



Republic of the Philippines  
**Department of Education**  
 Region VIII  
**SCHOOLS DIVISION OF CALBAYOG CITY**

May 25, 2026

**DIVISION MEMORANDUM**

No. 211, s. 2026

**DIVISION ORIENTATION ON DEPED ORDER 35 S.2025 GUIDELINES ON THE LANGUAGE MAPPING PROCESS FOR KEY STAGE 1**

To : Chief ES (CID)  
 EPSs and PSDSs  
 Elementary School Heads  
 All Others Concerned

- In reference to Deped Order No. 35 s.2025 and OM-LS-2026-153, this office hereby announces the conduct of the Division Orientation on the **Language Mapping Process (DO 35 s.2025)** for Key Stage 1 at the **Division Conference Hall**.
- The objective of the activity is to equip KS1 teachers with the conceptual and technical knowledge on the conduct of language mapping as basis for the adoption of appropriate medium of teaching and learning (MOTL).
- The participants to the said orientation are **Kindergarten, Grade 1, Grade 2, and Grade 3 teachers**.
- The field orientation shall be conducted in batches as follows:

Districts	Schedule
Calbayog 1 to Calbayog 6	June 3, 2026
Tinambacan 1 to Tinambacan 3 Oquendo 1 to Oquendo 3	June 4, 2026

- Expenses relative to the conduct of this activity shall be charged to local funds/MOOE subject to usual accounting and auditing rules and regulations.
- This memorandum shall serve as travel authority of all participants in the said activity.
- A one-day service credit shall be granted to teaching personnel who shall render service on a summer break subject the provisions on DepEd Order No. 13 s. 2024 and in cognizance of CSC Memorandum Circular (MC) No. 41, s. 1998 as amended by CSC MC No. 9, s. 2012.
- Immediate dissemination of and compliance with this memorandum are desired.

**MARGARITO A. CADAYONA JR. PhD, CESO VI**  
 Schools Division Superintendent

For the Schools Division Superintendent:

**ATTY. RHEA A. AGUADO**  
 Division Legal Officer  
 Office In-Charge  
 S.O. #31 s. 2024





Republic of the Philippines  
**Department of Education**

OCT 31 2025

DepEd ORDER  
No. 035, s. 2025

**GUIDELINES ON THE LANGUAGE MAPPING PROCESS FOR KEY STAGE 1**

To: Undersecretaries  
Assistant Secretaries  
Minister, Basic, Higher, and Technical Education, BARMM  
Bureau and Service Directors  
Regional Directors  
Schools Division Superintendents  
Public and Private Elementary School Heads  
All Others Concerned

1. In accordance with Republic Act (RA) No. 12027, titled An Act Discontinuing the Use of Mother Tongue as Medium of Instruction (MOI) from Kindergarten to Grade 3, Providing for its Optional Implementation in Monolingual Classes, and Amending for the Purpose Sections 4 and 5 of RA 10533, Otherwise Known as the Enhanced Basic Education Act of 2013, the Department of Education (DepEd) issues the enclosed guidelines to operationalize the Language Mapping Process (LMP) as a mechanism to systematically identify and classify learners' primary languages from Kindergarten to Grade 3 (K-3).
2. The LMP operationalizes DepEd Order (DO) No. 020, s. of 2025, titled Policy on the Medium of Instruction for Kindergarten to Grade 3 Effective School Year 2025-2026. It provides a detailed framework and process flow. These components will guide the systematic identification of the language(s) to be used as medium of instruction based on four language use scenarios, ensuring accurate and consistent classification of learners' identified languages for effective MOI decisions. The first cycle of the LMP shall be in School Year 2026-2027.
3. This policy is grounded in ten years of implementation experience and research evidence since the issuance of DO 55, s. 2015 (Utilization of Language Mapping Data for Mother Tongue-Based Multilingual Education [MTB-MLE]) on Language Mapping. It draws on studies and actual language mapping practices demonstrating the value of accurate language identification in improving literacy and learning outcomes. Its development involved consultations with Komisyon sa Wikang Filipino, National Commission on Indigenous Peoples, higher education institutions, and regional representatives from Luzon, Visayas, and Mindanao, ensuring diverse perspectives were reflected. Policy options, resource implications, and implementation risks were analyzed to craft an evidence-based and feasible framework for sustainable language mapping nationwide.
4. This Order shall take effect 15 days after its publication in the Official Gazette or in a newspaper of general circulation and after its publication on the DepEd website. Certified copies of this Order shall be registered with the Office of the National



Administrative Register (ONAR) at the University of the Philippines Law Center (UP LC), UP Diliman, Quezon City.

5. For more information and inquiries, all concerned may contact the **Bureau of Learning Delivery-Office of the Director**, 4th Floor, Bonifacio Building, Department of Education Central Office, DepEd Complex, Meralco Avenue, Pasig City, through email at [blld.od@deped.gov.ph](mailto:blld.od@deped.gov.ph) or telephone numbers (02) 8536-6540 or 8537-4347.

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



  
**SONNY ANGARA**  
Secretary

Encl.:

As stated

References:

DepEd Order (Nos. 020, s. 2025 and 55, s. 2015)

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

ASSESSMENT  
BASIC EDUCATION  
CLASSES  
CURRICULUM  
ELEMENTARY EDUCATION  
KINDERGARTEN EDUCATION  
LEARNERS

MONITORING AND EVALUATION  
POLICY  
PROGRAMS  
RULES AND REGULATIONS  
SCHOOLS  
TEACHERS



(Enclosure to DepEd Order No. 035, s. 2025)

## **GUIDELINES ON THE LANGUAGE MAPPING PROCESS FOR KEY STAGE 1**

### **I. Rationale**

1. The Department of Education (DepEd) reaffirms its commitment to inclusive, learner-centered, and culturally responsive education by promoting the use of the language that learners know best in the teaching and learning process. Guided by the principle of building on learners' existing knowledge, skills, and experiences, DepEd follows through with research that shows that instruction in languages familiar to learners is particularly effective in developing foundational literacy, comprehension and other critical skills (UNESCO, 2025). By contrast, mismatch between home language and school language has been linked to learning poverty in diverse settings across the globe (Alkateb-Chami, 2024). This guidance on the Language Mapping Process (LMP) is issued to guide the systematic identification and classification of learners' primary languages from Kindergarten to Grade 3 (K-3) and its equivalent in the Alternative Learning System (ALS).
2. In accordance with Section 6 of the Implementing Rules and Regulations (IRR) of Republic Act No. 12027, language mapping serves as the basis for determining when monolingual classes may use the first language (L1) as the medium of instruction (MOI), and what language shall be used in multilingual classes, while ensuring alignment with national standards for multilingual classrooms.
3. Recognizing the critical role of language in instruction, teaching-learning materials, and assessment, DepEd shall conduct language mapping activities, which shall be conducted annually in all public and private schools offering K-3. The outputs of the LMP shall be used to
  - document the dominant language(s) spoken by learners at home and in their communities;
  - determine the appropriate MOI for use in monolingual and multilingual classes in accordance with the standards set by RA 12027;
  - support the development and distribution of contextualized learning resources;
  - inform teacher assignment, training, and deployment of teachers proficient in the identified Mother Tongue (MT);
  - promote linguistic equity and cultural transmission, especially in the early years of basic education; and
  - support research-based principles and practices that examine how children learn best in the languages they know, thereby strengthening comprehension and thinking skills.

