

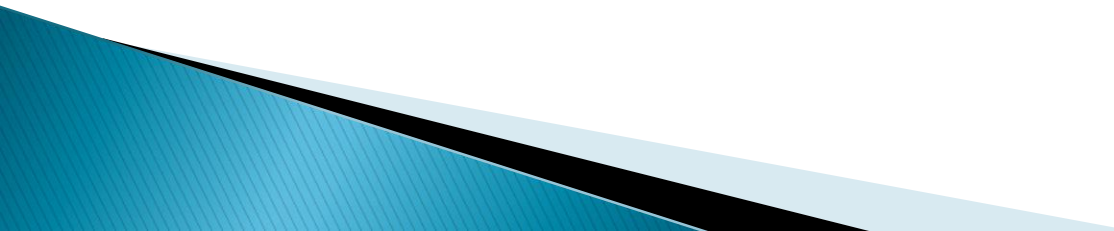


BILINGUAL EDUCATION AND THE USE OF THE VERNACULAR AS MEDIUM OF INSTRUCTION

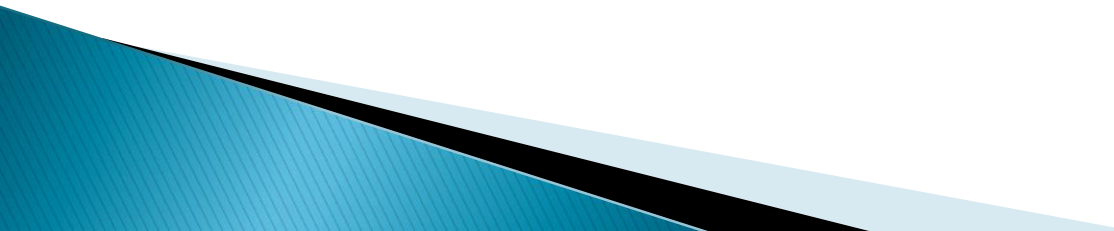
**BY: DIZON MA. CARINA C.
M.A ELLT**

What is bilingual education?

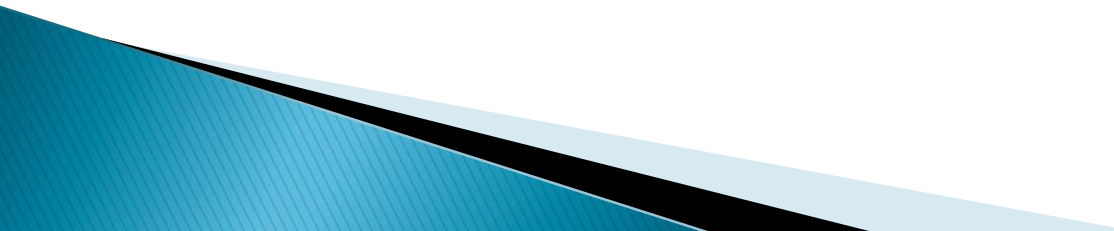
Bilingual education is a form of education in which information is presented to the students in two (or more) languages. Technically, any educational system that utilizes more than one language is bilingual. This means that many, if not most, school programs are bilingual, in at least a literal sense of the word. What differentiates various programs that are touted as 'bilingual' is the degree to which multiple languages are used.



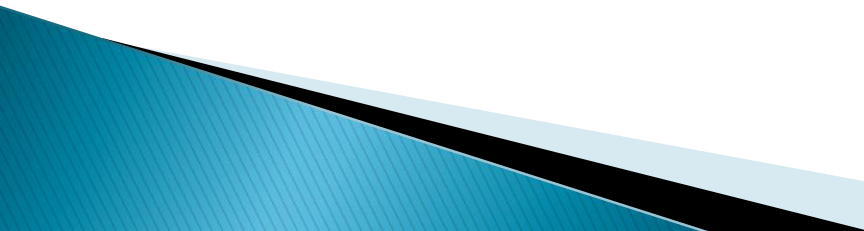
Bilingual education also refers to the practice of teaching non-English speaking children in their native language. Developed in the 1960's, such programs were intended to allow children to progress in subjects such as math, science and social studies while they learned English in a separate class. Bilingual education was meant as a transitional program, but students frequently linger in such programs for most of their school years.



