

ADVANCED FILIPINO ABROAD 2008-2011

A Proposal to

The U.S. Department of Education

Fulbright-Hays, Group Projects Abroad

for Advanced language study

at De La Salle University in Dasmariñas, Cavite, Philippines

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1. Plan of Operation

1.1 Sponsorship

This program will be administered by the Division of Languages, Linguistics and Literature at the University of Hawai`i (UH) and the De La Salle University (DLSU) in Dasmariñas, Cavite, Philippines. As in the 2007 Advanced Filipino Abroad Program (AFAP) project, in 2008, Dr. Ruth Mabanglo, the project director, assisted by Dr. Teresita V. Ramos will coordinate the work at the University of Hawai`i and undertake any preliminary preparations. Unlike previous Advanced Filipino Abroad programs, the new cycle will split the work of the in-country director into two—one to handle administration solely and the other concentrates on language coordination. It has been found that the coordination of the teaching aspect of the program suffers due to the administrative duties of the same person. Dr. Mabanglo will consult regularly with Dr. Myrna Torreliza, Chair of the Department of Filipino and Literature, DLSU-Dasmariñas, who will be responsible for the administration of AFAP. Dr. Teresita F. Fortunato, Professor of Filipino, DLSU-Manila as Language Coordinator of AFAP, will be responsible for the on-site training of teachers, curriculum development, and testing of students. Dr. Ramos will assist in working on the numerous correspondence involved in preparing for the program such as publicity, selection of candidates, travel arrangements, notification, pre-departure orientation, and writing of the final report. Dr. Fortunato will assist in the selection of teachers and in the planning and the execution of the language program. Dr. Torreliza and the members of the DLSU staff will handle the logistics of setting up the program. The project directors will be present on the site to supervise the program and monitor the day-by-day activities.

In addition to the University of Hawai`i, which has regular Filipino programs, the Southeast Asian Studies National Resource Center (NRC) universities (University of California at Berkeley, University of California at Los Angeles, University of Michigan, Northern Illinois

University, University of Wisconsin, University of Washington, Cornell University, and Ohio University) enthusiastically support this project (see Appendix 3-A, Letters of Support). Other non-NRC institutions that offer Filipino courses, such as San Francisco State University, City College of San Francisco, New York University, Stanford University, University of San Francisco, University of Pennsylvania, University of Pittsburgh, Loyola Marymount University, University of California at Riverside, University of California at Hayward, University of Florida, Mesa Community College, Delta Community College, Southwestern Community College, Palomar Community College, Leeward Community College, and Kapiolani Community College also support this project.

1.2 Preparation

Packets containing posters and announcements about the project will be sent to all universities having Southeast Asian Studies programs during the fall semester. The project will be announced at foreign language conferences such as the American Council on the Teaching of Foreign Language (ACTFL) in November 2007 and the Hawai'i Association of Language Teachers (HALT) in October 2007. The same will be done at the Association of Asian Studies Conference in March 2008. The announcement will also be printed in the UH Center for Southeast Asian Studies and Philippine Studies Newsbulletin, the AAS Newsletter, the Council of Teachers of SEA Languages Newsletter, the SEALS Teachers list serve and the Consortium for the Advancement of Filipino Newsletter. Both directors of the Center for Philippine Studies and the Center for Southeast Asian Studies are cognizant of this project.

The preliminary announcements, processing of applications, visa preparations, and the like will be handled by Dr. Ramos.

Dr. Fortunato will select the teachers for the program. She is familiar with the language teaching staff, having been chair of the Filipino Department at DLSU-Manila. Dr. Fortunato has also worked with a number of local language programs in the Philippines. She will recruit and interview the program's instructional faculty in the Philippines. The Project Directors are familiar with the De La Salle University language faculty and teachers of language at other Philippine institutions. Dr. Fortunato will oversee the recruitment advertisements to be sure they are so located that they will reach qualified minorities, women, the elderly, and handicapped candidates as well as other qualified persons. Her resume is in Appendix 1-C.

Dr. Mabanglo, AFAP Project Director, is the Coordinator of the Filipino and Philippine Literature Program of the Department of Indo-Pacific Languages at the University of Hawai'i. Her expertise in Filipino is well known. She has won the Palanca Awards in the Philippines several times, the highest award for literary accomplishment. She is working on a U.S. Department of Education funded project using technology to teach advanced Filipino and a textbook to accompany the video lessons. She is a full Professor of Filipino at the University of Hawai'i. Her curriculum vitae is provided in Appendix 1-A. Dr. Ramos is an internationally known author for her books on teaching Tagalog (Filipino). Her expertise is in teaching Filipino. She was the Director of AFAP from 1991-2007 (16 years). See Appendix 1-B for her resume. The only additional cost of this additional position to the project is the addition of another plane fare. The per diem will be split between Drs. Mabanglo and Ramos. With the assistance of Dr. Ramos, Dr. Mabanglo will plan the curriculum, oversee the training of the instructional faculty, and the structure of the classes, and monitor both proficiency and regularly scheduled testing. In short, Dr. Fortunato with Dr. Mabanglo's approval will have control of the academic aspects of the program, leaving only logistical arrangements to Dr. Torreliza. Dr. Torreliza will

communicate regularly with her staff concerning logistical arrangements and coordination of the program there. Her resume is in Appendix 1-D. The University of Hawai`i will administer the federal funds granted for this program through its Office of Research Services.

1.3 Testing and selection of participants

The pedagogic efforts of this program are in full compliance with the federal regulations encouraging proficiency in foreign language teaching. The Directors have not only undergone the American Council on the Teaching of Foreign Languages (ACTFL) training; Dr. Ramos especially has developed tests for Filipino in compliance with ACTFL recommendations. In 1983, with funds from a Title VI grant, Dr. Ramos developed a proficiency test, "Tagalog Proficiency Test," accompanied by a manual and picture cues. She has piloted her test in University of Hawai`i classes. In the 1989 Southeast Asian Studies Summer Institute (SEASSI), where she held the position of Director of the Language Program, Dr. Ramos developed tests for five Southeast Asian languages with her associate, Dr. J. D. Brown. Dr Brown has considerable expertise in the field of testing, having developed and refined tests, which currently serve as models for other languages whose proficiency testing procedure are still being developed. The SEASSI Proficiency Examination is given to the participants before and after the program.