4. Language mapping bridges the gap between policy and practice by identifying local and indigenous languages to be used as MOI, and equipping teachers with reliable tools to determine learners' home languages. It mandates the systematic identification of the primary language(s) spoken at home, which will guide the selection of the MOI in compliance with RA 12027. The use of the appropriate language as MOI will ensure effective language development to support literacy and comprehension while upholding linguistic rights, cultural integrity, and cultural identity.

## **II. Scope**

5. This Order shall apply to all Kindergarten to Grade 3 learners (Key Stage 1) in public and private schools, including schools implementing the Indigenous Peoples Education (IPEd) Program and Philippine Schools Overseas (PSOs). For School Year 2026–2027, the LMP shall be conducted for all learners in Key Stage 1 (KS1). In the succeeding school years, the LMP shall apply only to Kindergarten pupils upon intake, and to transferees in the aforementioned schools who have not previously undergone the LMP.

Key Stage 1 learners need MT instruction for foundational learning because children learn best in their home or first language. While learners of any age benefit from instruction in their first language, KS1 learners benefit most at this critical stage of rapid language, cognitive, and socioemotional development (UNESCO, 2025). Language mapping ensures better alignment between the home language and the MOI, supporting literacy, comprehension, and effective learning.

For IPEd implementing schools, the LMP should be culturally-appropriate and responsive to the aspirations of the communities, which may include preserving and promoting indigenous languages while ensuring equity, inclusion, and equal access to quality education.

6. This policy also applies to the following learners:
  - 6.1 Alternative Learning System (ALS) – The application of LMP will be relevant to ALS learners in the Basic Literacy Program (BLP) and early elementary level. These learners come from diverse linguistic and cultural backgrounds—some are Indigenous Peoples (IPs) or out-of-school youth who may not speak the dominant language used in formal schools—and therefore require learner-centered and contextually appropriate modalities. As a non-formal education program, ALS may apply tailored language mapping approaches to capture learners' language profiles more accurately and use the results to design instruction that responds to their specific learning needs.

- 6.2 Deaf learners – Filipino Sign Language (FSL) is recognized and integrated into the mapping process to ensure meaningful participation and equity.
7. This policy covers the recognition, documentation, and appropriate instructional response to learners' identified language(s), ensuring inclusive, equitable, and effective learning opportunities. It also supports policy formulation, educational planning, program implementation, monitoring, and evaluation, the development of learning materials, teacher training, and the adoption of culturally responsive teaching strategies.
8. Implementation of this Order shall be undertaken in close coordination with the Komisyon sa Wikang Filipino (KWF), the National Commission on Indigenous Peoples (NCIP), local government units (LGUs), and other stakeholders to ensure accuracy, integrity, and cultural relevance of data.
9. All information collected through the LMP shall be handled in full compliance with **Republic Act No. 10173 (Data Privacy Act of 2012)**. Schools and DepEd offices shall ensure the confidentiality, secure storage, and responsible use of learners' language information, which shall be utilized strictly for educational and policy purposes.

### III. Definition of Terms

10. For purposes of these guidelines, the following terms are defined and understood as follows:
- 10.1 **Alternative Learning System (ALS)** is a parallel, non-formal, and informal learning system providing a practical option for out-of-school youths and over-aged learners who have not completed basic education in the formal system.
- 10.2 **Annual Implementation Plan (AIP)** refers to the year-by-year plan of schools that contains specific activities, outputs, required resources, schedule, and individual/s who will be accountable for the accomplishment of the Priority Improvement Areas. (DO No. 26, s.2022).
- 10.3 **Auxiliary Media of Instruction** refers to languages spoken in certain places that support or help in the use of the national and/or official language in the teaching and learning process.
- 10.4 **Basic Literacy Program (BLP)** refers to the program component of ALS that is aimed at eradicating illiteracy among out-of-school children in special cases and adults by developing basic literacy skills of reading, writing, numeracy, and simple comprehension.

For purposes of this DO, BLP under ALS shall be equivalent to Key Stage 1.

- 10.5 **Basic Education Enrolment Form (BEEF)** is a form that parents fill out which contains personal information of their children.
- 10.6 **Community-learning facilitator** in the Indigenous Peoples Education (IPEd) Program refers to the local community members (often parents or culture bearers) who may not hold formal teaching degrees but are trained or experienced in indigenous language, culture, and practices, and assist in teaching culture-based or MT instruction within the IP community.
- 10.7 **Filipino Sign Language (FSL)** refers to the national sign language of the Filipino Deaf, officially recognized under RA 11106, with its own grammar and linguistic structure, and used as the primary medium of instruction for Deaf learners.
- 10.8 **Indigenous Peoples Education (IPEd)** is a program that ensures culturally appropriate and responsive education for Indigenous Peoples (IPs).
- 10.9 **Komisyon sa Wikang Filipino (KWF)** refers to the national language agency of the Philippines, mandated to develop, promote, and preserve the Filipino language and other Philippine languages. (Republic Act No. 7104 (1991)).
- 10.10 **Language Mapping Process (LMP)** refers to the systematic collection and documentation of language(s) used by learners in Kindergarten to Grade 3 to inform the selection and implementation of appropriate MOI in a school community.
- 10.11 **Language Identification Tool (LIT)** is a paper- or app-based linguistic tool to determine objectively a learner's L1 and other languages. It includes picture naming, story reading, and more careful observation of how learners understand and use different languages. Example: the LIT used in USAID's ABC Plus project in Bicol and the Visayas.
- 10.12 **Learners' Identified Language (LIL)** refers to the specific language(s) that a learner most commonly understands, speaks, and uses in daily communication at home, in school, and in the community, as determined through interviews and observations. It serves as the primary basis for selecting the MOI in KS1 and for developing localized teaching and learning resources.

