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**THE MOTHER TONGUE-BASED
MULTILINGUAL EDUCATION
(MTB-MLE)
IN THE K TO 12 PROGRAM**

Features of the K to 12 Curriculum

Objectives	Features
1. Strengthen the Early Childhood Education	Universal Kindergarten
2. Relevant Curriculum	Enhanced and Decongested Curriculum
3. Integrated and seamless learning	Spiral progression
4. Proficiency through language	Mother Tongue-Based Multilingual Education
5. Gearing up for the future	Senior High School
6. Nurturing the holistically developed Filipino	College and Livelihood Readiness for 21st Century Skills

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?**

Learning



Language

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.

Let's read this:

May 9 na gamgam sa sanga kan bayawas.
Naglupad si 6 na gamgam.
Pirang gamgam an natada sa sanga kan
bayawas?

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

What is my
teacher
saying?

“Good morning children.”

“I am Miss Arce.”

“I am your teacher.”



Mother Tongue as the MOI: Grade 1

Languages	1 ST Q	2 nd Q	3 rd Q	4 th Q
<ul style="list-style-type: none"> • Mother Tongue • Filipino • English 	50 mins	→	→	→
Math	50 mins	→	→	→
Araling Panlipunan	40 mins	→	→	→
MAPEH	40 mins	→	→	→
Edukasyon sa Pagpapakatao	30 mins	→	→	→
<p><i>All the Grade 1 subjects are taught in the Mother Tongue, except Filipino and English.</i></p>				

Mother Tongue as the MOI: Grade 2

Languages

- **Mother Tongue**
- Filipino
- English

Math

Araling Panlipunan

MAPEH

Edukasyon sa Pagpapakatao

All the Grade 2 subjects are taught in the Mother tongue, except Filipino and English.

	1 ST Q	2 nd Q	3 rd Q	4 th Q
50 mins				→
50 mins				→
50 mins				→
50 mins				→
40 mins				→
40 mins				→
30 mins				→

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

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
Maguindanaon
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.**

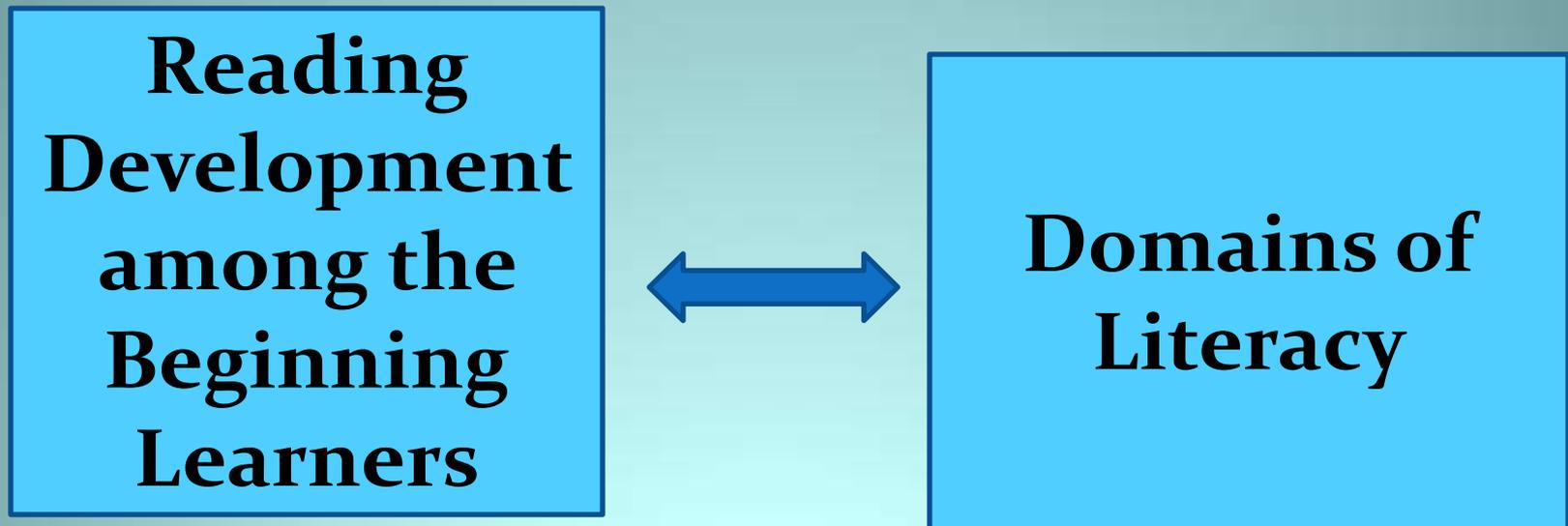
The Domains of Literacy in the K to 12 Languages Curriculum

