UPDate Magazine

" . . . the language a person uses as mother tongue serves as a marker of that person's ethnic identity."

WHAT'S INSIDE

INTRODUCTION

Sa edisyong ito ng *UPDate Magazine*, matutunghayan natin ang estado ng wika sa Unibersidad ng Pilipinas Diliman at ang mga proyekto ng mga institusyon upang higit itong mapag-inam sa ikapagiging-angkop at kapaki-pakinabang tungo sa pagdaloy ng kaalaman, sa pamamagitan ng tunog, titik at senyas.

Kinapanayam ng patnugutan si Dr. Rommel B. Rodriguez, ang bagong halal na Direktor ng Sentro ng Wikang Filipino sa Diliman, upang malaman ang kasalukuyang kalagayan ng Filipino, ang wikang pambansa (*Kritikal na Imahinasyon: Panayam kay Rommel B. Rodriguez*). Isinaad din ang mga proyektong pinanukala at ipagpapatuloy ng kanyang administrasyon.

Matutunghayan din natin ang isang katangi-tanging laboratoryong nakalaan para sa mga bago at makabagong paraan ng paggamit ng Filipino sa kasalukuyang panahon (*Engineering in Speech and Language* ni Michael Gringo Angelo R. Bayona). Ang Digital Signal Processing Laboratory ng Kolehiyo ng Inhenyeriya ay nangunguna sa pagsasagawa ng pananaliksik sa speech recognition at production ng Filipino, upang magamit sa iba't ibang anyo ng teknolohiya.

Sa mga artikulong *Deafness as ethnicity* ni Nestor T. Castro at *Signs of the times* ni Marie Therese A.P. Bustos, mamamalas kung paanong ang pagiging kasapi ng Deaf ay pagiging kasapi ng isang etnisidad, na may iisang kulturang isinasabuhay at iisang wikang ginagamit. Masusulyapan din ang mga adhikain ng Unibersidad, partikular na ang Kolehiyo ng Edukasyon, sa pagsulong ng Filipino Sign Language bilang isa sa mga medium of instruction.

Ang artikulo ni Jonathan C. Malicsi na pinamagatang *Shifting paradigms* ay naglalaman naman ng mga panukala sa pagsasaayos ng pagtuturo ng wikang Ingles upang makaagapay sa dagliang pangangailangan sa pagkatuto ng Ingles bilang international lingua franca. Patutunayan din na ang kasanayan sa wikang Filipino at/o wikang kinagisnan ay hindi makahahadlang, bagkus makatutulong pa nga, sa pag-aaral ng wikang Ingles.

Hindi nagmamaliw sa Unibersidad ng Pilipinas Diliman ang pagsasaalang-alang sa kakanyahan ng bawat isa. Pinatitingkad ito ng sunud-sunod na mga proyekto para sa ikatatatag at ikauunlad ng mga programang pangwika na nagsusulong na ang lahat ng kasapi ng lipunan at iba't ibang etnolinggwistikong grupo ay mahalaga at makatutuwang sa pagpapaangat ng buhay dito sa ating bayan. Nawa'y masiyahan kayo sa inyong pagbabasa ng edisyong ito ng *UPDate Magazine*!

Jem Roque Javier
Issue Editor

ENGINEERING IN SPEECH AND LANGUAGE

MICHAEL GRINGO ANGELO R. BAYONA*

Decades ago, human-machine interaction existed mainly in the realm of science fiction.

Dr. Susan Festin (front row, third from right), LEAP Program Coordinator and EEEI faculty with the beta testing participants in Davao City in 2014.

Today, one can navigate the web via Google's Voice Search or be assisted by Apple's Siri. Though they may not be as accurate and sophisticated as Iron Man's JARVIS, (Just A Rather Very Intelligent System), the use of speech and language processing technologies is increasing.

These technologies are made possible by three things: the great advances in computing and engineering from early general-purpose computers that occupy entire rooms, to today's devices that fit a hand's palm and can handle several applications running at once; numerous researches on language development, and on human speech production and perception that helped developers understand how to encode information and decode messages; and the availability of huge amounts of data.

These three combined allowed the creation of machines that can process various spoken queries and provide spoken replies seen in dialogue systems today.

Can there be local versions of these systems, like a digital assistant Juan who will say "Bumangon ka na! Male-late ka na!" instead of a ringing alarm?

The UP Digital Signal Processing (UP DSP) laboratory of the Electrical and Electronics Engineering Institute (EEEI) of the UP Diliman College of Engineering is one of the few laboratories in the country that is currently working on these things.

The UP DSP laboratory is mainly concerned with the acquisition, representation and manipulation of signals. The term signal is a name given to any physical

quantity that varies with respect to some other parameter. Speech is considered a signal that varies with time. Currently, the laboratory is focused on projects involving image, video, audio and speech processing. It was established in 1990 by Dr. Rowena Cristina Guevara, who served as Dean of the college from 2004 to 2010.

Filipino Speech Corpus. In 2002, UP DSP began work on local versions of speech and language processing-based systems via its first Filipino speech database. The result is the Filipino Speech Corpus (FSC), a collection of roughly 100 hours of read and spontaneous speech. The goal was to create a collection of speech

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recordings that can be used in the development of speech recognizers and synthesizers for the language.

Shortly after, the development of the first Filipino speech recognizer began. The recognizer was tasked with converting spoken utterances from the FSC to text form. There was also parallel work on the development of a Filipino speech synthesizer.

The challenge is in determining the appropriate units to combine so that the generated speech will be intelligible and as natural sounding as possible.

Initial projects on developing speech and language processing-based systems were geared towards learning the technologies behind them. The next projects were focused on the applications.

UP DSP projects. In 2011, the

UP DSP laboratory was granted approval for the Interdisciplinary Signal Processing for Pinoys (ISIP), a research program of the Philippine Council for Industry, Energy and Emerging Technology Research and Development of the Department of Science and Technology (DOST-PCIEERD).

The 3-year program consists of projects for corpora building and projects that use speech and language processing technology in developing systems for education and to aid differently-abled persons.

In 2015, Software Applications for Education (ISIP-SAFE), the second ISIP phase, followed.

One component of these projects is building an automatic subtitling system for Filipino broadcast news programs. The system is useful in public places where listening to what is on television is difficult. Viewers

can just look at the subtitles while watching the news. This is a direct application of the speech recognizer developed in the laboratory.

While the projects were all on the Filipino language, the laboratory, aware that the benefits of such systems can be extended to a wider range of users for other Philippine languages, included the Philippine Languages Database (PLD) project in the ISIP program.

The PLD involved the collection of speech data for 10 of the most widely used languages in the country, namely Tagalog, Cebuano, Ilokano, Hiligaynon, Waray-Waray, Kapampangan, Northern Bicol, Pangasinense, Tausug and Filipino English.

The data collection activity involved 200 volunteers per language, generating almost 200 hours of read and spontaneous speech data per language. The text material for the read speech data covers several domains that can be used in varying applications like sentences from different domains as: broadcast news programs, medical consultations, travel and literary works.

Spontaneous speech data, on the other hand, includes answers to simple questions about the speaker. Currently, the laboratory is developing speech recognizers for languages included in the PLD project and the first target application is an automated subtitling system for news programs. There are also efforts to make the database available for public use.

Other ISIP projects include the use of speech and language processing methods in creating computer-assisted language learning software. The Learning English Application for Pinoys (LEAP) software targets high school and college level students and graduates who want to improve on their English skills.

It contains a collection of grammar and speech modules designed not only to reintroduce the basics of the language but also address the weaknesses of Filipinos in English. The speech modules allow users to record their voice while reading presented texts, and a system that uses a speech recognizer determines whether the user made a mistake or not, and provides appropriate feedback. The LEAP software was successfully rolled out to several institutions across the country with the help of DOST-PCIEERD.

A similar software, the Automated Reading Tutor (ART) for Filipinos, is currently being developed for elementary students of the Filipino language. This will contain a series of exercises students can use to improve their fluency and reading comprehension skills in Filipino.

The software uses the same technology in LEAP to provide useful feedback to both students and teachers. Targeted to finish in 2017, the ART for Filipino will be distributed to elementary schools in the Philippines.

There are also projects in the UP DSP laboratory concerned with the use of data processing in studying the characteristics and development of a language. Most notable is the Bantay Wika project, initiated in 1994 by the Sentro ng Wikang Filipino (SWF).

In 2010, the project was included in the ISIP research program as part of the collaboration with the UP DSP laboratory. Its goal is to track the use and development of the Filipino language across time, focusing on Philippine media. From this collection, a database

Deafness as ethnicity

NESTOR T. CASTRO*

The perceptions of cultural differentiation in the Philippines were traditionally reckoned through a combination of criteria, such as religion (e.g. Christian, Muslim, or "pagan"), domicile (e.g. concepts of highlander vs. lowlander, riverine or coastal peoples, sea-faring groups), phenotypic characteristics (e.g. Negrito vs. Mongoloid), and material culture (e.g. native costume, type of dwelling, musical instruments, weapons, customs and traditions, etc.). More important than these aforementioned factors, however, is the language that a particular group uses. Thus, varied communities are commonly referred as "ethnolinguistic groups" instead of "ethnic groups."

