



The Bridging Process

The Philippine Experience

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We are Multilingual

We are by virtue of our geography and history, a multi-lingual people.

This gift has for too long been viewed as a liability.

Usec. Dina S. Ocampo



Statement from our President

“My view on this is larger than just the classroom. We should become tri-lingual as a country;

- Learn English well and connect to the world.
- Learn Filipino well and connect to our country.
- Retain your mother tongue and connect to your heritage.”



MTB-MLE Bridging Framework

A multi-literate
Filipino learner



Areas for Bridging

- Learning Environment
- **Similarities and Differences** in:
 - a. Sound – symbol correspondences
 - b. Word structure/morphology
 - c. Syntax and grammar
 - d. Culture surrounding the language use (pragmatics)

Bridging from L1 to L2

- Compare MT (L1) and L2 Alphabet
- Talk about the similarities and differences between letter names, sounds, and the key words/pictures.

For Vocabulary Development

Sinugbuanong

Adlaw

Binisaya

Iro

Patingog: a, e, i, o, u

Katingog: b, k, d,

g, h, l, m, n, ng,

p, r, s, t, w, y

Araw

Filipino

Aso

Patingog: a, e, i, o, u

Katingog: b, c, d, f

g, h, j, k, l, m, n,

ng ñ p, q r s t

v, w, x, y z

In teaching, we still need to teach what are similar for vocabulary development but not as intensive as in the MT – they already know the letter names and sounds – it is even possible that learners can already read Filipino words consisting of familiar letters. TRY!

Bridging from L2 to L3 cont.

a. Compare L2 and L3 Alphabet

b. Talk about the similarities and differences between letter names, sounds, and the key words/pictures.

For Vocabulary
Development

In English (L3) one of the best approaches which is similar to the two-track in the MT and the Marungko in Filipino is the Fuller. Bridging reading in English is quite difficult because MT & Filipino are syllabic while English is 95% phonetic (sounds) and it has 45 phonemes, but the skills applied to learning to read are the same in all languages. Again, the instruction/teaching should be direct, systematic, & explicit.

Filipino

Patinig: a, e, i, o, u

Katinig: b, c, d, f, g,
h, j, k, l, m, n,
ng, ñ, p, q, r, s, t,
v, w, x, y, z

English

Vowels: Short **ă, ě, ĭ, ǒ,**
ŭ

Long **ā, ē, ī, ō, ū**

Consonants: b, c, d, f,
g, h, j, k, l, m, n,
p, q, r, s, t,
v, w, x, y, z

b. Similarities and differences in word structure (morphology) (how words are formed)

MT and Filipino languages are syllabic. While English is 95% phonetic. Affixes express tenses in terms of the verb. We don't add "s" to pluralize the noun we use the word "mga"

S. Binisaya

Ex.

Root word - Laba

Past - Naglaba

Future - Maglaba

Ex.

Ang bata

Ang mga bata

Filipino

Ex.

Root word - Laba

Past - Naglaba

Future - Maglaba

Ex.

Ang bata

Ang mga bata

English

Wash

Washed

Ex.

Child

Children

c. Similarities and differences in sentence structure (syntax)

S. Binisaya

Verb first

**Ginatudluan sa
maestra ang
mga estudyante.**

Filipino

Verb first

**Tinuturuan ng
guro ang mga
bata.**

English

Subject first

**The teacher
teaches her
pupils**

d. Similarities and differences in grammar

Ex.

**Root word - Laba
Past - Naglaba
Future - Maglaba**

Ex.

**Root word - Laba
Past - Naglaba
Future - Maglalaba**

**Wash
Washed**

How long is the Bridging process?

