

**DUAL LANGUAGE PROGRAM MODELS
IN PHILIPPINE PROGRESSIVE SCHOOLS**

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INTRODUCTION

In today's world, "bilingualism is more the norm than the exception," (Lessow-Hurley, 2000). Governments around the world are now developing bilingual/multilingual educational policies, not only as a response to their nations' innate linguistic heterogeneity, but also as a means of coping with a world whose borders are increasingly disappearing.

The Philippines is no different from the rest of the world: the average Filipino speaks three to four languages. There are two official languages, English and Filipino. Filipino, the amalgam of various local languages, is the language of the streets, popular media and the masses. Inhabitants of Metro Manila, the nation's capital, are all exposed to these two languages the minute they are born. Yet, when they enter school, English is introduced as the "global" language, as well as the language of math, science and technology. The Philippines is in a linguistic situation where English and Filipino are used predominantly for different functions: English is used for formal and business communication needs, as well as for most academic

discourse. Thus, it becomes imperative to learn this language, mostly at the expense of the other.

Background of the Study

Research both here and abroad proves the positive outcomes of bilingual education programs. In the United States, a major research finding is that students in bilingual programs outperform their monolingual counterparts in metalinguistic awareness, concept formation tasks and analogical reasoning ability (Cloud, Genesse, and Hamayan, 2000). Students in bilingual programs also outperform their peers in standardized achievement tests in either language (Howard, Sugarman, Christian, Lindholm-Leary, and Rogers 2005).

Like other multilingual countries, the Philippines also has research pointing to the benefits of mother tongue maintenance and bilingual education programs. In 1984, the Linguistic Society of the Philippines (LSP) conducted an evaluation of the bilingual education program, then on its tenth year of implementation. The findings showed that though students performed well in achievement tests and teachers and school administrators saw the need for bilingual education, there was a dearth in materials in Filipino and a lack of preservice and inservice training for teachers in Filipino (Gonzales and Sibayan, 1988). The LSP study emphasized the need for a regular evaluation of the nation's bilingual education program.

The said study also significantly stressed the role of the mother tongue in bilingual or multilingual education. In some parts of multilingual Philippines, the mother tongue might be neither English nor Filipino (Tucker, 1998; Gonzales and Sibayan 1988). The use of the child's mother tongue in developing his basic and

functional literacy skills enables him to transfer these skills to a second language (Gonzales, 1996), or even a third (BESRA Report, 2006).

Probably the most important piece of research concerning language in Philippine education is the one based on the First Language Education project done in Lubuagan, Kalinga Apayao. The Lubuagan project boasts of a trilingual program initially implemented in 5 government schools. After only two schoolyears into the program, standardized test results showed the students in the Lubuagan program edging out their counterparts who were not taught in their mother tongue (Dumatog and Dekker, 2003).

The message of both local and international research is quite clear: children should no longer be in monolingual classrooms. Despite this growing body of research showing the benefits of mother tongue maintenance and bilingual programs, the Department of Education issued Executive Order No.210, declaring English to be the medium of instruction, as second language starting at Grade 1, then a primary language of instruction from Grade III until the secondary levels (Department of Education, 2006). Proof that the inconsistency between reality and rhetoric, pointed out by Gonzales in 1996, still persists.

Though studies show that systematic implementation is at the crux of the problem pertaining to bilingual education in the Philippines, the lack of a dual or multilingual program model to emulate also presents a problem to local schools. As Yanilla-Aquino (1995) stated, there has yet to be a definitive bilingual program for the early grades in the Philippines. If the government is serious about multilingual or even just bilingual education, program models for bilingual education have to be constantly developed and studied (Villanueva, 2007).

Currently, there are bilingual education models being implemented in local schools such as the University of the Philippines Integrated School, a government school; and, The Raya School and The Builders' School, both private, progressive schools. These last two schools are currently developing and implementing dual language programs that are closely akin to two way immersion.

AIMS OF THE STUDY

This research aims to describe the dual language program models currently at work in two progressive schools, namely The Builders' School and The Raya School. It closely examines models which show possibilities of making dual language work in the local classroom. Through a discussion of the said schools' dual language programs, this paper aims to outline factors which support dual language programs, most especially the favourable curricular conditions arising from progressive learning environments.