The 2010 Ethnologue lists at least 172 languages used in the Philippines. Of this number, 169 are living languages while three are identified as already extinct, namely Dicamay Agta, Tayabas Agta, and Katabaga. Of the 169 living languages, five are foreign languages (English, Castilian Spanish, Mandarin, Hokkien and

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Cantonese), and one, Chavacano, is a Creole language.

The link between language and group identity has been well studied by linguists, anthropologists, and psychologists.

Usually, the language a person uses as mother tongue serves as a marker of that person's ethnic identity. If one's first language is Iloko (or Ilokano) or the language that they use at home is Iloko, then that person is classified as ethnically belonging to the Ilocanos. This is true whether that person lives in the

Ilocos Region or not.

The dominant ethnic majority in Philippine society is made up of eight ethnolinguistic groups: Tagalog, Sugbuanon (or Cebuano), Ilocano, Hiligaynon, Bikol, Waray, Kapampangan and Pangasinan. Together, these eight groups comprise approximately 85 percent of the Philippine population.

The term "ethnic minorities," in the Philippine context, often refers to smaller ethnolinguistic communities. For example, the Ifugao are those who speak either Tuwali or Ayangan

languages. Badjao refers to the sea-faring Sama-speaking peoples of Tawi-tawi, Sabah and Sulawesi.

Anthropologists consider language as the "soul" of a culture. The shared beliefs, behavior, practices, customs and morals of a particular people are better expressed through that group's native language.

Franz Boas put forward the concept of "cultural emphasis" in cases where there are more separate terms, more synonyms and more fine distinctions made in reference to features of environment or culture with which the speakers are the most concerned. On the other hand, there are fewer and more generalized terms when they refer to features that are given less cultural emphasis. For example, Tagalog society is basically a rice culture. There is not one Tagalog word that can be translated to mean "rice;" it depends on what type of rice is being referred to. It may be *palay* (rice plant or unhusked rice), *bigas* (husked rice), *sinaing* (rice that is being cooked), *kanin* (cooked rice), *bahaw* (cold rice), *sinangag* (fried rice), *tutong* (burnt rice) and hundreds of other terms related to rice.

The Whorfian hypothesis – proposed by the linguist Benjamin Lee Whorf – states that language, by providing habitual grooves of expression, predisposes people to see the world in a certain way and so guides their thinking and behavior. There is no doubt that language definitely influences culture. People

in the case of deaf sign languages?

Filipino Sign Language. Of the 169 living languages in the Philippines, 168 are spoken languages. There is one language that is not spoken but is visual. This is the Filipino Sign Language (FSL). FSL is rightly categorized as a living language because it is not an artificial language. The Filipino deaf community uses it as their native "tongue." FSL is a language that is distinct from the 113 other foreign sign languages.

According to the Summer Institute of Linguistics International in its 2010 data, the exact number of FSL users in the Philippines also remains unknown, along with the total population of deaf persons in the Philippines. A conservative estimate places the present number of Filipino deaf at 100,000 while a higher estimate places the figure to more than four million.

Not all of the Filipino deaf are FSL users. There is a small segment who are American Sign Language (ASL) users and there is a bigger segment of the population who do not know any sign language. An estimate is that there are 60,000 FSL users in the Philippines. This is the group that would have their own language, their own culture, and their own ethnic identity. It must also be mentioned that FSL has many dialects. The FSL used in Cebu has some variations from those used in Metro Manila although the two are still mutually intelligible.

FSL signers transmit the message about the reality they perceive visually. Thus, knowledge is learned mainly visually. Because their means of knowing reality and expressing that reality are different from those of hearing people, they perceive things differently from the rest. Thus, for deaf persons, culture-making is done visually (i.e. through FSL). It is not a surprise, therefore, that they have developed their own norms, rules for behavior, rituals, customs and traditions that are

different from the dominant hearing-based society.

Amy Roach calls this unique culture of deaf persons as Deaf culture. The word "Deaf" is used with a capital "D" to distinguish it from the more generic and broader concept of being deaf. According to the author, the term "deaf" (with "d" in the lowercase) is a general term which encompasses many groups of people, many of whom do not identify themselves as being part of the cultural Deaf community. The deaf are usually oral deaf people who use speech/residual hearing to communicate instead of sign language. The term is usually connected to people with a severe or profound hearing loss who choose to associate mainly with hearing people.

Applying Roach's concept of "Deaf" in the Philippine setting, this refers to members of the deaf community who possess a culture of their own, i.e. Deaf culture. They are proud to be Deaf and feel that Deafness is a vital part of their identity, cherished as much as gender and religious background. People in this cultural group most likely attended residential schools for the deaf, use FSL, and view deafness as a difference rather than a disability. Deaf people often feel a cultural bond with one another based on sharing a common language and dealing with oppression. Although they most likely recognize FSL as their primary/native language, they may or may not use speech to communicate.

Philippine Deaf culture. Members of the Filipino Deaf culture have certain cultural behaviors that are unique to their group. They are happier when they are in schools or in churches than when they are at home. They feel a sense of community when they are with other Deaf persons in these schools for the deaf or in church congregations that tolerate, if not encourage, the use of FSL. They could tell stories with one another, update one

coming from different cultures may view the same reality differently. A Tagalog speaker may describe the color of the sea as *bughaw* (blue), the night sky as *itim* (black), or of turtles as *luntian* (green) but a Hanunoo Mangyan would say that the three have the same color, i.e. *mabiru* or "dark."

Most of the studies on the relationship between language and ethnicity refer to those of spoken languages. But what if the said language is a non-verbal language as

Signs of the times

MARIE THERESE A.P. BUSTOS*

Saturday, 8:30 a.m. A flurry of conversations using hand, body and facial movements rushed past the College of Education (CEd) lobby as Mae Shiela Antenor, Morly Canta, Lisette Ann Dela Cruz, and Pearl Talens ran to Room 106.

This is not the first time UP Diliman (UPD) accepted Deaf and Hard-of-Hearing students. In fact, six Deaf students graduated from Diliman: one with a Certificate in Fine Arts (Painting), two with a Bachelor of Fine Arts (Visual Communication) degree and three with a Master of Arts in Education degree.

The CEd started offering non-formal Filipino Sign Language courses in 2012 to prepare the UP academic community in communicating with Deaf students accepted in UPD's certificate and degree programs.

Dr. Liza B. Martinez of the Philippine Deaf Resource Center created the initial basic course, FSL Conversation 1. Later, Sign Language

They were to address Prof. Ched Arzadon's class (EDNFE 222: Instructional Materials and Strategies in Non-formal Education): a hearing audience. Pearl sat across them watching and translating to Filipino and English their report delivered in Filipino Sign Language (FSL).

FSL at CEd. Mae, Lisette and Morly are Deaf students attending the Certification in Professional Education (CPE) program at CEd. Pearl is their sign language interpreter. They access class lectures and participate in the lively discussions of EDNFE 222 through FSL. Morly is impressed by the flexibility Arzadon demonstrated in communicating via FSL and the free exchange of ideas she encouraged in the classroom.

Angel Laygan (left) and Melissa Rabang, Deaf teachers, who handle the FSL course. Opposite page: A class at the UP College of Education where students are taught FSL. (Photos courtesy of the author.)

UPDate Magazine | July-December 2015

for Teachers 1 and 2 were added by the College with the help of Rommel Agravante, a Deaf sign language teacher. Word has spread about the FSL course that even non-UP constituents expressed interest and joined the classes. Currently, Angel Laygan and Melissa Rabang, Deaf teachers, handle the FSL course.

Sign languages. FSL is the visual-spatial language used by the Deaf community in the Philippines. It is a language received through the eyes and conveyed through the shape, placement, movement and orientation of the hands and movement of the face and body. It is the language of identity of one who considers himself/herself a member of the Filipino Deaf community. FSL has its own linguistic structure —phonology, morphology, syntax and discourse. It belongs to a family of sign languages that have been influenced by the American Sign Language (ASL) due to language contact with American missionaries and Peace Corp Volunteers.

Sign and spoken languages are worlds apart. The structure of sign language alone is different from any

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spoken or written language. FSL should not be confused with spoken Filipino nor should ASL be confused with spoken English.

For Mae and Morly, using FSL in the classroom is important, "It is easy to understand, it is very visual, simple, clear, and enables us to express our feelings. FSL is our language of identity as Deaf Filipinos and we take pride in it."

Mae explains, "When we use Signing Exact English (SEE, an artificial sign system created to manually represent the English language) instead of FSL, I am afraid that there is a possibility that we won't understand each other as clearly. FSL is more expressive while SEE is more linear, more English sentence-like. I am not sure if what gets signed is the actual message meant by the sender. We often have to second-guess what the teacher says when the interpreter signs in English. FSL enables us to access what the teacher says faster and easier."

