

The First Language Component: A bridging educational program *(1)

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1. Introduction

This paper is a report of a six-year research project on transitional education which has been carried on under the direction of a Summer Institute of Linguistics-Department of Education, Culture, and Sports (DECS), Ifugao Division consortium. The program was initiated in 1985 by Dr. Jeronimo Codamon who was the Supervisor of Hungduan District. The First Language Component Bridging Educational Program was designed to improve the test scores of elementary grade school pupils. The core hypothesis in the original pilot project was stated as follows: The child who acquires reading and writing skills in his first language, with the rigorous bridging of language arts skills to the two second languages used as mediums of instruction in the Philippine school system, will be more competent in all areas of study than the child who does not.

The fact that the pupils in Hungduan district are ethnic Ifugao was recognized as one of the major factors underlying their poor performance in tests. At the beginning of first grade, few Ifugao children in barrio schools know Filipino and English, the two mediums of instruction. Besides the language problems encountered by these barrio children, they also face the problem of being unfamiliar with the cultural environments in which these two languages are embedded and used, because they have little access to media such as books, magazines, radio, television, and videos.

Since the bilingual policy of the Department of Education, Culture, and Sports allows for the use of vernaculars as auxiliary mediums of instruction, the First Language Component program was designed to utilize this provision for the education of children belonging to the Ifugao ethnic community.

The most important consideration in the design is that a child's cognitive development is based on a close relationship between him, his language, and his culture. From birth, a child uses his eyes, ears, nose, mouth, hands, and feet to interact with the world about him. The information that he gains is transferred to his brain. Then, through cognitive processing, concepts are formed and stored in his mind. This is the way that a child develops a framework of knowledge in the early years of his life. He learns to recognize objects, surfaces, and colors. As time goes on, he develops concepts of space, place, size, and time. All of these early concepts play an important role in the further development of his sensorimotor activities, cognitive processing, social interaction, and moral values.

By the time a child begins school, he has a fairly complete model of the world. This model of the world has been developed on the basis of his experiences within his own culture and through the medium of his first language. For the most part, his thinking and behavior in the early grades of school is most effectively mediated through his cultural model of the world and his first language.

2. The First Language Component-bridging program

The First Language Component-bridging program (FLC-BP) is a bridging program, not a

vernacularization program. The First Language Component (FLC) part of the name implies that the first language is just one part of the teaching-learning program and is never isolated from the teaching-learning experiences in the two primary mediums of instruction. The program is based on the pedagogical principle that teaching should proceed from the known to the unknown and is, therefore, designed to build a bridge between what a child knows and what he does not know.

Perhaps the simplest way to explain the program is to put the explanation in story form. When children enter the first grade, it is as though they are standing on a high cliff overlooking a fast-flowing river. Across the river, on another cliff, stands the first grade teacher. The cliff upon which the children stand, represents what the children already know, their knowledge structures, and their model of the world which have been developed on the basis of their first language and culture. The cliff upon which the teacher stands, represents all that is unknown to the children-reading, writing, math, English, Filipino, and *Sibika* (Civics). Since there is no bridge, the first grade teacher attempts to throw a rope across the chasm to the children on the other side. This rope represents the use of the vernacular without a planned bridging program. Even if the children can catch the rope, they still need to climb down the side of the cliff, swim across the river, and climb up the side of the cliff upon which the teacher stands-a tremendously difficult task for young children. As a result, many children will fall and be swept away by the fast current of the river. That is a metaphor for the failure to learn.

As we continue to use the bridge metaphor, we now come to the explanation of how to build the bridge. The bridge is built by utilizing the FLC methodology and instructional materials.

2.1. Methodology

The FLC methodology has three major principles. The first principle is that a child's first language should be used as an instrument for teaching and learning in Grades 1 and 2. The second principle is that a child's cultural model of the world should be used for helping him to process perceptual information, understand concepts, and form new ones. Finally, the third principle is that new concepts and skills should be built on existing knowledge structures rather than bypassing them by using a rote-memorization methodology.

