a working orthography for non-dominant languages. This may include, but is not limited to, convening a language congress with the participation of local stakeholders that will approve, demonstrate, and explain the orthography and prototype materials.

v. Policy contextualization
Adapt national policies on MTB-MLE to address unique learning and cultural contexts from within the region.

vi. Resource allocation
Make proper and evidence-based allocation of budget and other resources for the MTB-MLE program, and other related initiatives in the divisions.

D. National Level
At the national-level, Bureaus and Offices in the Central Office can use the language mapping data for:

i. Policy, planning, and research
Formulate evidence-based policies and plans for MTB-MLE implementation. Initiate or conduct research and disseminate research findings on MTB-MLE to different stakeholders.

ii. Materials development, production, and distribution
Develop, produce, and distribute materials needed for instruction and learning such as multimedia references, books, and other materials that can serve as resources for MTB-MLE following standards set by the Bureau of Learning Resources.

iii. Professional development in MTB-MLE
a. Develop training programs for teaching and non-teaching personnel on areas such as early literacy and numeracy, MT proficiency, teacher induction, classroom assessment, learning resources development, and best practices in MTB-MLE implementation.

b. Establish hiring, learning and development, rewards and recognition, and promotion sytem for MTB-MLE teaching and non-teaching personnel.

iv. Resource allocation
Make proper allocation of budget and other resources for MTB-MLE programs nationwide. Additionally, data can support DepEd's proposed budget on MTB-MLE in the general appropriations fund.

VI. Monitoring and Evaluation (M&E)

11. M&E for Data Gathering

    The regional Field Technical Assistance Division (FTAD) together with the Division Field Technical Assistance Team shall conduct a classroom-level survey that would include language mapping data of a sample of learners and teachers in the classroom (see Appendix C for Classroom-level Language Mapping Validation Form) to validate LIS-generated data. If any discrepancies are observed, M&E team will inform the School Head of the discrepancies found. Consequently, the data will have to be corrected in the LIS. The The M&E team must submit a report of any changes in the LIS to the Planning Officer in the Schools Division Office.

12. M&E for Data Utilization

    The concerned schools division and regional offices must ensure that the data generated through language mapping should be fully utilized in the planning and implementation of MTB-MLE programs and projects.

VII. References

Republic Act No. 10533, "Enhanced Basic Education Act of 2013"

IRR of Republic Act No. 10533, "Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013"

Department of Education Order No. 74, s. 2009, "Institutionalizing Mother Tongue-Based Multilingual Education (MLE)"

Department of Education No. 16, s. 2012, "Guidelines of the Implementation of the Mother Tongue-Based Multilingual Education (MTB-MLE)"

Department of Education Order No. 21, s. 2012, "Policies and Guidelines on the Implementation of the Universal Kindergarten Education Program"

Department of Education Order No. 32, s. 2012, "Implementing Rules and Regulations of Republic Act (RA) No. 10157 Otherwise Known As The Kindergarten Education Act"

Department of Education Order No. 81, s. 2012, "Additional Policy Guidelines on Hiring and Deployment of Kindergarten Teachers"

Department of Education Order No. 28, s. 2013, "Additional Guidelines to DepEd Order No. 16 s. 2012"

Department of Education Order No. 33, s. 2013, "Learner Information System (LIS) Data Housekeeping and Implementation for School Year (SY) 2013-2014"

Department of Education Order No. 7, s. 2015, "Hiring Guidelines for Teacher I Positions for School Year (SY) 2015-2016"

Department of Education Order No. 32, s. 2015, "Adopting the Indigenous Peoples Education Currciulum Framework"

All prior Department Orders, or other issuances, or provisions thereof, which are inconsistent with this Order are rescinded.

VIII. Effectivity

This policy effective SY 2015-2016 shall remain in force and effect, unless sooner repealed, amended, or rescinded.

STUDENT INFORMATION SHEET

Date:

I. LEARNER PROFILE

1. Name (Last, First Name/s, Middle Name)

2. Birth Date _____ Month Day Year	3. Gender [] Male [] Female	4. Religion	5. Contact Numbers home ( ) _____ cellphone ( ) _____

6. Current Address (House/Apt/Lot No., Street)	Barangay/Village/Sitio	City/Municipality	Province

7. Mother Tongue/ Most frequently used language	8. Other Languages Spoken by the learner at home or in the community

9. Ethnicity _____ _____	10. Member of Indigenous Peoples Community/ Indigenous Cultural Community? [] Yes [] No	11. Foreign Languages spoken [] None []Yes (Please specify): _____

II. FAMILY INFORMATION

1. Father's Name (Last, First Name/s, Middle Name)	2. Contact Numbers (optional) home ( ) _____ cellphone ( )

3. Current Address (House/Apt/Lot No., Street)	Barangay/Village/Sitio	City/Municipality	Province

4. Permanent Address (House/Apt/Lot No., Street)	Barangay/Village/Sitio	City/Municipality	Province

5. Mother's Name (Last, First Name/s, Middle Name)	6. Contact Numbers (optional) home ( ) _____ cellphone ( )

7. Current Address (House/Apt/Lot No., Street)	Barangay/Village/Sitio	City	Province

8. Permanent Address (House/Apt/Lot No., Street)	Barangay/Village/Sitio	City	Province

9. Guardian's Name (Last, First Name/s, Middle Name) and relationship to student	10. Contact Numbers (optional) home ( ) _____ cellphone ( )