METHODOLOGY

The findings and conclusions of this study were drawn from a careful review and analysis of both schools' curriculum documents, students' assessment results and records of classroom observation. The researchers were directly involved in the planning, development and implementation of the program models in their respective schools.

LIMITATIONS OF THE STUDY

This research is actually a work in progress, as both The Builders' School and The Raya School are in their early years of existence. The bilingual education

happening in both schools are in their first years of implementation. Despite this, findings from both schools' initial years may help in the development of a dual language model that is appropriate for the Philippine setting.

SIGNIFICANCE OF THE STUDY

This study intends to contribute to the search for good and effective program models of bilingual education for the Philippine setting. Specifically, the model it seeks to explore may be beneficial to both public and private schools, which all seek to achieve student proficiency in two languages. Findings in this research may also give rise to the role of progressive schools in educational research and the development of alternative, pedagogical systems.

REVIEW OF RELATED LITERATURE

Dual Language

Over the years, bilingual education has acquired many terms to mean a variety of activities pertaining to second language learning. This is because education in more than one language is necessary and common around the world (Lessow-Hurley 2000). In the United States alone, instruction in two languages or more has taken different forms, each with its own set of goals, design and manner of implementation. A variety of labels, terminologies, program models and designs for types of population is well documented in literature. Commonly used terms include dual language education, two way immersion, enriched education and developmental bilingual education. The more all-encompassing term used is dual language instruction. The term indicates that teaching and learning is happening in two

languages (Calderon and Minaya-Rowe 2003, Lessow-Hurley 2000). Dual language instruction is used as an umbrella term for several types of program models which use two languages for instruction with the goal of having students achieve full conversational and academic proficiency in two languages (Freemen, Freeman and Mercuri, 2005).

According to Thomas and Collier (2002), compared to other bilingual programs, dual language models are the only programs which result in maintaining high levels of achievement in all subjects among students after five to six years of schooling. Unlike other bilingual education programs, dual language programs are considered to have an additive approach to language learning. In additive approaches, a second language is learned without losing one's first language. In contrast, subtractive approaches result in one language being gradually lost, as the other language is being acquired (Lessow-Hurley, 2000).

Two Way Immersion

The bilingual education model being utilized by both schools involved in this study is called two way immersion (TWI). Howard and Christian (2002) refer to TWI as "an educational approach that integrates native English speakers and native speakers of another language for content and literacy instruction in both languages...it is two-way in two ways: two languages are used for instruction and two groups of students are involved." In immersion programs, "all the usual curricular areas are taught in a second language—this language being the medium, rather than the object, of instruction" (Lessow-Hurley, 2000). A 2002 research

conducted by Thomas and Collier in the United States showed definite findings in favour of two way immersion for students in bilingual contexts (UNESCO, 2007).

Unlike other bilingual education models, TWI programs serve both language minority and language majority students (Cloud, Genesee and Hamayan, 2000). In the latest book from Center for Applied Linguistics on Two Way Immersion, Howard and Sugarman (2007) identified distinct characteristics of TWI:

- promotes additive bilingualism by providing content and literacy instruction in English and the partner language for an extended period of time
- throughout the program, a minimum of 50 percent of instructional time is in the partner language
- the program enrolls a balance of students who are native speakers of each of the two languages, preferably in a 50-50 ratio, but no more than two thirds of the students are native speakers of either language
- the two groups of students are integrated for at least 50 percent of the instructional day

Various TWI program models have been developed in the recent years. These program models vary in terms of a) language population and b) language distribution across content areas. Howard and Christian (2002) describes in detail two main program models in TWI. One model is 50/50 while the other is 90/10. A 50/50 model means that instruction in the two languages is divided evenly at all grade levels. This is usually done through a daily division where the morning session is spent learning in one language, and the afternoon session in another.

