



Republic of the Philippines
Department of Education

DepEd-Division
of Batangas

ICT SECTION

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DepEd ORDER
No. **020**, s. 2025

**POLICY ON THE MEDIUM OF INSTRUCTION FOR KINDERGARTEN
TO GRADE 3 EFFECTIVE SCHOOL YEAR 2025-2026**

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

1. Pursuant to 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 this Order to provide guidance on the **MOI for Kindergarten to Grade 3 starting school year 2025-2026**.
2. The MOI for kindergarten to grade 3 shall primarily be Filipino and English, including Filipino Sign Language for deaf and hard-of-hearing learners. Regional languages shall serve as auxiliary media of instruction, using translanguaging to support the transition of all types of learners from one language to another.
3. In accordance with Section 2 of RA 12027, schools and community learning centers (CLCs) that meet the stipulated requirements can continue using the learner's language as a MOI, including schools and CLCs implementing the Indigenous Peoples Education Program.
4. This Order shall rescind the language provisions for Key Stage 1 in DepEd Order No. 010, s. 2024, otherwise known as the Policy Guidelines on the Implementation of the MATATAG Curriculum. All other related issuances, rules, regulations, and provisions that are inconsistent with this Order are repealed, rescinded, or modified accordingly.
5. This Order shall take effect immediately upon its approval, issuance, and 15 days after its publication in the Official Gazette or a newspaper of general circulation. 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.

6. 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 bld.od@deped.gov.ph or at telephone numbers (02) 8536-6540 or 8537-4347.

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



SÓNMY ANGARA
Secretary

Encl.:
As stated

References:
DepEd Order Nos. (010, s. 2024) and 32, s. 2012

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

**POLICY ON THE MEDIUM OF INSTRUCTION FOR KINDERGARTEN
TO GRADE 3 EFFECTIVE SCHOOL YEAR 2025-2026**

I. RATIONALE

1. The Department of Education, pursuant to Article XIV, Section 7 of the 1987 Constitution, initially mandated the use of Filipino and English as the primary media of instruction, with regional languages serving as auxiliary when appropriate. To address the language barriers experienced by non-native speakers of Filipino and English, the Department launched the Mother Tongue-Based Multilingual Education (MTB-MLE) Program through DepEd Order (DO) No. 74, s. 2009, and further operationalized it through DO No. 16, s. 2012. The passage of Republic Act (RA) No. 10533, or the Enhanced Basic Education Act of 2013, strengthened this commitment by requiring the use of the mother tongue as the medium of instruction, assessment, and learning materials in Kindergarten to Grade 3.
2. While the implementation of MTB-MLE yielded gains, especially in monolingual classes where learners shared a common first language, its broader rollout revealed limitations. Classrooms across the country that are multilingual or characterized by language variation faced challenges, making uniform implementation difficult (Monje, et al., 2021). The lack of developmentally appropriate and localized reading materials in the first language, inadequate teacher preparation, and top-down policy execution hindered the full realization of MTB-MLE's objectives (Second Congressional Commission on Education, 2024). These issues underscored the need for a more context-sensitive and inclusive approach.
3. To bridge the gaps in the implementation and use of the Mother Tongue as medium of instruction from Kindergarten to Grade 3, RA 12027 was enacted. RA 12027 moves to discontinue the use of the Mother Tongue as medium of instruction from Kindergarten to the first three (3) years of elementary education under Section 4 of RA 10533. The law mandates that "the medium of instruction shall revert to Filipino and, until otherwise provided by law, English, pursuant to Article XIV, Section 7 of the 1987 Constitution". Further, it directs that regional languages shall serve as auxiliary media of instruction.
4. This Order operationalizes the provisions of RA 12027, with the use of Filipino and English as the primary media of instruction while recognizing the continuing role of the first language (L1) as an auxiliary or bridging language, even outside monolingual settings. It affirms that language should serve as a bridge, not a barrier to learning, and provides schools and CLCs with structured options to support comprehension, literacy, and academic achievement among young learners. The policy also encourages comprehensive planning with stakeholders, phased implementation, parental collaboration, community engagement, and the use of linguistic support strategies such as scaffolding and translanguaging in all classroom settings.
5. This policy builds on past reforms, responds to implementation gaps, and aligns with DepEd's thrust for inclusive and context-sensitive instruction. It ensures that language policies promote comprehension, equity, and active learning among diverse early grade learners.