2.2. Program

The First Language Component is the most important part of the whole bridging program. Therefore, a full 60-minute period is given over to teaching and learning in the first language. During this period, all concepts and skills are introduced and taught in the first language.

Since many concepts already exist in the first grade child's knowledge structure, part of the educational process is to teach a child to be able to *think* about those concepts and their relationships. The most efficient and effective way to teach a child to think in the early learning stages is in his own first language.

All concepts and skills are bridged to Filipino and English during the class periods scheduled for those

subjects.

2.3. Schedule of instruction

The FLC bridging program and instructional materials are designed to cover the first two grades of school. By third grade, the bridging program has been completed, and pupils are capable of transferring to the regular school curriculum without difficulty.

2.3.1. School day schedule

The school day schedule of the FLC-BP differs only in that a First Language Communication Arts class is added to the schedule. The core content of each class is outlined below.

First language class

- Reading and writing skills
- Learning to use cognitive processes (thinking)
- Formation of new concepts
- Introduction of math concepts

Filipino class

- Language learning and speaking-vocabulary and grammar
- Bridging of concepts and communication arts skills
- Minimum competency lessons

English class

- Language learning and speaking-vocabulary and grammar
- Bridging of concepts and communication arts skills
- Minimum competency lessons

Civics and culture class (Sibika)

- Language and culture appreciation-poems, songs, stories in the three languages as a supplement to the *Sibika* textbook

Math

- Reinforcement of math concepts

- Introducing symbols for concepts
- Bridging of concepts by learning English terms
- Practice

2.4. Instructional materials

The instructional materials which have been especially designed and created for use in the FLC-BP are built upon the three major principles of the FLC methodology—a child's first language should be used as an instrument for teaching and learning, his cultural model of the world should be used for understanding perception and concepts, and new concepts and skills should be built on existing knowledge structures

The basic principles of the methodology call for teaching the skills of reading, writing, and math concepts in the first language. Therefore, reading readiness and instructional materials for teaching decoding skills are in the first language of the child.

Also, math readiness instructional materials and teaching devices and aids are used for introducing math concepts in the first language.

The following instructional materials have been used in the FLC-BP:

- a. Prereading-reading readiness
 1. Auditory discrimination: first language sounds
 2. Visual discrimination
- b. Reading-reading instructional materials: first language
- c. Trilingual and bilingual materials
 1. Trilingual grammar lessons: first language, Filipino, and English
 2. Bilingual grammar materials: first language and English
- d. Trilingual story books: first language, Filipino, English
- e. Activity and work sheets: first language, Filipino, English
- f. Rhymes, poems, songs, folktales: first language, Filipino, English
- g. English phonics
- h. Math

3. Bridging through instructional materials

There are two kinds of bridging done by teachers using the FLC-BP instructional materials: implicit bridging and explicit bridging.

IMPLICIT BRIDGING is done simply by using the trilingual lessons and stories in proper sequence. The teacher accomplishes implicit bridging by teaching a lesson or story first in the first language (FL) class, then, teaching the same lesson or story in Filipino in the Filipino class and finally, teaching the same lesson or story in English in the English class. Because the content is the same in the trilingual lessons and stories, there is implicit comprehension and reinforcement for the pupils. The only way the implicit bridging might fail is if a teacher takes a Filipino or English lesson or story and attempts to teach it in isolation from the FL. All trilingual lessons or stories are designed to be taught in the FL, followed by Filipino and then, English.

EXPLICIT BRIDGING is done by the teacher when she points out the differences in concepts, vocabulary, and grammatical structure in the three languages. The teacher must do more explicit bridging in the English Communication Arts class since there are many and greater differences between the first languages of Filipino children and English than there are between the vernaculars and Filipino.