The 90/10 model, on the other hand intentionally allots 90% of instruction in the minority language and 10% in English during the first up to two years of schooling. Gradually, the language distribution then evens off at 50/50 during the 4th to 6th year of elementary education. Other models of TWI are discussed in recent

literature such as the 80-20 model and the 70-30 model, which provide for the use of more English in the early years (Calderon and Minaya-Rowe 2003).

Besides language distribution, language population is also a major consideration for the development of program models. TWI program models reflect equal proportion of language majority and language minority students: literature suggests a 50-50 balance among students. Lindholm-Leary (2002) also mentions TWI happening in a 1/3, 1/3, 1/3 language population: one population has English as their first language, another has Spanish, and still another has bilingual speakers. In some US schools, a 33-67 balance is aspired (Minaya Rowe and Calderon, 2003).

Lindholm Leary (2002) outlines conditions for the successful implementation of TWI:

- programs should provide for a minimum of four to six years
- the focus of the instruction should be on the same core academic curriculum
- the non-English language should be used a minimum of 50% to a maximum of 90%
- English should be used a minimum of 10% of the time
- the program should be additive— all students MUST learn a second language
- classrooms should include a balance of speakers English language speakers and speakers of another language who participate together
- presence of positive strategies such as cooperative learning
- support for qualified school personnel and home-school collaboration

Effective instructional approaches in dual language instruction primarily draw from teaching models employed in second language learning. To those involved in second language learning, curricular themes arising in dual language instruction will sound familiar, and these are namely balanced literacy, cooperative instruction, student-centered learning, thematic units, content-based instruction, and integration (Freeman, et al 2005, Howard and Sugarman, 2007).

The choice of which among the various bilingual education program models to use in a particular educational setting brings up many curricular aspects and considerations. Howard and Sugarman (2007) noted that, "whatever program model and approach to initial literacy are selected, the choices must produce a coherent whole that makes sense internally and matches the program's vision and goals"

Multilingual and Bilingual Program Models in the Philippines

In the Philippines, bilingual education started in 1974, when the Department of Education and Culture mandated the use of English and Filipino as the media of instruction in both primary and secondary schools. This decree was likewise renewed in 1987 in pursuit of a "bilingual nation, competent in both Filipino and English" (Gonzales and Sibayan, 1988). According to the 1987 decree, Filipino was to be used as a language of instruction in the subjects Filipino and Araling Panlipunan (Social Studies). On the other hand, English was used for Mathematics and Science. Decades have passed since bilingual education was mandated in both the public and private schools. In the process, the Philippine educational system has witnessed changes in the official language of instruction influenced by changes in political leadership.

In the light of this decree, The University of the Philippines' laboratory school, UP Integrated School (UPIS), implemented a bilingual program with a strong bias for Filipino language maintenance. It opted to teach all subjects in Filipino throughout the elementary years then introduced English as a language of instruction at the secondary level. After a thorough evaluation of the program in 2003, it recommended a new bilingual program model which prescribed the use of Filipino

from Kinder through the Grade 4 levels for all subjects except English, Music and Art. From Grade 5 until the high school level, UPIS used both Filipino and English as media of instruction, with English used in Math and Science (Resuma and Ocampo, 2005).

In some parts of the Philippines, the mother tongue, or the child's first language, is employed in learning, together with English and Filipino. A popular example is the trilingual teaching approach used in Lubuagan a municipality in the province of Kalinga. The program model uses the mother tongue in all subjects including Science and Math for 4.5 hours a day, then Filipino and English as specific subjects for 1 hour each day (Dumatog and Dekker, 2003). Research findings support Lubuagan's model stating that not only did using the mother tongue improve student performance and parent participation, it also strengthened the community's connection to their local roots and culture (ibid).

Despite these models of bi/multilingual education, what is seen in most Philippine private schools today, especially in the National Capital Region (NCR), are students failing in their subjects taught in the national language. Moreover, most schools employ monolingual instruction in English from preschool to the primary years, only teaching one or two subjects in Filipino starting in the 2nd grade.

Only a handful of schools, including the Builders' School and The Raya School, openly promote their use of dual language instruction in their preschool and early grades classrooms (Villanueva, 2007).