- 10.13 **Learners Information System (LIS)** is the registry of learners that enables the establishment of a centralized learner registry where basic learner information is captured, stored, and accessed through secured facility management. Further, the LIS facilitates the systematic tracking of and decision-making on learners.
- 10.14 **Learning Resource Management Section (LRMS)** refers to a unit within the DepEd that manages the development, evaluation, acquisition, storage, reproduction, and distribution of quality-assured learning and teaching resources. (DO 012, s. 2022).
- 10.15 **Linguistic support** refers to teaching practices designed to assist learners whose first language(s) is not the school's MOI. These include scaffolding, bridging strategies, oral translation, and peer-assisted learning to help learners access content and participate meaningfully.
- 10.16 **Medium of Instruction (MOI)** is a language used by teachers in delivering lessons and by learners in understanding content. MOI options based on Department Order 20, s. 2025 are the following:
- Scenario A: Filipino and English as primary MOI
  - Scenario B: Filipino and English with Regional Language as Auxiliary
  - Scenario C: First Language of Learners as primary MOI, with gradual introduction to Filipino and English
  - Scenario D: IP Language as primary MOI, with gradual introduction to Filipino and English
- 10.17 **Monolingual Class** refers to a group of learners comprising at least 70% or more of the class that speak the same first language (L1) and are enrolled in the same grade level in a given school year (DO 020, s. 2025).
- 10.18 **Mother Tongue (MT) or First Language (L1)** refers to the language/s first learned by a child, what s/he knows best, uses habitually, and which he or she identifies with, and is identified as a native language user of by others in the community.
- 10.19 **Multilingual Class** refers to a classroom that uses more than one language for teaching and learning, often combining the learner's MT (L1) with regional, national, or auxiliary languages to support comprehension.
- 10.20 **Oral scaffolding** refers to teacher-guided verbal strategies, such as rephrasing, modeling, prompting, and using contextual cues that support learners in understanding and expressing ideas in a second or unfamiliar language.

- 10.21 **Orthography** refers to a standardized system for writing and spelling in a language.
- 10.22 **School Governing Council (SGC)** refers to a consultative and coordinating body composed of school stakeholders that functions as a structure for shared governance and a feedback mechanism in the school. (DO 026, s. 2022).
- 10.23 **School Improvement Plan (SIP)** refers to a three-year roadmap that lays down the school's specific solutions for the corresponding identified Priority Improvement Areas, which focus on the improvement of access, quality, and governance in basic education. (DO 026, s. 2022).
- 10.24 **School Parent-Teacher Association (SPTA)** refers to a school-based organization that fosters collaboration among parents, teachers, and the school to support learner welfare and improve school programs, while remaining non-partisan and aligned with DepEd policies. (DO 013, s. 2022).
- 10.25 **Translanguaging** refers to a pedagogical strategy and classroom technique that allows learners to draw from their full linguistic repertoire—including their first language, Filipino, English, and regional languages—to make meaning, clarify concepts, and scaffold learning. It is especially used in multilingual classrooms to support continuity in comprehension and learning progression.
- 10.26 **Validation** is the process of confirming the accuracy and reliability of language mapping data through brief interviews and observation of learners in class or in the community, and other methods.

#### **IV. Policy Statement**

11. The Department of Education affirms its commitment to inclusive, learner-centered, and context-responsive education as articulated in DepEd Order No. 20, s. 2025. Building on this policy, the **Language Mapping Process (LMP) for Key Stage 1** operationalizes the identification, documentation, and instructional use of learners' language profiles in Kindergarten to Grade 3 and in their equivalent in the Alternative Learning System (ALS). It serves as the foundation for effective planning of instruction, assessment, and learning-resource development in Key Stage 1 classrooms.
12. While language mapping will guide the grouping of learners by language, its results will also inform instructional planning, classroom organization, teacher deployment, and the design of assessments and development of

contextualized learning materials—especially in schools that cannot form monolingual classes. Through these processes, the LMP ensures that all learners receive equitable and meaningful learning support in languages they know and understand.

## V. Implementation Plan

13. The implementation of this Order shall proceed through a coherent and sequential process beginning with the Framework for Implementing the Language Mapping Process, which provides the guiding structure for its rollout. The succeeding sections on the Procedures and Roles and Responsibilities specify the operational steps and accountabilities at each governance level. Implementation shall ensure alignment among schools, divisions, and regions, with clear mechanisms for coordination, reporting, and capacity building. The first cycle of the LMP will commence on SY 2026–2027. Findings and lessons from each cycle shall inform continuous improvement, refinement of tools and processes, and the integration of results into instructional planning and system-wide data management. The implementation plan shall also encompass provisions on funding and monitoring and evaluation (M and E) to sustain efficiency, accountability, and evidence-based policy enhancement.

## VI. Framework for Implementing Language Mapping Process

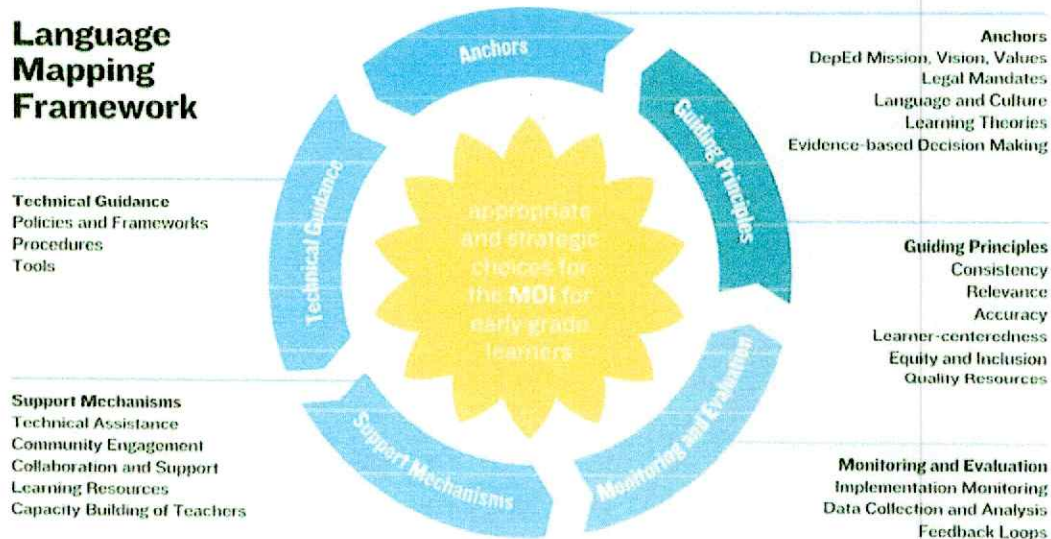


Figure 1. Framework for the Language Mapping Process

14. This framework (see Figure 1) outlines the key dimensions for the effective implementation of the Language Mapping Process. Figure 1 illustrates how these dimensions interact to operationalize the policy—from its guiding anchors to its core processes, principles, and support mechanisms leading

to the desired outcome. Language mapping is not merely an administrative activity but the foundation of an inclusive, learner-centered, and culturally responsive education. By systematically identifying and valuing learners' languages, schools can design instruction that reflects children's lived realities, promotes linguistic rights, and strengthens learning outcomes. The components of this framework are discussed in greater detail in the **Procedures** and succeeding sections of this Order.