Different Types of Bi- or Multilingual Education

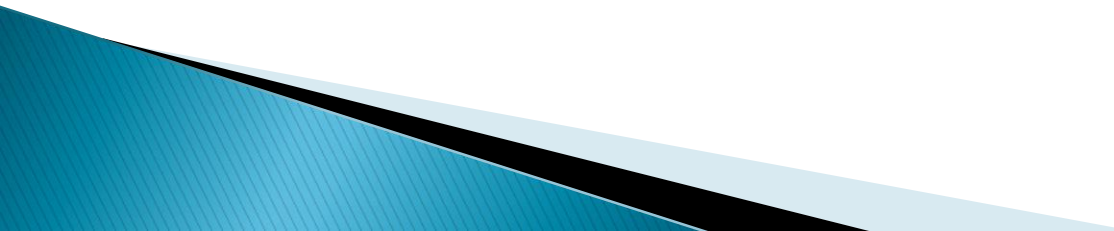
1. Bilingual Education
 2. Submersion
 3. Two-way bilingual education
 4. English as a Second Language (ESL)
 5. Immersion
 6. Three language system
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Several Types of Bilingual Education Program Models

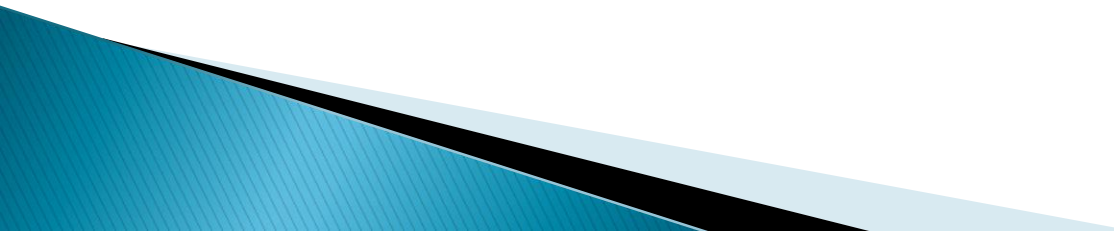
1. Transitional Bilingual Education;
 2. Two-way language or Dual Language Bilingual Education;
 3. The most effective form of Bilingual Education is a type of Dual Language program
 4. Late-Exit or Developmental Bilingual Education
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Bilingual Education and the Use of the Vernacular as Medium of Instruction in the Philippines

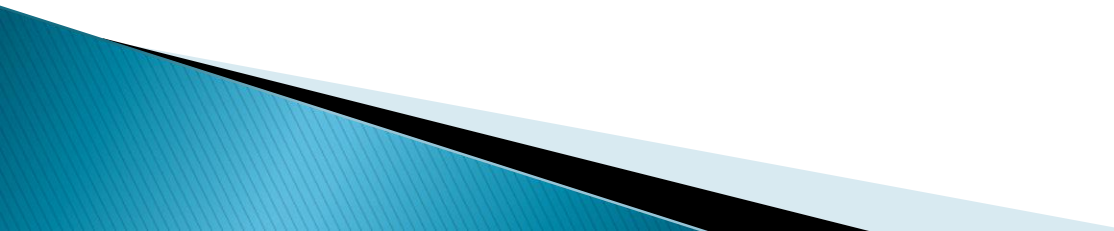
Before, the question of what language to use in the classroom has been one of the most persistent problems in the Philippine education. At the introduction of the American school system in the country, the first question that the educators had to tackle was the medium of instruction. After long debates, English was adopted as the language of the schools and the Philippines launched a bold experiment on human understanding.



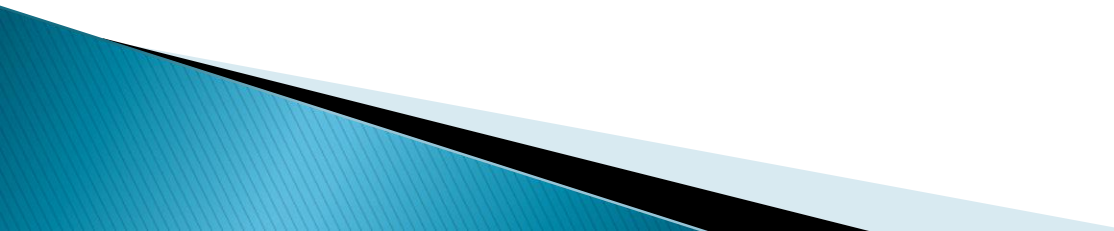
With regard to teaching in the vernaculars, the Monroe Commission recommended experimentation in the use of the vernacular but it was only in 1948 that such experiment was undertaken in Iloilo. Favorable results revealed that the local dialects could be used to a greater advantage by children in the early stages of their education. With this result the superintendents of schools approved a wider use of the vernacular in the schools. This change in traditional policy was primarily aimed for the wider benefit of the children and the nation that even the private schools and the press showed interest in this emerging educational practice.