II. SCOPE

6. This DepEd Order shall apply to all elementary schools in the Philippines, including public, private, state universities and colleges (SUCs), local universities and colleges (LUCs), and Philippine Schools Overseas (PSOs) that offer instruction from Kindergarten to Grade 3 starting School Year 2025-2026. It shall be implemented in both administrative and autonomous regions, including community-based learning programs under the Alternative Learning System (ALS) and Community Learning Centers (CLCs) that provide equivalent early grade instruction.
7. This policy shall also guide language use in diverse learning environments. Schools implementing the Indigenous Peoples Education (IPEd) Program, Special Education (SPED) centers, schools implementing flexible learning delivery or Alternative Delivery Modes (ADM), and other flexible learning setups shall adopt language use tailored to learners' needs, as guided by Individualized Education Plans (IEPs) or context-specific instructional arrangements. For deaf and hard-of-hearing learners, Filipino Sign Language (FSL) shall be used as the primary medium of instruction, as provided in Republic Act (RA) No. 11106, known as "*The Filipino Sign Language Act.*" International schools authorized under special laws or agreements may continue to follow their approved medium of instruction policies, provided these align with national learning standards.
8. In all cases, schools and CLCs are encouraged to adopt language strategies responsive to learners' linguistic backgrounds, available instructional resources, and community participation, guided by accessibility, equity, and inclusiveness.

III. DEFINITION OF TERMS

9. For this DepEd Order, the following terms shall mean or be understood as follows:
 - 9.1 **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;
 - 9.2 **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 (Kindergarten to Grade 3) in the formal education consistent with DO 10, s. 2024 titled "Policy Guidelines on the Implementation of the MATATAG Curriculum";
 - 9.3 **Community Learning Center (CLC)** refers to a physical space to house learning resources and facilities of a learning program for out-of-school children in special cases and adults. It is a venue for face-to-face learning activities and other learning opportunities for community development and improvement of the people's quality of life (RA 11510);

- 9.4 **Comprehensive Rapid Literacy Assessment (CRLA)** refers to a 15-20 minute standard rapid assessment tool administered in Grades 1 to 3 to determine learners' reading profiles and inform instruction;
- 9.5 **Dictionary** refers to a reference that lists vocabulary terms along with their meanings (UNESCO, 2007);
- 9.6 **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.
- 9.7 **Grammar Book** refers to a basic guide to the rules and structure of a language (UNESCO, 2007);
- 9.8 **Language Mapping** refers to the collection and visualization of language(s) used in the classroom to inform which should be used as the medium of instruction within a school community or geographic area;
- 9.9 **Learners with Disabilities (LWDs)** refer to learners in the general early and basic education system who require additional support and adaptive pedagogic methods due to their long-term physical, intellectual, or sensory impairments, which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others. (RA 11650);
- 9.10 **Linguistic Support** refers to teaching practices designed to assist learners whose first language is not the MOI. These include scaffolding, bridging strategies, oral translation, and peer-assisted learning to help learners access content and participate meaningfully in instruction (Cummins, 2000).
- 9.11 **Literature** refers to age-appropriate storybooks for beginning readers, such as big books, small books, picture stories, or wordless picture books
- 9.12 **Medium of Instruction (MOI)** refers to the language used for teaching and learning
- 9.13 **Monolingual Class** refers to a group of learners who ~~share~~ speak the same Mother Tongue and are enrolled in the same grade level in a given school year (RA 12027);
- 9.14 **Mother Tongue** refers to language or languages first learned by a child, which he/she identifies with, is identified as a native language user of by others, which he/she knows best, or uses most (RA 10533);
- 9.15 **Mother Tongue-Based Multilingual Education (MTB-MLE)** refers to the educational approach in which the learner's mother tongue is used as the primary medium of instruction
- 9.16 **Orthography** refers to a standardized system for writing and spelling a language;

- 9.17 **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 (Gibbons, 2002);
- 9.18 **Regional Languages** refer to the languages commonly used by people in the region; and
- 9.19 **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 (Garcia, 2014).