15. The framework shall integrate five interconnected dimensions that ensure coherence from policy to classroom practice. It anchors implementation on DepEd's Vision, Mission, and Core Values, supported by constitutional and legal mandates, learning theories including language and culture, and evidence-based decision-making. The technical guidance such as this policy and the corresponding tools in this annex are critical in transforming community and school data into actionable information for instruction and planning. These are reinforced by guiding principles of consistency, relevance, accuracy, learner-centeredness, equity and inclusion, and quality resources and supported by mechanisms such as technical assistance, community engagement, capacity building, collaboration, and resource sharing. Feedback generation through monitoring and evaluation ensures the continued improvement of the LMP.
16. When these dimensions work together, they shall lead to the intended outcome: the appropriate and strategic choice of the MOI for early grade learners. This ensures that children in Kindergarten to Grade 3 begin their schooling in a language they understand best, while gradually building proficiency in Filipino and English. In this way, language mapping becomes a practical and sustainable mechanism for equity, inclusion, and stronger foundations for lifelong learning.
17. Together, these dimensions shall ensure that language mapping is a dynamic and sustainable tool for advancing a complete multilingual education program (Pflepsen, 2019).

## **VII. Procedures**

18. The Language Mapping Process follows four interconnected phases—Collect, Confirm, Encode, and Implement—as shown in Figure 2. Each phase builds on the previous one to ensure that data collected on learners' languages are systematically validated, recorded, and used to inform instructional and programmatic decisions.

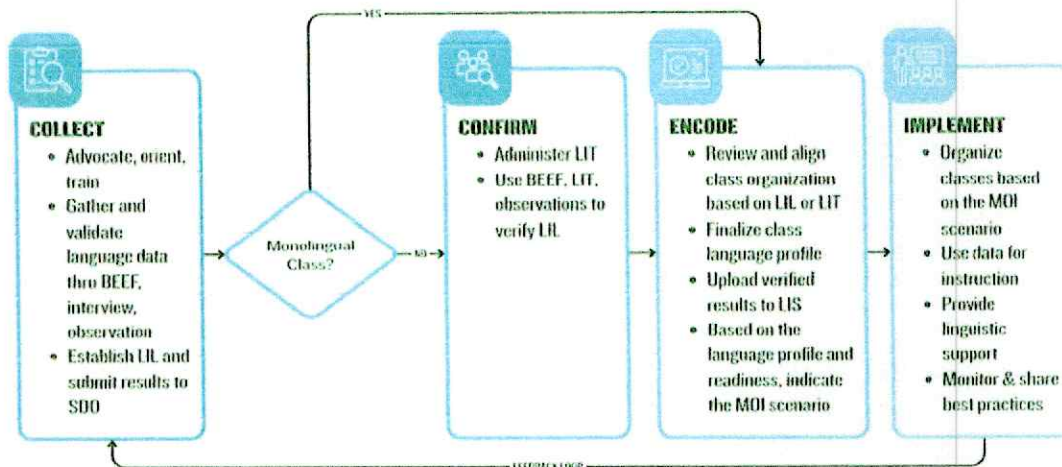


Figure 2. Language Mapping Process Workflow

19. **LMP Phase 1. COLLECT** – Advocacy, Orientation, and Initial Data Gathering. This phase begins the language mapping process by building awareness and mobilizing stakeholders. It involves collaboration among school officials, teachers, parents, and local partners to ensure accurate and culturally responsive data collection.

- **Advocate, Orient, and Train.** Schools, supported by the Schools Division Office (SDO) and Regional Office (RO), conduct advocacy and orientation activities (e.g., Brigada Eskwela, Early Registration, SPTA/SGC meetings) to explain the objectives, process, and data-privacy safeguards of the LMP. Teachers shall be trained on data-gathering tools and culturally sensitive approaches. (See Annex 1-Form 1)
- **Gather and Validate Data.** Parents or guardians will be requested to provide language information through the Basic Education Enrolment Form (BEEF). Teachers validate this information through brief interviews and observation of learners’ spontaneous language use in school or community settings. (See Annex 1-Form 2)
- **Establish LIL and Submit Results.** The data gathered shall be consolidated to determine each Learner’s Identified Language (LIL). (See Annex 1-Form 2)
- **Decision Point:** After initial data gathering, schools shall determine whether or not at least 70% of the enrolled learners of the same grade level have a common dominant language.
  - **If 70% or more:** Proceed directly to the **Encode** phase for LIS entry.
  - **If less than 70%:** Proceed to **Confirm** phase through LIT to validate results.

20. **LMP Phase 2. CONFIRM** – Validation and Profiling of Learners’ Languages. This phase is undertaken for multilingual classes that require further verification of learners’ language profiles.
- **Administer LIT.** Administer LIT. Teachers administer the Language Identification Tool (LIT) provided by the SDO within the first two weeks of classes and complete the accompanying observation checklist. The LIT shall be drawn from the division’s validated tools or the regional repository approved for use in the area.
  - **Use Multiple Data Sources.** Teachers analyze information from the BEEF, LIT, and observations to confirm or refine each Learner’s Identified Language (LIL).
21. **LMP Phase 3. ENCODE** – Recording, Analysis, and Data Governance. This phase ensures that validated language information becomes part of DepEd’s official data system and serves as the foundation for instructional planning and resource allocation.
- **Review and Align Class Organization.** Class sectioning may be reviewed and adjusted as appropriate based on LIL or LIT results to strengthen language alignment and support effective instruction. Adjustments shall be guided by educational considerations and implemented with minimal disruption to established processes and classroom routines.
  - **Finalize Class Language Profile.** The validated learner’s language profiles are consolidated to produce the official class language profile, which becomes the basis for encoding in the LIS. (See Annex 1-Form 3)
  - **Upload Verified Results.** Teachers encode validated results into the *Learner Information System (LIS)* according to the school calendar. School Heads review accuracy and completeness before endorsement to the SDO.
  - **Analyze Class Profile and Readiness.** Based on the validated encoded data, schools and SDOs analyze the class language profile and the school’s readiness to determine the appropriate MOI] scenario in accordance with DO 20, s. 2025.
  - **Ensure Data Privacy.** All collected information shall be handled in full compliance with Republic Act No. 10173 (Data Privacy Act of 2012).
22. **LMP Phase 4. IMPLEMENT THE MOI SCENARIOS** – Instructional and Programmatic Application. This final phase ensures that mapping results are used to guide the implementation of the appropriate MOI scenario,

instruction, classroom organization, provision of linguistic support and continuous improvement.

