THE MOTHER TONGUE-BASED MULTILINGUAL EDUCATION (MTB-MLE) IN THE K TO 12 PROGRAM
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Features</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strengthen the Early Childhood Education</td>
<td>Universal Kindergarten</td>
</tr>
<tr>
<td>2. Relevant Curriculum</td>
<td>Enhanced and Decongested Curriculum</td>
</tr>
<tr>
<td>3. Integrated and seamless learning</td>
<td>Spiral progression</td>
</tr>
<tr>
<td>4. Proficiency through language</td>
<td>Mother Tongue-Based Multilingual Education</td>
</tr>
<tr>
<td>5. Gearing up for the future</td>
<td>Senior High School</td>
</tr>
<tr>
<td>6. Nurturing the holistically developed Filipino</td>
<td>College and Livelihood Readiness for 21st Century Skills</td>
</tr>
</tbody>
</table>
Mother Tongue as Medium of instruction and as a Subject

Mother Tongue shall be used as a medium of instruction and as a subject from Grades 1 to 3. English or Filipino shall be used from Grades 4 to 10.

DepEd Order 31, s. 2012
Why should the early graders be taught (in all subjects) in their Mother Tongue first?
One does not learn in a language that he does not understand.

When a beginning learner thinks, he uses the language that he grew up with.
There are 9 birds on the branch of a guava tree. 6 birds flew away. How many birds were left on the branch of the guava tree?
First day in a grade 1 class

“Good morning children.”
“I am Miss Arce.”
“I am your teacher.”

What is my teacher saying?
# Mother Tongue as the MOI: Grade 1

## Languages
- **Mother Tongue**
- **Filipino**
- **English**

## Math

## Araling Panlipunan

## MAPEH

## Edukasyon sa Pagpapakatao

*All the Grade 1 subjects are taught in the Mother Tongue, except Filipino and English.*

<table>
<thead>
<tr>
<th>1&lt;sup&gt;st&lt;/sup&gt; Q</th>
<th>2&lt;sup&gt;nd&lt;/sup&gt; Q</th>
<th>3&lt;sup&gt;rd&lt;/sup&gt; Q</th>
<th>4&lt;sup&gt;th&lt;/sup&gt; Q</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 mins</td>
<td>30 mins</td>
<td>30 mins</td>
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<td>50 mins</td>
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<td>40 mins</td>
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<td>30 mins</td>
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</tr>
</tbody>
</table>

FELICITAS E. PADO, PhD
Mother Tongue as the MOI: Grade 2

Languages

• **Mother Tongue**
• **Filipino**
• **English**

<table>
<thead>
<tr>
<th></th>
<th>1st Q</th>
<th>2nd Q</th>
<th>3rd Q</th>
<th>4th Q</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>50 mins</td>
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<tr>
<td><strong>Araling Panlipunan</strong></td>
<td>50 mins</td>
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<tr>
<td><strong>MAPEH</strong></td>
<td>40 mins</td>
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<tr>
<td><strong>Edukasyon sa Pagpapakatao</strong></td>
<td>30 mins</td>
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</tr>
</tbody>
</table>

*All the Grade 2 subjects are taught in the Mother Tongue, except Filipino and English.*
Mother Tongue as a Subject

1. Literacy in L1
   • oral language development in L2

2. Literacy in L2
   • oral language development in L3

3. Literacy in L3

FELICITAS E. PADO, PhD
My Belief:

- All children **CAN** learn to read with understanding within the first few years of schooling . . .
- in a language that they use . . .
- in a language that they understand.
And this is one reason why children should listen, speak, read and write first in a language that they use and they understand. . . their **Mother Tongue**.
Language and Culture

• The use of one’s Mother Tongue is an expression of one’s culture.

• The use of the Mother Tongue aims to develop among the young learners an awareness and appreciation of their own culture.
The 12 Major Mother Tongues

Iloko
Pangasinan
Kapampangan
Tagalog
Bikol

Waray
Hiligaynon
Cebuano

Meranao
Chavacano
Maguindanao
Tausug
Language Acquisition and Language Learning

• How does one acquire a language?
• How does one learn other languages?
Language Acquisition

Language acquisition

- natural way of acquiring a language
- does not necessitate a formal study.
- happens naturally at home and in the child’s immediate environment.

Good models would help a child acquire a language well.
Language Learning

- The process of acquiring another language in a more formal way.
- Usually this happens in school
- Various approaches are employed in order for the learner to learn another language:
In school . . .