The TWI Program Model of the Builders' School

School Profile

The Builders' School started in schoolyear 2007-2008 with a program grounded on a progressive philosophy. This small school was organized by parents who themselves are educators and believe that the existing learning culture in big schools is not compatible with their own views of children's needs and interests, and how they learn. Thus, the resulting program choices of the founders are a synthesis of experience, research and lessons learned from years of working in non-traditional and innovative schools in the Philippines. Like other progressive schools in the Philippines, its curriculum design is primarily integrated. However, the school program takes it further by providing organizing themes with a major focus on Philippine History, Culture and Global Citizenship. Salient features of its curriculum include Inquiry Learning Projects to ensure integrative learning and discipline-based approaches to ensure learning of content and subject specific skills.

The Builders' School targets middle class children who have either English or Filipino as their first language. One of the major goals of the school is to develop biliterate learners through a dual language program. The program is committed to teach all subject areas equally in English and Filipino so students become proficient in two languages. For its approach to language instruction, the Builders' School essentially promotes the balanced literacy approach for all types of language learners, including children with reading difficulties.

Language Profile of Students

For its first schoolyear in 2007, The Builders' School had a total of 12 children in a multigrade class setting having Kinder, Grade 1 and Grade 2 children in one class. The class had 2 children who have English as their first language, 2 children who are good speakers of both English and Filipino, and 8 children who have Filipino as their first language. In other words, the class language distribution is 1/6 - 1/6 - 2/3.

Since the school is in its first year, screening for the student's language was informal in nature. An item was included in the Child's Application Form for parents to indicate their child's dominant language and other languages spoken fluently at home. Parent interviews, as part of the screening process, were used to validate information provided. Group assessments were arranged for the teachers to have an initial working knowledge of the child's oral language, comfort and response to English and Filipino group facilitation. Individualized assessments were used to verify child's comprehension of basic English and Filipino instructions. Though there was a formal standardized test given to assess children's literacy in English midway into the school year, there was none for Filipino. Assessment of language development in Filipino was mostly done through teacher made tests and other assessments.

Language Use and Distribution Across Subject Areas

A. Inquiry Learning Projects in Science or Social Studies

The school's program ran Science or Social Studies learning projects alongside other approaches for the teaching of other subject areas. The Builders' School Inquiry Learning Project was drawn from the models of inquiry learning developed by Kath Murdoch and Sylvia Chard. During Learning Project Period, children engaged in

a variety of collaborative work to investigate answers to their questions. This was where skills application took place and thus, where thinking across subject matter, content and concepts mostly happened. Planning for Learning Projects included skills in the areas of thinking, communication, self-management, group work and research.

Since Learning Projects were at the core of the school’s integrated curriculum, the school year was divided into three semesters to accommodate a total of six Learning Project Units for the whole year. A Learning Project unit normally ran for 5-6 weeks. In terms of language immersion, this means, children were immersed in the use of one language for a 5-6 week span during the Learning Project Period (approximately 4.25 hrs per week). Throughout the year, children were immersed in a total of three Learning Projects in English and likewise three in Filipino, either in Social Studies or Science. This scheme is illustrated as follows:

Term 1		Term 2		Term 3	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
SS in FIL	Sci in FIL	Sci in ENG	SS in FIL	SS in ENG	Sci in ENG

The dual language program decisions pertaining to language choice in relation to Social Studies and Science, language use in special subjects and Meeting Time, as well as time allotments (daily/weekly/per trimester) depended on the nature of the Learning Projects. To illustrate further, a sample weekly schedule of language use are as follows:

		PE
	ART/Music	
5 hrs	MATH + Sci/SS Stand Alone	MATH + Sci/SS Learning Project
4.75 hrs	ENGLISH	FILIPINO
1 hr	MTG Time	MTG Time
ENGLISH 11.5 hrs		FILIPINO 12.25

Hence, the resulting program model born out of this major consideration is illustrated as follows:

60% FILIPINO	50% FILIPINO	40% FILIPINO
40% ENGLISH	50% ENGLISH	60% ENGLISH
Term 1	Term 2	Term 3

It is important to note however that some amount of flexibility in language use during Learning Project Period was also accommodated especially when it comes to children's written output. Children were given the choice of which language to use in their self-made books and posters. During the first learning project, most children chose to do outputs in their first language. But come the third learning project for the year, students with L1 Filipino wanted to do their books in English while one student with L1 English was already open to making her book in Filipino. In some

cases where children pursue research work and the only available child friendly material is in English, a certain flexibility in language use and output was also exercised.