- **Organize Classes by MOI Scenario.** Schools shall adopt the appropriate MOI arrangement (Scenarios A-D; DO 20 s. 2025) based on the confirmed or encoded learner language profiles. For monolingual classes falling between the threshold of 70% to 99%, the identified dominant language shall be the MOI; the rest of the class (30% or less) shall benefit from various linguistic support, oral scaffolding and planned translanguaging that teachers shall provide. The LIT may also be used to confirm or further determine the L1 of learners whose language differs from that of the majority.

In schools with classes that are not yet ready to implement the L1 or the IP language as MOI based on the provisions stated in DO 20, s. 2025, the schools shall indicate strategies in their SIP to build readiness through training and materials development.

- **Use Data for Instruction and Support.** Teachers shall use mapping results to guide instruction, assessment, and development of localized and culturally relevant materials. Provision of linguistic support, such as bridging and translanguaging strategies, shall be applied where classes are multilingual.
  - **Facilitate Instructional and Programmatic Support and Continuous Improvement.** SDOs and ROs shall monitor the integration of LMP results into teaching, mentoring, materials development, and planning. Model schools demonstrating proof-of-concept implementation, and with innovative and best practices shall be documented and shared for replication and policy enhancement.
23. **Feedback Loop.** The LMP is cyclical and iterative. Findings and lessons from implementation shall inform advocacy and training in the next cycle, ensuring continuous improvement and data-driven decision-making at all governance levels. Annex 1-Form 4 enumerates the key steps to be undertaken and can serve as a self-assessment tool of schools pertaining to completion of the LMP.

## **VIII. Roles and Responsibilities**

### **1. Teachers and Master Teachers**

- a. Orient parents and guardians on the purpose of language mapping, explain how language choice affects children's learning, and address concerns or misconceptions about the use of languages as MOI.

- b. Gather language information using BEEF, interviews, observations and administer the LIT where required; provide qualitative insights on learners' language use observed in class, play, and community settings.
- c. Encode verified data into the LIS and other forms. and report issues encountered with tools or forms.
- d. Use mapping data to plan instruction and assessments; apply linguistic support and instructional adjustments to address linguistic diversity, including scaffolding, translanguaging, and use of auxiliary language for learners who do not speak the MOI.
- e. Acquire, develop, and contextualize instructional materials suited for the MOI scenario and bridging needs.
- f. Promote inclusive and culturally responsive pedagogy that affirms learners' identities and prevents exclusion.
- g. Track learner progress in literacy and content areas, with special attention to learners studying through a language different from their home language.
- h. Participate in training on LMP protocols, data handling, multilingual strategies in instruction, materials development, assessment, and community engagement.
- i. Conduct short preparatory sessions in the community's mother tongue before learners enter Kindergarten or Grade 1.

## 2. School Administrators

For public schools, **administrators** refer to School Heads, including Principals, Head Teachers, and Teachers-in-Charge who oversee school operations and curriculum implementation. For private schools, **administrators** refer to duly designated School Directors, Principals, or Academic Heads responsible for academic and administrative supervision.

- a. Lead advocacy and teacher orientation on LMP; ensure complete and quality data collection and timely BEEF and LIT administration.
- b. Review and endorse LMP results to the SDO.
- c. Facilitate the effective use of language data tools, including the LIT, and ensure that MOI scenarios are determined based on Language Mapping results; ensure that every learner has meaningful access to instruction in a language they understand—either by being grouped in a class where the MOI aligns with their home language or by receiving appropriate linguistic support such as oral scaffolding, planned translanguaging, or assistance from peers and language aides in mixed-language settings.
- d. Monitor classroom practices to ensure instruction aligns with learners' language profiles.
- e. Facilitate coaching on multilingual instruction, bridging strategies, and address parent/community concerns.
- f. Facilitate validation of language data and consensus-building on MOI use with parents, barangay, and cultural leaders.

- g. Partner with SGC, SPTA, LGU, and other community stakeholders to support mapping, contextualization, and resource development; encourage the contribution of stories, rhymes, folklores, and local knowledge to be used in developing learning resources.
- h. Allocate school resources for, but not limited to, mapping activities, contextualization, and teacher-assistant/para-teacher/community learning facilitator recruitment, as needed.
- i. Coordinate with SDO and Learning Resources Management Systems (LRMS) repositories for resource sharing across all levels of governance (e.g., Ilokano materials from Region 1 for use in Mindanao).
- j. Address shortages and gaps in materials, tools, and trained personnel by reporting to the SDO and finding support and help from other sources.
- k. Foster an inclusive school environment where diverse learners are valued and supported linguistically and culturally.

### **3. Schools Division Offices (SDOs)**

- a. Adopt or adapt LITs from a region-approved LIT menu (including options like picture naming/interactive story reading) or submit a localized LIT version for regional review and quality check.
- b. Translate or adapt interview and observation guides (especially for IP languages/FSL), and maintain a division LIT bank with metadata (language, grade band, date/version, status).
- c. Conduct orientation and training on how to administer and utilize the LIT.
- d. Consolidate, analyze, and validate school-level data; submit division-level reports to the RO using the database system.
- e. Monitor implementation fidelity and ensure mapping data informs instruction and planning. (See Annex 1-Form 5)
- f. Align mapping outputs with teacher deployment, materials development, and SIP priorities.
- g. Document and share promising and innovative exemplars and proof-of-concept implementations for replication.
- h. Coordinate with Regional LRMS and schools to ensure resource-sharing mechanisms across all levels of governance; provide helpdesk and escalate LIS/LIT concerns to RO or CO.
- i. Support equitable resource distribution and mobilize partnerships to address shortages in teachers, materials, and ICT.
- j. Review language mapping results as spearheaded by the Curriculum Implementation Division (CID), through its Education Program Supervisors in charge of MTB-MLE (or Filipino, English or Kindergarten) and the IPEd Focal Person for IPEd implementing schools, in coordination with the School Governance and Operations Division (SGOD) - Planning and Research Section.