All participants to the 2008 UH-DLSU Filipino Program will be required to take a simulated oral proficiency test that will be administered by phone. Dr. Ramos discussed the matter of presentation of test materials in detail with her colleague, Dr. James Collins, a past director of the Advanced Indonesian Abroad Program which was administered in Hawai`i for several years. He advised her of the difficulty of controlling the test materials, especially audiotapes, once they leave the UH campus. Thus after consideration of several methods of

testing applicants, Dr. Ramos, in consultation with Dr. Mabanglo, selected conference telephone conversations as the best method. Dr. Mabanglo will implement ACTFL oral proficiency testing procedures in these tests, accepting only applicants who demonstrate proficiency beyond intermediate level. The test will be composed of a three-way conversation in a simulated situation requiring the applicant to make intelligent responses and demonstrate his or her fluency at the language level desired. Dr. Ramos and Dr. Mabanglo will conduct the telephone interview.

All applicants who meet the minimal expectation of an ACTFL rank of post-intermediate will be considered viable candidates for the program. After each oral telephone interview Dr. Ramos and Dr. Mabanglo will evaluate the applicant's fluency and language ability and rate him or her for acceptance into the program. Only those students exhibiting intermediate or above proficiency in spoken Filipino will be accepted into the program.

1.3a Criteria for selection of participants

All students who meet the minimal expectation of an ACTFL rank of low-intermediate will be considered candidates for the program. Their test results, as well as other information about their academic status and career plans, will be evaluated by a committee of Tagalog/Filipino professors who are members of the national organization, the Consortium for the Advancement of Filipino. This committee will determine admission to the program. A pool of approximately thirty likely candidates for the project is expected.

An assurance of the University of Hawai'i's compliance with civil rights policies, guidelines, and requirements is on file with the Department of Education. The associate project director will advertise the program throughout the United States and make every effort to attract

minorities, women, the elderly, and the handicapped. The project director herself is a minority woman and is sensitive to the United States Department of Education's effort to assist persons in these categories. Since it is assumed that all of the teachers in the program will be Filipinos, it goes without saying that hiring procedures will pay close attention to minority applicants.

1.4 On-site preparation and orientation

Prior to 2002 Advanced Filipino Abroad Program, Dr. Ramos visited DLSU and found its facilities more than adequate for the program. During this period, Dr. Ramos checked the adequacy of DLSU facilities for housing, board, living arrangements, and office and classroom facilities. She found the dormitories comfortable and the food service appropriate. Unlike previous programs, following the participants' recommendations, the 2008 program will have participants stay entirely in a rural area (Dasmariñas) for eight weeks. DLSU-Dasmariñas is located in the midst of a Filipino-speaking community and it will not be difficult to find families who live in close proximity to the campus to host the students for eight weeks. Dr. Mabanglo was well satisfied with the DLSU classrooms and office facilities that were offered for the program. See Letter of Invitation from DLSU Academic Chancellor in Appendix 2-A, Letters from Host Institution. Staff orientation and training will take place during the five days prior to the beginning of classes. During that time the project directors will discuss with the staff such topics as learning strategies, grammar, and advanced supplementary materials in addition to rigorous teaching for proficiency and testing techniques, which will occupy the time allotted. Since teaching is content based, part of the training will be selection and development of materials on political science, history, religion, art and literature as well as other relevant topics.

1.5 Teacher training

The faculty will undergo intensive teacher training during the week before language classes start. The focus of the training will be on teaching for proficiency and communicative competence. Hands-on activities will include teaching receptive skills (listening, reading); teaching the productive skills (speaking, writing); classroom test construction and grading; materials development; and lesson planning. Procedures for selecting and teaching authentic materials, especially reading for academic purposes will be discussed and samples prepared. The techniques of class management will also be discussed.

Before the actual commencement of classes the language coordinator and an invited multicultural expert will discuss cross-cultural sensitivities with the participants, explaining the local customs and generally advising the students how best to foster positive relationships with their host families and the local citizenry and avoid unintentional discourtesy and anxiety.

During the student orientation period, the project director will administer proficiency examinations to the students. This will assist the staff, as well as the language coordinator, in helping each student to focus on his or her language goals for the summer. A reading, listening, dictation and cloze test (the SEASSI Proficiency Test) will also be administered with the same goals in mind.

1.6 In-country administration

Dr. Torreliza will coordinate the program at DLSU in consultation with Dr. Mabanglo. Dr. Fortunato, in consultation with Dr. Mabanglo, will oversee all aspects of the language program and will play a significant role in the selection and training of the teachers, and the invitation of guest lecturers. Most of the lecturers will come from the Manila academic

community with which both Dr. Fortunato and Dr. Mabanglo are familiar. Dr. Torreliza will secure clerical workers and any other non-language instructional personnel necessary for the smooth operation of the program and will also interview and select the families who will house the students for their eight-week home stay. She will also administer the planning and logistics of the weekly field trips.

1.7 Program of study

The program will consist of two days of orientation, testing, and a placement session; eight weeks of intensive language and cultural study; two days of entrance/placement and exit/testing; eight weeks of home stay; and four days of touring Cavite and the surrounding areas.

The number of students will be limited to 15-17. Student selection will focus on intermediate level to post-intermediate level students (S2 to S3 in speaking proficiency).

The staff will consist of two American project directors, professors of Filipino at the University of Hawai`i, in-country language administration and coordinator, and three instructors. The administrator, language coordinator and the instructors will be hired in the Philippines.

Both directors, alternately, will administer the program, approve the teacher-training program, observe classes, conduct the exams, and supervise curriculum development.

Dr. Mabanglo with the assistance of a consultant will conduct the training and supervision of the teachers. She will direct the development of instructional materials and assist the teachers in the production of supplementary teaching aids.