"When SEE is used, Deaf students are not inclined to respond to the teacher simply because they are more concerned with being able to sign English properly than express their thoughts. Sometimes, you just have to decide which is more important: to use a language that facilitates learning or the correctness of the sign/word order," adds Morly.

Mae understands why teachers

and interpreters insist in signing in English, "People are worried that if we use FSL that we will not be able to write well in English. Definitely for writing, we write in English but it does not follow that we should sign in English too."

FSL enabled Deaf students to experience a UP education. "At first, I was afraid to be in a predominantly hearing class, but working on projects with my hearing classmates showed me how they respected my opinions and that I was treated fairly," Mae said.

Pearl's role as a sign language interpreter is the bridge between two worlds, that of the hearing and the Deaf. When she is unavailable, Deaf students resort to writing messages and gesturing.

"It is a challenge to be writing back and forth but it is important to communicate with our hearing classmates," said Morly. Arzadon meanwhile, shares the need to understand Deafness, Deaf culture and Hearing culture to enable Hearing and Deaf students to work harmoniously.

As Deaf students continue to engage in UP academic life, the national university has become accessible to them through Filipino Sign Language. For inquiries on Filipino Sign Language classes, please email mpbustos@up.edu.ph. ◆

Shifting PARADIGMS

JONATHAN MALICSI*

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A prescription for teaching English as a foreign language.

ast Nov. 11, I was invited to run a seminar on English for elementary and high school teachers of a particular city, to prepare them for the evaluation of teaching materials being prepared for the coming school years, especially those for Grades 11 and 12. Though I was invited to run a seminar on evaluation, I made it clear that in my own phasing of language skills training, evaluation involves judging for rhetoric, assertions, discourse, argument and general communication strategies, as discussed in my book *Critical Thinking in Written Communication*. But before evaluation can be done, the texts of teaching materials must first be edited well, and that the best we all could accomplish in one day (of two 3-hour sessions) is to do an overview of English used currently in international media.

Two hundred seventeen teachers gamely took a 100-item test on basic forms and rules of international English, and they were even allowed to share information with each other, even with teachers from other schools, to achieve the target of getting a decent average for the entire group. It was also an exercise in team learning. Towards the end of the one-hour time limit for the exercise, I asked the body as to

what average score they think they should get, considering that they are teachers, and that those who teach English, Science and Math use English as the medium of instruction under the Bilingual Education Program. They said they should get higher than 75, and maybe should average in the 80's.

The 1-hour lunch break allowed me and my assistant just enough time to process 127 answer sheets, and when we resumed the session, I showed them that these averaged around 63. Indeed they laughed at the statistic, but it was laughter that betrayed a realization of how the educational system has not really trained them well in the language. When we completed processing all of the answer sheets, the average turned out to be 61.83, with the highest score at 86 (a Science teacher's), the lowest at 25, and a standard deviation of 8.68, indicating quite a distance between the more proficient and the less proficient among them.

The 38 who identified themselves as English teachers averaged 64.97; the 29 Math teachers averaged 63.07; the 34 Science teachers averaged 61.76, which, interestingly, is the same average as that of the 23 Filipino teachers – the group with the least connection with English.

This is but the latest in language

proficiency statistics I have gathered over the years, mostly coming from college English faculties and staff of multinationals, with the latter expressing grave concern over the English of their personnel in light of their having to communicate with international clientele. The sad inevitable conclusion is that English has not been taught well, even after 10 pre-collegiate and two collegiate years of teaching. At the 2014 conference of the College English Teachers, I even quipped to the audience, "Thank you for not teaching well. I have a job as trainer for multinationals."

Considering everything I have learned about foreign language teaching, sociolinguistics, and language planning, coupled with my continuing research into English linguistics (begun in 1991 as the English Language Project under the office of then UP President Jose Abueva) and the state of English language teaching nationwide, I firmly believe that only a systemic change will work, a shift in paradigm involving many interrelated details which may be taken up one at a time by the timid, or all at once by the bold.

SHIFTING ENGLISH VARIETIES

From Pinoy English (PE) to International English (IE). As stated quite clearly in the UP Language Policy, English shall serve as the University's international lingua franca, and the increasingly globalized perspectives and concerns of local institutions point to the focus of language teaching on international

English, practically defined as the English used in international print and broadcast media, and catalogued in international dictionaries of English.

The differences between PE and IE can be illustrated in the following samples:

PE: If masteral students are not understanding the most effective and efficient administrative characteristics of the organizations dealing in education, they would enjoin experts on management to enlighten them on procedures at par with the best practices in the world.

IE: If master's students do not understand the most efficient administrative characteristics of organizations dealing with education, they will request experts in management to enlighten them on procedures on a par with the best practices in the world.

The adjective form *masteral* is not listed in any English dictionary, but is popularly used locally, even by CHED officials, derived as parallel to *doctoral*.

The use of the progressive aspect *are ... understanding* is an interference from Filipino and other Philippine languages, in which all conjugable verbs have the imperfective (or progressive, or durative) aspect which translates to either the past progressive or present progressive of English, except for a subcategory of verbs, like *understand, know, love,* or *cost*, which do not take the progressive aspect. *Iniibig kita* does not translate into **I am loving you*.

The phrase *effective and efficient* is an automatic collocation in PE, as if one cannot use *effective* without saying *and efficient*. This is likely the result of English teachers' admonition to their students to "Think in English", which simply becomes picking up bits and pieces of English and putting them in what may be acceptable sentences.

The words *administrative, characteristics* and *organization* are three of the more commonly mispronounced words in PE, i.e., the PE pronunciations of which are not reflected in any international dictionary of English. The PE stress placements (represented by capital letters) are *admiNIStrative*, *chaRACteristics*, and *orGAnization*, while IE has *adMINistrative*, *CHAracteristics*, and *organiZAtion*, not to mention the differences in vowels and consonants.

Dealing in education typifies the PE confusion in using prepositions idiomatically, since IE differentiates between the phrasal verbs *deal in* (to buy and sell goods) and *deal with* (to be about something, to talk to someone, or to take action). Another PE idiom is *experts on*; the IE idiom is *experts in*. A third is the PE creation *at par with*, meaning "at the same level as"; the IE idiom is *on (a) par with*. The issue in learning idioms is that the collocations will just have to be memorized, since many cannot be reconstructed based on meaning, such as *expert in*, *authority on*, *professor of*.

The verb *enjoin* is popularly used in Philippine memos, as in *All faculty members are enjoined to attend the commencement exercises. However, seats are limited*, which indicates that it is used to mean "request, invite formally, or encourage". Yet, *enjoin to do something* literally means "require", while *enjoin from doing something* means "prohibit". This is likely the result of English teachers' instruction to "get the meaning of the word from the context", which nurtured such a divergent meaning. Abstracting meanings from contexts should be done only after being trained in lexicography.

SHIFTING ENGLISH INFORMANTS

From fellow Pinoy learners to reputable language professionals who are first-language speakers, or who have near-native fluency. Shifting to IE necessarily means changing informants, or the speakers of the language from whom the sounds, words, sentences, idiomatic expressions, spelling, punctuation and mechanics of English are sourced. The evolution of PE has been nurtured by Filipinos learning from each other, such that any variant pronunciation uttered by an influential person, such as a local broadcaster, gets picked up and

spread throughout the population.

This is how we have picked up the one-word spelling of *everyday* as an adverb, as evident in nearly all local advertisements, while IE distinguishes between the adverb *every day*, and the adjective *everyday*, as in *You can shampoo your hair every day* and *Make it your everday habit*. Broadcasters from high-rating stations say *adVOcacy* instead of *ADvocacy*; pronounce the double "l" of *pollute* and *pollution* as if it were the Spanish "ll", when it should actually be pronounced like a single "l"; make *poll* sound like *Paul*, instead of *pole*. Biology teachers say *INtestine* instead of *inTEStine*. Doctors say *peNIcilin* instead of *peniCIllin*, and make *psoriasis* sound like "sorYAsis" instead of "soRAyasis". Math teachers say *PythaGOrean*, instead of *PythagoREan*.

The unsuspecting student learns from his teacher; the teacher gets influenced by his colleagues; everyone gets infected by the mass media. The spread of a linguistic form is like a virus spreading throughout a population. Those who know the correct form do not get infected, but most are vulnerable, yet teachers of English have persisted in learning from fellow learners without checking the learning against what reliable references contain.

Continual exposure to international media, especially to the best accessible via cable or the Internet, is the antidote. The brain will naturally pick up forms, and intuit processes, thereby developing a kind of "intuition" about the language.

SHIFTING LANGUAGE TARGETS

From a diffuse set of targets (which even includes literary appreciation, conversation, and public speaking) to English for academic and professional purposes in a global context. English language courses in senior high school and college should focus on the very reason English has a place in our school system—to be used in further learning, to gain entry into the job market, and

Filipinos have a penchant for mixing English and Filipino in signs as: Ice bloke for sale (Ice block for sale).

advance one's career.