4. Concept bridging and thinking

Early concept bridging is done through pictures that match vocabulary and the content of lessons and stories. From the beginning of a child's learning of Filipino and English, he is trained to recognize the fact that languages have different words for the same concept and his learning to think in the two second languages is built on that foundation. While keeping his concepts and the names for those concepts in his first language stable in his mind, he learns to attach two other names to the concepts which form his basic knowledge structure and world view.

For example, a Tawali-speaking child already has the concept of a dog in his mind, and that concept has the name *ahu* in his first language. Then, as his teacher uses the trilingual instructional materials, the child learns that in Filipino he calls that concept *asu* and in English, he calls it a 'dog'. Instead of memorizing words in Filipino and English, which may or may not be attached to concepts in his mind, the child understands the words he learns because he has attached them to concepts which are already a part of his knowledge structure.

5. Language skills bridging

Language decoding skills are easily bridged to the two second languages. The skills of recognizing sounds, symbols, and symbol combinations are easily transferred to Filipino because there are so many common sounds and symbols. It is a simple matter for the teacher to point out these similarities and

then, introduce the few sounds and symbols in Filipino which are not included in the FL orthography. More time must be taken in bridging language decoding skills to English because (1) there are symbols that the pupils will recognize but these symbols have more than one sound in English, for example, English vowels; (2) there are sounds that the pupils can discriminate but these sounds have more than one symbol in English, for example, *k* and *s* sounds which are both symbolized by *c*; (3) there are sounds and symbols in English which do not exist in the FL, for example, *f*, *v*, and *x*; (4) there are sound and symbol combinations in English which do not exist in the FL, for example, *th* and *ou*.

Even though the teacher will need to spend time in bridging decoding skills to English, the pupils will have foundational decoding skills upon which to add the different and new sounds, symbols, and patterns.

One final important statement about the FLC-BP materials and their use, is that the developers of this program do not intend for the FLC-BP instructional materials to supersede or displace other curriculum materials available to first and second grade teachers. Instead, the materials are intended to be used as a part of the bridge to prepare pupils to use the regular curriculum materials.

6. Description of research projects

The first research project, a beginning reading pilot project, was inaugurated at the beginning of the 1985-1986 school year in Hungduan District, Ifugao Division, Region II and continued through the 1986-1987 school year. Two experimental classes were involved in the project, one at Maggok Elementary School and one at Hapao Elementary School. Two control classes were also involved, one at Hapao and one at Bokiawan.¹⁽³⁾

6.1. Personnel involved in project

Experimental class teachers: Mrs. Flora Camhol, Maggok School

Mrs. Francisca Habbiling, Hapao School

Two control class teachers

Principal: Mr. Luis Tindaan (1985-1986)

Mr. Paul Camhol (1986-1987)

District Supervisor: Mr. Jeronimo Codamon (1985-1986)

Mr. Luis Tindaan (1986-1987)

Division Superintendent: Mrs. Dolores Codamon (OIC, 1985-1986)

Mr. Pedro Indunan (1986-1987)

Other teachers and administrators, from both Hungduan and Kiangan districts, were involved in material preparation, editing, and implementation of testing and evaluation.

Summer Institute of Linguistics consultants for the project: Dick and Lou Hohulin; Miss Kathleen Bosscher, SIL Reading Specialist, helped coordinate and consult in the first workshop. Miss Doris Porter, SIL Literacy Coordinator, and Miss Juana Banauwe, Translators Association of the Philippines, coordinated and consulted at the second seminar workshop.

6.2. Evaluation and testing

Pretesting and post-testing was done. The post-testing involved three separate tests: (1) Reading comprehension in the three languages (prepared and administered by project personnel); (2) English grammar test (prepared and administered by division personnel); (3) math, English, Filipino, and *sibika* test (prepared and administered by district personnel).

Both informal evaluation and formal testing validated the pilot project hypothesis: The child who acquires reading and writing skills in his first language, with the rigorous bridging of language arts skills to the two second languages used as mediums of instruction in the Philippine school system, will be more competent in all areas of study than the child who does not.