1. Oral Language	11. Vocabulary
2. Phonological Awareness	12. Reading Comprehension
3. Book and Print Orientation	a. Activating Schema/Prior Knowledge
4. Alphabet Knowledge	b. Comprehension Strategies
5. Word Recognition	c. Comprehension of
6. Fluency	Literary Texts
7. Spelling	d. Comprehension of
8. Handwriting	Informational Text
9. Composing	13. Attitude toward Language, Literature and Literacy
10. Grammar Awareness	14. Study Skills

The Domains

Domains	K-3	4-6	7-10	11-12
Oral language				
Phonological awareness				
Book and Print knowledge				
Alphabet knowledge				
Phonics and word recognition				
Fluency				
Spelling				
Writing and composition				
Grammar awareness and structure				
Vocabulary development				
Reading comprehension				
Listening comprehension				
Attitude towards language, literacy and literature				
Study strategies	FELICITAS E. PADO, PhD			

Relationship of the Beginners' Reading Development and the Domains of Literacy



Stages of Reading Development among the Beginning Learners: Preschool*

Stage	Name	The learner
Stage 0: Birth to preschool	Emergent Literacy	<ul style="list-style-type: none">•gains control of oral language•relies on pictures in text•pretends to read•recognizes rhymes•starts recognizing letters

*Rosko et. al

FELICITAS E. PADO, PhD

Stages of Reading Development among the Beginning Learners: Beginning Grade 1*

Stage	Name	The learner
Stage 1: Beginning Grade 1	Decoding	<ul style="list-style-type: none">•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

Stages of Reading Development among the Beginning Learners: End of Grade 1 to Gr 3*

Stage	Name	The learner
Stage 2: End of Grade 1 to End of Grade 3	Confirma- tion and Fluency	<ul style="list-style-type: none">•develops fluency in reading•recognizes patterns in words•checks for meaning and sense•knows a stock of sight words

*

Rosko et. al

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.

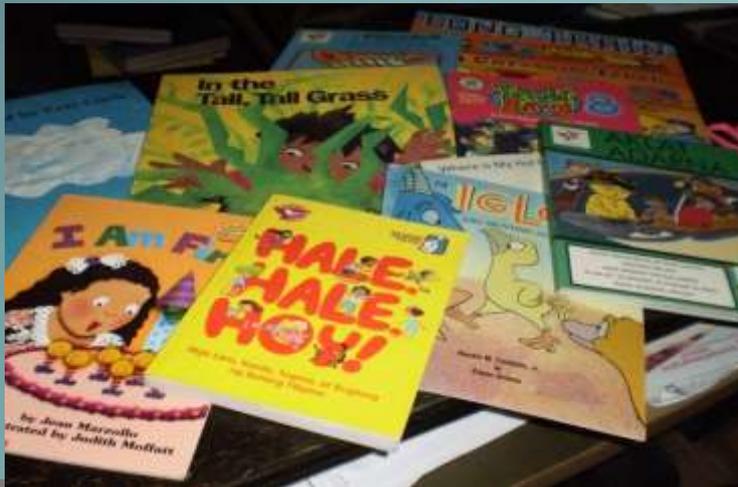
Dorothy Strickland

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

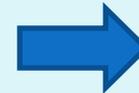
Oral Language Development



**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.

- **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

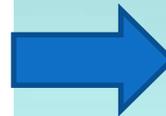
The ability to form letters through manuscript and cursive styles