#### **4. Regional Offices (ROs)**

- a. Establish a regional LIT Menu and Repository (approved instruments, translations, and contextualization of the tools, scoring guides, interview and observation checklists).
- b. Review and approve division-proposed LIT adaptations and ensure their quality, validity, and contextual relevance.
- c. Conduct regional training of trainers, assist SDOs through coaching visits, and run periodic fidelity reviews.
- d. Consolidate, analyze, and validate SDO reports to ensure accuracy and compliance with RA 12027, documenting challenges and proposed amendments as necessary; submit consolidated regional reports to the Central Office, detailing implementation scenarios, progress, material-sharing practices, and feedback on the LIS, tools, and procedures to support continuous improvement at the national level.
- e. Allocate budgets and resources for LMP based on consolidated evidence from divisions.
- f. Document and promote regional innovations and best practices.
- g. Coordinate with National and Regional Learning Resources Management and Development System (LRMDS) to manage repositories and enable inter-regional resource sharing (e.g., Ilokano resources from Region 1 for schools in Mindanao).
- h. Monitor and evaluate the LMP, to be led by the Curriculum and Learning Management Division (CLMD) in coordination with the Policy, Planning and Research Division (PPRD) and the Quality Assurance Division (QAD); the CLMD shall consolidate division reports, provide technical assistance, and ensure alignment with national language policy standards and curriculum implementation guidelines (See Annex 1-Form 5).

#### **5. DepEd Central Office (CO)**

- a. Maintain a National LIT Bank (reference instruments, item sets, scoring/observation guides, training decks), with licensing/use rights, version control and adaptation templates.
- b. Provide regional and division support through policy guidance, funding and technical assistance.
- c. Commission studies to continually improve LIT validity, reliability, and equity.
- d. Revise and standardize DepEd forms and reporting systems (e.g., BEEF, school reports, and M and E tools) to capture language mapping data; in coordination with concerned DepEd offices, establish or review existing reporting mechanisms to ensure that language mapping results are effectively integrated into planning and monitoring processes.
- e. Through the Planning Service, ensure that the Learner Information System (LIS) accommodates all Philippine languages, allows the encoding

of multiple first language (L1) entries per learner, and includes an optional remarks field for teachers to record dialects, variants, or other qualitative language-related information.

- f. Develop digital platforms and tools for efficient data collection, analysis, and reporting.
- g. Undertake partnerships with Commission on Higher Education (CHED), research institutions, linguistic experts, and international organizations, and/or commission studies to strengthen evidence-based policy implementation and continuously improve the Language Inventory Tool (LIT) in terms of validity, reliability, and equity.
- h. Lead advocacy campaigns promoting positive regard for Philippine languages, equity, and multilingualism in education.
- i. Conduct triennial reviews as mandated by RA 12027 to assess progress, refine implementation, and recommend possible policy changes.
- j. Maintain a national database of learning resources in Philippine languages that is accessible at all levels of governance.
- k. Provide funding, materials, and technical support to regions and divisions, guided by consolidated mapping data and reports.
- l. Collaborate with other agencies like NCIP, KWF, including Philippine Statistics Authority (PSA) and Department of Economy, Planning, and Development (DEPDev) to enhance periodic data collection and planning.
- m. Regularly review and update policies, standards, and protocols on language mapping and benchmarking with international practices.
- n. Monitor and evaluate the LMP at the national level, spearheaded by the Bureau of Learning Delivery (BLD) in coordination with other bureaus and offices, especially the Bureau of Learning Resources (BLR); the Teaching Learning Division (TLD) shall consolidate regional reports, provide technical assistance, and ensure alignment with national language policy standards and curriculum implementation guidelines. (See Annex 1-Form 5)

#### **IX. Funding Requirement**

The conduct of language mapping activities in the school calendar shall be funded from authorized and available sources, in accordance with existing laws, rules, and regulations on budgeting, accounting, auditing, and procurement.

#### **X. Monitoring and Evaluation (M and E)**

The Bureau of Learning Delivery (BLD), in coordination with Regional Offices (ROs), shall lead the monitoring and evaluation (M and E) of this Order's implementation. The M and E system shall ensure that implementation is Clear, Relevant, Economical, Adequate, and Monitored (CREAM) and guided by Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) indicators. Key indicators include: 1) Accuracy and completeness of language data encoded in the Learner Information System (LIS); 2) Alignment of Medium

of Instruction (MOI) with learners' identified home languages and approved MOI scenarios; 3) Coverage and timeliness of language mapping reports across governance levels; 4) Utilization of mapping data for instructional planning, teacher deployment, and resource development; and 5) Improvement in early grade literacy and comprehension linked to appropriate MOI use.

M and E practices shall be contextualized to the linguistic and cultural realities of each division. Divisions with multiple Indigenous Peoples (IP) groups or linguistically diverse settings shall identify additional indicators—such as, but not limited to, inclusion of IP languages in mapping, culturally responsive learning strategies, and engagement of elders or community representatives in data validation and feedback.

Monitoring shall involve systematic data collection, validation, analysis, reporting, and utilization using standardized tools and schedules, with periodic consolidation at the regional and national levels. Findings shall be disseminated to ensure transparency and evidence-based decision-making.

The ultimate goal of M and E is to ensure that language mapping contributes to improved learning outcomes and the realization of every learner's right to be taught and to learn in their own language, thereby fostering equity, inclusion, and cultural pride across all learning communities.

## **XI. Effectivity, Repealing, And Separability Clauses**

- This Order shall take effect upon its issuance and publication on the DepEd official website.
- Any part or provision of this DO which may be held invalid or unconstitutional shall not affect the validity of the other provisions.
- All related issuances inconsistent with this Order are hereby repealed, rescinded, or modified accordingly.