B. Language Instruction in Language Periods

Language classes for both English and Filipino ran for an hour each day, four times a week. Major components of its balanced literacy program in both English and Filipino included explicit reading strategy instruction, guided reading for fluency, read aloud of authentic literature using narrative and informative formats, and guided writing in small groups. English Periods were maximized to work on phonemic awareness, and explicit reading instruction. Filipino periods were utilized to do handwriting lessons, word study, and oral language practice. These components were done heavily during the first two terms of the school year. Later on, mini-grammar lessons, interactive and independent writing activities happened during both language periods. Some language activities related to the Learning Project Period spill over to the Filipino language period where children engage in more interactive writing activities directly related to their experiences with their project work.

Once a week, for a 45-minute session, students were divided into 3 language groups. The language groups were according to the children's first language so that L1 learners get to do mini-grammar lessons, word study and writer's workshop in support of the child's mother tongue. The third grouping was for children with reading difficulties where they work directly with a reading specialist who designed

the integrated literacy support to include direct skills instruction and levelled reading practice for fluency.

Language teachers also tried to map out coverage in grammar and vocabulary content at the start of each term to make sure that introduction of content along these lines coincide. However, it became a challenge to plan the dual language program primarily by dividing the day into half-day English and half-day Filipino because of the nature of the class schedule which was also subject to the availability of part time specialist teachers.

C. Language Use in Mathematics

The Math Period ran for 45 minutes, thrice a week and 1 hour, twice a week. Math was taught by a math specialist who was fluent in both languages. However, sustained language use either in Filipino or English was difficult for the teacher since her priority was for children to understand the concepts more than to acquire language proficiency. To the Math teacher, support for the child's mother tongue was primary for children to understand the important math concepts. Alternating languages on a weekly basis as originally intended was difficult for the teacher especially during the first term. What worked best for the teacher eventually was to teach Math in English and Filipino over the course of a week. This was the pattern used during the second trimester that enabled the children to comprehend the necessary concepts and problems tackled in Math.

D. Language Use During Meeting Time

Language use during Meeting Time (15 minutes each start of class and before dismissal) became opportunities for developing dual language awareness. Meeting time was maximized to do teacher-directed discussions, oral language practice, and language awareness activities through our bilingual word wall. Teacher directed discussions were facilitated for the purpose of reviewing and reinforcing previously learned concepts and content learned using Filipino for their Learning Project. Some Meeting Time sessions served as a clearinghouse for L1 English students who perhaps may have participated in a Science/ Social Studies Learning Project in Filipino but might not fully comprehend everything that went on during discussions.

Meeting time was also a way to develop language awareness through our bilingual word wall, wherein the teacher consciously models ways to pronounce and explains Filipino words borrowed from English, Filipino counterparts for English terms and vice versa. Oral language practice during Meeting Time included question and answer relay drills, doing songs and chants. Children are encouraged to use and complete sentence stems orally.

Evolving Program Model of Two way Immersion

Given the entry of more L1 Filipino students on its second schoolyear, the model of dual language in The Builders' School continue to evolve. Given that more L1 Filipino students join the school at the Kinder and Grade 1 level--a stage where they are beginning readers who need more support in using their mother tongue for expressive and receptive purposes--then the foreseen model of TWI is as follows:

60% FILIPINO	60% FILIPINO	50% FILIPINO	50% FILIPINO
40% ENGLISH	40% ENGLISH	50% ENGLISH	50% ENGLISH
Kinder-Gr 1	Gr 2-3	Gr 4-5	Gr 6-7

Another point for consideration pertains to observations of the L1 students in both languages. For one, it was observed that from last school year's pioneering batch, two children initially classified as L1 Filipino and L1 English respectively, became classified as bilingual during the last term of the year. This led to the evening out of the L1 vs L2 vs bilingual ratio, which makes the 50-50 model most suitable.