The planned program of study for one day consists of four morning hours of classroom work, an afternoon hour of consultation with the teachers, if needed, and the rest of the afternoon hours devoted to task-based practical language use in the community such as meeting with non-

governmental organizations (NGO), DLSU students, government officials, etc. A one-hour discussion of the results of the tasks assigned will be scheduled for the next day. This schedule will be in place five days a week during the eight-week program. The typical day will begin with two hours of communicative exercises conducted by teachers under the supervision of the language coordinator. In some cases, review drills or remedial modules may be necessary because of the diversity of the participants' language backgrounds. The following two hours will include grammar contact sessions with discussions administered by the project directors or language coordinator, plus a discussion section based on listening exercises and/or pre-assigned readings from current periodicals or literature. There will also be seven university-level lectures in Filipino, one each week with exception of the final week. These will cover a variety of subjects and fields and will be delivered entirely in Filipino by relevant faculty members from the DLSU campus or from other educational institutions. Background readings will be assigned for these lectures. The students will be given reading assignments from the press, periodicals, or literature. As the students will be made to provide readings that appeal to their myriad interests, students will be assigned readings that will be discussed in class under the leadership of a faculty member. The discussion leader will also point out language problems that might arise in the course of the discussion. He or she will be prepared to provide on-the-spot exercises or use materials that are already available to help the students overcome these problems. The communicative sessions will present an integrated program designed to improve the students' control of grammatical and social patterns in Filipino and in the use of formal and colloquial speaking styles. Afternoon or evening screenings of videotaped films, television programs or movies will occasionally supplement class time. When they are utilized, communicative exercises will be based on these videotapes the following day and writing assignments will be

based on the films the class viewed. Methods might include discussion, dramatization, or use of newly learned idioms and phrases.

Students will be obliged to participate in seven selected field trips. They will be cultural field trips relevant to the topic taken up for the week and organized by the in-country administrator. Other obligatory extracurricular activities will involve attending local ceremonies such as baptisms, weddings, funerals, and local fiestas. Since a great number of extracurricular activities are available on campus and in the town, most of which are open to student participation and most of which will prove useful for language learning, the participants in this program will be encouraged to take advantage of these opportunities. This program is exceptionally intensive with classes and language related activities scheduled throughout the day, in the evenings and on weekends. Because of this degree of intensity, the faculty and staff involved in the program planning opted to have the program run for eight weeks, rather than seven.

1.8 Curriculum topics and activities

Week 1: Local life in Cavite (June 16-20, 2008)

Cultural Orientation (Speaker)

Campus Tour

Field Trip (Saturday, June 21): Cavite immersion – working in the fields;
attending town fiesta; visit other Cavite towns

Week 2: Education and History of the Filipino People

Speaker on Philippine history

Field Trip (Saturday, June 28): Visitation of Cavite schools and the
Aguinaldo Shrine

Week 3: Politics and Government

Speaker on Philippine politics and government

Field Trip (July 5): Visitation of Philippine Assembly in Quezon City and a
municipal government

Week 4: Literature and Performing Arts

Speaker (a Philippine writer)

Field Trip (July 12): Visitation of Cultural Center of the Philippines

Watch a performance and visit various museums in Manila

See a Tagalog movie

Week 5: Economy and Globalization

Speaker (an economist or expert on globalization)

Field Trip (July 19): Island of Cebu – exposure to the effects of globalization

Week 6: Music and Visual Arts

Speakers on visual arts and music

Field Trip (July 26): Laguna and Angono, Rizal – visit the homes and

exhibits of the Angono artists, and the crafts of Laguna

“Conspiracy Night” – visit the Conspiracy Club in Quezon City run by

artists—exposure to Filipino poetry and music. Participants perform.

Week 7: Religion: Indigenous as well as popular religions

Speaker

Field Trip (August 2): Visitation of Catholic churches, Iglesia temples,
Aglipay churches and Babaylan-run churches in Laguna

1.8a Student schedule: June 13-August 9, 2008

Weekdays	Residence/Cultural Trips	
June 13-14	Travel to De La Salle University--Dasmariñas, Cavite	
June 14-August 9	Homestay with Dasmariñas parents	
June 15 (Sunday)	Dasmariñas Orientation	
Week 1	June 16-20	Beginning of classes
	June 16 (Monday)	Proficiency testing and campus orientation
	June 21 (Saturday)	Cavite Immersion
Week 2	June 23-27	
	June 28 (Saturday)	Cavite schools, shrine
Week 3	June 30-July 4	
	July 5 (Saturday)	Philippine Assembly, Quezon City
Week 4	July 7-11	
	July 12 (Saturday)	Cultural Center of the Philippines
Week 5	July 14-18	
	July 18	Mid-term & Proficiency Examinations
	July 19-20 (Saturday-Sunday)	Island of Cebu
Week 6	July 21-25	
	July 26 (Saturday)	Tour of Angono, Rizal and Laguna

		Visit Conspiracy Club, Quezon City
Week 7	July 28-August 1	
	August 2 (Saturday)	Visitation of churches, temples, etc.
Week 8	August 4 (Monday)	Achievement Test
	August 5 (Tuesday)	Proficiency Test
	August 6 (Wednesday)	Completion of projects
	August 7 (Thursday)	Closing program for Filipino families & friends
	August 8 (Friday)	Program evaluation/student feedback
	August 9 (Saturday)	Travel to US

1.8b Description of daily schedule

Weeks 1-7 (June 16-August 1, 2008)

A.M.	8-10	Reports on task-based activities; presentation of new material; integrated review of previous lessons; reports and discussions based on assignments.
	10-12	Listening comprehension and communicative exercises; discussion of assigned readings, lectures.
	11-12	Explanation of grammar, grammar-oriented exercises and/or games.

Afternoons:

P.M.	1-2	Consultation/individualized instruction if needed.
	2-5	Task-based instruction, for example, working with NGOs, interviewing DLSU students and members of the community, haggling in the market, previewing a film followed by discussion of it, attending a social function,

learning a skill such as preparing rice cakes, taping conversations and analysis, or speaking with Filipino friends.

Wednesdays: Tagalog lectures from Philippine specialists.

7-9 Thursday evenings reserved for film or video presentations, therefore, the scheduled afternoons (about 2-5 P.M.) are free.