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

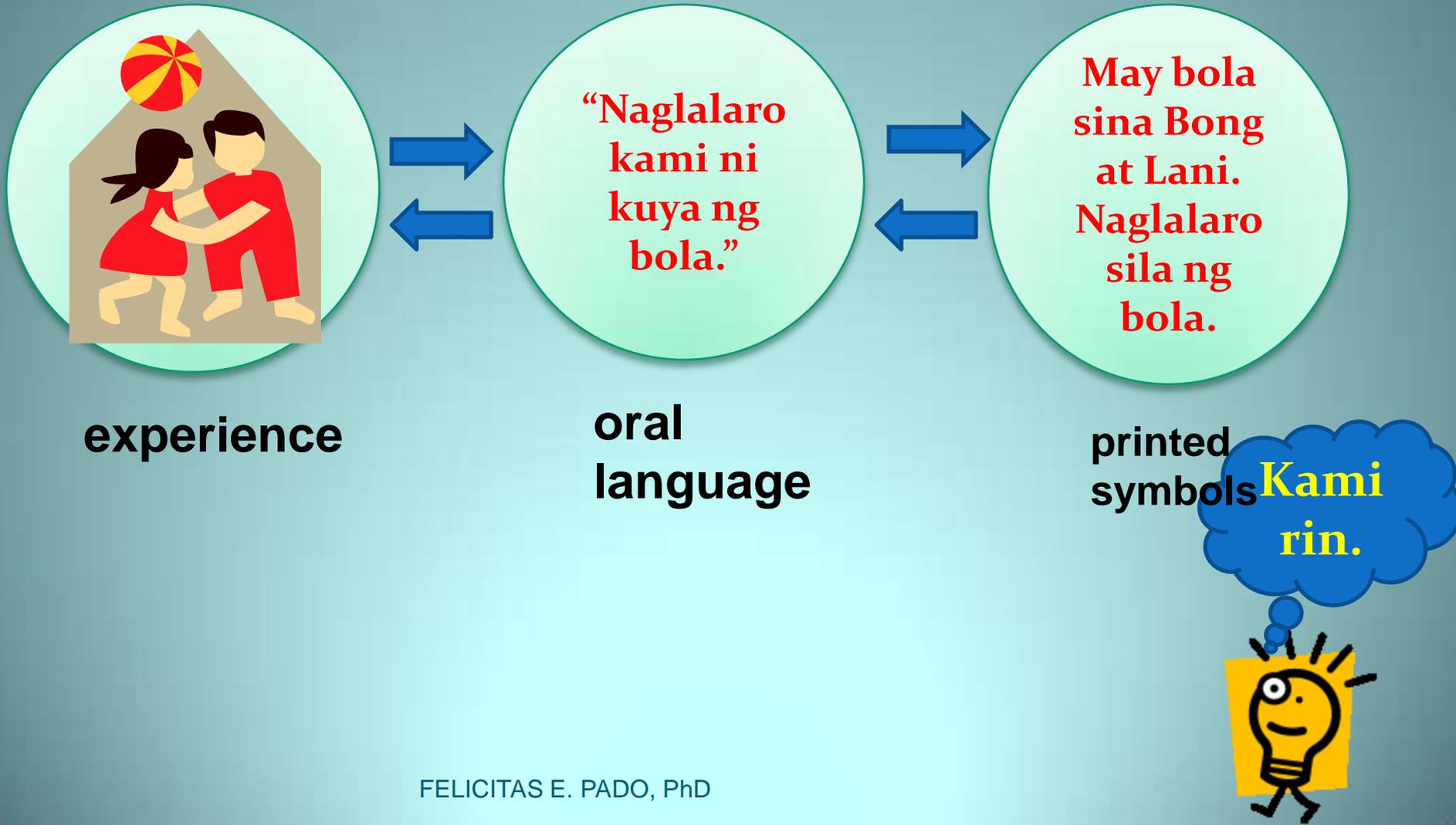
Domain 7: Phonics and Word Recognition

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



Beginning Literacy in L1



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.