This approach fits senior high school English, which should be at the same level as current college General Education (GE) English courses. New post-grade 12 English courses, beginning in 2018, should focus on reading, writing, and presenting in the disciplines. Possible outputs are a critical review of a published article or a state-of-the-art report, writing a short research paper using original data, and making an audiovisual presentation of the same. Such courses, being highly immersed in the discipline, should be handled by the teachers of the discipline themselves. After all, teachers of the discipline are also expected to do research, publish, and render extension service. It is easier to improve the language skills, especially in editing, of a statistics teacher, than to teach enough statistics to an English teacher to enable him to guide statistics majors in data gathering, problem solving, and writing up a report.

College English faculties can then concentrate on their own majors' courses, while offering GE courses in literature, especially on topics which a well-educated Filipino college student should learn, such as a reintroduction to literary forms, creative writing, or surveys of Philippine and Asian literatures.

SHIFTING ENGLISH LANGUAGE TEACHING STRATEGIES

1. From building on past English training to correcting the forms and rules learned from such, and redirecting the learning of English. Language acquisition, or a child's learning of his first language, works simply through exposure, imitation, and repetition. Language learning, i.e., learning a second language, also works in the same way if done in childhood. Language learning at a later age requires explanation of the forms and processes of the target language as well, since the second language will always be processed with reference to the first language. But this is premised on the students' exposure to exemplars of the second language.

In the case of the Filipino learner, his 10-12 years of exposure to and imitation of PE requires the integration of a corrective phase to his language learning. Such will have to be based on a comparative analysis of PE and IE, in order to strategize the relearning, inasmuch as whatever has been learned tends to stay in the learner's mind until it gets supplanted by new learning. Exposure, imitation, correction, explanation, and drills—all of these are needed for the IE forms to increase in probability of use, and

block IE except in domains where IE is useful.

The 63.18 average of teachers mentioned earlier indicates the strength of PE in the minds of the teachers. The test items had only two options—the common PE form vs. the IE form. Thus, the teachers, even when they discussed the test items with each other, merely reinforced their own PE. Their systematic errors came from good memories of wrong forms.

2. From using traditional grammar found in Teaching English as a Second Language (TESL) materials to using contemporary linguistic analyses of the English used in international media compared with Philippine English and Philippine languages. Most teachers of English and locally published English teaching materials have relied on traditional grammar to explain the language, without realizing that that grammar is likely just another copy of 18th century grammars of English, based on Latin. Key indicators are notional definitions of syntactic categories, such as "A sentence is a word or group of words that expresses a complete thought" (how does one evaluate the completeness of a thought?), or "A noun is the name of a person, place or thing" (which excludes *beauty*, or *election*, and quite useless in identifying *light*). Grammatical categories must be defined by grammatical features, not by meaning.

So many developments have happened in the field of grammar as a science since the '50s, yet most English teaching materials have not utilized such developments that explain forms and processes more clearly, logically and comprehensively. One example is analyzing the phrase "will return" as a combination of the modal verb "will" in the present tense and the base form "return", instead of identifying it as the simple future tense, since the verb "return" itself is not inflected.

Foreign language teaching is best grounded on a comprehensive comparative analysis of the target language and the language of the students. Unfortunately, TESL materials from the US are not based on a comparison of English and Philippine languages.

KRITIKAL

na imahinasyon

PANAYAM KAY DIREKTOR ROMMEL B. RODRIGUEZ NG SWF

Sa pagtatapos ng panunungkulan ni Professor Emeritus Rosario Torres-Yu, bumuo ang Unibersidad ng Pilipinas (UP) Diliman ng isang Search Committee upang pumili ng susunod na manunungkulan bilang Direktor ng Sentro ng Wikang Filipino (SWF), ang tanggapang nangunguna sa pagtataguyod ng Pambansang Wika at susubaybay sa pagpapatupad ng patakarang pangwika sa Unibersidad.

Matapos ang masusing proseso ng panayam, pampublikong talakayan, at deliberasyon, napili si Dr. Rommel Rodriguez ng Departamento ng Filipino at Panitikan ng Pilipinas (DFPP), Kolehiyo ng Arte at Literatura (KAL), upang ipagpatuloy ang mga simulaing isinusulong ng ahensya.

Sa edisyong ito ng *UPDate Magazine* – na nakatuon sa wika ng/sa UP Diliman – minarapat ng patnugutan na kapanayamin ang bagong Direktor ng SWF at ang mga panukala niya para sa katayuan at ambag ng wikang Filipino sa Unibersidad.

DILIMAN INFORMATION OFFICE (DIO):

Noong panahong nasa proseso ng paghahanap ng susunod na Direktor ng SWF, ano po ang mission/vision na iprinisinta ninyo sa search committee at sa Unibersidad?

DR. ROMMEL B. RODRIGUEZ (RBR):

Ang mission/vision paper ko noon ay pinamagatang, "Kritikal na Imahinasyon o Critical Imagination," paano magsasanib ang pagiging malikhain at pagiging kritikal lalo na sa usapin ng wikang Filipino. Nakatuon ito sa hamon at tunguhin ng Filipino sa ika-21 siglo. Kaya, nanaliksik ako ng mga pag-aaral hinggil sa pagpaplanong pangwika, patakarang pangwika ng ibang mga unibersidad at kasaysayan ng patakarang pangwika dito sa Unibersidad. Bukod dito, nais ko ring magkaroon ng administrasyong demokratiko at transparent, at magpapatuloy ng mga programa at proyektong iniwan ni Dr. Torres-Yu.

DIO: Ano ang mga programang panukala ninyo para sa inyong panunungkulan bilang Direktor ng SWF?

RBR: Nais kong ipagpatuloy ang mga naitatag nang programa ng Sentro, gaya ng Gawad Saliksik-Wika, Aklatang-Bayan, mga publikasyon tulad ng *Daluyan,* na kaisa-isang refereed journal na monolinggwal na nakalimbag sa wikang Filipino dito sa UP Diliman. Nais ko ring balikan, bagaman mabusisi, ang mga kasaysayan at dahilan ng pagkakatatag ng patakarang

pangwika sa UP, para magkaroon ako ng isang mas malinaw na perspektiba sa patutunguhan ng SWF. Nariyan din ang pagsasagawa ng mga talakayan at mga pambansang palihan at kumperensya. Tinitingnan ko ang posibilidad ng isang internasyunal na kumperensya na ang lunsaran ay tungkol sa Filipino.

Ipinapanukala ko rin ang pagbuo ng isang video production na may kinalaman sa popularisasyon at diseminasyon ng Palisi sa Wika ng UP kasi maraming misconceptions ukol dito. Akala ng iba na ang Palisi sa Wika ay tungkol lang sa Filipino as medium of instruction. Kung tutuusin, kung babalikan natin ang Palisi na iyan, bahagi lang iyon ng isang probisyon pero karamihan ay may kinalaman sa pag-unlad at pagsulong ng wikang Filipino kapwa sa pananaliksik at sa usapin ng produksyon ng malikhaing akda.

Nagpapatuloy ang suportang pagsasaling teknikal sa UP at sa labas ng Unibersidad. Pana-panahon mayroong mga pumupunta rito, may mga sumasangguni sa Sentro upang magpasalin ng survey nila. Halimbawa, iyong survey forms ng mga doktor. Dahil dito, pinaplano ng Sentro na bumuo ng kongkretong batayan ng pagsasalin upang maging gabay namin sa gawaing ito na

maituturing na ring serbisyo publiko.

Sumunod ay ang pagpapalakas ng istruktura ng institusyon. Alam natin na dati ang Sentro ay systemwide. Tapos nangyari ang debolusyon nito, bagama't may probisyon na ang bawat unit ay magkaroon ng sariling Sentro. Pero sa huling naging pagpupulong ng iba't ibang Sentro, may ilang SWF sa iba't ibang units na nalusaw na. Gayunman, may pana-panahong ugnayan sa ibang units ang SWF-Diliman at sa aking palagay, kailangan pa ang tuluy-tuloy na ugnayan. Ang nakikita naming posibleng magpatibay ng ugnayan ng mga Sentro ay ang pagbuo ng textbook sa Filipino, lalo na kung ire-require ang pagkuha ng asignaturang ito sa lahat ng constituent units ng Unibersidad.

DIO: Nagpapatuloy rin po ba ang pakikipag-ugnayan ninyo sa mga Kolehiyo sa pamamagitan ng mga Komite sa Wika?

RBR: Oo, sa katunayan, noong

nagpulong ang Komite sa Wika, isa sa mga mungkahi ni Dekana Grace Dalisay ng Kolehiyo ng Agham Panlipunan at Pilosopiya (KAPP) ay ang pagbuo ng pananaliksik hinggil sa mga tesis at disertasyong nakasulat sa Filipino. Wala pa kasing komprehensibong sanggunian o batayang materyal ukol dito. Kaya magsusumite kami sa Opisina ng Bise-Tsanselor para sa Pananaliksik at Pagpapaunlad hinggil sa pagbuo ng annotated bibliography ng mga tesis at disertasyong nakasulat sa Filipino na nasa pangangalaga ng mga aklatan ng Unibersidad.