It depends on several factors:

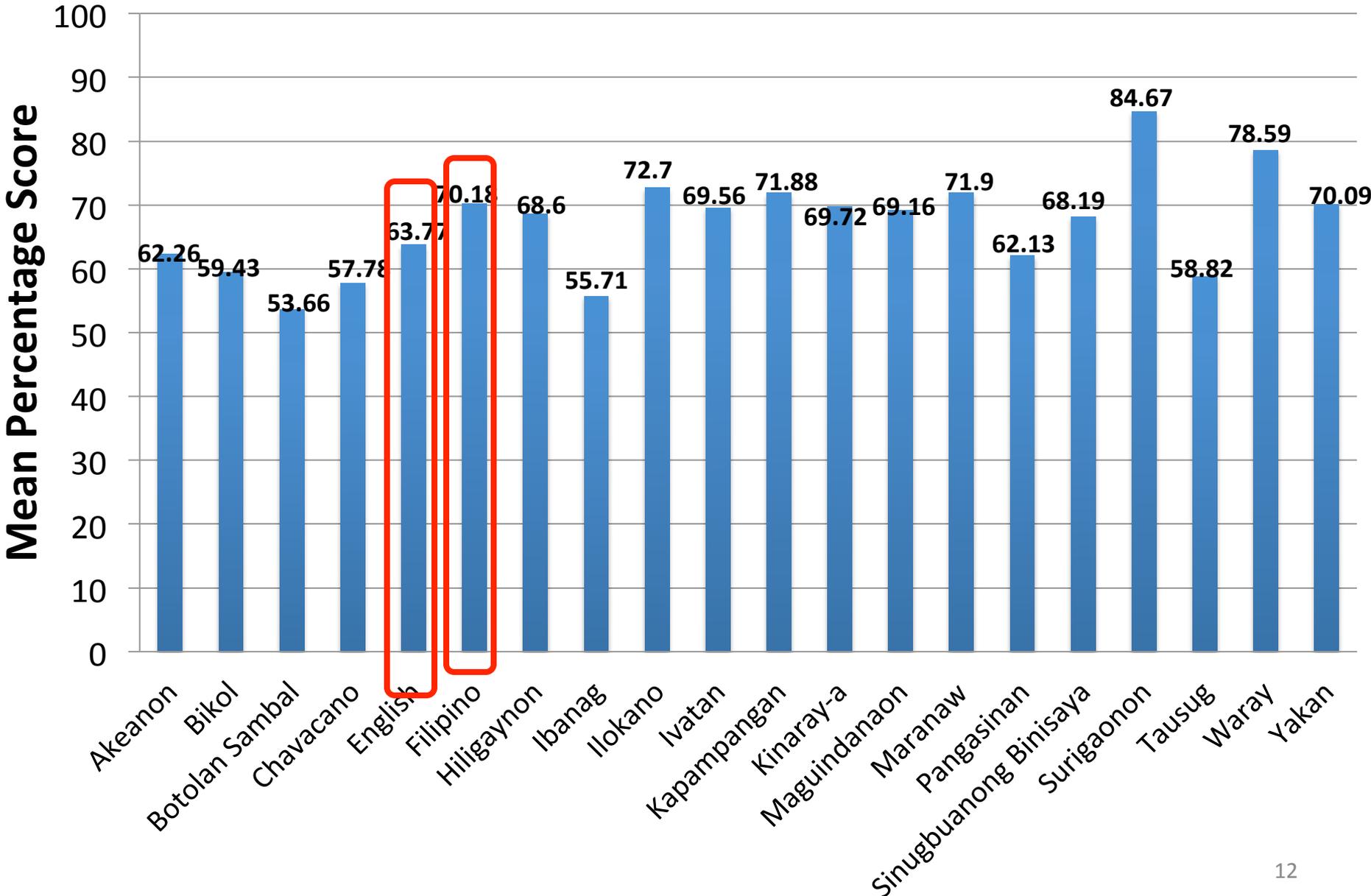
- Degree of difference between the two languages
- Linguistic differences and similarities such as sounds (different alphabet symbols), grammar, semantic differences
- Script differences
- Existing knowledge of L2 learners have already acquired
- Age and previous education of the learners