IV. POLICY STATEMENT

10. DepEd affirms its commitment to inclusive, learner-centered, and context-responsive education. This Order defines the updated policy on the Medium of Instruction (MOI) for Kindergarten to Grade 3. It acknowledges the critical role of language in shaping comprehension, literacy, and overall learning outcomes in early childhood and primary education.
11. Beginning School Year 2025–2026, the primary media of instruction for Kindergarten to Grade 3 shall be Filipino and English, with Filipino Sign Language (FSL) for deaf learners pursuant to RA No. 11106. In line with RA 12027, the use of the mother tongue as the primary medium of instruction shall be optional and allowed in monolingual classes, where learners share the same first language and where specific readiness criteria are met.
12. This policy underscores that learners' L1 remains a foundational resource for early learning. Therefore, regional and local languages may continue to be used as auxiliary media of instruction, particularly in linguistically diverse or transitional classrooms, to support learner understanding. This includes the strategic use of translanguaging, scaffolding, and bridging strategies to ensure that language differences do not become barriers to learning.
13. This policy also recognizes the local autonomy of schools and CLCs, and divisions in determining the most context-appropriate language arrangements. Monolingual classes that opt to use the mother tongue as the MOI must comply with documentation, planning, and approval requirements. Similarly, all schools and CLCs - regardless of MOI - are expected to provide linguistic support for learners whose first language is not the medium of instruction. The shift toward academic use of Filipino and English shall be carefully supported through instructional strategies that consider learners' linguistic and cognitive readiness.
14. Through this revised policy on MOI, DepEd upholds the principle that all learners have the right to access quality education in a language they understand, and that language should serve as a bridge to equity, participation, and success in school.

V. GENERAL GUIDELINES

A. Guiding Principles

15. Learners develop literacy and learn academic concepts best when instruction begins in a language they understand. Research consistently affirms that comprehension, cognitive development, and academic achievement are strengthened when instruction builds on learners' existing linguistic resources (Cummins, 2000; UNESCO, 2003). Therefore, this policy adopts a flexible and context-responsive approach to the use of language in the classroom. It considers the linguistic profile of learners, community language use, teacher capacity, and the availability of quality instructional materials as critical factors in determining the appropriate medium of instruction.

B. Responding to Language Scenarios

16. Pursuant to RA 12027, a language mapping policy developed with the Komisyon sa Wikang Filipino (KWF) will be issued in October 2025 to guide schools in determining the appropriate MOI for Key Stage 1, including its implementation which will be in SY 2026-2027.
17. For SY 2025–2026, all elementary schools and CLCs shall conduct a survey to determine the language or languages actually spoken, understood, and used by Key Stage 1 learners. The results of this survey shall serve as one of the bases for determining the most appropriate medium of instruction (MOI) at the classroom level for the current school year. Annex A provides a detailed guide in determining the language scenarios at the school level.
18. Using the data collected, schools and CLCs shall determine which language scenario/s (A, B, C, or D, as indicated in Section V.C. below) apply to their context and implement the corresponding MOI. It is emphasized that there is no “assigned” Mother Tongue for any learner. The MOI must be grounded on the linguistic reality of learners, not in previously implemented labels or default language assignments. Language use decisions must be based on current, context-sensitive, and learner-specific data to ensure inclusiveness, equity, and effectiveness in instruction.
19. Schools and CLCs may implement one of four (4) language use scenarios depending on their context:
 - 19.1 Scenario A: Filipino and English as primary MOI;
 - 19.2 Scenario B: Filipino and English with regional language/s as auxiliary;
 - 19.3 Scenario C: First language of learners as primary MOI, with gradual introduction to Filipino and English; and
 - 19.4 Scenario D: IP language as primary MOI, with gradual introduction to Filipino and English.
20. The MOI will revert to Filipino and English under Scenario A and B.