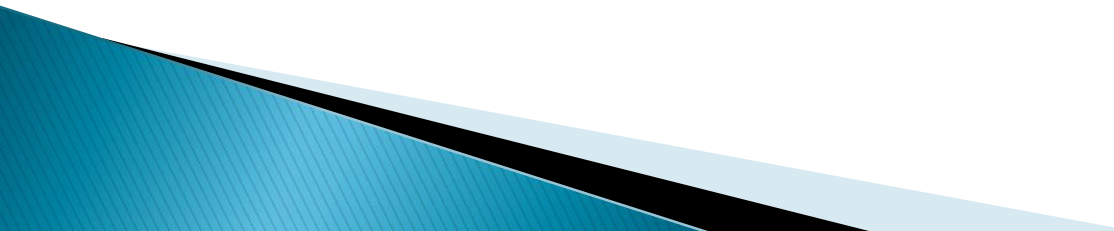
The Board of National Education also presented a policy recommendation on the language of instruction, namely:

- (1) That Pilipino be the main language of instruction at the elementary level with provision for the use of vernacular languages in the first two grades;
 - (2) That Pilipino and English be the languages of instruction at the secondary and higher levels.
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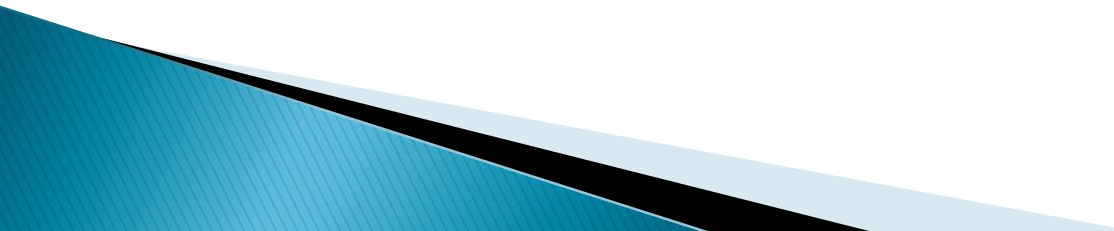
To insure the success of the program, the recommendation also provides “that intensive teacher education programs be introduced, both pre-service and in-service to train teachers in the use of Pilipino and the vernacular languages as media of instructions”.



As stated in the 1973 Philippine Constitution made Pilipino and English as official languages of the country.



On the basis of this survey results, as well as the recommendations of the Soriano Committee and the National Board of Education and in consonance with the constitution of 1973, the Bilingual Education Policy was enunciated officially in Department Order No. 25, series 1974, on June 19, 1974 by the Secretary of Education and Culture, in order to develop a bilingual nation competent in the use of English and Pilipino. Bilingualism in the schools is defined operationally as the separate use of English and Pilipino as media of instruction in certain subject areas from Grade I to 4th year High School. The subject areas are divided into Pilipino Domain or Pilipino Block and English Domain or English Block.



PILIPINO DOMAIN

1. Social Studies
 2. Social Sciences
 3. Character Education
 4. Work Education
 5. Health Education
 6. Physical education.
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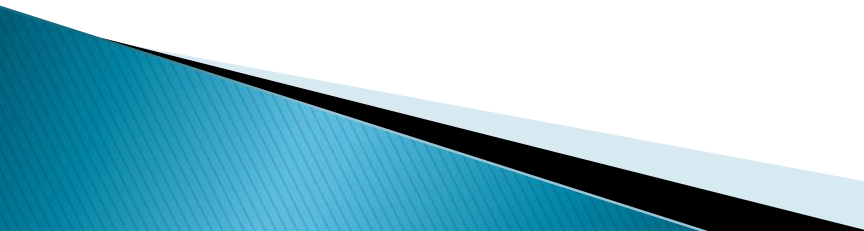
ENGLISH DOMAIN