1.9 Materials and methods used in the program

The first two hours of morning class work will be primarily based on *Advanced Tagalog Reader* (Ramos), a text with a series of accompanying vocabulary building and comprehension exercises designed to develop competency skills in the use of the language in different disciplines. In addition, there will be audio materials for use in the language laboratory, which have been prepared to go along with the text such as news broadcasts, narratives, and short lectures. The primary aim of the language learning schedule is to bring the student to using actively formal language of the type that is used in the discussion of academic subjects. Additional preassigned readings, particularly from periodicals--both scholarly and popular--and contemporary literature, will also be assigned. Communicative and comprehension exercises and informal discussions will follow the assignments taken from *Advanced Readings in Tagalog* (Ramos), a compilation of 34 selections of essays, stories, dramas, and poems. Classroom exercises will be of two types: skill-acquisition and skill-utilization exercises. Specially prepared videotaped materials focusing on Philippine culture will also be used to develop listening comprehension and speaking proficiency. An ample audio-visual library of videotaped materials located on the DLSU campus will be made available to the program. Following film viewing sessions, exercises related to the films are planned for the classes, e.g. recalling plots,

discussing social issues, recreating certain scenes through student dramatization, and exercises related to idiomatic or regional elements of the films. In the four hours of instruction a day, the second two of daily instruction will be of a more formal nature and in this way more closely reflect the register of university instruction in the Philippines. The activities planned under this heading are formal seminars, lectures and formal discussions.

In reference to the seven one-hour seminars to be given by appropriate faculty members of the sponsoring institution in their own fields of specialization, the students will be assigned background readings in Filipino on the subjects to be discussed in the seminars. As part of this seminar work, they will be required to write essays in Filipino on a regular basis. These will be based on their readings and the seminar discussions. In addition they will be required to do a term paper on a subject of their own choice in Filipino.

Twice a week, students will be divided into sections of five or six according to their interests. This will assure the continuous introduction of current materials and topics into their conversations. Faculty members will serve as leaders of these discussion sessions.

The assignments in the text will be coordinated with the seminar work, so that the students will be working on the same subject matter accompanied by a set of specialized vocabulary in all aspects of their study at the same time. The grammar text used will be *Modern Tagalog* (Ramos and Cena). It features explanations and exercises that range in scope from simple to complex grammatical constructions.

In addition to the in-country pre-program individual assessments, there will be weekly written tests based on the course materials. Oral examinations will also be held once every two weeks. At the end of the program, ACTFL simulated oral proficiency tests and reading and writing tests will be administered once more to each participant in order to ascertain participant

progress in a scaled ranking system that allows for quantitative comparison. With some minor adjustments, this plan of operation (sections 1-1.9) will apply to the summers of 2008-2011.

2. Quality of Key Personnel

Because the Advanced Filipino Abroad Program will depend on the individual expertise of the teachers and on their ability to work together as an effective teaching and managing team, every effort will be made to secure the best-qualified faculty. Their individual tasks will overlap and interconnect, making their competence and cooperation essential. Primary personnel for this program are the project directors, Dr. Ruth Mabanglo, assisted by Dr. Teresita V. Ramos, and Dr. Myrna Torreliza will administer the program. Dr. Ruth Mabanglo has an M.A. degree in Filipino from the Philippine Normal University and a Ph.D. in Filipino from the Manuel L. Quezon University in the Philippines. She is a full professor and Coordinator of the Filipino and Philippine Literature Program at the University of Hawai'i. She has trained in the ACTFL method of proficiency testing. Dr. Mabanglo has run two intensive Tagalog programs at the SEA Summer Institute at the Arizona State University in 1996 and the University of Oregon in 1999. She co-directed the Advanced Filipino Abroad Program for seven years. Dr. Mabanglo has used technology in curriculum development and has worked on two video programs in teaching Filipino and is right now completing a \$259,000 U.S. Department of Education Title VI funded research project on an advanced Filipino textbook accompanied by a DVD and web lessons. In addition, Dr. Mabanglo is well known as a foremost Filipino poetess. She has published many poems and dramas in Filipino. She was the recipient of the Palanca Literary Awards (the Philippine "Pulitzer" award) several times. On March 16-19, 2008, Dr. Mabanglo is

running a "Filipino as a Global Language" International Conference at the University of Hawai`i, the first conference on the Filipino language outside the Philippines.

Dr. Ramos holds M.A. degrees in English as a Second Language from the University of Michigan and in Linguistics from the University of California at Los Angeles. She has a Ph.D. in Philippine Linguistics from the University of Hawai`i. Dr. Ramos is an Emeritus Professor of Filipino and Philippine Literature at the University of Hawai`i. In addition to having coordinated the regular program of instruction in the Filipino Language Program, which enrolls approximately 215 students each semester, she was language coordinator for the SEASSI when it was on the University of Hawai`i campus in 1988 and 1989. She also coordinated the teaching of Filipino in SEASSI during both summers that the program was located at the University of Hawai`i. In July 1990 Dr. Ramos held the position of Director of the UH Center for Philippine Studies, the only such center in the US. She has trained in the ACTFL method of proficiency testing. She was the director of the UH Second Language and Teaching Curriculum Center in 1991. She was co-writer of a funded proposal to the US DOE that named the University of Hawai`i a National Foreign Language Resource Center for developing and strengthening programs related to the teaching of the less commonly taught foreign languages. From January 6 to 8, 2005 she conducted a workshop for teachers of Southeast Asian languages at the University of Hawai`i focusing on curriculum development for heritage type students. In March 2008, she is running another workshop for SEA teachers on proficiency-oriented instruction and assessment. She is also assisting Dr. Mabanglo in planning the Filipino language Conference in March. As her attached curriculum vitae indicates, she is a publishing scholar with considerable experience as a language teacher and trainer of teachers both in the United States and in the Philippines. Her Tagalog textbooks are used in essentially all of the Tagalog programs in the

United States. She was project director of AFAP for the last 16 years. Her expertise will be on training teachers and monitoring them in an intensive language program like AFAP.

Dr. Teresita Fortunato, Professor of Filipino at De La Salle University-Manila, will act as the in-country language coordinator on the basis of her six years of experience as administrator and language coordinator for the Advanced Filipino Abroad Program, her scholarship, teacher training experience, and enthusiasm for this project. She will play a significant role in the recruitment of the language faculty for the program. Dr. Fortunato holds a doctorate in linguistics and is well qualified to fulfill the language coordinator's duties. She has had considerable experience both in language teaching and in curriculum development, most notably in training language teachers. A Professor of Filipino, she is also Vice Dean of the College of Liberal Arts at DLSU. She taught Tagalog in three SEASSI programs--University of Washington (1992), Arizona University (1996) and the University of Wisconsin (2000). Her abilities in these areas have and will continue to serve the Advanced Filipino Abroad Program well.