21. In Scenario A, where learners have varying L1, no monolingual class can be organized based on the L1, and learners do not share a common language, Filipino and English shall be the primary media of instruction. Filipino shall be used to teach Language, Reading and Literacy, Filipino, GMRC, and Makabansa, while English shall be used for English. The MOI for Science and Mathematics shall be Filipino or English, depending on which of these languages is more immediately encountered by learners in their day-to-day setting. For the Basic Literacy Program of the Alternative Learning System (ALS), Filipino shall be used for Learning Strand (LS) 1: Communication Skills (Filipino), while English shall be used for LS 1: Communication Skills (English). LS 3: Mathematical and Problem-Solving Skills shall be in Filipino or English. Learners' languages may still be used as auxiliary media to support comprehension, particularly during early grade instruction, through strategies such as translanguaging and oral scaffolding.
22. In Scenario B, learners have varying L1 and monolingual classes cannot be organized based on the L1, but they share some familiarity with a regional language and the regional language do not meet the criteria required by RA 12027 the school and CLC shall use English and Filipino as the primary media of instruction, similar to Scenario A. The regional language shall serve as an auxiliary medium of instruction to bridge instruction in foundational areas such as reading, vocabulary development, and early numeracy. Teachers are encouraged to use translanguaging to help learners transition from their L1 to Filipino and English and build confidence in classroom participation.
23. Except for IP languages, Scenario C shall apply under two sub-scenarios:
- 23.1 learners have varying L1 and monolingual classes cannot be organized based on the L1, but they share some familiarity with a regional language, and the regional language meet the criteria required by RA 12027; and,
 - 23.2 schools and CLCs that have previously organized or can organize monolingual classes based on the language that learners are using, including those whose learners are native speakers of Filipino or English, and meet the criteria required by RA 12027.
24. For languages other than English and Filipino, these criteria include: (a) an orthography and vocabulary approved and published by the KWF; (b) a basic grammar book; (c) literature (e.g., big books, small books); and (d) availability of teachers who speak the language and are trained in the use of the mother tongue.
- 24.1 For monolingual classes of native Filipino speakers, Filipino shall be the primary MOI except for the English subject.
 - 24.2 For monolingual classes of native English speakers, English shall be the primary MOI except for the Filipino subject.
 - 24.3 For monolingual classes based on learners' languages that meet the criteria, the learners' language shall be the primary MOI, with gradual introduction to Filipino and English as guided by the Revised K to 10 Curriculum.

25. The thirty-three (33) languages with an approved and published orthography and vocabulary by the KWF are listed in Annex B. Succeeding memoranda shall be issued for additional languages with an orthography and vocabulary approved and published by KWF.
26. For schools and CLCs that have previously been implementing monolingual classes based on the L1 of the learners, but the L1 is not yet included in the approved list of languages of KWF, the MOI will revert to Filipino and English, and similar to Scenario B, the L1 of the learners shall serve as the auxiliary MOI. When the L1 of the learners is approved by KWF and all other criteria are met, the use of the L1 as MOI shall be resumed.
27. Pursuant to Section 11 of the IRR of RA 12027, Scenario D applies to schools and CLCs implementing the Indigenous Peoples Education (IPEd) Program whose Kindergarten to Grade 3 classes are fully or dominantly Indigenous Peoples (IP) learners in areas where the dominant language is the IP language and monolingual classes can be organized. These schools and CLCs shall continue the use of the IP language as MOI for Kindergarten to Grade 3, with gradual introduction to Filipino and English, provided that the following requirements are present:
 - 27.1 a working orthography, vocabulary, or word list, primer, and grammar book developed by the Department in partnership with the IP community and technical support from language experts;
 - 27.2 culturally appropriate learning resources, quality-assured by the Department and the IP community; and
 - 27.3 a teacher who can teach using the IP language, in partnership with community learning facilitators, as appropriate.
28. For deaf learners, FSL shall be the MOI under all four scenarios.
29. A summary of the implementation of the four scenarios for Key Stage 1 subjects and learning strands is provided in Annex C.
30. To ensure a smooth transition between languages, schools and CLCs, as appropriate, shall employ translanguaging from the L1 to the target language. In the early years (Kindergarten to Grade 1), greater emphasis shall be placed on the learners' L1 to build foundational skills and support oral fluency. By Grades 2 and 3, Filipino and English shall be increasingly used for instruction, leading to full academic use of Filipino and English by Grade 4, especially in Mathematics and Science. Translanguaging shall be used to support transitions at each stage, helping learners access content and deepen their understanding regardless of the MOI.
31. Learners whose first language is not among those with approved orthographies may still be supported through translanguaging and oral scaffolding. Teachers are encouraged to draw from learners' linguistic resources to support comprehension and transition to Filipino and English.
32. All schools and CLCs shall provide appropriate linguistic support for learners whose L1 is not the medium of instruction. Strategies such as oral translation, peer-assisted learning, oral scaffolding, and contextualized explanations shall

be used to ensure comprehension and active participation. Learner progress in language and literacy shall be tracked using classroom-based tools, with particular attention to the learner's ability to transition effectively across languages.