Though the percentages of time allotments and language distribution should not entirely depend on the L1 and L2 student population or distribution per class, in the end, support for the dominant mother tongue in a class population is a factor greatly considered specifically in program model decisions at the primary level. This is one way to ensure that language learning of L1 will eventually facilitate learning of L2, thus helping children become bilingual by the time they will be subject to the 50-50 model.

These considerations as well as the foreseen program model of dual language, necessitate the development of a first and second language screening instrument and language proficiency tests in both languages. These instruments shall be a definitive part of assessing children's onset skills and growth in biliteracy.

The TWI Program Model of The Raya School

School Profile

The Raya School is a non-sectarian, private, progressive school in Quezon City. Set up as the laboratory school of Adarna House, the country's leading children's publishing firm, the school opened in 2005 with 19 students. During school year 2007-2008, the school had 40 students, spread out across four grade levels: nursery (3-4 years old); kindergarten (4-5 years old); prep (5-6 years old); and grade 1 (6-7 years old). The school plans to add a grade level every year until it reaches grade 6. The school has three main curricular thrusts: Science, Reading and Sense of Country. The Raya School's founders decided to implement a bilingual program, owing to their belief that good citizenship includes being proficient communicators in both English and Filipino, and that a true sense of cultural and historical identity is mostly rooted in one's own language. The school has also undertaken the development of its own instructional materials, not only to have worksheets, visual aids and charts that are bilingual, but are also culturally appropriate.

During its first year of existence, the school implemented a bilingual program where Filipino and English were used alternately: Monday and Thursday classes were conducted in Filipino, while Tuesday and Thursday classes are conducted in English. Friday was Supplementary Day, meaning it offered film showings, field trips or expert visits. The language used on Fridays was totally dependent on the language that the visiting expert used, the language of the guide at a field trip, or the language used in the film being viewed.

Upon the advice of its curricular consultants and faculty discussions, the school adopted the 50/50 two way immersion model on its second and third school year. Generally speaking, snack time for the children also served as a language segue because classes before snack time were taught in Filipino, while those that came after snacks were taught in English. To aid the children in the language switch, visual indicators (e.g. a language "clock" whose arm points to either E or F to indicate the language of learning in the classroom) were placed in the classrooms, and teachers had to ask the children to answer questions or converse in the target language. Concurrent translation or code-switching was done by teachers during the first two months of school, but were gradually faded as the school year progressed. Even the school environment supports bilingualism: things are labelled bilingually in order to develop the students' vocabulary in both languages.

It is also worth noting that the parents of Raya students are also supportive of the bilingual education happening in the school. In fact, parents have shared with the school's administration and faculty, their effort to speak fluently in both languages at home, as well as expose their children to storybooks in both English and Filipino.

Language Profile of Students

During academic year 2007-2008, The Raya School had 40 students. The language profile of these students was gleaned from the one-on-one entry assessment sessions held with each student, as well as the parent interviews conducted by the School Director. The table below summarizes the language profile of each class during the said academic year:

Grade Level	Number of Students	Number of Bilingual Students	Number of L1 Filipino Students	Number of L1 English Students
Nursery	6	1	2	3
Kindergarten A	9	2	5	2
Kindergarten B	6		4	2
Prep	9	2	5	2
Grade 1	10	3	5	1

Given this language profile, scaffolding happened not only at the teacher-student level, but also at the student-student level: L1 English students scaffolded the L1 Filipino students' English speaking skills and vice versa. By the end of the second trimester, it was observed that students had not only substantially acquired vocabulary and oral language structures in their second language, they were also code-switching, not only in the classroom, but also in the playroom and on fieldtrips. For example, when an L1 English student perceives that the student he is playing with is more proficient in Filipino, he immediately utilizes Filipino in conversing with the other child.