## **XII. References**

- 1987 Philippine Constitution, Article XIV, Section 7.
- Alkateb-Chami, M. (2024). Learning Poverty when schools do not teach in children's home language: A comparative perspective. *International Journal of Educational Development*, 105.
- DepEd Order No 55, s. 2015. (Utilization of Language Mapping Data for Mother-Tongue Based Multilingual Education (MTB-MLE) Program Implementation. [https://www.deped.gov.ph/wp-content/uploads/2015/12/DO\\_s2015\\_55\\_0.pdf](https://www.deped.gov.ph/wp-content/uploads/2015/12/DO_s2015_55_0.pdf))
- DepEd Order No. 16, s. 2012 (Guidelines on the Implementation of the Mother Tongue-Based Multilingual Education). [https://www.deped.gov.ph/wp-content/uploads/2012/02/DO\\_s2012\\_16.pdf](https://www.deped.gov.ph/wp-content/uploads/2012/02/DO_s2012_16.pdf)
- DepEd Order No. 17, s. 2025 (Revised Basic Education Enrollment Policy). [https://www.deped.gov.ph/wp-content/uploads/DO\\_s2025\\_017r.pdf](https://www.deped.gov.ph/wp-content/uploads/DO_s2025_017r.pdf)

- DepEd Order No. 32, s. 2015 (Adopting the Indigenous Peoples Education Curriculum Framework). [https://www.deped.gov.ph/wp-content/uploads/2015/07/DO\\_s2015\\_32.pdf](https://www.deped.gov.ph/wp-content/uploads/2015/07/DO_s2015_32.pdf)
- DepEd Order No. 33 s. 2013 (Learners Information System (LIS) Data housekeeping and Implementation for SY 2013-2014). [https://www.deped.gov.ph/wp-content/uploads/2013/07/DO\\_s2013\\_033.pdf](https://www.deped.gov.ph/wp-content/uploads/2013/07/DO_s2013_033.pdf)
- DepEd Order No. 62 s. 2011 (National Indigenous Peoples Education Policy Framework). <https://www.deped.gov.ph/wp-content/uploads/2011/08/DO-No.-62-s.-2011.pdf>
- DepEd Order No. 74, s. 2009 (Institutionalizing MTB-MLE). [https://www.deped.gov.ph/wp-content/uploads/2018/10/DO\\_s2009\\_74.pdf](https://www.deped.gov.ph/wp-content/uploads/2018/10/DO_s2009_74.pdf)
- Gibbons, P. (2015). *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*. 2nd ed. New Hampshire: Heinemann. [https://lawphil.net/statutes/repacts/ra2020/ra\\_11510\\_2020.html](https://lawphil.net/statutes/repacts/ra2020/ra_11510_2020.html)
- Organization for Economic Co-operation and Development (OECD). (2020). An implementation framework for effective change in schools. [https://www.oecd.org/en/publications/an-implementation-framework-for-effective-change-in-schools\\_4fd4113f-en.html](https://www.oecd.org/en/publications/an-implementation-framework-for-effective-change-in-schools_4fd4113f-en.html)
- Pilepsen, A. (2019). *Handbook on Language of Instruction Issues in Reading Programs. A Global Reading Network Resource*. Prepared by University Research Co., LLC <https://www.unicef.org/flnhub/media/1201/file/Hand%20lang.pdf.pdf>
- Republic of the Philippines, Congress, Senate, Republic Act 11510. *An Act institutionalizing the Alternative Learning System in Basic Education for Out-of School Children in Special Cases and Adults and Appropriating Funds therefor.*
- Republic of the Philippines, Congress, Senate, Republic Act 11650. *An Act Instituting a Policy of Inclusion and Services for Learners with Disabilities in Support of Inclusive Education, Establishing Inclusive Learning Resource Centers of Learners with Disabilities in All Schools Districts, Municipalities and Cities, providing for Standards, Appropriating Funds Therefor, and for Other purposes.* [https://lawphil.net/statutes/repacts/ra2022/ra\\_11650\\_2022.html](https://lawphil.net/statutes/repacts/ra2022/ra_11650_2022.html)
- Republic of the Philippines, Congress, Senate, Republic Act 12027. *An Act Discontinuing the Use of the Mother Tongue as Medium of Instruction from Kindergarten to Grade 3, Providing for its Optional Implementation in Monolingual Classes, and Amending for the Purpose Sections 4 and 5 of Republic Act No. 10533, Otherwise known as the "Enhanced Basic Education Act of 2013.* [https://lawphil.net/statutes/repacts/ra2024/ra\\_12027\\_2024.html](https://lawphil.net/statutes/repacts/ra2024/ra_12027_2024.html)
- Republic of the Philippines, Congress, Senate, Republic Act 9155. (Governance of Basic Education Act of 2001). *An Act Instituting a Framework of Governance for Basic Education, Establishing Authority and Accountability, Renaming the Department of Education, Culture, and Sports as the Department of Education, and for Other Purpose.* <https://elibrary.judiciary.gov.ph/thebookshelf/showdocs/2/7353>
- Republic of the Philippines, Congress, Senate, Republic Act No. 10533. *An Act Enhancing the Philippine Basic System By Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and*

*for* *Other* *Purposes.*  
<https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>  
Republic of the Philippines, Congress, Senate, Republic Act No. 8371 (Indigenous Peoples Rights Act of 1997). *An Act to recognize, protect and promote the rights of indigenous cultural communities/indigenous people creating a national commission of indigenous people, establishing implementing mechanisms, appropriating funds therefor, and for other purposes.*  
<https://www.officialgazette.gov.ph/1997/10/29/republic-act-no-8371/>  
UNESCO (2025). Languages matter: global guidance on multilingual education.  
<https://unesdoc.unesco.org/ark:/48223/pf0000392477>

**ANNEX 1 - Form 1:  
Checklist for Advocacy and Orientation on Language Mapping**

Name of School	Date Monitored
Name of School Head	

**Instructions:** Put a check (/) if the items have already been accomplished as part of language mapping advocacy orientation.

Activities	Evident	Not Evident	Remarks
Create a School Language Mapping core group with the School Head as the focal person.			
Conduct planning activity on language mapping process with the core group and external stakeholders.			
Prepare information-dissemination mechanisms and resources regarding language mapping ( DepEd Orders, slides, pamphlets etc.)			
Conduct orientation among Key Stage 1 teachers on existing DepEd Orders about language mapping.			
Send communication to parents for a meeting regarding the conduct of language mapping			
Conduct meetings to orient parents and stakeholders regarding the rationale of language mapping in the effectiveness of delivery of classroom instruction.			
Provide necessary adjustments and technical assistance.			

**ANNEX 1 - Form 2: Language Mapping Validation Form**  
 (For Kindergarten / 5-year-old Learners/Transferees)

**Instructions for Teachers:** This tool is used during enrollment to confirm the child's main language(s).

- Ask the parent/guardian the questions in **Part A**.
- If they cannot name the language, ask them to give common words or phrases.
- Observe the child in **Part B** while they interact naturally with parents or other children.
- Use **Part C** to summarize your evaluation.