Dr. Myrna Torreliza is the Chair of the Department of Filipino and Literature at the De La Salle, Dasmariñas campus. Her knowledge of the logistics at the University will be very helpful to the program. She was Administrative Assistant when AFAP was in DLSU-Manila (2005-2007). She has a Ph.D. in Filipino Language and Literature from Manuel L. Quezon University and an M.A. in the same school on Filipino. The AFAP participants rated her work outstanding in the last AFAP program at Dasmariñas.

Every effort to recruit qualified teachers of Filipino will be made in the Philippines. This will be accomplished by polling teachers and scholars of Filipino particularly those from groups who are traditionally underrepresented. It is anticipated that the classroom teachers will be

selected from a pool of qualified applicants from Philippine colleges and universities. Drs. Fortunato and Torreliza will work together on faculty selection.

The DLSU language faculty members will be urged to attend Dr. Mabanglo's and Dr. Fortunato's teacher training sessions. DLSU will profit a great deal from the training and experience of their teachers in the Advanced Filipino Abroad Program.

The work involved in managing and coordinating the program will be divided among the above mentioned two directors. Dr. Ramos will spend considerable time during the academic year 2007-2008 doing the necessary work involved in the recruitment, preparation and selection of participants. Dr. Mabanglo will work full-time in the Philippines with training of faculty, observation of classes, supervision of curriculum development, and administering the proficiency tests in order to further evaluate program participants. Dr. Fortunato will also work full-time throughout the program. She will devote a substantial amount of her time during the three months preceding the onset of the program to recruiting teachers, orienting them, and collecting and evaluating supplementary teaching materials. Both Dr. Ramos and Dr. Fortunato will volunteer the time necessary in the month following the program to write a report of the summer project. Dr. Torreliza will volunteer her time in the matter of the placement of AFAP students in Filipino homes. In addition to these two local managing and administrating personnel and the two classroom instructors, there will be several additional staff members who will be recruited in the Philippines. The initial testing of all teaching applicants will be conducted by Dr. Mabanglo and the supervision of faculty will be done in consultation with Dr. Mabanglo. A secretary and a student assistant will also be recruited from DLSU. There has been a commitment on the part of the DLSU administration to assign experienced personnel to this project. If necessary, Dr.

Mabanglo may also recruit additional personnel for materials development, and these also will be primarily from among the DLSU faculty.

There is an urgent need to develop current instructional materials for the program that will combine accelerated language study focusing on content subjects such as history, politics, art, literature, and economics with cultural study. The program will need a lot of planning and monitoring. If the curriculum and the instructional materials prove successful, then these can be carried over to future projects.

3. Budget and Cost Effectiveness

The total cost of the 2008 program to the Department of Education will be \$88,490. This includes travel and maintenance abroad for the students, travel and per diem costs for the project directors, and housing, meals and classroom and equipment rental fees to be paid to the institution, DLSU-Dasmariñas.

Students will be responsible for covering the cost of their housing (eight weeks of homestay) as well as their board charges. Each student will make payment for these items directly to DLSU. They will also pay tuition and fees as required by DLSU. The maintenance allowance provided in the budget should be adequate to cover these costs, however, due to the fluctuation of the peso, it is difficult to estimate precise amounts. Dr. Mabanglo, originally from the Philippines, is familiar with the local economy and is aware of the cost of goods and services in Manila. Additional expenses involved in this program, e.g. salaries for personnel in the United States and other administrative costs will be covered by the University of Hawai`i. Several National Resource Centers, a group of universities that teach Filipino, also provide financial support for various program expenses. A line item and budget narrative justification is

attached to the proposal. A good portion of the costs of material preparation and reproduction, equipment and repair, and administrative costs will be incurred by DLSU with a share of these expenses paid by UH. A substantial part of the US DOE budget allocates monies to cover the cost of round-trip airfares on a US carrier for 14 participants and the project directors. The sum allocated per person (\$1,600) represents the average cost of the lowest airfares from cities in the US to Manila. If more applicants from the eastern portions of the United States were selected in the nationwide competition, the transportation cost would increase substantially. The figures indicated in this proposal represent a conservative estimate of the total cost of air travel. Local transportation for 2008 is calculated at \$200 per person for 14 students and three faculty members.

4. Evaluation Plan

Evaluation is understood here to include two dimensions. First, the applicants must be evaluated in order to determine their suitability for the program and to measure the quantifiable progress experienced by the participants. Second, the program itself must be evaluated by the participants, the host institution, and an external evaluator in order to detect flaws and build on strengths.

Earlier in this proposal the methods used to evaluate each applicant's proficiency and academic, as well as personal qualifications, were described in some detail. The method used to test oral proficiency was developed with the encouragement and strong approval of ACTFL. The project directors will conduct the evaluation of participants by means of an oral interview some four weeks after the application deadline. In the eighth week of the program, the participants will be required to take the oral proficiency test again so that quantifiable progress

achieved can be measured. In addition to the OPI examination, the Program will use the SEASSIPE battery of tests for listening, reading, dictation and comprehension. The SEA Summer Studies Institute Proficiency Examination was published by the University of Hawai`i SEA Papers #33 in 1991. Dr. J. D. Brown and Dr. Ramos were co-authors of this exam.

In addition to the evaluation of the participants whose measured progress in proficiency is an important parameter of evaluation of the program, there are three other methods of evaluation. First, the participants will be requested to provide detailed personal evaluations of the program both in the fourth and eighth weeks of instruction. The objective sections of these evaluation instruments will be tabulated to assess the strengths and weaknesses of the program. Second, the host institution, DLSU, will be asked to provide an evaluative report emphasizing their institutional perspective. Third, an external examiner who is not a program faculty member will be contracted to conduct an impartial evaluation. This evaluation will encompass participant and staff interviews, observation of classes and activities, and tabulation of the final student evaluations mentioned above. This combination of participant, institutional, and external evaluation will provide a rigorous insight into this program.