33. In cases where the previous medium of instruction (e.g., a mother tongue language used in prior years) is no longer allowed due to the absence of KWF-approved orthography and vocabulary, schools and CLCs shall provide bridging strategies to help both teachers and learners shift to Filipino and English. Teachers in these classrooms may still draw on learners' L1s as auxiliary supports during this transition period, while gradually developing proficiency in the designated MOI.
34. In schools and CLCs where monolingual instruction is not feasible or where learners' L1s are diverse, these languages may still be used through compensatory activities such as oral translation, tutorial sessions, storytelling, and peer-assisted learning. These strategies are particularly important for learners who do not know the MOI at all and form a numerical minority in the classroom, such as transferees from other linguistic regions or children of migrant families. Customized support, including differentiated instruction, use of visual aids, and bilingual peer mentoring, shall be provided to ensure that language differences do not become learning barriers and that all learners are included meaningfully in instruction.

C. Language of Assessment

35. Except for the English and Filipino subjects, assessments shall be administered in the language most familiar to the learner to ensure that comprehension is accurately measured. In multilingual classrooms, strategies such as translanguaging and oral scaffolding may be used to validate learner understanding and minimize the impact of language barriers. These approaches are especially important in content areas like Math and Science where conceptual mastery must not be compromised by unfamiliar language.
36. The language to be used in the Comprehensive Rapid Literacy Assessment (CRLA) shall be consistent with the medium of instruction (MOI) implemented in the classroom. For Scenarios A and B, CRLA shall be administered in Filipino and/or English, depending on the literacy instruction language. For Scenarios C and D, where instruction is in a recognized local or IP language, the CRLA may be administered in that language if a validated tool exists. If none is available, Filipino and/or English shall be used with oral scaffolding support. Additional guidance on CRLA language versions and administration protocols are detailed in Annex D and a separate issuance.

D. Teacher Hiring and Training

37. To ensure adequate teacher support to learners in monolingual classes, teacher hiring for such schools and CLCs should include proficiency in the learner's language as a key consideration, aligned with the provisions of DO 007, s. 2023, Guidelines on Recruitment, Selection, and Appointment in the Department of Education, for Key Stage 1. In cases where teachers are not available, schools and CLCs are encouraged to tap community learning facilitators who can support teachers who do not speak the learners' language.

38. To support effective implementation, the National Educators Academy of the Philippines (NEAP) shall provide targeted professional development programs on MTB-MLE, multilingual pedagogy, and classroom-based techniques for oral scaffolding, translanguaging, bridging strategies, and language-inclusive lesson planning. The Bureau of Learning Resources (BLR), in partnership with regional and schools division offices (SDO), shall ensure the availability of learning materials in Filipino, English, and other needed languages, aligned with learners' needs and grade levels. Learning materials in the mother tongue may continue to be used as supplemental materials in learning activities.

E. Management and Continuous Improvement

39. Schools and CLCs, and SDOs shall establish planning and monitoring systems aligned with existing DepEd processes. Each school and School-Based Learning Center (SBLC) shall integrate a localized language learning strategy into its School Improvement Plan (SIP), identifying the selected MOI arrangement, targets for literacy in L1, Filipino, and English, and corresponding plans for teacher development and instructional resource support.
40. Schools, CLCs and SDOs are encouraged to document innovations and local strategies in language use. These experiences may serve as models for continuous improvement and policy refinement, contributing to a more inclusive, learner-responsive education system.
41. For School Year 2025-2026, school heads of elementary schools and CLCs shall submit to the SDO a form indicating their implementation scenario and other implementation details. This will be released in a separate issuance.
42. The roster of elementary schools, CLCs and their implementation option shall be submitted by the SDO to the Regional Office (RO) for regional consolidation. The information gathered will serve as a national baseline for the current school year.