Language Use and Distribution Across Subject Areas

A. Reading

In teaching reading, the school uses the Four Pronged Approach, a local approach that not only seeks to develop a child's reading and comprehension skills, but also encourage a love for literature. There are four parts to a four-pronged approach reading unit: story reading, post reading activities designed to develop critical thinking, grammar and oral language lessons, and a decoding lesson. Raya does the four pronged approach unit twice in a week, reading a literary selection in Filipino on Mondays and a literary selection in English on Wednesdays. These selections serve as springboards for the week's lessons in all subjects, as the Raya curriculum is integrated. Having weekly selections in both languages ensures equal exposure to literature in English and Filipino, as well as equal time spent discussing and learning both languages.

Following research in the area of literacy acquisition, beginning reading is taught in the child's first language. In kindergarten, where reading instruction takes place, students are divided into two groups according to their L1. The Filipino group is taught to identify, sound out and write letters according to the Marungko sequence, which is arranged from the letters most frequently occurring in the Filipino language to the least occurring. On the other hand, the English group is taught to identify, sound out and write letters according to the Fuller sequence.

B. Science and Math

In nursery and kindergarten, Science is taught for equal amounts of time in English and Filipino. Though most science concepts and mathematical concepts are in

English, the teachers explain these in Filipino. But once the students reach prep, Science and Math are taught in English, to conform to the language standards set for these subjects, nationwide. Yet, the school makes sure that discussions about the applications of these scientific and mathematical concepts are done in the other subjects which are taught in Filipino. It is imperative for the teachers to develop the students' understanding of scientific and mathematical concepts, and to allow them to talk about the said concepts in both languages.

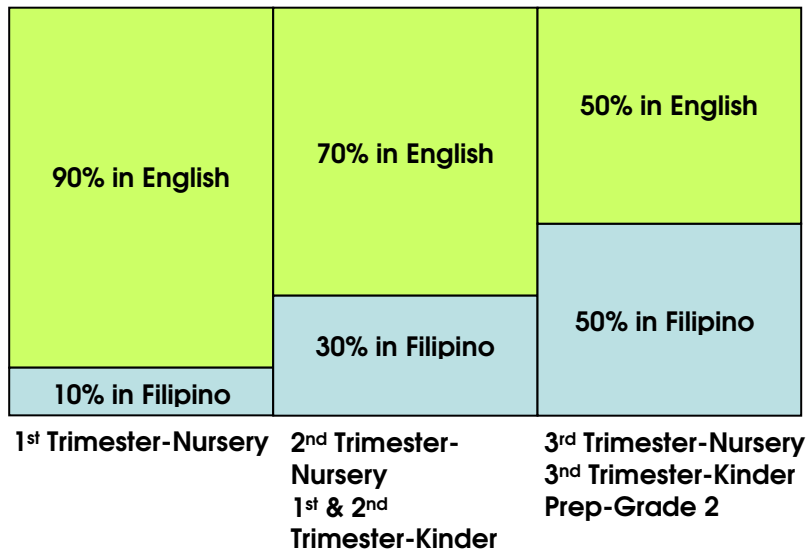
C. Alternating Language Use

The Raya School has adopted the Project Approach and in fact, Project Time is considered one of the school's subjects. During Project Time, students do investigatory projects about topics that they or their teachers chose, usually in the fields of science or social studies. These projects integrate student learning in all subjects. During Project Time, teachers and students may use whichever language is more comfortable to express their thoughts about their investigations, and more conducive to inquiry. There are also some parts of the weekly schedule where language use is as "interchangeable" as Project Time: supplementary activities, art and music.

Challenges of the Fourth Year and the New Bilingual Model

This coming school year is quite a different story in terms of the students' language profile. Unlike in past school populations, where Filipino was predominantly L1, this coming school year's new students are almost all L1 English speakers. Given the said language profile and after discussing how some children in

nursery and kindergarten found it difficult to adjust to the 50/50 model, the Raya faculty deliberated and decided on using the following model:



The model above shows that Nursery students begin with the 90/10 model during the first trimester, gradually moving on to 70/30 during the second trimester, and then achieving the 50/50 model in the final trimester. The kindergarten level, on the other hand, will use the 70/30 model in the first and second trimesters, before using a 50/50 model in the third trimester. The 50/50 model, the ideal two way immersion model for the school’s faculty and administration, is used from Prep to Grade 2. Below is an example of how language operates at the Preparatory level, following the 50/50 model:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:15	Free Play				
8:15 – 8:30	Circle Time				
8:30 – 9:00	Storyreading and Critical Thinking	Reading	PE	Social Studies	Supplementary Activity