Sa usapin pa rin ng istruktura, tinitingnan pa rin ang posibilidad ng pagkakaroon ng Katuwang na Direktor at mga Research Fellow. Sila ang magsisilbing research arm ng Sentro na magpapatakbo ng mga pananaliksik na ipapasok sa tanggapan. Nakikipag-ugnayan kami ngayon sa Departamento ng Linggwistiks ng KAPP, sa DFPP ng KAL, at sa Language Division ng Kolehiyo ng Edukasyon.

DIO: Ano ang mga lumilitaw na isyu o usaping pangwika ngayon dito sa UP Diliman? At ano ang mga mungkahi ninyong solusyon o tugon ukol sa mga usaping ito?

RBR: Una, lumitaw ang isyu kung gaano kalapit ang implementasyon ng Palisi sa Wika sa UP. Dito, sa tingin ko, mahalagang linawing nagpapatuloy ang implementasyon ng Palisi sa Wika sa UP.

Kinakailangan ang monitoring, at ito ay magagawa sa pamamagitan ng masusing pagkalap ng datos gaya ng makukuha sa mga survey hinggil sa GE at sa pagtuturo sa wikang Filipino, maging sa bibliograpiya ng mga tesis at disertasyong isinulat sa Filipino. Sa panahong pinaplano ang GE Conference, itinanong ko kung puwede bang isama sa kit ang ginawa naming polyeto tungkol sa Palisi sa Wika. Maganda ang naging tugon kasi naging bahagi pa ng plenary session ang

Deafness...

another about the latest in showbiz news, or engage in political debate, all through the use of FSL. In their respective homes, however, they feel lonely because only a few of the household members, if not none at all, are able to communicate with them in FSL.

Whenever they have the opportunity, Deaf persons from Metro Manila would congregate at certain places to interact with one another. Deaf Catholics living in Quezon City would go to the St. Joseph's Church along Aurora Boulevard, Cubao to attend the 9 a.m. Sunday mass. They would flock by the left portion of the front pews to see one or more interpreters translate the services into FSL. Together they respond and say prayers using FSL. After the mass, they would converge in one portion of the church grounds to engage in friendly "talk."

Deaf persons from Pampanga occasionally come to Metro Manila to meet their counterparts. One such occasion was during the Deaf Film Festival in 2003 at the Church of the Risen Lord at UP Diliman. Deaf students, professionals and ordinary people watched silent movies made by both hearing and deaf persons. One film shown was "Deaf MTV." In the film, Deaf persons performed rap using FSL although without any musical accompaniment. Those in the audience, however, especially the youth, appreciated the video and rapped (through FSL) together in harmony. While they may not hear any music, they were able to perceive a common beat.

Political issue of the Deaf. At least 31 elementary schools, 14 high schools, and nine tertiary schools in the Philippines cater to the deaf. The Department of Education (DepEd), however, imposed that ASL should be the language taught and used in these institutions. The members of the Deaf community are protesting this imposition. According to them, why would they use ASL when they have their own language, i.e. FSL? Why do they have to study a foreign language? Allegedly, the DepEd's decision was based on the need to correct the writing skills of the deaf. If they use FSL, then they could not write in correct English since its syntax is very dissimilar from that of English. For example, a Deaf person may write the sentence "Ball I buy" instead of "I bought a ball" because the former sentence is an acceptable syntactic form in FSL.

Some schools like the Philippine School for the Deaf (PSDF), encourage its students to pronounce sounds as they use sign language. Their underlying concept is that deafness is a disability that is why deaf people should be taught how to speak and distinguish sounds. From the point of view of the Filipino Deaf community, this is another ethnocentric bias by hearing people. They do not see their Deafness as a disability. Their language – FSL – has been effective enough for them to communicate with their own community. To communicate with hearing people, they encourage bilingualism by learning how to read and write. It is the hearing people who do not understand them. It is the hearing people who perceive that there is a problem somewhere. Majority of Filipinos view deafness from a pathological perspective. The Deaf community, however, view Deafness from a cultural perspective.

Another issue concerns the use

FILIPINO

SIGN LANGUAGE

of hearing aids and implants. Many members of the Deaf community do not like to use hearing aids because they do not see the need for it. An informant, when asked if she does not like to hear the song of a bird or the gush of the wind, answered she could sense their singing and could feel the wind. This for her is enough. Moreover, many of the Deaf complain about hearing aids because sometimes they get too jittery with all the sounds they hear. The use of hearing implants is even more controversial for them. According to members of the Filipino Deaf, hearing implants should only be used on people who are old enough to give their consent. It should never be used on children since they are not yet in their proper age to decide for a surgical operation.

Filipino Deaf community members support a resolution of the World Federation of the Deaf opposing all forms of genetic research aimed at eradicating deafness. They said this type of research is tantamount to cultural genocide as it would eradicate the very source of their heritage.

Rethinking ethnicity. Based on the evidence from Deaf culture, there is a need to rethink the basic concepts of language, community and ethnicity.

A community is commonly defined as "mutually dependent families living and working together in a given area and usually in face-to-face association" in the Dictionary of Anthropology by Charles Winick.

The Filipino Deaf created an "imagined" community that unites most, if not all, of them despite their "diaspora." This community has all the more been reinforced with the onset of the information technology revolution. Deaf persons separated from one another regularly converse with each other through text messaging, e-mail, and internet chat rooms. The internet has the Deaf Philippines Directory webpage. There is also one website promoting Filipino Deaf pen pals. Another site connects the alumni of the Manila Christian Computer Institute for the Deaf.

The traditional notion of ethnolinguistic groups is also spatially defined, *i.e.* according to culture areas and regions. However, the Filipino Deaf community, which has its own language and culture, is spread across different households, communities and regions. Ethnicity refers to a social and psychological feeling that a particular group is different from the rest. The Filipino Deaf community feels and believes they are a distinct cultural and linguistic group within Philippine society. As such, their human rights as a linguistic and ethnic minority should be recognized. ◆

ENGINEERING . . .

of word frequency counts across time was automatically generated. This information can now be accessed via a program in the Bantay Wika project website (http://sentrofilipino.upd.edu.ph/bantaywika/).

Some of the studies done in the Bantay Wika project include a survey of words in the language with competing forms: spelling variations of some Filipino words, and borrowed words from the Spanish and American English languages and their Filipino translations, if any exist. One can observe how the competing word forms are used across time in written media, and whether one word form prevailed among the others.

The text data can also be used to map cultural trends, referred to as the field of culturomics.

The projects are just a few of what the UP DSP laboratory is currently working on. They may not yet include building the local version of Siri, but engineering in speech and language is giving rise to tools and technologies that can be of great use, be it in improving information access and dissemination, learning a language, or conducting studies on a language itself. ◆
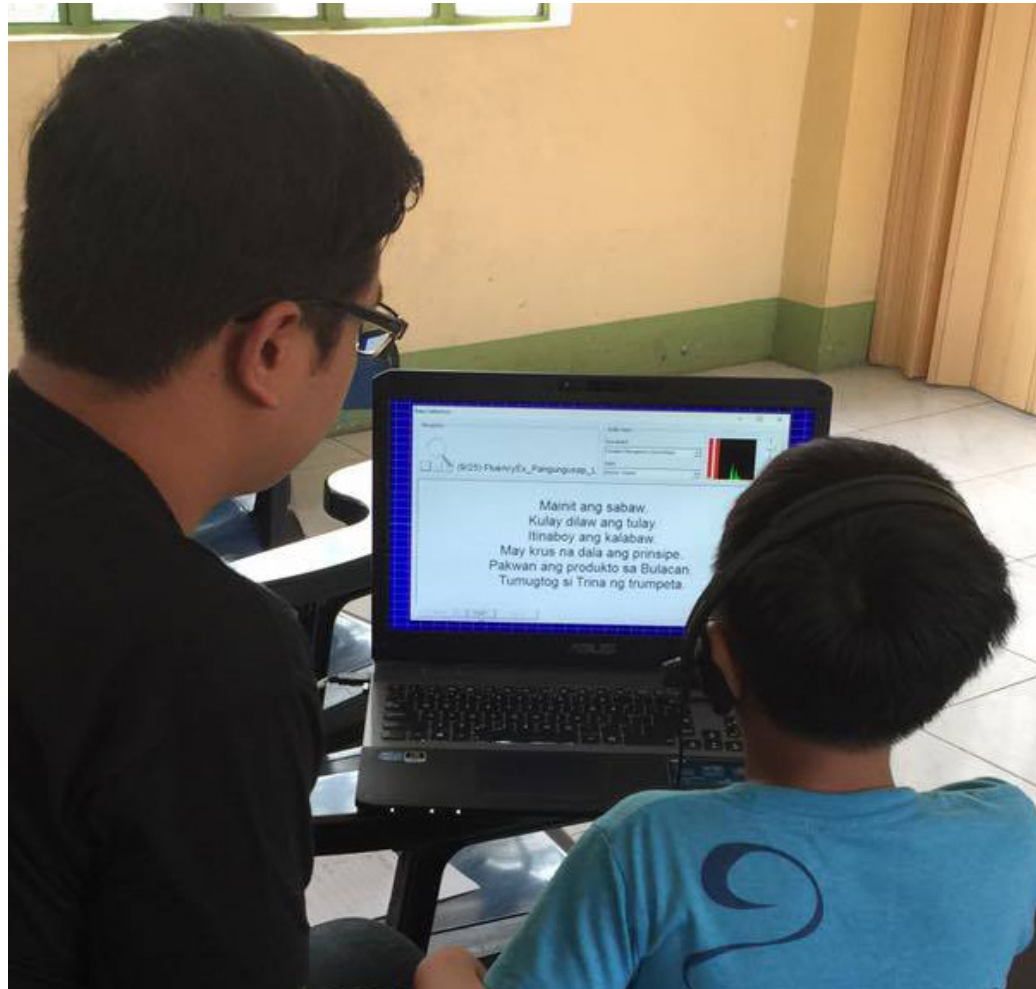
Data collection activity in an elementary school in Quezon City. (Photo below) Affiliates of the laboratory are each assigned a signal processing problem for their capstone project (EEEI-DSP Laboratory).