**Part A. Parent/Guardian Questions**

1. At home, what words do you usually say to your child? (Example: eat, water, come here)
2. What words or language does your child usually use when playing with other children?
  - Same as at home
  - Different (examples): \_\_\_\_\_
3. What words or language does your child use when talking to elders (e.g., grandparents, neighbors)?
  - Same as at home
  - Different (examples): \_\_\_\_\_
4. Can your child understand the local community language?
  - Yes, understands and speaks
  - Understands only, cannot speak
  - Not yet
5. Can your child **understand Filipino**?
  - Yes, understands and speaks
  - Understands only, cannot speak
  - Not yet
6. Can your child **understand English**?
  - Yes, understands and speaks
  - Understands only, cannot speak
  - Not yet

**Part B. Teacher Observation**

(Check what you observe during enrollment)

Situation	Language / Words Used	Notes
Talking with parent/guardian		
Playing/talking with other children		
Replying to parent's simple questions		
Expressing needs (e.g.,		

water, toilet)		
Unguarded/free moments		

**Part C. Teacher's Evaluation**

Student Name	Parent / Guardian's Name
Date	
Learner's Identified Language(s) / LIL:	
Other notes (father/mother's ethnic group; transferee; mixing languages, shy with teacher, etc.):	
<i>Parent Questions</i> Home language used with child:  Language child uses with playmates:  Language child uses with elders:  Regional Language: <input type="checkbox"/> Speaks & understands <input type="checkbox"/> Understands only <input type="checkbox"/> Not yet  Filipino: <input type="checkbox"/> Speaks & understands <input type="checkbox"/> Understands only <input type="checkbox"/> Not yet  English: <input type="checkbox"/> Speaks & understands <input type="checkbox"/> Understands only <input type="checkbox"/> Not yet	<i>Teacher Observation (tick all that apply)</i> <input type="checkbox"/> Talks to parent in home language <input type="checkbox"/> Talks/plays with other kids in home language <input type="checkbox"/> Uses Filipino words <input type="checkbox"/> Uses English words <input type="checkbox"/> Mixes languages <input type="checkbox"/> Uses gestures instead of words
Notes	

**ANNEX 1 - Form 3: Final Report on LIT result**

Name of School	Grade and Section
Teacher	School Year

**Instructions:** Please tick the box that best applies to your class

**Part A. LIT Result and Choice of MOI Scenario**

- Scenario A: Filipino and English as primary MOI
- Scenario B: Filipino and English with Regional Language as Auxiliary
- Scenario C: First Language of Learners as primary MOI, with gradual introduction to Filipino and English
- Scenario D: IP Language as primary MOI, with gradual introduction to Filipino and English

**Part B. Linguistic Support**

- Communicative and engaging activities
- Oral scaffolding / verbal support
- Planned translanguaging
- Real-time feedback
- Personalized / differentiated learning approach
- Multilingual learning resources (Examples: picture dictionary; multilingual word walls; multilingual flashcards, big/small books, posters and charts; audio/video resources; language learning applications; interactive learning games; multilingual reading corner)
- Teaching Assistant / Community Learning Facilitator/ Learning Support Aide
- Support from family and peers
- Others:

Prepared and verified by:

\_\_\_\_\_  
(Signature over printed name)

**ANNEX 1 - Form 4: Observation Guides in the Conduct of Language Mapping**

Name of School	Date Accomplished
Name of School Head	

**Instructions:** Put a check (/) on the items accomplished

<b>COLLECT</b>	Yes	No	Remarks
1. Conducted advocacy activities on language mapping.			
2. Oriented Kindergarten teachers and parents on language mapping activities.			
3. Prepared tools/materials for language mapping (survey forms, interview guides, observation sheets).			
4. Asked parents to accurately fill out the Basic Education Enrolment Form (BEEF).			
5. Validated data with parents and learners upon submission of BEEF.			
6. Consolidated data gathered.			
7. Submitted Learners Identified Language (LIL) results.			

<b>CONFIRM and ENCODE</b>	Yes	No	Remarks
1. Administered Language Identification Tool (LIT).			
2. Accomplished Language Observation Checklist.			
3. Generated LIT result.			
4. Synthesized the results of LIL, LIT, and Observation.			
5. Reviewed and aligned class organization/sectioning			
6. Prepared the data for encoding in the LIS.			
7. Submitted Final Result of Language Mapping.			
8. Identified scenario category.			

<b>IMPLEMENT MOI</b>	Yes	No	Remarks
1. Used identified language as a Medium of Instruction (MOI) based on the class scenario category.			
2. Discussed results with the school head and/or language coordinator for reflection and as a basis for school planning of the Key Stage 1 teachers.			
3. Used data to plan for instruction (e.g., MTB-MLE strategies, linguistic support).			
4. Shared feedback with parents (e.g., child's language profile) to generate support.			
5. Filed reports, summary sheets, and other forms.			
6. Institutionalized monitoring, evaluation and adjustment, and provision of technical assistance.			

Prepared and verified by:

\_\_\_\_\_  
*(Signature over printed name of School Head)*

**ANNEX 1 - Form 5: LM Monitoring and Evaluation Form**

Name of School	Grade and Section
Teacher	School Year
MOI Scenario	Total # of learners evaluated

**Part A. Implementation Indicators**

<b>Indicator</b>	<b>Target / Benchmark</b>	<b>Actual Result / Findings</b>	<b>Remarks / Evidence</b>
Accuracy of language data encoded in LIS	<i>100% verified against SIS</i>		
Alignment of MOI with learners' home languages	<i>MOI consistent with mapped L1</i>		
Timeliness of data submission and reporting	<i>Within prescribed schedule</i>		
Utilization of mapping data	<i>Data used for class sectioning, teacher deployment, or learning materials</i>		
Improvement in early grade literacy/comprehension outcomes	<i>Observable gains in reading fluency, comprehension, or participation</i>		
Inclusion of IP languages and cultural responsiveness	<i>Contextualized indicators set by Division (for IP-diverse schools)</i>		

**Part B. Contextual and Qualitative Information**

<p><b>1. Innovative and proof-of-concept implementation:</b> <i>Describe practices, strategies, or models tested that led to improved mapping or instruction</i></p>
<p><b>2. Challenges encountered in LMP and MOI implementation:</b> <i>Describe constraints, barriers, or contextual issues</i></p>
<p><b>3. Support needed:</b> <i>Specify type of technical assistance, resources, or policy support required</i></p> <ul style="list-style-type: none"><li>• Training / Capacity Building</li><li>• Resource Development</li><li>• Community / Stakeholder Engagement</li><li>• Data Management Support</li><li>• Policy Clarification</li><li>• Others:</li></ul>

**Part C. Summary and Recommendations**

<b>Evaluator's Summary</b>		
Name and Signature of Evaluator	Position / Designation	Date