6.3. Research findings

6.3.1. Research by Catiling

In her report, *A research report on the FLC project*, Alice Catiling²⁽⁴⁾ states,

Research findings established significant results indicating that the vernacular/first language is effective in bridging skills and concepts to two second languages, namely Pilipino³⁽⁵⁾ and English, and is especially effective in bridging to Pilipino among the Ifugao Grades I and II pupils of chosen Hungduan District Schools.

The four groups in all the test combinations obtained positive coefficient correlation scores which are significant at .01 level of significance. This means that the individuals who scored high in the Tawali test also scored high in the Pilipino test. It follows that those who scored low in the Tawali test also scored low in the Pilipino test. The same trend applies to Tawali to English, and Pilipino to English test. The reliability of the tests is therefore at .01 level of significance since there is consistency of scores when the pupils were examined with the same test on different languages.

Pretest, post-test-Hapao experimental and control classes

It is evident that there exists a 6.89 difference between the mean scores of the experimental and control groups in their midtest mean scores. As mentioned earlier there exists a significant difference in the variance of the mean scores. The source of variance therefore may be attributed to the intervention scheme employed by the teacher of the experimental class.

General trend

The general trend, therefore, is that in all three areas of reading, the two experimental groups performed significantly better than the control groups. This is indicated by the mean scores discussed above and further established by the test of significant difference (F test); the interpretation was presented earlier.

Division English test

The trend indicated by the mean scores in the division English grammar test is that the two experimental groups performed better than the two control groups.

	TUWALI READING	FILIPINO READING	ENGLISH READING	ENGLISH GRAMMAR
HAPAO EXPERIMENTAL	18.25	15.83	16.58	18.00
(N=24) Rank	1	3	2	
HAPAO CONTROL	12.29	10.83	13.04	14.42
(N=24) Rank	2	3	1	
MAGUK EXPERIMENTAL	18.38	15.66	13.61	18.33
(N=18) Rank	1	2	3	
BOKIAWAN CONTROL	9.05	9.15	9.6	10.72
(N=20) Rank	3	2	1	

Considering all the results, Tuwali (the first language) is now isolated as the main source of variance in the treatment. Therefore, we conclude that the use of Tuwali in bridging concepts to Pilipino and English is effective. We may also conclude that the use of Tuwali in bridging Tuwali to Pilipino is more effective than bridging to English. This does not imply that more effective bridging cannot be done to English. This greater affect of the methodology on Pilipino scores is the result of the fact that Philippine languages are closely related in both vocabulary and grammatical structure, and therefore, easier for Filipino children to learn whereas English is completely different in both categories (Catiling 1989).

6.3.2. The second experimental project

In early February 1989, a second experimental project was initiated. The two pilot project teachers, Mrs. Francisca Habbiling and Mrs. Flora Camhol, decided to do an experiment. They prepared first language lessons with bridging to teach objectives defined by the minimum meaning competencies.

The lessons they prepared were for: (1) teaching English comparatives, (2) how to answer comprehension questions "how" and "why," and (3) math story problems. These lessons were then

taught for four days, February 28 through March 3, by the two teachers to the Grade II Section B class of Hapao Elementary School, Hungduan, Ifugao. This class was the experimental class and the teacher, Mrs. Francesca Habbiling, had been using the FLC methodology since Grade I. The control class was the Grade II, Section A class of the Hapao Elementary School.

On the fifth day, March 4, an evaluation test was administered by the school principal. This test had been prepared by Mrs. Alice Catiling, and validated at the Kiangang Central School, Kiangang, Ifugao.

