



Republic of the Philippines
Department of Education

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DepEd O R D E R
No. **16**, s. 2012

**GUIDELINES ON THE IMPLEMENTATION OF THE MOTHER TONGUE-BASED-
MULTILINGUAL EDUCATION (MTB-MLE)**

To: Undersecretaries
Assistant Secretaries
Bureau Directors
Regional Directors
Schools Division/City Superintendents

1. Starting School Year (SY) 2012-2013, the Mother Tongue-Based-Multilingual Education (MTB-MLE) shall be implemented in all public schools, specifically in Kindergarten, Grades 1, 2 and 3 as part of the K to 12 Basic Education Program. The MTB-MLE shall support the goal of "Every Child-A-Reader and A-Writer by Grade 1."
2. The *Lingua Franca* Project (1999-2001) and the *Lubuagan* Project (1999 to present) have provided valuable inputs in the implementation of the MTB-MLE. Nine hundred twenty-one (921) schools including those for children of indigenous people have been modeling MTB-MLE with support from the following:
 - a. Basic Education Assistance for Mindanao (BEAM);
 - b. Third Elementary Education Program (TEEP);
 - c. Translators Association of the Philippines (TAP);
 - d. Save the Children, and the Summer Institute of Linguistics (SIL).
3. Eight (8) major languages or *Lingua Franca* and others as cited below shall be offered as a learning area and utilized as language of instruction for SY 2012-2013:

a. <i>Tagalog</i> ;	g. <i>Hiligaynon</i> ;
b. <i>Kapampangan</i> ;	h. <i>Waray</i> ;
c. <i>Pangasinense</i> ;	i. <i>Tausug</i> ;
d. <i>Iloko</i> ;	j. <i>Maguindanaoan</i> ;
e. <i>Bikol</i> ;	k. <i>Maranao</i> ; and
f. <i>Cebuano</i> ;	l. <i>Chabacano</i> .
4. Likewise, a team of trainers for each region composed of education supervisors coming from the different divisions has been organized.
5. Enclosed are the guidelines on the nationwide implementation of the MTB-MLE for the K to 12 Program.

6. For more information, all concerned may contact:

Dr. Rosalina J. Villaneza


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


ATTY. ALBERTO T. MUYOT
Undersecretary
Officer-in-Charge

Encl.:

As stated

Reference:

N o n e

To be indicated in the Perpetual Index
under the following subjects:

CURRICULUM

LANGUAGE

POLICY

RULES & REGULATIONS

Madel: DO Guidelines of MTB-MLE
923-February 7, 2012

(Enclosure to DepEd Order No. 16, s. 2012)

GUIDELINES ON THE IMPLEMENTATION OF THE MOTHER TONGUE-BASED MULTILINGUAL EDUCATION (MTB-MLE)

A. Objectives

The Mother Tongue-Based-Multilingual Education (MTB-MLE) aims to develop the following areas:

1. language development which establishes a strong education for success in school and for lifelong learning;
2. cognitive development which focuses on Higher Order Thinking Skills (HOTS);
3. academic development which prepares the learner to acquire mastery of competencies in each of the learning areas; and
4. socio-cultural awareness which enhances the pride of the learner's heritage, language and culture.

B. Areas of Focus

The MTB-MLE shall be implemented in two (2) modes: as a learning/subject area and as a medium of instruction. The Mother Tongue (MT) as a subject will focus on the development of beginning reading and fluency from Grades 1 to 3. The learners' Mother Tongue (L1) shall be used as the medium of instruction (MOI) in all domains/learning areas from Kindergarten through Grade 3 except Filipino (L2) and English (L3). The L1 will continuously be used as MOI in a transition or bridging process (L1-L2-L1 or L2-L1-L2) through Grade 3.

The L2 will be introduced in the first semester of Grade 1 for oral fluency and reading and writing will be introduced in the 2nd semester of Grade 1. The four (4) macro skills, namely: listening, speaking, reading, and writing will continuously be developed from Grades 2-6.

Oral fluency in L3 will be introduced in the 2nd semester of Grade 1, while reading and writing in L3 will start in the 1st semester of Grade 2. The four (4) macro-skills will be developed starting 2nd semester of Grade 2 until Grade 6.

C. Teaching and Learning Process

The MT shall be used as MOI in any of the following models:

Model 1: Ideally, the Kindergarten or Grade 1 class shall be taught in the children's MT which has been modeled in public schools. The MTs include the eight (8) major languages (LF) and four (4) others namely: *Tausug, Maguindanaoan, Maranao, and Chabacano.*

Model 2: In schools where there are three (3) or more MTs or variations of the LF without an approved orthography spoken by the pupils, the *Lingua Franca* in that area shall be used as the MOI. 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 LF languages and the four (4) other languages cited above in the development of reading and writing.

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When an approved orthography of the MT is available and learning resources have been developed with trained teachers, the schools are encouraged to use the desired MT. In such situation, the school head (SH) shall inform the Division Office (DO) so that technical assistance could be provided and learning resources could be evaluated to meet the national standards for learning resources.

D. Teachers' Training and Development

The existing MTB-MLE regional training team organized for the model schools shall be the same team that will be responsible for the division and school-based training of teachers on the MTB-MLE for the K to 12 Basic Education Program (BEP). The members shall be expanded to include trainers in the Kindergarten. All of these teachers shall have undergone not only the Training of Trainers (TOT) for MLE but also the K to 12 BEP.

E. Preparation of Learning Resources

The Regions, divisions and schools MTB-MLE trained writers shall continuously update their knowledge and skills in the development of indigenized materials thus, providing the students with variety of learning resources. These learning resources shall be submitted to:

Dr. Socorro A. Pilor

Executive Director

Instructional Materials Council Secretariat (IMCS)

DepEd Central Office

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