Shifting...

This is where faculties of English should set up their own research program, sharing and compiling details on what may be considered as interferences coming from Philippine languages, as well as details on idiomatic translations, such as rendering *May nakaupo ba rito?* as *Is this seat taken?*.

Additionally, especially for senior high school and college English courses, a comprehensive comparative analysis of international English and Philippine English must be a continuing research program, to facilitate the students' shift to IE for academic and professional purposes.

3. From an over-reliance on grammar books and dictionaries to a continuing analysis of actual output by informants, added to information from grammar books and dictionaries. Since most English teachers did not learn English from reputable native or near-native speakers, nor have they continued learning the language by exposure to international media, they have become overly dependent on their limited—and dated—references. There are those who still teach that "Are you finished?" is incorrect, and should be "Have you finished", or those who think "Who can you trust to lead the nation?" is wrong since *who* should be *whom* functioning as the object of *trust*, even if that sentence was one of the campaign slogans of the Labor Party, and most native speakers no longer say *whom* at the beginning of a sentence regardless of its grammatical function. One English trainer insists that the word *biodata* is not an English word since it is not in his dictionary, though *Encarta* (1999) and the *Cambridge Advanced Learner's Dictionary* 3rd ed (2008) have it.

Dictionaries and grammar books are dated and necessarily limited; the learners—both the teachers and the students—must simply learn the language primarily from current international media.

4. From teacher as authority to teacher as coach. Teachers tend to glory in being the source of much knowledge about the language and many of them probably are, but this prevents them from treating the students as fellow learners. It is always possible for students, exposed to the Internet more than the teachers, to pick up more current words and idioms, which they can share with the teachers and fellow classmates. An example is the word *waitstaff* to refer to waiters and waitresses, or the expression *heads up*, not referring to a snub, or an acknowledgment, but to advance information.

Teachers then should focus on how to make their students learn on their own. After all, it is the student who eventually has to use English to get good grades, get a job, and get promoted. The teacher can then be evaluated for teaching competence based on the performance of his students, and not so much on his research and advanced degrees. Good coaching means getting the team to win by playing well, not just studying the game.

5. From teacher dependence to learner autonomy through instrumented learning. The teacher as an authority figure also leads to teacher dependence, and indeed it is gratifying, even flattering, to be asked about the forms and rules of the language and be able to respond correctly. The engagement of teacher and student, however, draws to a close at the end of each semester or school year, and it is impractical for former students to keep going back to their teachers for details they failed to learn, or were not covered by their courses.
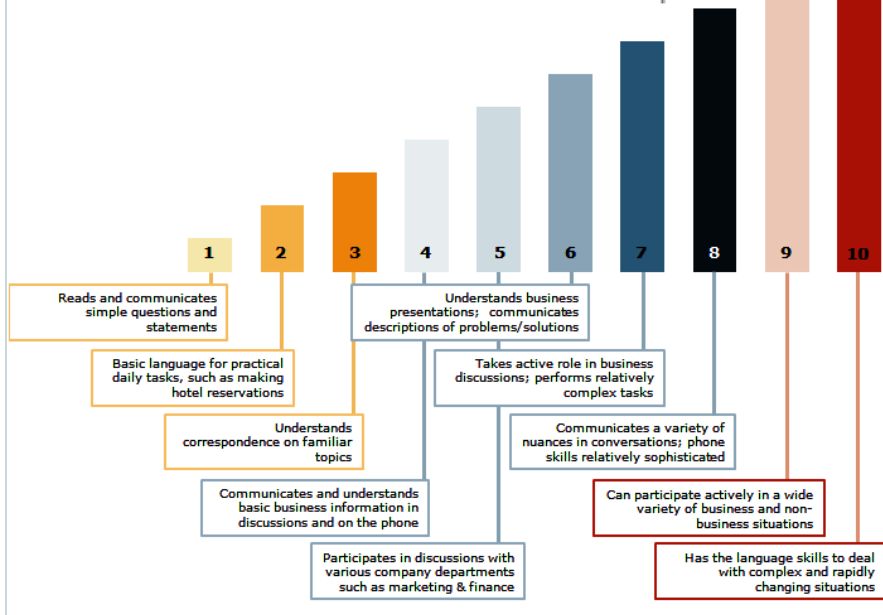
Instead, the students should be taught how to use references, both print and electronic, for their own learning—how to interpret the phonetic transcriptions of their dictionaries to get the standard pronunciation of words (try *brougham*), how to use the

grammatical information in each entry (that *leisurely* is an adjective, not an adverb), how to interpret the meanings, and, in some dictionaries, how to use the word in a sentence, such as which particle or preposition follows or precedes it, or whether the embedded verb that follows is in the infinitive or gerund form. They should be cautioned about Internet sources, especially free ones, since these may contain dated information, or, if it is a usage guide, it may reflect the author's idiosyncrasies. They should know enough grammar to determine which chapter of a grammar book a particular form (possibly an error) is explained. They should be trained to learn more English by listening to and reading international media. They should become autonomous learners.

6. From individual learning to instrumented team learning. So much to learn (and "unlearn"). Such huge classes. These two problems can be solved through instrumented team learning. Based on a reliable diagnostic test, the students can be grouped into teams, with each team consisting of four or five members with varied levels of proficiency, and the better ones spread out in different teams (not necessarily to function as leaders, but simply to share what they know with the rest). It is probable that in a class of 40, or even 50, there are students who cannot even understand the lectures and instructions of the teachers. Interaction with fellow students will certainly make their learning happen even outside the classroom. Additionally, the social nature of language is heightened.

All the teacher has to do, while teaching how to use references, is to devise tasks for the team to accomplish. The teams can be pitted against each other in a game-like manner that also makes the learning enjoyable. An example is giving an objective test for each team to work out as an assignment, and the team answers (the result of negotiations

Philippines top 5 GlobalEnglish Business English Index 2012

Figure labels (bar chart, levels 1–10):

1. Reads and communicates simple questions and statements
2. Basic language for practical daily tasks, such as making hotel reservations
3. Understands correspondence on familiar topics
4. Communicates and understands basic business information in discussions and on the phone
5. Understands business presentations; communicates descriptions of problems/solutions
6. Takes active role in business discussions; performs relatively complex tasks
7. Participates in discussions with various company departments such as marketing & finance
8. Communicates a variety of nuances in conversations; phone skills relatively sophisticated
9. Can participate actively in a wide variety of business and non-business situations
10. Has the language skills to deal with complex and rapidly changing situations

among the team members) shown onscreen (or on the whiteboard) in class; the teams can then discuss the root of any difference in answers they have, and based on the class discussion, the teams can then come up with their final answers—and the teacher then gives the correct answer and explains why. Another is pairing teams, making the members of one take turns narrating a story in the vernacular, with the members of the other team translating on the spot into English.

The main point to this strategy is for the students to do so much more learning outside the class, on their own and with their teammates, and to use class time to get feedback from other teams and the teacher.

7. From a group of individual teachers of English with varying levels of competency to a team of English language coaches with excellent competencies in all bilingual skills. In all the groups of English teachers I have trained, the gap between the better and the worse is rather wide. When asked who the more proficient in English are, the older teachers would point to the younger ones, saying that the latter have graduated more recently and would probably still remember a lot more of their college learning. In contrast, the younger teachers would point to the older ones, saying that the latter have had more years of teaching, and should have developed their competencies even more. The fact is that they have disparate levels of proficiency which naturally lead to different levels of effectiveness in teaching. As students would sometimes put it, a grade of 2.0 under teacher X is probably a grade of 1.0 under teacher Y, yet teacher X is better.

As a faculty, English teachers should also constitute a team and use team learning as the strategy for continual learning. The language changes; grammatical theories also change.

All it takes is for the faculty to set up mechanisms for sharing with each other, not necessarily through seminars or workshops. A simple bulletin board in the faculty room can have new learnings posted weekly (e.g., the second syllable of *compilation* sounds like "pee", not "pie"; or *CONtrary* is "salungat",

conTRAry is "pasaway"). If maintained for years, much learning can happen.