1. Science

2. Mathematics

3. Arts & Music

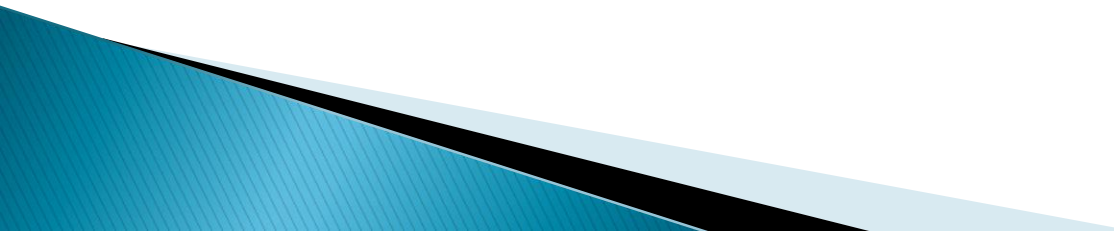
In organizing a bilingual program for the elementary school, in compliance with the DEC Order No. 25, series 1974, it needed the following:

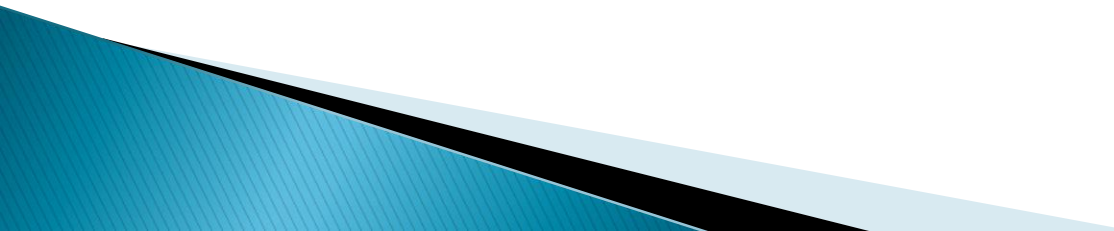
- A modified time table
 - A suggested blocking of time according to language domain
 - A public relations campaign for Acceptance on the part of parents-materials in Pilipino for the stipulated subject areas of social studies/ social Sciences, character education, work education, health education and physical education
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- A continuous formative and summative evaluation program
- A good coordinator to oversee the program

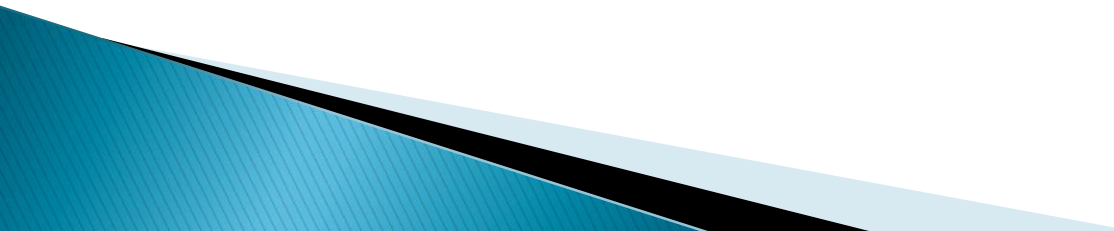
The Language provision in the 1987 Constitution of the Republic of the Philippines which are embodied in **Article XIV, Sec. 6 and 7** provide the legal basis for the various language policies that are being implemented in the country.

The ratification of the above-mentioned constitution resolved the issue on what the national language is, since the 1935 and 1973 Philippine Charters were not clear about this.

