




Republic of the Philippines  
Department of Education  
**CARAGA REGION**  
J.P. Rosales Avenue, Butuan City



REGIONAL MEMORANDUM NO. 187 s, 2018



To: **SCHOOLS DIVISION SUPERINTENDENTS  
DIVISION MTB – MLE COORDINATORS**

From:  **BEATRIZ G. TORNO, Ph.D., CESO IV**  
Regional Director

Subject: **SURVEY OF OTHER LOCAL LANGUAGES USED IN THE SCHOOLS /  
DIVISION AS MEDIUM OF INSTRUCTION FROM KINDER TO GRADE III**

Date: **April 2, 2018**

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1. In line with the effective implementation of the Mother Tongue Based – Multilingual Education (MTB – MLE) and the addition of other languages spoken in the division / school as medium of instruction from Kinder to Grade III in the MTB – MLE program, all divisions are required to answer the attached questionnaire. The school data shall be consolidated by the division.
  2. The accomplished consolidated data shall be submitted to the regional office on or before April 10, 2018 to the Curriculum and Learning Management Division through this email address: [jbioljr@gmail.com](mailto:jbioljr@gmail.com) and /or [celsacataluna1967@gmail.com](mailto:celsacataluna1967@gmail.com). The region shall submit the consolidated data to the Central Office on April 12, 2018.
  3. For your strict compliance.

**QUESTIONNAIRE**

**SURVEY OF LOCAL LANGUAGES USED IN SCHOOL/DIVISION/REGION AS MEDIUM OF INSTRUCTION FROM KINDER TO GRADE III**

Name of Respondent: (optional) \_\_\_\_\_

Name of school/division: \_\_\_\_\_

Region: \_\_\_\_\_

**Directions:** Kindly answer the questions honestly. Please write your answers on the spaces provided. You may use extra paper if necessary.

**A. Language**

1. What is/are the language/s spoken and used by the students in the school and community outside of the nineteen (19) languages being used by the department?

\_\_\_\_\_

2. What are the issues/challenges/ difficulties encountered by the school/district/division/region in relation to the use of other local languages?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What initiatives have been done by the school, district, division, and region in addressing the issues/challenges/difficulties?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**B. Learning Materials**

1. What materials have been provided by the Central Office? Please enumerate.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What materials have been developed by the region, division, and school? Please enumerate.

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3. Were these materials validated and quality assured? If yes, as to which level (school/community, district, division, and/or region)?

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4. How were these materials validated?

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**C. Teachers' Training**

What trainings have been conducted by the Central Office, region, division, district, and school in relation to the implementation of the local initiatives? Please enumerate from the most recent.

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**D. Minimum requirements for MT to be included in the MTB-MLE program**

1. Which of the following four (4) minimum requirements have been met by the school/division/region? Please check.
- Teacher who is a native speaker of the language (who will be teaching the class  
(if ever)
  - Orthography (approved by local speakers and elders);
  - Spelling and Grammar book (approved by local speakers and elders); and
  - Big and small books and other literature.