Mrs. Habbiling did a statistical analysis of test scores as a part of her master's thesis. Several important and interesting facts emerged from the statistical analysis. The information below has been excerpted from Chapter IV of her thesis.⁴⁽⁶⁾

1. The experimental class performed significantly better in the English language (English comparatives) test than the control class.
2. The control class did so poorly in the story comprehension test (the "how" and "why" questions) that adequate statistical analysis could not be done for comparison with the experimental class. The test required the writing of phrase and sentence answers which could be found in the story texts and copied.
3. Although the experimental class performed better than the control class in the math story problem test, both classes did poorly. The experimental class teacher analyzed these results and believes she has isolated factors which could give direction in the modification of lessons and instruction for better results.

Statistical analysis and comparison was also done between the test scores of the experimental class and those pupils chosen to test the instrument. The results follow:

1. The Kiangang Central School pupils performed significantly better in the math story problems than the experimental class.
2. The experimental class performed significantly better than Kiangang Central School pupils in the English language test.

The test scores for the experimental class and the Kiangang Central School pupils were analyzed and compared by two separate comprehension measures. The first comprehension measure was based on principles of literal comprehension. That means that during the testing, pupils excerpted and copied answers from the text based on language clues which had been taught by the teacher during the comprehension lessons. The second comprehension measure was based on principles of inferential comprehension. That means that the pupils' answers were not excerpted from the text. Instead, the pupils thought about the questions and answered them by drawing their own inferences on the basis of their interpretation of the whole text.

3. The comparison of test scores of the two classes based on the analysis of literal comprehension

resulted in the conclusion that there was no significant difference in mean scores of the Kiangang Central School pupils and the experimental class without including inferential scores. The conclusion is that in terms of literal comprehension both groups are more or less at par.

4. However, when test scores are compared including analysis of inferential comprehension scoring, the experimental class performed significantly better than the Kiangang Central School pupils. This comparison implies that the experimental class with its First Language Component training is performing at a higher level of comprehension than the Central School pupils.
5. When total scores are considered (math, language, and comprehension) there was no significant difference in the mean scores of the experimental class and the Kiangang Central School (KCS) pupils.
6. It was evident from the statistical analysis that if the experimental class had performed better on the story problem math test, there would have been a significant difference in the total mean scores of the experimental class and KCS pupils. The last two statements imply that with the First Language Component Bridging Program, barrio school pupils can perform at a par with or even better than Central School pupils who are presupposed to have greater access to media, textbooks, libraries, and so forth and therefore, capable of performing at a higher level than barrio school pupils.

The third research project was implemented during the two-year period 1989-1991. In the summer of 1989, language, culture, and reading lecture and laboratory courses were taught under the auspices of the Nueva Vizcaya State Polytechnic College. Sixteen teachers completed the two courses. From that group, 12 teachers from four districts in Ifugao division were chosen to participate in another experimental project. This group of teachers represented two languages, each with two dialects. Our intention was to introduce a number of variables to broaden the scope of our study.

For example, among the teachers the age varied from 29 years old to 53 years old. The educational background of the teachers varied from a state college education to private university education. Their teaching experience varied from two years in service to 29 years.

We had four district supervisors varying in experience and knowledge of the project. One supervisor had been involved from its beginning in 1985, and the other three only knew what they had been told in a brief orientation by the coordinator.

There were a great many other variables including: combination classes versus single classes, remote schools versus central schools, and large versus small classes.

Although we thought we had planned an interesting and good research project, we forgot to reckon with MURPHY'S LAW: Anything that can go wrong will go wrong. Almost nothing went as planned in the project. For that reason, we decided not to document with testing. And since neither the districts nor the division tested second grades that year (1990-1991), we have no statistics for study.

However, we learned a great deal from teacher evaluations about the method and materials and what still needs to be done to improve both. Following are some brief excerpts from their written evaluations.