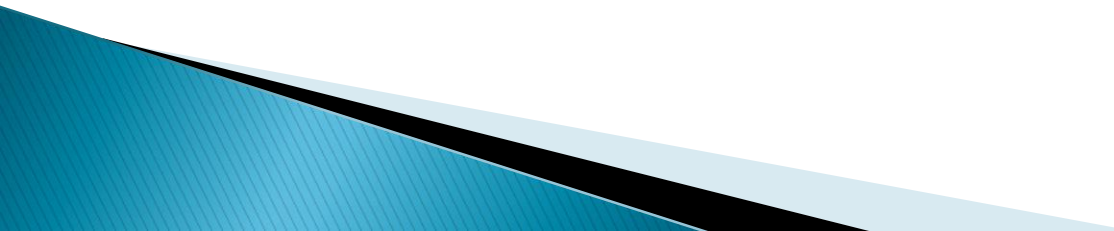


1. The national language of the Philippines is Filipino. As it evolves, it shall be further developed and enriched on the basis of existing Philippine and other languages.
 2. For purposes of communication and instruction, the official languages of the Philippines are Filipino and, until otherwise provided by law, English.
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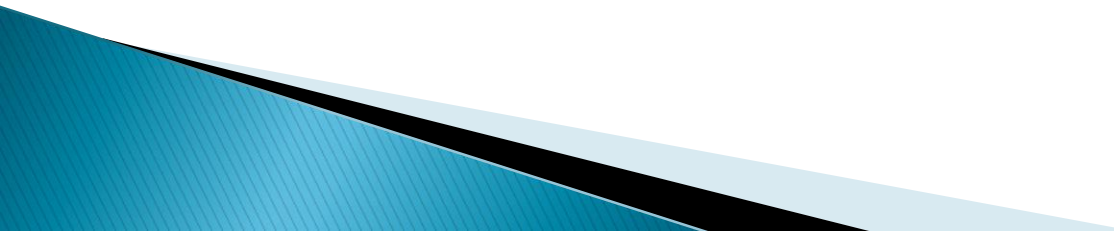
Bilingual education in the Philippines is defined operationally as the separate use of Filipino and English as the media of instruction in specific subject areas (as mentioned). As embodied in the DECS Order No. 25, **Pilipino** (changed to Filipino in 1987) shall be used as medium of instruction in social studies/social sciences, music, arts, physical education, home economics, practical arts and character education. **English**, on the other hand is allocated to science, mathematics and technology subjects. The same subject allocation is provided in the 1987 Policy on Bilingual Education which is disseminated through Department Order No. 52, s. 1987.



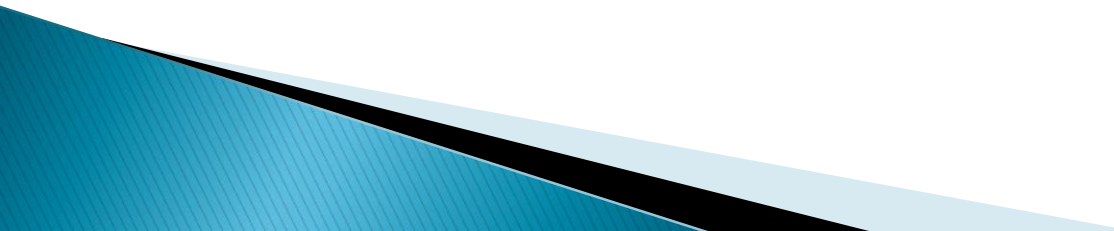
The policy on Bilingual Education aims at the achievement of competence in both Filipino and English at the national level, through the teaching of both languages and their use as media of instruction at all levels. The regional languages shall be used as auxiliary languages in Grades I and II. The aspiration of the Filipino nation is to have its citizens possess skills in Filipino to enable them to perform their functions and duties in order to meet the needs of the country in the community of nations.



The goals of the Bilingual Education Policy shall be:

1. Enhanced learning through two languages to achieve quality education as called for by the 1987 Constitution;
 2. The propagation of Filipino as a language of literacy;
 3. The development of Filipino as a linguistic symbol of national unity and identity;
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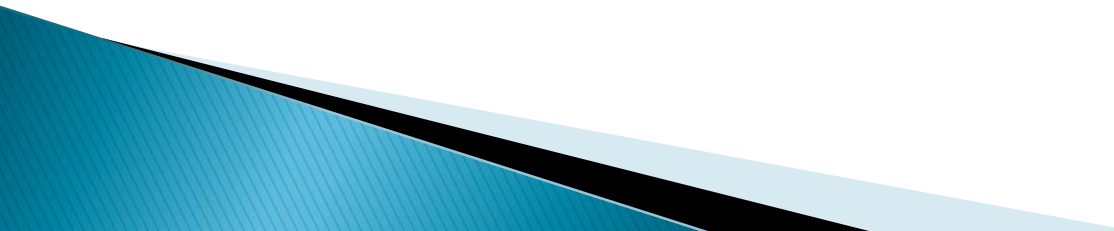
4. The cultivation and elaboration of Filipino as a language of scholarly discourse, that is to say its continuing intellectualization;

 5. The maintenance of English as an international language for the Philippines and as a non-exclusive language of science and technology.
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Filipino and English shall be used as media of instruction, the use allocated to specific subjects in the curriculum as indicated in the Department Order No. 25, s. 1974.