8. From GE English teachers specialized in grammar, writing, or speech, with the GE English courses treated like an assembly line to a team of GE English language coaches organized as quality circles, handling all GE English courses. The current "specialization" of English teachers in grammar, writing or speech will likely disappear from college but may appear in senior high school. This has been a kind of assembly line approach, in which students are supposed to learn from one teacher, who passes them on to the next, and so on. The unfortunate reality is that there is little coordination among the sets of teachers, not just between the ones who teach different courses, but also among those teaching different sections of the same course. Typically, the grammar teacher does not give feedback on articulation, pronunciation and prosody since these are supposed to be taught by the speech teacher, and the speech teacher does not give much feedback on grammar since this is supposed to have been learned in the earlier course. The situation is made worse in schools where these courses are handled by different departments, or where the English teachers are spread out in different colleges.

Getting out of the Ford assembly line system, the English language program can follow the Volvo system of quality circles, in which teachers are organized in teams, in this case, the GE team or the senior high school team, and within the team, the members take turns teaching different courses. This means one teacher is expected to move from teaching grammar, to teaching writing, to speech, and possibly also to research, and then return to teaching grammar. In this manner, each teacher has a full realization of the teaching challenges of the entire GE or senior high school program. In the grammar course, the sounds

of English are also reviewed; in the research course, grammar and speech are also given feedback.

9. From varying language targets to uniform basic semestral language targets, still allowing for academic freedom for the use of different effective teaching strategies to meet these targets. Under the guise of practicing academic freedom, different teachers tend to teach the same course differently, yet this situation leads to some students becoming more advantaged than others. What the program administrator and the teachers should do is establish a set of core language targets per course, formulate standardized exams for all sections, and agree on the interpretation of scores for grading.

Academic freedom can be exercised in their individual teaching strategies and possible additional learnings.

A scene at a Business Process Outsourcing office where agents communicate using the English language.

10. From developing only the basic macro skills to developing the macro skills as well as editing, translating, presenting, negotiating, and analyzing skills. Both Department of Education and Commission on Higher Education refer only to the four macro skills of reading, writing, listening and speaking when they talk about language skills. This is quite limited, and does not consider the fact that English is a foreign language. A study of language jobs clearly shows that there are other foreign language skills that senior high school and college courses should address. First of these is editing skills, particularly for teachers. Editing requires thorough grounding in the forms, rules, and styles of the language, and this should be the top skill of language teachers.

Speech teachers must also develop their presenting skills since their students are already required to make presentations in their classes. The impact of a presentation is so great that a middling research project presented well may get a good grade, while a good research project presented badly may get a bad grade. Presentation skills are highly

valued in the workplace, such that many important decisions are made based on presentations, and not on a thorough and critical reading of the related research report. Researching, writing, speaking and presenting skills should be so integrated as to evolve into negotiating skills— possibly the highest level among all communication skills.

Translation skills should be the primary target of any foreign language course, with simultaneous interpreting as the best demonstration of proficiency in two languages. This is why English courses should be grounded on comparative analyses of English and Philippine languages to ensure grammatical and idiomatic translations both ways. Any expression in English that the teacher or student cannot translate or explain in the vernacular means he did not understand the English; any expression in the vernacular that the teacher or student cannot translate or explain in English means a gap in his learning of English. *Pang-ilang anak ka?* is idiomatically rendered as *Are you the eldest/youngest?* and not *What is your birth order?*, nor *What is your*
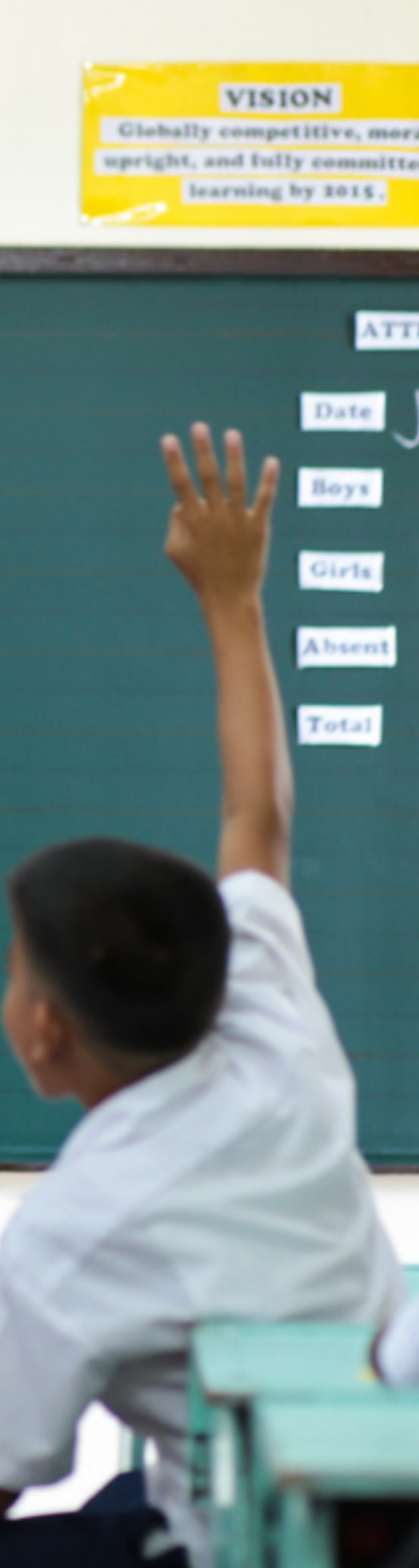
sibling position. Translation should be quick, automatic, and accurate.

And to support the student's learner autonomy, his analytic skills must also be developed, enabling him to recognize new forms, new meanings, and possibly even hypothesize new rules or refinements of old rules he has learned from his references, like a junior linguist.

11. From performance evaluation to performance management of teachers and students. Teachers are usually evaluated once a semester, or even just once a year. The evaluation may involve an unannounced visit to his class, the use of peer evaluation and student evaluation questionnaires, and possibly exit interviews of students. Such evaluation methods are quite problematic, but even if they work well, why should a teacher be allowed to teach for an entire semester or a whole year before being told he did not teach well?

Instead of the traditional performance evaluation scheme, teachers should undergo performance management by the program administrator. This involves identifying indicators of good—and bad—teaching behaviour, continually monitoring such, and giving timely feedback to the teacher.

In like manner, teachers should give timely feedback to their students, who can then correct themselves and continually improve their knowledge and use of the language.

12. From a cumulative grading system per semester to a finals-oriented grading system. In a study of English proficiency test scores of sophomores against their final grades in their college freshman English courses, no correlation was established. Since it was a pilot study of the test, the possibility was there that the test was not measuring proficiency well. Yet, after consultants on language testing declared the test good, the members

of the committee tasked to construct the test said that it is the final grades that are defective. Final grades do not correlate with proficiency because these include items like attendance and "active participation in class". Further, exams given at different times tend to get averaged, as if they are all equivalent in weight even if language learning is cumulative, meaning the coverage of the first month is carried over to the second month, and so on, making the final exam cover the entire semester.

Performance in language is more logically graded at the end of the semester. Even if the various quizzes and exercises during the semester are individually graded, such grades should only serve as rehearsal feedback for the finals. In fact, in theatrical terms, applause for an artist is for the actual performance, not for the rehearsals. But because the final exam period is stressful, some students may not be able to perform at their best. Still, outputs towards and at the end of the semester are more indicative of the learning for the semester, making a finals-oriented grading system a better alternative to the typical cumulative grading system.

13. From courseware that remains fixed for years to courseware that continually improves based on ongoing linguistic and pedagogical research. Many universities limit the use of a particular edition of a textbook to three years, yet there are also those whose teachers decide to use textbooks and other teaching materials that are decades-old.

Given the many changes that happen in language, language analysis, and language teaching strategies, courseware should necessarily evolve, not just to keep it abreast of developments, but also to refine it to suit the specific needs of the students. Each class per semester can generate information that should be integrated into the teaching materials. Eventually, this practice can lead to a department's

publication of its own courseware that is data-driven, and quite suited to the department's target clientele.

14. From disconnected language and content courses to content and language integration in both English and non-English courses. English courses are generally isolated from other courses even if some of these use English as the instructional language.

One approach to make the connection is CLIC, or the content-and-language integrated class, popular in Europe, in which the English language courses use the English texts of other courses the students are enrolled in. Thus, the students get to understand their texts better and learn academic English at the same time.

15. From classroom centered language activities to campuswide language activities for students, teachers and all other personnel. The English language program tends to be concentrated on classroom activities, which are quite limited in time. Huge classes further limit the chances of each student to participate in recitations or discussions.

But the campus itself may be transformed into an immersion campus, with teaching facilities all over confronting the students. Bulletin boards teach continuously; posters on them can be used to introduce new learnings and reinforce old ones. Teammates can challenge each other to read all of the sentences without making any mistake in pronunciation. LCD projectors can be set up in hallways or lobbies to show documentaries on topics that can enrich their general education while demonstrating good IE speech.