- there should be a smooth transition from a child’s home language to learning a second language . . .

- and learning using the second language as a medium.

FELICITAS E. PADO, PhD
<table>
<thead>
<tr>
<th>1. Oral Language</th>
<th>11. Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Phonological Awareness</td>
<td>12. Reading Comprehension</td>
</tr>
<tr>
<td>4. Alphabet Knowledge</td>
<td>b. Comprehension Strategies</td>
</tr>
<tr>
<td>5. Word Recognition</td>
<td>c. Comprehension of Literary Texts</td>
</tr>
<tr>
<td>6. Fluency</td>
<td>d. Comprehension of Informational Text</td>
</tr>
<tr>
<td>7. Spelling</td>
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<td>8. Handwriting</td>
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<tr>
<td>9. Composing</td>
<td></td>
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<tr>
<td>10. Grammar Awareness</td>
<td></td>
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<tr>
<td>13. Attitude toward Language, Literature</td>
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<tr>
<td>14. Study Skills</td>
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</table>

The Domains of Literacy in the K to 12 Languages Curriculum
<table>
<thead>
<tr>
<th>Domains</th>
<th>K-3</th>
<th>4-6</th>
<th>7-10</th>
<th>11-12</th>
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</thead>
<tbody>
<tr>
<td>Oral language</td>
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<tr>
<td>Phonological awareness</td>
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<tr>
<td>Book and Print knowledge</td>
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<tr>
<td>Alphabet knowledge</td>
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<tr>
<td>Phonics and word recognition</td>
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<td>Fluency</td>
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<tr>
<td>Spelling</td>
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<tr>
<td>Writing and composition</td>
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<tr>
<td>Grammar awareness and structure</td>
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<tr>
<td>Vocabulary development</td>
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<tr>
<td>Reading comprehension</td>
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<tr>
<td>Listening comprehension</td>
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<tr>
<td>Attitude towards language, literacy and literature</td>
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<tr>
<td>Study strategies</td>
<td></td>
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</tbody>
</table>
Relationship of the Beginners’ Reading Development and the Domains of Literacy

Reading Development among the Beginning Learners

Domains of Literacy
# Stages of Reading Development among the Beginning Learners: Preschool

<table>
<thead>
<tr>
<th>Stage</th>
<th>Name</th>
<th>The learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 0: Birth to preschool</td>
<td>Emergent Literacy</td>
<td>• gains control of oral language</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• relies on pictures in text</td>
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<tr>
<td></td>
<td></td>
<td>• pretends to read</td>
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<tr>
<td></td>
<td></td>
<td>• recognizes rhymes</td>
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<tr>
<td></td>
<td></td>
<td>• starts recognizing letters</td>
</tr>
</tbody>
</table>

*Rosko et. al

FELICITAS E. PADO, PhD
<table>
<thead>
<tr>
<th>Stage</th>
<th>Name</th>
<th>The learner</th>
</tr>
</thead>
</table>
| Stage 1: Beginning Grade 1 | Decoding  | • grows aware of sound-symbol relationship  
• focuses on printed symbols  
• uses decoding to figure out words  
• is developing listening to reading comprehension |

* Rosko et. al  

FELICITAS E. PADO, PhD
## Stages of Reading Development among the Beginning Learners: End of Grade 1 to Gr 3*

<table>
<thead>
<tr>
<th>Stage</th>
<th>Name</th>
<th>The learner</th>
</tr>
</thead>
</table>
| Stage 2: End of Grade 1 to End of Grade 3 | Confirmation and Fluency | • develops fluency in reading  
• recognizes patterns in words  
• checks for meaning and sense  
• knows a stock of sight words |

*Rosko et. al

---

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Domains of literacy during the emergent literacy stage

Learner Characteristics:
• gains control of oral language
• relies on pictures in text
• pretends to read
• recognizes rhymes
• starts recognizing letters

Literacy Domains:
• Attitude towards literacy, language and literature
• Oral language devt.
• Phonological awareness
• Book and print orientation
• Alphabet knowledge
• Handwriting
Domain 1: Attitude towards literacy, language and literature

Having a sense of being a reader and developing individual choices of and tastes for texts to read for various purposes such as for learning or for pleasure
On developing the attitude towards literacy

- Children who have positive attitudes and experiences about reading are more likely to be motivated to learn to read.