5. Adequacy of Resources

The initial process of setting up the Advanced Filipino Abroad Program has been undertaken at the University of Hawai`i. With its strong program of Southeast Asian Studies, in particular a long standing program in Tagalog/Filipino, as well as its central location between the continental United States and the Philippines, the University of Hawai`i is well chosen as an administrative center. Modern computerized systems and advanced telecommunication lines, both to the US mainland and to the Philippines, provide the necessary infrastructure to support

this program. More importantly, De La Salle University is a well-known and highly regarded institution of higher learning in the Philippines. It has an unusually high level of achievement in the various language programs it offers. The effectiveness of its teaching faculty, which will serve as a source of language teachers for the program, is underscored by the excellent programs that it has been able to offer its student body. DLSU was also selected for this program because the surrounding Filipino-speaking community will provide the linguistic environment necessary for the language students. DLSU possesses the necessary equipment to conduct this program.

5.1 Description of the De La Salle University--Dasmariñas

Classrooms are well furnished, quiet and clean. Close to the building where the language classes will be held is a language laboratory capable of handling all of the participants at one time. All of the tapes required for the program, as well as additional recordings of music and radio programs, will be available in the program's assembled audiotape library.

Photocopying, computer and typing staff, and other administrative services are conveniently located in the director's office, which is equipped with a computer and a collection of Filipino books and journals.

At the De La Salle Dasmariñas campus, each participant will be housed with a private family for eight weeks. The DLSU Dasmariñas campus is located in Cavite, a province outside of Manila. Living with a family will provide an extraordinarily rich opportunity for language learning and sensitization to cultural differences. The Dasmariñas host families were highly rated by the 2007 AFAP participants.

6. Impact

After 16 programs, AFAP has received extremely positive feedback from cooperating institutions (UC Berkeley, Cornell, Hawaii, Michigan, Northern Illinois, Washington and Wisconsin) and nine other universities across the country (see Sec. 1.1). The high proficiency achieved while in-country has helped the participants immensely in the effective use of the language while doing their research work after the program. The high proficiency ratings helped them obtain grants from Fulbright-Hays and other agencies to support them while doing research in the Philippines. (See Appendix 3-C, Past AFAP Participants' Letters of Support.)

Twenty-three AFAP participants from the Massachusetts Institute of Technology, the University of Hawai'i, George Washington University, the University of Wisconsin-Madison, the University of California-Berkeley, San Francisco State University, California State University, University of California-Irvine, University of California-Los Angeles, City College of San Francisco, University of California-San Diego, University of California-Santa Cruz, University of Pennsylvania, University of Michigan, University of Illinois, Cornell University, Yale University, and Brigham Young University teach Filipino or run Philippine language programs. Notable among them who are in teaching: Clem Montero, UH (AFA 1991); Thomas White, Loyola Marymount (AFA 1991); Isabel Manalo, Yale University (AFA 1994) and Lorraine Mallari, University of San Francisco (AFA 1996); Miel Alegre, UC Santa Cruz (AFA 2007); Zane Taylor, UC Irvine (AFA 2007); Kristal Aliyas, Yale University (AFA 2000); Alma Anderson, UCLA (AFA 2006); Rosalinda de Paz, City College of San Francisco (AFA 2006); Ivy Dulay, UC San Diego (AFA 2006); Catalina Villanueva, Hogan High School (AFA 2005); Julie Bradley, UC Berkeley (AFA 2007). In addition are the students in research: Sandra Panopio, UC Berkeley (AFA 2007); Gabriel Garcia, UCLA (AFA 2005); Darlene Intelkofer,

University of Pennsylvania (AFA 2006); Isabel Esterman, University of Wisconsin (AFA 2006); Marco Garrido, University of Michigan (AFA 2007); Charity Espiritu, UC Berkeley (AFA 2003); Bruce Lindquist, UH (AFA 1997); Nobue Susuki, UH (AFA 1995), Katherine Wiegele, University of Illinois (AFA 1994); Edith Aldridge, Cornell University (AFA 1998). Clem Montero taught Filipino in a Honolulu high school and Hawaii community colleges, while Mary Jo Maralit (AFA 1994) taught the language to elementary school children in Virginia. Twenty AFA graduates from the University of Hawai`i, the University of Illinois, Cornell University, the UC-Berkeley, the University of Michigan and Notre Dame University use Filipino in their research. Ten participants from the University of California-Berkeley, the University of Hawai`i, Yale University, and the University of San Francisco use Filipino in their professions. One exceptional student, Roderick Labrador, gained such high proficiency and confidence in Filipino from the AFA 1996 program that he translated UH faculty member, Dr. Ruth Mabanglo's book of Tagalog poems that was published by the University of the Philippines Press (August 1998).

Students that complete the AFA program are sophisticated linguistically and exceptionally cross-culturally sensitive. They reach functional proficiency at an earlier point in their education than their peers who study language in traditional classroom settings. This language use level is not attainable when studying Tagalog in standard American college classrooms.

The 2008 Advanced Filipino Abroad Program will have a strong impact on the participants. Without exception the eight-week program will have a positive effect on their abilities, both in language and social skills. Participants are expected to enter the program with a skill range equivalent to FSI 1/1+ (ACTFL "intermediate" or "high intermediate"). The students

should leave the program with FSI 2 (ACTFL “high intermediate” or “advanced”), and some may obtain the skill equivalent to FSI 2+.

6.1 Impact on Philippine studies and the study of Filipino

This program will influence many facets of Filipino language study. First of all, the very existence of the program will be a positive factor in persuading students to study Filipino. We hope the Advanced Filipino Abroad Program will become well integrated with the regular programs of language instruction in the Southeast Asian Summer Institute (SEASSI); thus, prospective Tagalog students can expect steady progress in language learning culminating in an intensive overseas program. Second, the existence of an overseas program will assist in the development of standardized-scaled tests to measure the proficiency of diverse applicants. Not only will the development of these tests have the effect of making teachers of Filipino throughout the United States more aware of testing methodologies, but it will lead to the improvement of Filipino instruction in order to better equip applicants facing these qualifying language examinations. With the completion of sixteen summer programs, Advanced Filipino Abroad is becoming well established. Third, we have already witnessed increased activity among the teachers of Filipino in the United States and abroad. For example, the University of Hawai`i coordinated the training of 15 key Filipino language teachers from across the country. Funded by Fulbright-Hays, Dr. Ramos coordinated the training of 12 key teachers of Filipino for articulation purposes and content-based instruction in January 2003 in the Philippines. In 2005, the teachers of Filipino in the US have formed an organization, the Consortium for the Advancement of Filipino (CAF). The members of CAF participate in the recruitment and selection of participants for the summer language program and advise the project director on

language teaching matters. Fourth, the summer program is also proving to be a testing ground for Filipino language instruction books now being used throughout the country. The same holds true for specialized collections of CD-ROMs, videotapes, films, and television dramas. Additional materials, such as collections of readings for the social sciences, selected materials for specific courses, and collections of photographs for use in classroom exercises can all be cataloged and shared. Fifth, the Filipino program could become a model for other advanced language programs abroad. Sixth, the program can put other American universities in contact with Philippine academics who have contributed directly to the teaching of Philippine studies in the United States. The need for skilled personnel to prepare language materials would encourage young Filipino students and teachers to further their own studies of the language and to become familiar with current linguistic theories and new approaches to language teaching. Another possible spin-off is that this program could provide a supply of Filipino interpreters for the State Department. Non-Filipinos, or teachers and future teachers of Filipino as a second/foreign language, can improve their language skills and gain insight into the culture.