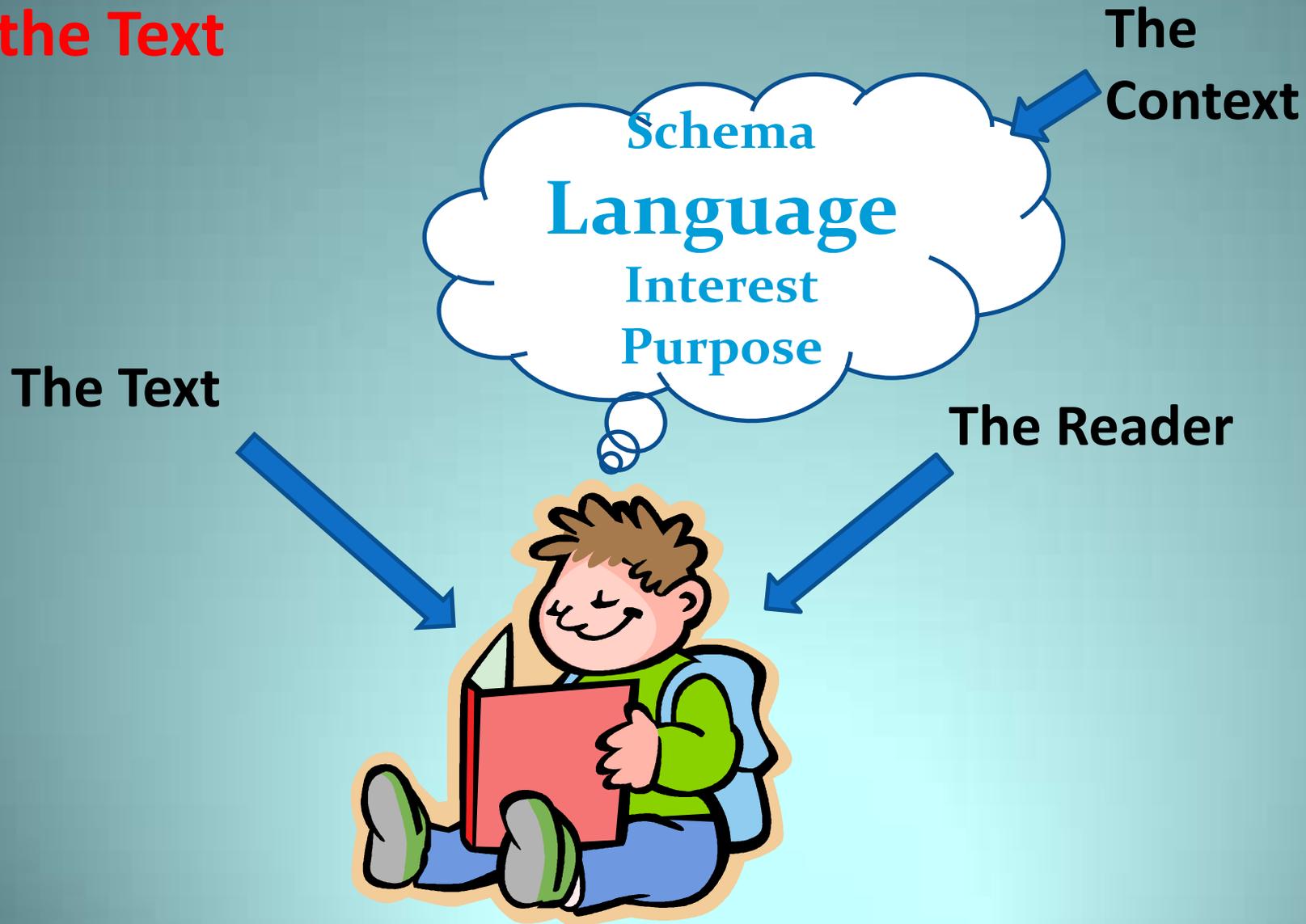
The role of vocabulary and fluency in comprehension

- Fluency
- Vocabulary



COMPREHENSION

The Interaction between the Reader and the Text



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

pala

padi

saro

tada

hadi

bako

lapa

tapi

pano

ngana

pali

garo

laya

mati

sapo

Read the dialogue

- “Nagkakarawat an manga aki.”
- “Nagdadaralagan sinda sa tinampo.”
- “Madagomon. Mauran nin makusog.”
- “Puli na kita. Mababasa kita kan uran”

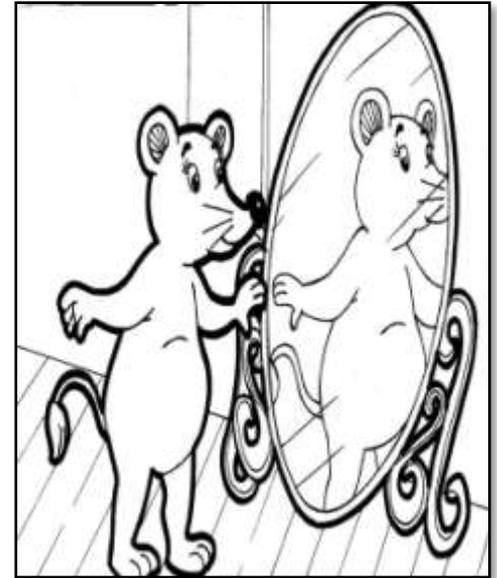
Read the story:

Si Tina, An Matabang Kino

Sinurat ni: Imelda R. Hona

Pigdrowing ni: Judy B. Masbate

Igwang inang kino na may tulong aki. An mga ini sinda Bino, Kina, saka si Tina. Naiiba si Tina sa saiyang duwang tugang. Mataba siya mantang an duwang tugang maniwang. Hugakon si Tina mantang an duwang tugang mahigos



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.