_Dorothy Strickland_
Developing positive attitude towards literacy through storyreading

Brain development research shows that reading aloud to children every day
- increases their brain's capacity for language and literacy skills and
- is the most important thing that one can do to prepare them for learning to read.
A print-rich environment develops positive attitude towards reading.
Domain 2: Oral language
(in the language of literacy)

Oral language refers to one’s knowledge and use of the structure, meanings and uses of the language.
- Literacy development depends on the development of oral language (in the language of literacy).

- One cannot be successful in learning to read (and write) in a language that he does not understand.
Developing oral language

- Listening to stories read by the teachers . . .
- Language games such as “I Spy”; Show and Tell
- Direct instruction
  a. Learning the letters
     “The names of these pictures start in Mm. Let’s name them.”
  b. Unlocking new or difficult words prior to storyreading
     “Sa ating kuwento ay may isang matadero. . Ito ang larawan ng matadero.”
Multilingual Literacy and Oral Language Development

Oral Language Development

- Literacy in L₁
- Literacy in L₂
- Literacy in L₃
Domain 3: Phonological Awareness

Phonological awareness involves work with rhymes, syllables, onsets and rimes.

Phonemic awareness is the ability to notice, think about and work with the individual sounds in spoken words.
Developing phonological awareness

- Detecting rhymes
  Anong mga salita ang magkatunog?
  “Hindi hari
  Hindi pari,
  Damit ay sari-sari.”
Syllable detection

- Ipalakpak ang mga pantig sa iyong pangalan:
  Halimbawa: Margarita
    Mar-ga-ri-ta

- Ipalakpak ang mga pantig sa sasabihin kong salita:
  mata
  butiki
Phonemic awareness

- Phonological awareness is a broad term that includes phonemic awareness.

- It is the ability to notice, think about and work with the individual sounds (phonemes) in spoken words.

- Before children learn to read print, they need to become aware of how the sounds in words work.

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Detecting the onset
Ano ang umpisang tunog ng *salitang* mais?
sawa?
bata?

Detecting the rime
Ano ang huling tunog sa salitang gatas?
patatas?
Domain 4: Book and Print Knowledge

refers to knowing and being acquainted with books and how print works.
Book and print orientation includes skills in

- identifying the parts of a book: front and back cover, and its pages.
- knowing that a book has an author and illustrator and telling what they do.
- holding the book right side up.
- flipping the pages of the book sequentially, one page at a time
- knowing where a story begins
• tracking the story line from left to right and from top to bottom while the story is being read to them.

• making the correct return sweep.

• consistently looking at the left page first before looking at the right page.

• realizing that the message of most books is in the print and not the pictures.

• making one to one correspondence between written and spoken words

• telling that print in the form of words corresponds to speech.
Domain 5: Alphabet Knowledge

The ability to recognize, name, and sound out all the upper and lower case letters of the alphabet.

Each letter of the alphabet

- has a name
- has an upper and a lower case
- is written in a certain way
- has a distinct sound
Alphabet knowledge paves the way for phonics and word recognition
Domain 6: Handwriting

The ability to form letters through manuscript and cursive styles
Activities in a Preschool/Grade 1 Class

• Sharing Activities
  ➢ recitation of nursery rhymes/poems
  ➢ singing songs
  ➢ Show and Tell, news reporting
• Sharing stories to children (shared, read-aloud, storytelling)
• Story discussion
• Direct instruction on letters of the alphabet
Domains of literacy during the Decoding Stage (Grade 1)

- grows aware of sound-symbol relationship
- focuses on printed symbols
- uses decoding to figure out words
- is developing listening to reading comprehension

- Phonics and word recognition
  - Vocabulary development
- Spelling
- Grammar awareness
- Composing
- Comprehension
  - Listening comp
  - Reading comp
Domain 7: Phonics and Word Recognition

The ability to identify a written word by sight or by deciphering the relationship between the sounds of spoken language and the letters in written language.
Reading in the Learner’s Home Language

Experience

Oral Language (Child’s L1)

Printed Symbols (in child’s L1)
Beginning Literacy in L1

“Naglalaro kami ni kuya ng bola.”