11. Current Address (House/Apt/Lot No., Street)	Barangay/Village/Sitio	City	Province

12. Permanent Address (House/Apt/Lot No., Street)	Barangay/Village/Sitio	City	Province

III. ACADEMIC PROFILE

1. Did the child attend preschool or day care?
[] No
[] Yes (if yes, tick all that apply)
   [] From public
      [] Less than a year
      [] 1 year
      [] 2 years
   [] From private
      [] Less than a year
      [] 1 year
      [] 2 years
	2. Type of Learner
	[] Regular/ Continuing
	[] Transferee
	   [] From Private school
	   [] From Public school
	   [] From ALS
	   [] From home school
	[] Repeater in current grade level
	[] Balik-aral (returning out-of-school child/youth) from:
	   [] Kinder Catch Up
	   [] Kariton Klasrum
	   [] Abot Alam
	   [] PEPT qualifier
		3. Grants Received
		(tick all that apply)
		[] None
		[] Pantawid Pamilyang Pilipino Program (4Ps)
		[] Local Government Unit (LGU) scholarship
		[] Non-governmental Organization (NGO)
		[] Others (Please specify):
		
		_____
		
		_____

4. Learner exceptionality:

[] No

[] Yes (Please check all that apply)

[] With diagnosis from specialist
   [] Visual impairment
   [] Hearing impairment
   [] Learning disability
   [] Intellectual disability
   [] Autism Spectrum Disorder
   [] Emotional-behavioral disorder
   [] Orthopedic/physical handicap
   [] Speech/language disorder
   [] Cerebral palsy
   [] Special health problems/ chronic illness
   [] multiple disabilities
   [] Others (Please specify) _____

[] Without diagnosis from specialist
   [] Difficulty seeing even if wearing glasses
   [] Difficulty hearing even if using hearing aid/deaf
   [] Difficulty walking, climbing stairs
   [] Difficulty remembering, or concentrating
   [] Difficulty with self care
   [] Difficulty communicating
   [] Others (Please specify) _____

5. Current and Previous Involvement in Other Programs

[] None

[] Headstart

[] SPED Program

[] Tahderriyah/Arabic Language and Islamic Values Education (ALIVE) Program

[] Special Science Elementary School

Classroom Inventory of MTB-MLE Materials

Region: _____   Division: _____   District: _____

School: _____

Grade Level: _____   Section: _____

Name of Teacher/Class Adviser: _____ No. of Pupils: _____

Date of Materials Inventory: _____

Please conduct an inventory of available materials which are used for MTB-MLE. Please segregate per grade level if it is a multigrade class. Please use extra sheets when necessary.

	No.of pieces	Titles, if applicable	Year of Publication	Donors or Sponsors (if applicable)
DepED –provided				
Learner materials (LMs)				
• For MT Literacy				
• For Math				
• For AP				
• For MAPEH				
• For ESP				
• For Science				
Teacher guides (TGs)				
• For MT Literacy				
• For Math				
• For AP				
• For MAPEH				
• For ESP				
• For Science				
Externally procured				
Big books				
Small books				
Leveled Texts				
Magazines				
Newspapers				
Others, please specify (e.g., posters, flashcards, comics, etc.)				
Classroom- or Teacher-made / reproduced				
Big books				
Small books				
Others, please specify (e.g., posters, flash cards, etc.)				
Parent- or Community- made / reproduced				
Big books				
Small books				
Others, please specify (e.g., posters, flash cards, etc.)				

Classroom-level Language Mapping Validation Form

Region: _____ Division: _____ District: _____
School: _____ Year Started MTB-MLE Implementation: _____
Grade Level: _____ Section: _____
Class Adviser: _____ Class Adviser's MT: _____
Other Languages Spoken by the Class Adviser: _____

To identify the pupil's MT and other language (s) spoken, you may choose to perform any of the following:
1. Interview students by asking an open-ended question (ex. What did you do yesterday?)
2. Observe the child as he or she is playing with peers and note down the languages he/she uses to converse
3. Interview parents about the languages spoken at home

Pupil's Name	Mother Tongue[1]	Other languages[2]		Mapping methodology (please check)		
				Parent interview	*Child observation*	*Child interview*
1.						
2						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
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30.						

[1] **Mother Language or First Language (L1)** refers to the Mother Language or First Language (L1) as defined in the Implementing Rules and Regulations of RA 10533. It refers to the "language or languages first learned by a child, which he or she identifies with, is identified as a native language user of by others, which he or she knows best, or uses habitually." (Section 4(d), Implementing Rules and Regulations of RA 10533).
[2] **Other Languages Spoken** refer to the languages spoken and understood by the learner, in addition to his/her Mother Tongue. This may be languages commonly used in the community or area he/she resides in, or languages spoken by other members of his/her family.