Language Assessment for Primary Grades

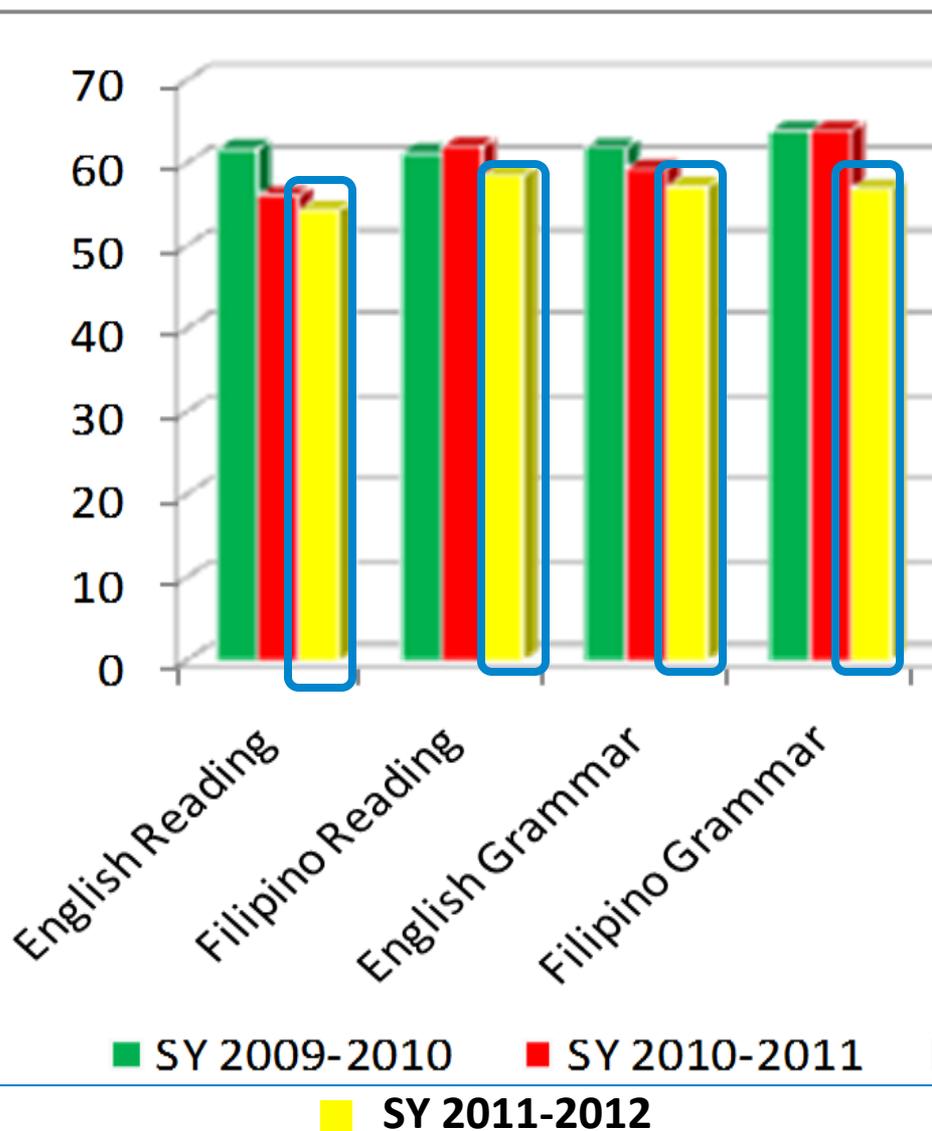
The Language Assessment for Primary Grades or LAPG is a system-based assessment, was specifically designed to gauge language learning of pupils in the first key stage.

During the first conduct of the LAPG, it aimed to establish a baseline data for the Filipino and English language learning in the K to 12 Curriculum.

Overall Test – National Performance by Languages



A comparison of the NAT & the LAPG



Domains	No. of items	Filipino MPS	English MPS
Listening Comprehension	12	75.69	65.04
Book and Print Knowledge	5	83.3	65.31
Vocabulary	7	70.7	69.74
Spelling	2	65.72	68.96
Grammar	6	67.22	60.75
Reading Comprehension	7	67.79	56.49
Study Skills	6	66.22	68.36

“The SUCCESS of starting from the Mother Tongue to Multilingualism (MTB-MLE) is greatly dependent on the QUALITY of the transition process or the **bridging** program...