9:00 – 9:30	Grammar and Oral Language Development	Art	Social Studies	Library Time	
9:30 – 9:50	Snack Time				
9:50 – 10:30	Science	Writing	Storyreading and Critical Thinking	Music and Movement	Math
10:30-10:50	Computer	Math	Grammar and Oral Language Development	Science	Reading

In the schedule below, the gray portions indicate the subjects taught in Filipino; the blue portions indicate those taught in English; and those in green are those taught interchangeably in Filipino and in English.

RESULTS AND FINDINGS

Conditions Supporting Dual Language Programs

From the research done on the TWI program models taking place in both schools, the authors found common conditions that make the said learning environments conducive to bilingual education:

- Progressivism supports a developmental and child-centered curriculum, thus encouraging an exploration of alternative, innovative approaches to education
- The founders of both schools advocate the value of raising biliterate Filipinos
- Most progressive school parents are supportive of innovation, and participate in curriculum development, as well as performing activities at home that support the curriculum

- An integrated curriculum encourages connections among skills, content, and themes, as well as across languages
- Both schools employ faculty who are bilingual, able to conduct interesting lessons and rich classroom discussions in both languages
- Progressive schools are more responsive to individual student needs and skills than their traditional counterparts; in Raya, for example, the change in incoming students' language profile prompted a change in how TWI is carried out
- Both schools' administration and faculty do a yearly orientation and training directed towards understanding two-way immersion, as well as improving bilingual teaching techniques and developing instructional materials in both languages.

The above conditions are congruent to the features enumerated in research as necessary for the success of TWI program models.

However, beyond conditions already mentioned in earlier research, the following are conditions within these Filipino progressive schools which make dual language possible:

- The Builders' School is run by a reading specialist and a program coordinator, whose research background and professional experience make them equipped and committed to support dual language using a balanced literacy approach
- The Raya School's instructional materials are jointly designed and developed by both the school's faculty and the staff of Adarna House, which is known for producing quality, bilingual materials for children

- Both schools' small set up makes team planning possible in addressing student needs, most especially reading and language needs
- Both schools employ assessment procedures that help the school administration and faculty make an adequate language profile of their students, and monitor their development in both languages
- A grounding on progressive philosophy encourages teachers to be experimental and reflective with their teaching and learning to ensure TWI happens effectively

There are challenges to bilingual education in the Philippines that have persisted since the first year that bilingual education was decreed by the government. Some of these are the lack of materials in Filipino, as well as training for teachers in teaching using the national language. In addition, studies on bilingual or trilingual programs in the Philippines, number close to none. Perhaps the biggest obstacle that dual language program advocates face is the unequal status of Filipino and English (Gonzales, 1996). Unlike well-developed, canon-supported and widely-used English, Filipino is considered by most linguists to be still in the process of intellectualization, a status that it has held for the past thirty years. Filipino is still undergoing modernization and standardization, and is viewed as a problematic language by most educators. In addition, the growing call center industry in the Philippines puts a premium on speaking English, making this language the priority of schools, and most of the time, the only language of instruction. Thus, the major challenge in developing and propagating dual language programs in the Philippines is the secondary status of Filipino alongside English.

CONCLUSION

Bilingual classrooms do more than just preserve national identity by the propagation of Filipino. Bilingual classrooms also result in numerous benefits on the part of the bilingual Filipino learner. Thus, Filipino educators and educational researchers should endeavor to work towards making bilingual learning systematic and effective.

As this study shows, progressive schools are the best environment for exploring dual language programs in the Philippines. Progressive schools naturally provide for pedagogical exploration and curricular experimentation. It is within this climate of innovation and experimentation that an effective dual language program suited to the Philippine situation can be developed. Studying and monitoring the progress of dual language programs in progressive schools such as The Builders' School and The Raya School are necessary to learn what educational conditions and contexts enable students to be proficient in both English and Filipino.

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