May bola sina Bong at Lani. Naglalaro sila ng bola.

experience
oral language
printed symbols

Kami rin.
Domain 8: Spelling

being able to convert oral language sounds into printed language symbols
Invented or developmental spelling

- Natkt  ako
- Masaya kmi
- Bwl pmsk
Domain 9: Grammar Awareness

Knowledge of language features and sentence structures in written language
Teaching a grammar lesson

- During the early years grammar awareness is taught indirectly through oral activities.
- Explicit teaching of grammatical structures
- Games and contests for encouraging use of grammatical structures
The story read during the storyreading serves as the springboard in teaching a grammar lesson.
Domain 10: Composing

being able to formulate ideas into sentences or longer texts and represent them in the conventional orthographic patterns of written language
Domains of Literacy During the Fluency Stage

- develops fluency in reading
- recognizes patterns in words
- checks for meaning and sense
- knows a stock of sight words

- Fluency
- Vocabulary development
- Reading comprehension
- Study skills
Domain 11: Fluency

The ability to read orally with **speed**, **accuracy** and **proper expression**
Fluency

- Accuracy
- Automaticity
- Proper Expression

- Word recognition must be accurate, rapid and require little conscious attention so that attention can be directed to the comprehension process

- One reason students may not comprehend text is that they are spending all their attention and energy on figuring out the words.
Domain 12: Vocabulary Development

Knowledge of words and their meanings in both oral and print representations
Teaching Vocabulary

Vocabulary learning happens during

- sharing activities: “I Spy” Show and Tell
- Storyreading
  - unlocking difficult words
  - listening to the words in context during storyreading
• Learning the alphabet words that begin in letter ____

• Word recognition lesson

• Activities in other disciplines

• Explicit teaching of vocabulary words
Domain 13: Comprehension

A complex and active process in which vocabulary knowledge is a crucial component and which requires an intentional and thoughtful interaction between the reader and the text.
The role of vocabulary and fluency in comprehension

- Fluency
- Vocabulary
The Interaction between the Reader and the Text

Schema
Language
Interest
Purpose

The Text

The Reader

The Context

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Comprehension Skills

- **Use of context and prior knowledge:** activating prior knowledge conceptually related to text and establishing a purpose for reading.

- **Comprehension Strategies:** being self-aware as they discuss and analyze text to create new meanings and modify old knowledge.
• Comprehending Literary text respond to literary text through the appreciation of literary devices and an understanding of story grammar.

• Comprehending Informational text locate information from expository texts and use this information for discussion or written production.
Decoding and Comprehending

- Reading is getting meaning from and giving meaning to the printed symbols.
- If you are able to decode the words but you do not get meaning from them, do you “read”?
Read the following words

<table>
<thead>
<tr>
<th>pala</th>
<th>padi</th>
<th>saro</th>
</tr>
</thead>
<tbody>
<tr>
<td>tada</td>
<td>hadi</td>
<td>bako</td>
</tr>
<tr>
<td>lapa</td>
<td>tapi</td>
<td>pano</td>
</tr>
<tr>
<td>ngana</td>
<td>pali</td>
<td>garo</td>
</tr>
<tr>
<td>laya</td>
<td>mati</td>
<td>sapo</td>
</tr>
</tbody>
</table>
Read the dialogue

- “Nagkakarawat an manga aki.”
- “Nagdadaralagan sinda sa tinampo.”
- “Madagomon. Mauran nin makusog.”
- “Puli na kita. Mababasa kita kan uran”
Si Tina, An Matabang Kino

Sinurat ni: Imelda R. Hona
Pigdroweing ni: Judy B. Masbate

Were you able to decode the words?

Were you able to understand the words? the dialogue? the story?

Did you “read”? 
Domain 14: Study Skills

A general term for techniques and strategies that help a person read or listen for specific purposes with the intent to remember.
Bilingualism and Biliteracy

- Home Language → Literacy in L₁
- Filipino (L₂) → Literacy in L₂
- English (L₃) → Literacy in L₃
# Teaching the Languages

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade 1</th>
<th>Grade 2</th>
<th>Grade 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Mother tongue</strong></td>
<td>All Domains of Literacy</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>2. Filipino</strong></td>
<td>Oral Language devt</td>
<td>Reading in Fil</td>
<td></td>
</tr>
<tr>
<td><strong>3. English</strong></td>
<td>Oral Language devt</td>
<td>Reading in Eng</td>
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</tr>
</tbody>
</table>
Shifting to Reading in a Second Language

Experience

Oral Language (Child’s L1)

Printed Symbols (in child’s L1)

Oral Language (in L2)

Printed Symbols (in L2)
Does literacy in one language (Mother Tongue) transfer to another language?

Once students have established a literate base in one language, they should be able to transfer knowledge and skills gained in that language to reading in a second language as long as they are adequately exposed to the second language and motivated to acquire it.

Cummins
Preparation for the Implementation of the Mother Tongue Curriculum
DIOS MABALOS!
MARAMING SALAMAT!
THANK YOU!
MUCHAS GRACIAS!