Positive evaluations

- The FLC methodology always makes my class lively. Each pupil has something to say and every pupil can participate.
- The instructional materials served as guides to the teacher.
- The materials helped us impart the lesson better.
- It was not foreign to teach children.
- The bridging of lessons from the first language to English and Filipino makes learning of concepts systematic and reading comprehension automatic.
- First and second grade pupils love and enjoy reading the stories written in the FL and doing the grammar exercises especially orally.
- With the use of FLC materials, the pupils have a clear understanding of the lesson presented to them.
- The methodology is good because the pupils are not hard up to understand the lessons.
- Lessons are suited to the grade level and are not boring.
- Good suggestions for teaching aids and devices.
- I like the FLC methodology because it is very effective with the pupils. The pupils enjoy it.
- My Grade 1 pupils can grasp the lessons taught better and they have better achievement compared to my classes in previous years.
- The methodology enhances active participation even at the early stage.
- It will develop self confidence on the part of the children because they can understand.
- The instructional materials are easy enough for the children to read and understand.
- Reading stories is part of their daily activities. (trilingual)

Negative evaluations and suggestions for improvement

- There is no teachers' manual. (Six teachers stated this in their written evaluation and others stated it orally.)
- Need books and workbooks for pupils. (Three teachers stated this.)

- Some of the stories need reediting.
- We need more Kalangoya materials.
- There was no evaluation of the project.

It was surprising to us that one teacher regretted that we had not evaluated her class. Generally, teachers would rather not have their pupils tested and evaluated. However, this teacher's statement seems to imply that she has a great deal of confidence in the effectiveness of the methodology to prepare her pupils for testing.

One of the original pilot project teachers, Mrs. Flora Camhol, who has been involved in testing and evaluating the FLC-BP throughout the six years is writing a thesis: *An appraisal of the FLC-BP methodology and instructional materials*. Following are some evaluative comments from her thesis.

Teachers' attitudes

While some fellow teachers showed negative attitudes toward the First Language Component methodology (FLCM) for reasons like jealousy, the "let us wait and see" attitude, or plain personal reasons like not wanting to sacrifice extra time and effort. One exception was the grade three teacher, Mrs. Mary Dinamling, who was the next to handle the first pilot project class when they were promoted to third grade. She honestly affirmed that the pilot class which went through the methodology for two successive years, first and second grades, were far ahead and better in reading competence when compared to her previous third grade classes. Another teacher who agreed with the effectiveness of the new method was the Grade 6 teacher, Mrs. Josephine Bungalan, who had the same first pilot class when they reached sixth grade in school year 1990-1991. Although out of the 17, there were four boys who had not started with the pilot class, it appeared in their class record that the top five of the class were from the original FLC pilot project class.

Parents' observations and evaluation

Many parents expressed positive views regarding the use of the FLCM. Some said that their children enjoyed reciting the rhymes and poems, singing the songs in the FL, and doing the grammar dialogues by themselves while doing their home chores, at playtime, and before going to bed in the evenings. Some parents enjoyed listening to the stories read to them by their children because they were written in Tuwali. And some literate parents admitted that they themselves stammer in decoding their own language, while their first and second grade children can read even the long Tuwali names, verbs, or adjectives with ease and fluency.

Teachers' own observations

At first, the pupils laughed and made unpleasant remarks about their language being used as an auxiliary medium of instruction. As the days went by, however, they began to enjoy and love it. In the FLC period, everybody responded. Pupil activities were not just for the bright ones. Even those below-average level participated in the dialogues and oral exercise activities. There was

interest and enthusiasm during their lessons. As soon as they were able to decode, one story per lesson was not enough. They were so eager to read more. The pupils asked if they could take their books home so that they could continue practice reading. Concepts in math, particularly in problem solving in the four processes (second grade), were better understood as each one was presented first in Tuwali before taking up the same lesson in the regular math period. Clues in the FL and their equivalents in English were pointed out making problem solving easier to understand and solve, correctly choosing the proper operation.

