



Republic of the Philippines  
**Department of Education**

NATIONAL CAPITAL REGION  
SCHOOLS DIVISION OFFICE OF MUNTINLUPA CITY

**Office of the Schools Division  
Superintendent**

**MEMORANDUM**

No. 237, s. 2026

**DIVISION ORIENTATION ON LANGUAGE MAPPING PROCESS AND  
ADMINISTRATION OF THE LANGUAGE IDENTIFICATION TOOL**

To: Assistant Schools Division Superintendent  
Chief Education Supervisor, Curriculum Implementation Division  
Chief Education Supervisor, School Governance and Operations Division  
Public Elementary School Heads/ OICs  
All Others Concerned

1. In reference to DepEd Order No. 35, s. 2025, titled, *Guidelines on the Language Mapping Process for Key Stage 1*, the Schools Division Office of Muntinlupa City through the Curriculum Implementation Division announces the conduct of the above-captioned activity on **June 5, 2026 (Friday)** at 1:00PM-4:30PM via Google Meet.
2. The objectives of this activity are:
  - a. to provide systematic process on the identification and classification of learners' primary languages from Kindergarten to Grade 3 (K-3); and
  - b. to identify the appropriate language as MOI for the effective language development and to support literacy and comprehension skills of the learners while upholding linguistic rights, cultural integrity and identity.
3. Participants in this activity are Elementary School Heads, select Key Stage 1 Teachers and/ or Master Teachers, Public Schools District Supervisors and concerned Education Program Supervisors.
4. School Heads shall designate a Language Mapping Process Focal Person from Key Stage 1 Teachers/ Master Teacher In-Charge for Key Stage 1. The designated focal person shall:
  - a. Orient Key Stage 1 Teachers on the administration of Language Mapping Process;
  - b. Regularly coordinate with the school head on the concerns or feedback during the administration;
  - c. Consolidate the required reports on the results of language mapping process; and
  - d. Perform other related tasks.
5. Schools shall follow the Part VIII of the said DepEd Order on the Roles and Responsibilities of Teachers, Master Teachers, and School Heads, for reference.





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(Enclosure No. 1)

**LANGUAGE MAPPING PROCESS AND ADMINISTRATION OF THE  
LANGUAGE IDENTIFICATION TOOL**

**Part VIII. Roles and Responsibilities**

*(Based on DepEd Order No. 35, s. 2025 Guidelines on the  
Language Mapping Process for Key Stage 1)*

**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 language 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 instructional 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 (School Heads):**

- 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



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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 Resource Management Systems (LRMS) repositories for resource sharing across all levels of governance.
- 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.



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(Enclosure No. 2)

**LANGUAGE MAPPING PROCESS AND ADMINISTRATION OF THE  
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**Annex 1 – Forms 1-5**

*(Based on DepEd Order No. 35, s. 2025 Guidelines on the  
Language Mapping Process for Key Stage 1)*

<b>Form No.</b>	<b>Title</b>
Form 1	Checklist for Advocacy and Orientation on Language Mapping
Form 2	Language Mapping Validation Form (For Kindergarten/ 5-year-old Learners/ Transferees)
Form 3	Final Report on LIT Results
Form 4	Observation Guides in the Conduct of Language Mapping
Form 5	Language Mapping Monitoring and Evaluation Form



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(Enclosure No. 3)

**LANGUAGE MAPPING PROCESS AND ADMINISTRATION OF THE  
LANGUAGE IDENTIFICATION TOOL**

**Orientation Matrix**

June 5, 2026 (Friday), 1:00PM-4:30PM  
via Google Meet

<b>Time</b>	<b>Activity/ Topic</b>	<b>Facilitator</b>
1:00-1:15PM	Joining the Online Platform	PMT
1:15-1:30PM	Opening Program	PMT
1:30-2:00PM	<b>Session 1:</b> <i>The Role of Language in Education: Starting from Where the Learners Are</i>	<b>JOHN ALBERT B. COLLE</b> EPS, Filipino
2:00-2:30PM	<b>Session 2:</b> <i>Understanding DO 35, s. 2025 and Its Implication to Learning Delivery</i>	<b>NORA T. CRUZ</b> Master Teacher I, CESM
2:30-3:00PM	<b>Session 3A:</b> <i>Strengthening Language Identification Tool (LIT) (The DepEd Memorandum)</i>	<b>JONALYN M. DUNGCA</b> Master Teacher I, IES
3:00-4:00PM	<b>Session 3B:</b> <i>Strengthening Language Identification Tool (LIT) (Test Administration Protocol)</i>  <i>Language Identification Tool (LIT) Simulation</i>	<b>HAZEL G. AMOR</b> Master Teacher I, PES
4:00-4:30PM	Ways Forward	<b>Dr. MARISSA M. ANDANZA</b> EPS