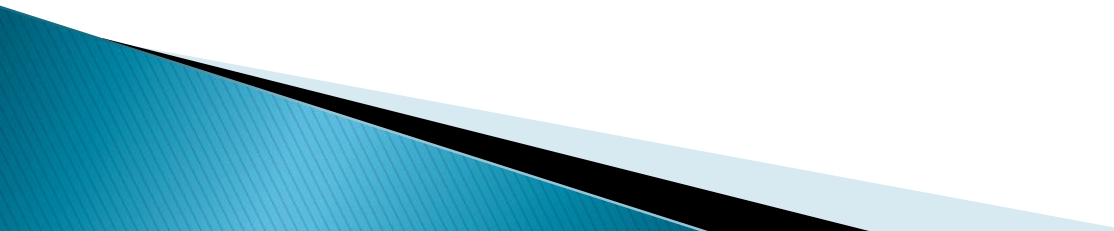
The regional languages shall be used as auxiliary media of instruction and as initial language for literacy, where needed.

Filipino and English shall be taught as language subjects in all levels to achieve the goals of bilingual competence.

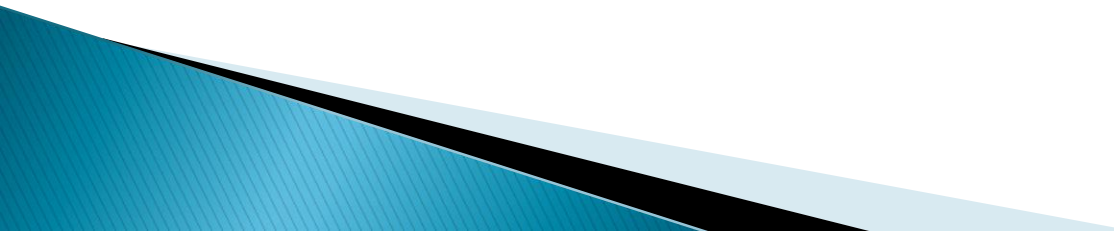


Tertiary level institutions shall lead in the continuing intellectualization of Filipino. The program of intellectualization, however, shall also be pursued in both the elementary and secondary levels.

The Department of Education, Culture and Sports shall cooperate with the National Language Commission which according to the 1987 Constitution, shall be tasked with the further development and enrichment of Filipino. The Department of Education Culture and Sports shall provide the means by which the language policy can be implemented with the cooperation of government and non-government organizations.



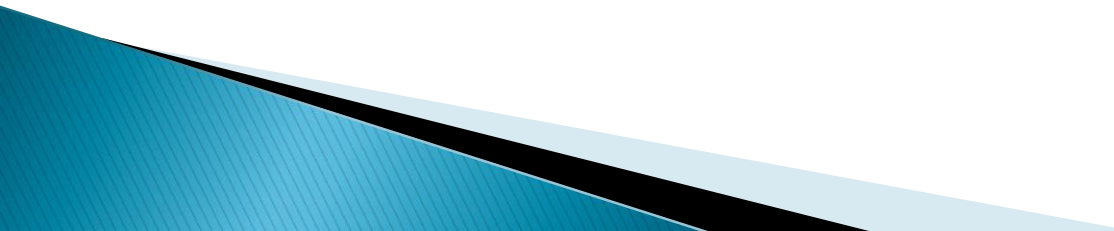
All departments/ bureaus/ offices/ agencies/ instrumentalities of the government are enjoined to do the following:

1. Take steps to enhance the use of Filipino in official communications, transactions and correspondence in their respective offices, whether national or local;
 2. Assign one or more personnel, as maybe necessary, in every office to take charge of communications and correspondence written in Filipino;
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3. Translate into Filipino names of offices, buildings, public edifices, and signboards of all offices, divisions or its instrumentalities, and if so desired, imprint below in smaller letters the English text;

Filipinize the "Oath of Office" for government officials and personnel;

Make as part of the training programs for personnel development in each office the proficiency in the use of Filipino in official communications and correspondence.



In consonance with the Bilingual Education Policy underlined in DECS Order No. 52, Series of 1987, the following are the guidelines vis-a-vis medium of instruction, to wit:

1. Language courses, whether Filipino or English, should be taught in that language.
2. At the discretion of the HEI, Literature subjects may be taught in Filipino, English or any other language as long as there are enough instructional materials for the same and both students and instructors/professors are competent in the language.

3. Courses in the Humanities and Social Sciences should preferably be taught in Filipino.



THANK YOU FOR
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