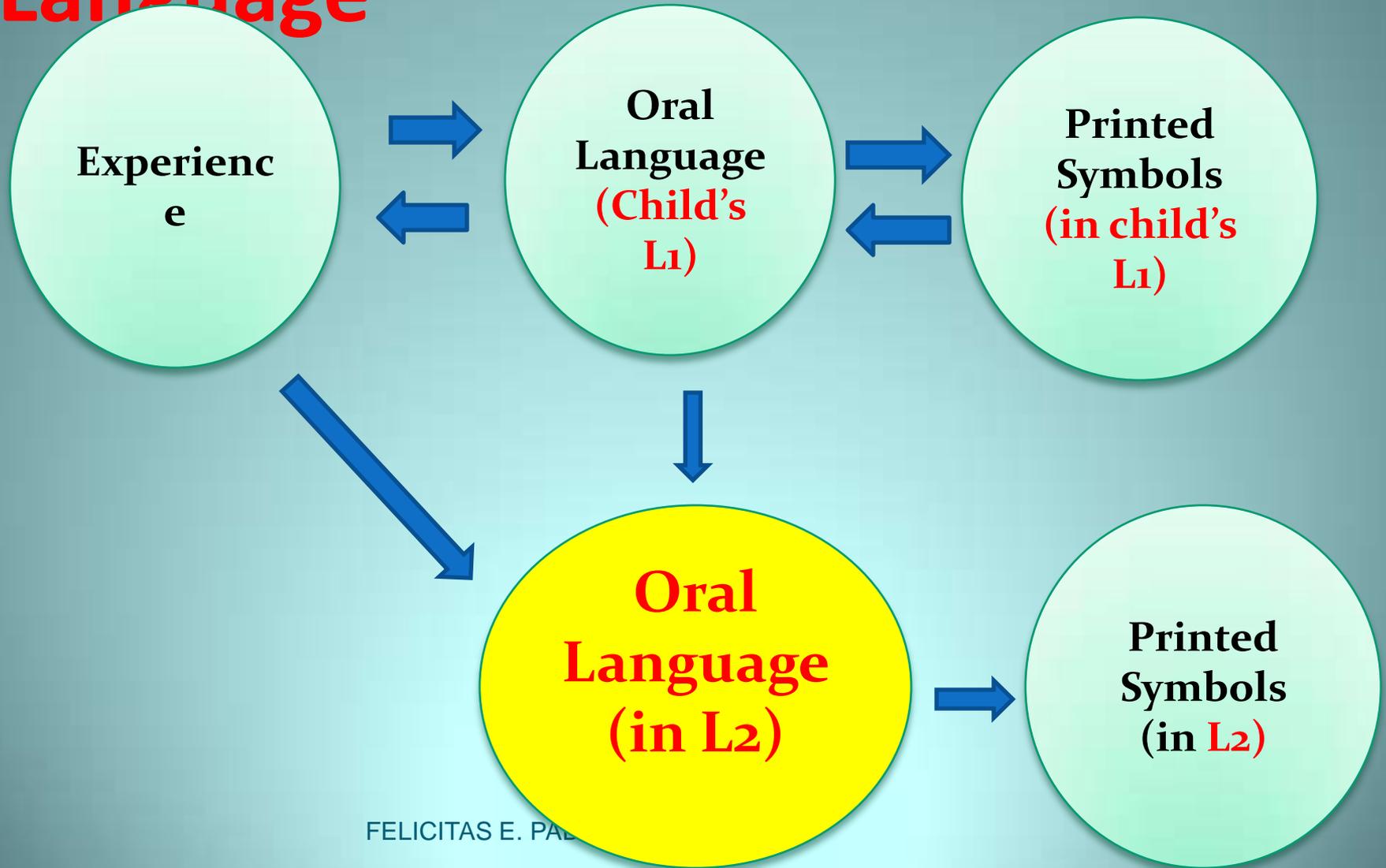
Bilingualism and Biliteracy

- Home Language → Literacy in L1
- Filipino (L2) → Literacy in L2
- English (L3) → Literacy in L3

Teaching the Languages

Subject	Grade 1 <small>1st and 2nd</small>		Grade 2 <small>1st and 2nd</small>		Grade 3 <small>1st and 2nd</small>	
1. Mother tongue	All Domains of Literacy					
2. Filipino	Oral Language devt	Reading In Fil				
3. English		Oral Language devt	Reading in Eng			

Shifting to Reading in a Second Language



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!