In short, the Advanced Filipino Abroad Program could provide tremendous resources in the development of Philippine studies. As English ceases to be the common language across the Philippines, knowledge of Filipino will become essential to businesses, researchers, social agencies, and government personnel who require access to the Filipino people.

It should be stressed that this program can provide a basis for international educational cooperation between the United States and the Philippines at a time when our country may wish to continue cordial and diplomatic relationships with the Philippines, thus enabling us to concentrate our resources on social and educational programs.

7. Relevance to Institutional Development

We conceive of the proposed program as capping existing programs in Filipino in the United States and providing an overseas dimension to them. This program can be the logical extension of what is now being done in the universities and colleges in this country. Most Filipino programs in American universities now provide a maximum of twenty-four hours of conversation and composition, and an additional twelve to eighteen hours of reading and discussion apart from advanced seminars. In addition, some institutions offer seminars that require a far greater fluency in Filipino than one can achieve in the course work available. Students who experience the Filipino Abroad program will be able to build on the foundation that this, or a similar series of courses, can provide. We will not accept students who have not done the maximum amount of language training available in this country or do not have the equivalent knowledge of advanced Filipino.

The University of Hawai`i, as the organizing university providing the administrative support for this program, is among the pioneer institutions in the country to have offered instruction in Filipino and Philippine studies for more than four decades. The thrust of the Center for Philippine Studies at the University of Hawai`i has been to prepare its students for dynamic roles in teaching and other careers related to improving relations between this country and the Philippines. Language study is at the core of an effective area studies program and a significant portion of the Center's annual budget is dedicated to improving language instruction. A large number of faculty and students at UH are engaged in Philippine studies. The Advanced Filipino Abroad Program will complement existing language courses and fit well with other courses related to Philippine studies. This program will provide the training necessary for UH students to do postgraduate research in the Philippines.

8. Need for Overseas Experience

8.1 Overview

The regional importance of the Philippines is clear and it has, moreover, played an important role in world politics. It enjoys a long relationship with the United States and all of the democracies of Europe and Asia as well as with most of the countries of the Middle East and Africa.

In the Philippines a vast array of languages and dialects are spoken, however, the government has declared Filipino as the national language. As the official language of the country, schools and businesses will use it as the primary language of commerce and instruction. Indeed, in six to eight years, Filipino will function officially as the language of administration, business, education, culture, religion, and mass communication. Researchers who could only use English to conduct their field study will be unable to communicate adequately in that language. When the current crop of elementary school children leaves high school their first language will be Filipino, and their knowledge of English will be restricted to only what they have studied in classrooms where English is taught as a foreign language. One hears Filipino spoken on the streets, at social functions, and in offices and schools now more than ever before, and it is fast replacing English.

8.2 Need for advanced Filipino overseas

There is a strong need for intensive training in Filipino on the advanced level. It would enhance existing Filipino study programs and bring students to a level of proficiency in Filipino beyond that which existing programs in the United States are now able to achieve. We feel that such a program is needed for several reasons. First, most of the Filipino programs in the United

States only reach two years of Filipino. Practically none teaches advanced-level Filipino. Only the University of Hawai`i teaches these courses regularly. Second, most language teachers would agree that in the majority of cases where field research requires the intensive use of Filipino, even the best prepared students do not handle the language with the ease necessary to allow them to smoothly conduct their research. Third, in a few years in the Philippines it will be absolutely essential for Americans, who plan to work effectively with officials and to have harmonious relations with the Filipinos with whom they will be living with, to speak the country's language. Current American-based programs do not bring students to a level at which they can use the language with ease, and it is to surmount these shortcomings that this program is being proposed.

Further, people who come to the field for research with no prior in-country experience invariably report a fairly high impediment to their success caused by culture shock and related problems. These stem from unfamiliarity with the Philippine way of doing things and the difficulty encountered in understanding how to cope with cultural differences.

A final benefit from this program will be that those students who return to their home institutions, following the summer program, will demonstrate dramatic improvement in their ability to absorb the materials of their graduate seminars in other fields. Not only will they be able to read Filipino language sources in quantity and with ease, but also they will have had first hand experiences in the Philippines in situations where they were culturally integrated. This sort of experience adds a depth of understanding which students who lack this experience fail to attain. This program is the result of considerable discussions among the Philippine specialists at several American universities that offer Tagalog/Filipino. As mentioned in Section 1.1 Sponsorship, 25 universities and colleges support this proposal. Eight of these universities have

federally funded NRCs that support the teaching of advanced Filipino in the Philippines as described in this proposal.

8.3 Potential participants

The need for a program in advanced Filipino study is particularly strong for people who have a basic knowledge of the language, but who have not acquired the ability to use it to the extent that serious work or daily life in the Philippines requires. Primarily, this program is designed to meet the needs of teachers and specialists in Philippine studies who have exhausted the opportunities for studying spoken Filipino which exist in the United States, but who have need of further, guided, in-country study to reach the point of competence required to carry out their duties, undertake field research, or engage in the sort of course work which presupposed a great deal of familiarity and ease in handling Filipino language materials. This group includes teachers, professors, and graduate students, especially those who are taking advanced seminars in Philippine studies or have plans to teach or do research about the Philippines at some time in the future.