VI. MONITORING AND EVALUATION

43. The implementation of this Order shall be continuously monitored and evaluated in accordance with DepEd Order No. 29, s. 2022 or the Adoption of the Basic Education Monitoring and Evaluation Framework (BEMEF), to ensure evidence-based decision-making, transparency, and system accountability at all levels of governance. Monitoring shall emphasize alignment with the language scenarios adopted by schools and CLCs, learner progress in literacy and content areas, and the use of linguistic support strategies such as translanguaging and oral scaffolding. Midyear and year-end evaluations shall be conducted by schools, CLCs, SDOs, and ROs, with schools and CLCs encouraged to consult with MLE experts, community representatives, and teacher mentors to facilitate implementation and ensure continuous improvement.
44. In compliance with Section 36 of RA 12027, the Department shall submit a report on the optional implementation of the MTB-MLE Program in monolingual classes to the President, the Senate, and the House of Representatives not later than June 30 following the year of review. This report shall include the learner assessment, teacher recruitment and matching,

development of learning resources published in the Mother Tongue, capacity-building efforts for teachers, funding requirements for the Program, and recommendations to address gaps in the law and/or the implementation of RA 12027 School, CLC- and division-level reporting templates and submission timelines will be provided in a separate issuance as part of the comprehensive monitoring and evaluation plan.

VII. TRANSITORY AND EFFECTIVITY PROVISIONS

45. This Order shall take effect beginning School Year 2025–2026. This Order shall rescind the language provisions for Key Stage 1 in DO 10, s. 2024 or the “Policy Guidelines on the Implementation of the MATATAG Curriculum.” All other related issuances inconsistent with this Order are hereby repealed, rescinded, or modified accordingly.
46. Pursuant to RA 12027, a comprehensive policy on language mapping and additional guidance on the implementation of monolingual classes shall be issued by October 2025. This policy developed with KWF will provide detailed guidelines on learner placement and instructional readiness, in preparation for full implementation starting School Year 2026–2027.
47. This Order shall be published on the official DepEd website, the Official Gazette, or in a newspaper of general circulation. Certified copies shall be registered with the Office of the National Administrative Register (ONAR) at the UP Law Center, Diliman, Quezon City.

VIII. REFERENCES

1987 Philippine Constitution, Article XIV, Section 7.

Republic of the Philippines, Congress, Senate, Republic Act No. 10533. *An Act Enhancing the Philippine Basic Education System By Strengthening Its Curriculum and Increasing the Number of Years for Basic Education, Appropriating Funds Therefor and for Other Purposes.*