Improvement of teacher's skills

The FLCM greatly improved the teaching skills of the teachers involved in the program for the following reasons:

- a. It challenged them all the more to study and discover for themselves the "hows" of the new method and apply these in teaching their pupils how to read with comprehension, even though at first it all seemed hazy with no definite path to follow. This made them realize that it was their duty, as teachers, not only to always teach by the same method which we had learned but to be eclectic and accept other methods and adapt them if it is for the benefit of our pupils and to education in general.
- b. It made them "see" important things which before were invisible or hard to see. For example, that pointing out meaning equivalents in all three languages greatly helped the learner understand words and concepts better, not only in English or Filipino but in math as well. Another example, is that reading is not only decoding letters, words, phrases, or sentences but most especially getting meaning from a printed text.
- c. It made lesson planning in Filipino and English easier as the lessons in the FLC are the same in Filipino and in English. The only difference is the language used.
- d. It sharpened their skills in teaching pupils how to read and understand any written text and improve their speaking skills in English and Filipino through the trilingual grammar lessons which are mostly in dialogue form.
- e. It encouraged them to help improve the methodology and materials by pointing out and identifying weak points, and by recommending ways to modify and adjust it to fit certain needs or conditions and requirements of the DECS like the minimum learning competencies (MLC) and the usual test procedures for evaluating pupil achievement at the end of the school year.
- f. It developed self-confidence and courage in the teachers and positive pride in their work.

Summary evaluation

The First Language Component-Bridging Program is a child-centered educational program which pupils, teachers, parents, and administrators appreciate (Camhol n.d.).

7. Conclusions

The main objective of the program originally was to improve test scores of the pupils, and it can be concluded that the program did indeed do that. In addition, on the basis of the evaluations done throughout the years of research and development, certain other conclusions may be drawn about the "spillover" affects of the FLC-BP.

1. Pupils' attitudes toward learning were improved.
2. Teachers' professional competence was enhanced.
3. Pupils, parents, teachers, and administrators developed an interest in and an enthusiasm for the program.

Also, teachers believe that the dropout rate of pupils in the program has been decreased, but no statistical study has been done as yet.

8. Future development and research

Teacher training

The Nueva Vizcaya Institute of Technology, Bayombong, is planning a research MA program under the direction of Dr. Gloria Baguingan: MA in language, reading, and numeracy education with specialization in contextualized learning. Some of the courses planned for that program are developmental psychology: learning styles and teaching strategies, conceptual structure and cognitive processing, cultural anthropology for teachers, linguistics for teachers, translation for teachers, communicative English, supplementary instructional materials, and reading methodologies. This program is designed to update and train teachers for better implementation of the bilingual education policy. As of the end of 1994, Dr. Baguingan has trained 36 teachers representing seven to ten language groups.

Teachers' manual

A teachers' manual is in preparation. The manual is intended to be supplementary to regular curriculum manuals and will largely cover the bridging methodology and instructions for using the materials described earlier in this paper.

Future research project

Another research project is planned for Ifugao Division. It is expected that approximately 15 to 20 classes in four different districts of the division will be involved. Plans are being developed to do a thorough documentation from the beginning to the end of the program.

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Endnotes

1 (Popup - Note *)

[Editor's note: This article was also translated into Vietnamese and was presented to the Language and Literature conference in Nha Trang, Vietnam in 1993 by Bus and Jean Dawson of SIL.]

2 (Popup - Popup)

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3 (Popup - Note 1)

A 10-day seminar workshop was held to train teachers in the methodology and for the preparation of instructional materials. Following the first semester of the school year, a two-day seminar workshop was held for the purpose of editing and expanding instructional materials.

4 (Popup - Note 2)

Alice Catiling is a former Professor of Sociology and Psychology, University of the Philippines-Baguio and is presently Human Resources Management Officer, Department of Agriculture, Ifugao Province.

5 (Popup - Note 3)

Editor's note: In this directly quoted material, the author chooses to use Pilipino versus Filipino.

6 (Popup - Note 4)

Actual charts and statistics are not quoted in this paper because the thesis is still in the preparation stage.