8.4 Need for an in-country language program

We are proposing here is a continuation of an in-country language training program, highly evaluated by past participants (see Letters of Support from past participants, Appendix 3-C), rather than a US based program. Our reasons for proposing that it be located in the Philippines are substantive. First, in-country residence seems the best way to give students the total intensive contact, which will enable them to function effectively in the Philippines. Second, the cultural differences between American and Philippine lifestyles are so significant that it is

only through day-to-day experience in the Philippines that Americans can develop a feeling for the sociolinguistic nuances of Filipino speech. This culture-sensitive insight must be achieved not only to communicate effectively, but also to interpret literature, bureaucratic reports, and other documents. The advantage of an in-country training program, as opposed to a mere residence in the country, is that the students' firsthand experience of features of communicative system--not only the grammar system but other features involving the ethnography of communication--can be capitalized on and integrated into regular program of instruction. This enables the students to concentrate their attention on these important matters. Thus, they are able to attain much greater and more rapid progress than they would normally make in an unguided situation.

Furthermore, culture shock and other related problems present difficulties to people who come to the Philippines for the first time. It is, therefore, highly desirable for people who plan to take up duties in this country to have in-country experiences during a time set apart from the period when they will be struggling with their work assignments or occupied with data collection or thesis preparation. They will greatly benefit from a period during which they can devote themselves to gaining competence in the language while learning how to deal with the problems of adjustment which life in the Philippines often presents to Americans.

In addition to the students, it is equally important for teachers and prospective teachers, developing courses about the Philippines or teaching Filipino, to undergo training there. Experiencing the rich complexities of the traditional culture as well as the inevitable clash of those traditions with modernization is one of particular importance to teachers. For the Filipino language teacher, or prospective teacher, it is only through in-country residence, daily instruction, and directed discussions in seminar settings that he or she can understand the

underlying principles of language, dialect, and code choice. Without careful in-country training, the complicated sociolinguistic factors involved in choosing one grammatical or lexical form over similar ones cannot be achieved. One more advantage to these teachers is coming back with a rich, up-to-date knowledge of content on religion, art, history, politics and economics, and religion.

9. Program Priorities

9.1 Absolute priority

The Advanced Filipino Abroad Program proposed herein involves the teaching of advanced level Filipino, the national language of the Philippines, to Americans on the campus of De La Salle University--Dasmariñas. The focus of this program is entirely on this language, and learning it in the country where it is spoken, as well as how it is used in the academic areas.

9.2 Competitive priorities

9.2.1 Strengths of the program

This intensive advanced language study program is scheduled for an eight-week period. The University of Hawai`i is clearly the institution to administer and oversee an in-country program in Tagalog/Filipino language study. It has the top Filipino language and literature program in the country, with two full time tenure track positions earmarked for Tagalog/Filipino. Dr. Ramos and Dr. Mabanglo, both full professors, currently fill these positions. Located in the Department of Indo-Pacific Languages and Literatures, Filipino classes in Fall 2007 recorded enrollments of 72 in four sections of beginning language study and 59 in four second level Filipino classes. Another 21 students enrolled in third and fourth level classes and 49 in two

literature classes, a total of 201 students. The credentials of Dr. Mabanglo and Dr. Ramos are exceptional (see Appendix 1-A and B for their curriculum vitas). The University of Hawai'i language courses lend the necessary support to graduate students who will undertake research projects in the Philippines, and for undergraduates who plan careers in Philippine language and area studies. Drs. Mabanglo and Ramos are members of the university graduate faculty. Among several departments at UH, over 40 classes are offered that focus entirely on the Philippines or have at least a minimum of 25% Philippine content.

Dr. Ramos was project director of the Filipino Abroad summer language program for 16 years--1991 and 1993 through 2007--has had considerable experience as head of summer intensive language programs. To assure that the best methods and materials are used in the program, she organized an active consortium, the Consortium for the Advancement of Filipino (CAF), which is discussed in section 6.1. The members of this Consortium assist in publicizing the AFA project and assist in the recruitment and selection of the participants, and offer suggestions/recommendations for the improvement of the program.

Another strength of the Filipino Abroad program is the involvement with De La Salle University, one of the foremost universities in the Philippines. Dr. Mabanglo's knowledge of the surrounding area and her judicious selection of coordinators and teachers who are familiar with the area increase the students' opportunities to become involved in the community's myriad activities.

9.2.2 Weaknesses of the program

The primary weakness in the Advanced Filipino Abroad Program lies in lack of financial support for research studies. The University of Hawai'i is generous, but the needs of an overseas

program are enormous and the administration of this program much always cut corners and rely on the good will of those faculty and staff who want to maintain a strong Philippine studies program not only in Hawai`i, but across the country.

Although the Center for Southeast Asian Studies has identified many institutions teaching Filipino (Tagalog), the Center is mindful that there are institutions and individuals that have not yet been contacted. Visibility is sadly lacking in America about the less commonly taught languages. To support Filipino programs in America, this coming March we are planning two important events run by our University of Hawai`i Filipino and Philippine Literature Program. One is to hold the first international Filipino language conference in Hawai`i (March 16-19, 2008). Please see the attached call for papers (see Appendix 4).

The other event is that we are offering four workshops on Filipino instruction in this conference. They are "Proficiency-oriented Instruction," (funded by the School of Pacific and Asian Studies, UH and the Council of Teachers of SEA Languages) March 15-16, 2008, "Translation," "Assessment," and "Filipino Grammar for Teachers" on March 16, 2008. It is our goal to have publicity effective enough to reach all colleges and universities as well as elementary, high school, and university level teachers who would be eligible to participate in this language program not only in the United States but abroad as well.

What we envision is to have our Filipino teachers develop networking and to have this conference be continued every two years in different countries (i.e., Philippines (2010), Japan (2012), etc.). Right now except for the networking that Dr. Ramos started in two organizations-- Council of Teachers of SEA Languages and the Consortium for the Advancement of Filipino-- none exists in the field.

The Advance Filipino Abroad Program has been funded sixteen years since 1991. In the program's tenth year (2001), the AFAP alumni and the Director decided to have a conference to find out where the past participants are and what they're doing related to their experience in the program. Conference participants talked about their past experiences and their ideas for the direction of the program. Thirty-four AFA participants out of 93 who finished the program traveled to Hawai'i to take part in the conference. They came primarily from California and Washington, D.C. The conference participants bonded and planned to continue to communicate with each other. Their ringing endorsement of past AFA programs strengthens even further this request for continued funding for Advanced Filipino Abroad.