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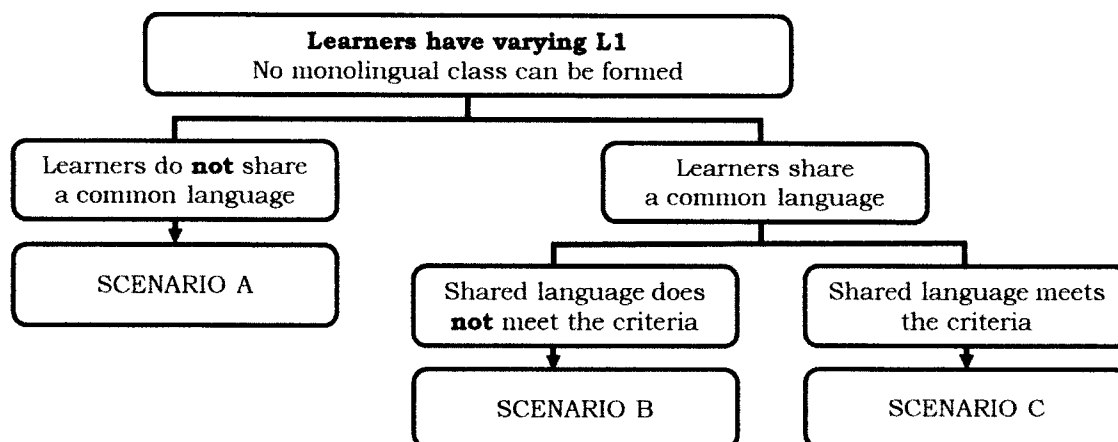
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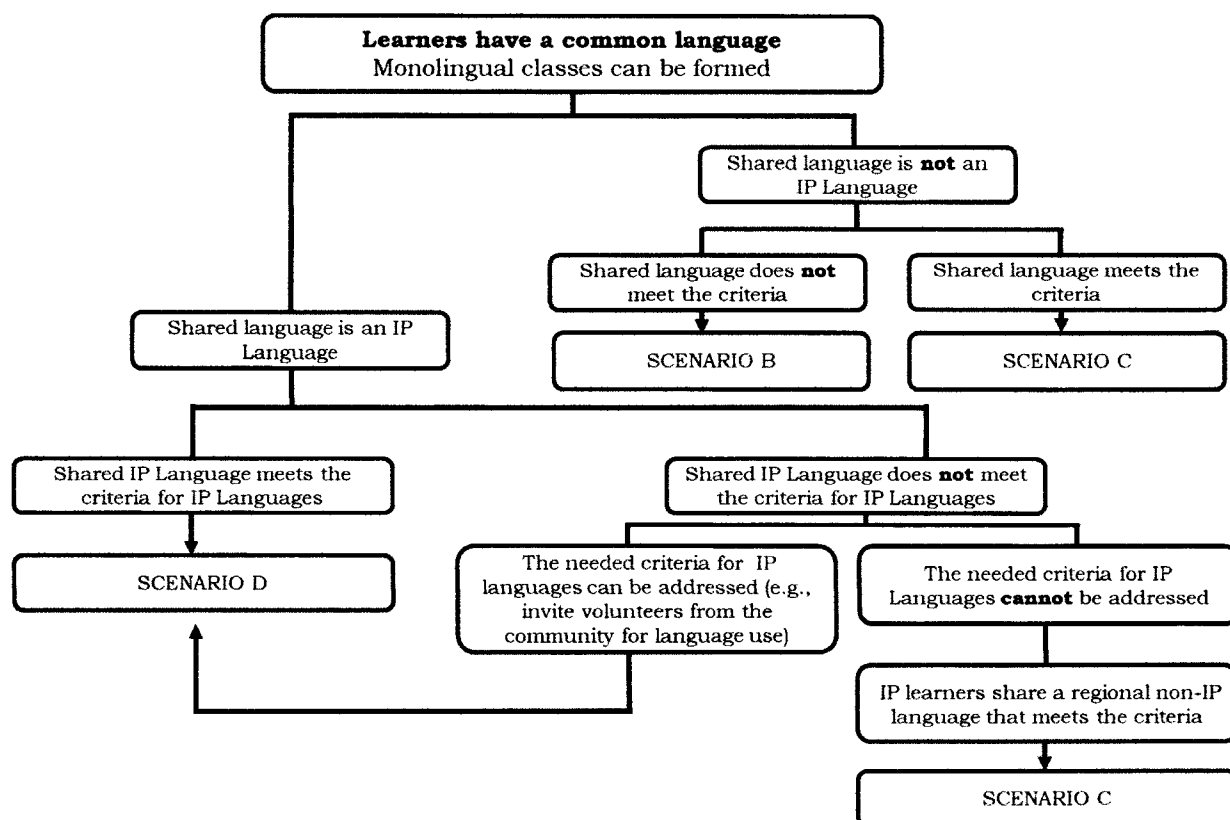
Annex A. Guide in Determining the MOI at the Classroom Level

1. Schools are to conduct a simple survey of the language/s being used by each learner in Key Stage 1. If a learner uses more than one language, the priority language shall be the language most familiar to the learner.
2. After the survey has been conducted, the flowcharts below can guide the process of determining the MOI to be used at the classroom level.
3. It is possible for a school to implement more than one language-use scenario, depending on the results of the language survey conducted.

Flowchart for learners having varying L1



Flowchart for learners having a shared language



Annex B. Languages with approved Orthography and Vocabulary by KWF

1. Agta (Quirino)	18. Itawit
2. Alta	19. Magindanawon
3. Ayta Magbukun	20. Malaweg
4. Bikol	21. Meranaw
5. Boinen	22. Pangasinan
6. Bugkalot	23. Paranan
7. Kalanguya	24. Rinkonada
8. Kankanaey	25. Sebwano
9. Kapampangan	26. Sinama
10. Kinamayyu	27. Sorsoganon
11. Gaddang	28. Tagalog
12. Hiligaynon	29. Teduray
13. Hinigaunon	30. Tinagbanwa
14. Ibaloy	31. Waray
15. Ilokano	32. Yakan
16. Inata	33. Yogad
17. Iranun	