A semestral or annual competition gives added value to language proficiency as it fires up interest in learning English well. A spelling bee, solo interpetive reading, choral interpretive reading, impromptu speeches, pronunciation challenge, on-the-spot writing,

and games using typical objective tests—these and others like them can become a campus tradition that students prepare for regularly.

16. From English language majors getting their degrees by completing all courses to English language majors getting their degrees by completing all courses and getting a required proficiency grade, classification or level in a standard international test. The winner of a reality contest on TV, who could hardly carry a conversation in English and admits having difficulty expressing herself in English, turns out to be an English major, and apparently was an English teacher for a time. This is because the system gives them their degrees by simply completing all the required courses.

The challenge now is for English majors to be required to take an international profiency test—TOEIC, TOEFL, or IELTS—and to achieve a high rating in any one of these before they can graduate as English majors. This calibrates the English language teaching program of the school to the proficiency levels defined by these international tests. This gives the program good external validation.

SHIFTING ENGLISH LANGUAGE FACULTY DEVELOPMENT STRATEGIES

From English language teachers getting promoted for longevity, advanced degrees, and attendance in workshops, seminars and conferences to English language teachers getting rewarded for rising levels of proficiency in various bilingual skills and ability to develop the same among students. The reward system for English teachers must also be reexamined. Commonly, promotion is based on length of service, advanced degrees and attendance in academic gatherings. Unfortunately, many such seminars are mere attendance events; the teachers' language skills are not developed at all. Of course

they do get some information when they are awake and attentive, but it is skills development that they need to become better teachers.

It should be possible to use increasing levels of proficiency in different language skills as a major factor in the reward system, whether in the form of promotion, additional honorarium, or language differential. The ability to write effective promotional materials for the school, for publication in national media, to write and deliver a rousing speech in a public forum, to do sequential interpretration in the vernacular for a visiting English-speaking lecturer, to spot and correct all errors in texts submitted for publication in the school's journal, to publish research papers on English linguistics—these are just a few demonstrations of excellent language skills that should be rewarded, since teachers who can do tasks like these can be expected to develop the same skills among their students.

SHIFTING ENGLISH LANGUAGE PROGRAM PRIORITIES

From mostly teaching, to some research, and a little extension service to engaging in continual research, teaching from research, and rendering extension service to expand the research database and apply the research findings. Overall, the tasks of teaching, research and extension service must be integrated in such a way that the English language courses become the principal beneficiaries. The push for teachers to finish advanced degrees may simply end up with theses and dissertations which are irrelevant to the language program, which do not get translated into teaching and testing materials.

There is a need to define the research program of the department that covers not only the research done by its students but also the graduate research done by the faculty. All outputs should contribute to building a terrific language program that can develop

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students into near-native speakers of the language with only six years of language courses (as the Netherlands and Scandinavian countries are able to do). Such continual research becomes the scientific base for teaching, and extension service to

the community or other institutions could be used to further validate the teaching and testing materials as well as expand the database for research.

The paradigm shift prescribed here may seem daunting, and certainly will face resistance from

many quarters, but it is about time that well-researched foreign language teaching strategies were employed to raise the students' language skills to levels useful in academe and valuable in the workplace. Current paradigms are simply not working well. ◆

KRITIKAL …

talakayan sa Palisi sa Wika at nang sa gayon ay mailatag na ang posibleng resolusyon hinggil sa paggamit ng Filipino bilang medium of instruction.

DIO: Para sa inyo, paano masasabing malawak at malalim na ang implementasyon ng Palisi sa Wika sa UP?

RBR: Nakabatay ito sa mga dokumento na binabasa at sinusuri namin: kung ang pagbabatayan natin ay ang tesis at disertasyon, lumilitaw na 5% lang ang nagsulat sa Filipino. Maraming dahilan marahil. Una, hindi batid na puwede palang magsulat sa Filipino. Ikalawa, hindi alam kung papaano magsulat sa Filipino, ano ang batayan. Ikatlo, gaano kalakas ang suporta sa iba't ibang antas administratibo.

Nakatutuwang makita ang iba't ibang institusyon na sa tingin ko ay may pagkukusa na rin na ginagamit ang Filipino sa iba't ibang proyekto. May nakikita akong mga memo sa iba't ibang tanggapan na nasa wikang Filipino na. Sa tingin ko, magandang simulain ito sa pagtataguyod ng paggamit ng Filipino sa iba't ibang transaksyon sa Unibersidad.

Pero sa huli, ang isa sa mga pangunahing layunin ng Palisi sa Wika ay ang intelektwalisasyon nito, ang epektibong paggamit nito sa pananaliksik at pagbuo ng kaalaman, lampas sa opisyal na komunikasyon.

Halimbawa ay sa Marine Science. Paano mo pag-aaralan ang mga dagat ng Pilipinas kung ito ay laging nasa wikang Ingles o kamalayang kanluranin? Mayroong tinatawag na organic unity, pagkakaugnay ng mga ginagawa mong pananaliksik. Halimbawa, ang nakita kong ugnayan, kung ang isang guro ng Marine Science ay bukas sa pagtuturo gamit ang Filipino, kailangan niya ng materyales. Hindi kailangang textbook o glosari, pero materyal na pananaliksik sa Filipino na may kinalaman sa dagat, sa marine ecology, at iba pa. Tapos may nakita akong tesis dito sa Main Library na akma sa kanila, na tumatalakay sa teknolohiya ng bangka sa Pilipinas. Posible itong makatulong sa kanilang pagtuturo at pananaliksik.

Dito ko nakikita na habang gumagawa ka ng iba't ibang pananaliksik, paghahanap ng datos, makikita mo na may ugnayan ang bawat isa. Layunin ng Sentro na maiugnay ang ganitong uri ng pananaliksik sa mga tanggapan, at sa tingin ko, ito ay magiging kalakasan ng opisina sa larangan ng pananaliksik sa Unibersidad.

DIO: Mayroon din po bang mga panukalang proyekto ang SWF ngayon para sa mga estudyante ng UP?

RBR: Sa di-gradwadong antas, ang iniisip ko diyan ay: una, isang journal (hindi kailangang refereed) kung saan maaaring mag-ambag ang mga estudyante mula sa iba't ibang disiplina. Nariyan din ang pagsasagawa ng seminar-workshop na lunan ng presentasyon ng mga pananaliksik gamit ang wikang Filipino.

Ikalawa, scholarship. Pagkakalooban ng suportang pinansyal ang mga estudyanteng nais mag-aral ng wika, gaya ng sa DFPP at Linggwistiks. Scholarship o stipend-based o di kaya'y thesis grant, para sa mga nais magsaliksik hindi lamang hinggil sa Filipino, kundi maging sa ibang mga wika sa Pilipinas.

DIO: Paano ninyo naiuugnay ang inyong mga gawain sa Sentro sa mga patakarang ipinatutupad ng pamahalaan?

RBR: May partikular na kaming iniisip na proyekto katuwang ang ibang kolehiyo at institusyon sa UP, na tutugon sa kasalukuyang ipinatutupad ng gobyerno: ang K to 12. Sa pagsusuri namin ng mga kurikulum, nakita namin ang pangangailangang bumuo ng isang komprehensibong textbook. Kailangang may kamalayan sa mga katangian ng mga rehiyon, at syempre, pagtalakay sa wikang Filipino. May ilang umuugnay sa akin upang makatulong nila sa pagbuo ng mga materyales tungkol sa Mother Tongue-Based Multilingual Education (MTBMLE.) Kamakailan, mayroong ahensyang sumangguni sa amin upang tumukoy ng maaaring sumuri sa pagpapatupad ng K-12 sa antas na elementarya.

DIO: Ano pa po ang mga maaari naming abangan na mga proyekto ng Sentro ng Wikang Filipino ng UP Diliman?

RBR: Ang pagpapalakas ng patakarang gamitin ang Filipino bilang medium of instruction. Sa usapin ng GE, ang pagpapa-require na kumuha ng asignaturang Filipino sa lahat ng mga estudyante ng UP. At ipinapanukala rin ang pagbabalik ng Sentro sa ilalim ng UP System na bagaman madugo, ay kailangang pagsumikapan.

Sa tingin ko, napakatibay na ng Filipino bilang opisyal na wika, kaya may mga Departamentong nakatuon sa pag-aaral nito, kaya nakilala na ang mga iskolar na nagsusulat sa Filipino, at mga manunulat sa Ingles na lumipat sa Filipino dahil sa historikal, radikal at progresibong ideyang naipahahayag ng wikang ito. Malaki ang naitulong ng kaalaman at kamulatan sa Filipino para isulong hindi lamang ang wika kundi pati na rin ang pambansang identidad. Lalo rito sa UP, makikita mong buhay ang Filipino doon sa praktika. Buhay ito hindi dahil sa pananaliksik lang o sa mga opisyal na sulat kundi patuloy itong nag-e-evolve at ang mismong pag-evolve at pag-unlad ng Filipino ay malinaw na indikasyong hindi ito mamamatay. Patayin man sa akademya, buhay ito sa lipunan. ◆