Annex C. Medium of Instruction for Key Stage 1

Context	Subjects/Learning Strands	Medium of Instruction (MOI)	Auxiliary MOI
A. Linguistically diverse or mixed-language learners	Kindergarten domains	Filipino FSL for deaf learners	Learners' language
	Language (Grade 1)	Filipino FSL for deaf learners	
	Reading and Literacy (Grade 1)	Filipino FSL for deaf learners	
	GMRC (Grade 1-3)	Filipino FSL for deaf learners	
	Makabansa (Grade 1-3)	Filipino FSL for deaf learners	
	Math (Grade 1-3)	Filipino or English FSL for deaf learners	
	Filipino (Grade 2-3)	Filipino FSL for deaf learners	
	English (Grade 2-3)	English FSL for deaf learners	
	Science (Grade 3)	Filipino or English FSL for deaf learners	
	Learning Strand 1: Communication Skills (Filipino)	Filipino	
	Learning Strand 1: Communication Skills (English)	English	
	Learning Strand 3: Mathematical and Problem Solving Skills	Filipino or English	
B. Linguistically diverse or mixed-language learners with a common regional language that do not meet the criteria in RA 12027	Kindergarten domains	Filipino FSL for deaf learners	Regional language
	Language (Grade 1)	Filipino FSL for deaf learners	
	Reading and Literacy (Grade 1)	Filipino FSL for deaf learners	
	GMRC (Grade 1-3)	Filipino FSL for deaf learners	
	Makabansa (Grade 1-3)	Filipino FSL for deaf learners	
	Math (Grade 1-3)	Filipino or English FSL for deaf learners	
	Filipino (Grade 2-3)	Filipino FSL for deaf learners	
	English (Grade 2-3)	English FSL for deaf learners	
	Science (Grade 3)	Filipino or English FSL for deaf learners	

Context	Subjects/Learning Strands	Medium of Instruction (MOI)	Auxiliary MOI
	Learning Strand 1: Communication Skills (Filipino)	Filipino	
	Learning Strand 1: Communication Skills (English)	English	
	Learning Strand 3: Mathematical and Problem Solving Skills	Filipino or English	
C. Monolingual classes can be organized D. IP languages	Kindergarten domains	a) Filipino for Filipino monolingual classes b) English for English monolingual classes c) First language other than Filipino or English d) FSL for deaf learners	None
	Language (Grade 1)	a) Filipino for Filipino monolingual classes b) English for English monolingual classes c) First language other than Filipino or English d) FSL for deaf learners	None
	Reading and Literacy (Grade 1)	a) Filipino for Filipino monolingual classes b) English for English monolingual classes c) First language other than Filipino or English d) FSL for deaf learners	None
	GMRC (Grade 1-3)	a) Filipino for Filipino monolingual classes b) English for English monolingual classes	None

Context	Subjects/Learning Strands	Medium of Instruction (MOI)	Auxiliary MOI
		c) First language other than Filipino or English d) FSL for deaf learners	
	Makabansa (Grade 1-3)	a) Filipino for Filipino monolingual classes b) English for English monolingual classes c) First language other than Filipino or English d) FSL for deaf learners	None
	Math (Grade 1-3)	a) Filipino for Filipino monolingual classes b) English for English monolingual classes c) First language other than Filipino or English (technical terms in English as appropriate) d) FSL for deaf learners	MT of the learner, except for English speakers
	Filipino (Grade 2-3)	Filipino FSL for deaf learners	MT of the learner, except for Filipino speakers
	English (Grade 2-3)	English FSL for deaf learners	MT of the learner, except for English speakers
	Science (Grade 3)	a) Filipino for Filipino monolingual classes b) English for English monolingual classes c) First language other than Filipino or English d) FSL for deaf learners	None

Context	Subjects/Learning Strands	Medium of Instruction (MOI)	Auxiliary MOI
	Learning Strand 1: Communication Skills (Filipino)	Filipino	MT of the learner, except for Filipino speakers
	Learning Strand 1: Communication Skills (English)	English	MT of the learner, except for English speakers
	Learning Strand 3: Mathematical and Problem Solving Skills	a) Filipino for Filipino monolingual classes b) English for English monolingual classes c) First language other than Filipino or English	None

**Annex D. Language of the Comprehensive Rapid Literacy Assessment (CRLA)
per Grade Level**

Grade Level	Scenario	CRLA Language
1	A and B	Filipino
	C and D	L1 (if available)
2	A and B	Filipino
	C and D	L1 (if available) Filipino
3	A and B	Filipino English
	C and D	Filipino English