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Bilingual_Education_Policy_Ana_Rami


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Bilingual_Education_Policy_Ana_Rami

Bilingual Education Policy: A Guillotine or a Panacea

Abstract

This study aims to investigate the positioning of teacher education institutions (TEIs) in the glocalization¹ continuum of bilingual complexities in responding to the global and local demands for harmonious and peaceful nation building. Present² study is exploratory in nature. The researchers use survey questionnaires and focus group discussion (FGD) to account the effect of the forty long years of enforcement of Bilingual Education in the microcosm area in Cebu City and uses TIMSS, Philippine government national data and researchers' made questionnaires: English Language Relevance and Usability (ELRU-S; Filipino Language Relevance and Usability (FLRU-Q); Native Language Relevance and Usability (NLRU-SQ); Teacher Education Institution Support-Resource System on Bilingual Education Affectivity (TEI-SRS-BEE-SQ); Non-Native Language Cultural Complexities Survey (N-NLCC-SQ); and English as Unifier Language Survey Questionnaire (EUL-SQ).³ Researchers have used stratified sampling technique; strata have been divided based on specialization of pre-service teachers. The total sample size of the present study is 213. Bilingual Education Policy is neither a guillotine or a panacea in a non-native English country but a great recourse⁴ and a tool that can prosper nation building⁵ however, lies in the hands of the molder⁶ (teacher education institutions) its power and capacity to ignite other industries of the country.

¹ Possibly confused word: *glocalization*

² [**Present** → **The present**] Missing article

³ Wordiness

⁴ Possibly confused word: *recourse*

⁵ [**building,**] Missing comma(s) with interrupter

⁶ Possibly confused word: *molder*

Keywords: Bilingual, Education, Cultural complexities, Cebu, Philippines

Introduction

Philippine ⁷ bilingual policy was implemented ⁸ since 1973, DECS Dept. Order No. 25, 174. This was ⁹ clearly mandated ¹⁰ in the Philippine Constitution ¹¹ and a declared policy in ¹² the National Board of Education (NBE Resolution No. 73-7, s 1973). This has ¹³ been the language policy adopted of all the educational levels of the country since then and now. This policy has been already forty years old to this date. There is a need to look into the prevailing ¹⁴ language policy issue of learning English as international language and Filipino as the national language. There is a growing demand of particularity of the languages to learn nowadays. With the modernity and advancement of technology among countries ¹⁵ it is but a binding force to examine the offshoot of it becoming to ¹⁶ a common ¹⁷ citizen.

The spark of the controversy and what complicates the issue Maenoff (1985) mentioned that the inconclusiveness of the research on bilingual education brings forth confusion and uncertainty of collective action with the stakeholders. There is no strong ¹⁸ body of evidence commending one approach over another as the best way to deal with students who have limited proficiency in English. With the present times ¹⁹ there is a growing need to address this issue in order to ²⁰ avoid the fraud that blinds the people about the effects of bilingual education policy. These are needed ^{21, 22} in order to ²³ resolve the current demands in our economy, education, technology world, society and political supplies. What we need is an appropriate research based ²⁴ response and systemic and most relevant to the teacher education

⁷ [**Philippine** → **The Philippine**] Missing article

⁸ Passive voice

⁹ Unclear antecedent

¹⁰ Passive voice

¹¹ [**Constitution,**] Missing comma in compound sentence

¹² [**policy in** → **policy of**] Confused preposition

¹³ Unclear antecedent

¹⁴ Better word pair

¹⁵ [**countries,**] Missing comma after introductory phrase

¹⁶ [**becoming to**] Redundant preposition

¹⁷ Overused word: *common*

¹⁸ Overused word: *strong*

¹⁹ [**times,**] Missing comma after introductory phrase

²⁰ [**in order to** → **to**] Possible wordiness

²¹ Passive voice

²² Repetitive word: *needed*

²³ [**in order to** → **to**] Possible wordiness

²⁴ [**research based** → **research-based**] Missing

institutions (TEIs) of the country to leverage their status from stagnant to dynamic and self-directed ready to produce innovations.

The Philippines has three categories of languages that gyrates ²⁵ the system: local language, national language ²⁶ and international language. These three languages ²⁷ comprises ²⁸ the uniqueness of each and every island and regions of the country but one so surprising was the interconnectedness of each part to the whole by means of ²⁹ adapting one national language and one international language. The usability and relevance of the national and international language in a non-English country can be an enigmatic ³⁰ circumstance that can be trace ³¹ back early in its history. The how and why it came to an existence can be an access ³² to its future status in the ranking of nations in the world in terms of ³³ different gauge and standard tool to sustainable development in the glocal ³⁴ continuum.

Glocalization development continuum of bilingual education policy of the country can be of four phases: surface, functional, deep ³⁵, and sustainable phases. Surface ³⁶ development phase ³⁷ of glocal ³⁸ language stand for that local, national and international languages used in the country has been on the skin-deep endeavor. It is a superficial ³⁹ response to the language ⁴⁰ stimulus in the educational system of the country. Functional ⁴¹ phase of language development signifies that the understanding of the language ⁴² has been functional or operative. The use of the language is evident in education, spiritual, business, social, political and industrial undertakings but it has not been able to generate deeper ⁴³ effect on the individual or the society itself. Deep ⁴⁵ phase of language development conveys a deeper understanding of its

hyphen

²⁵ [gyrates → gyrate] Incorrect verb form with plural subject

²⁶ [language,] Missing comma in a series

²⁷ Repetitive word: *languages*

²⁸ [comprises → comprise] Incorrect verb form with plural subject

²⁹ [by means of → using] Possible wordiness

³⁰ Better word pair

³¹ Possibly confused word: *trace*

³² [an access] Redundant indefinite article

³³ [in terms of → regarding] Possible wordiness

³⁴ Possibly confused word: *glocal*

³⁵ Overused word: *deep*

³⁶ [Surface → The surface] Missing article

³⁷ Repetitive word: *phase*

³⁸ Possibly confused word: *glocal*

³⁹ Better word pair

⁴⁰ Repetitive word: *language*

⁴¹ [Functional → The functional] Missing article

⁴² Repetitive word: *language*

⁴³ [a deeper or the deeper] Missing article

⁴⁴

existence in the industries wherein constant translations, advancement of one expression or idea to its importance in living and society's expansion is created while sustainable phase of language development represents a production of outcomes or development of new ideas of the expressions since the adaptation of globalization of one's country comes the emancipation of local languages reaching to its fullest sense and producing more and varied expressions.⁴⁴

This stage designates multiplicity and variations of one expression. It has created creativity of language use in every industry. It has become a live wire in industries however⁴⁶, it has not created any complexities that will contradict any existing structures but nonetheless generates effects of its language policy to its citizens and how dynamic is the policy to respond to the ever changing demand of its citizen distinctiveness.

Theory

There are two or more languages⁴⁷ needed to unify a nation. There is one language that can be more dominant in relevance and in⁴⁸ usefulness than the others. The dominance of non-native language would create cultural complexities. These non-native⁴⁹ languages in a nation may create unity yet causes cultural complexities. In non-English speaking countries⁵⁰ English can be more dominant in usefulness and in⁵¹ relevance in economic, educational, political, social and technological advancement. It can create growing importance in these major industries of the country and yet can create more cultural complexities (disunity, division, confusion, miscommunication or absence of communication and dependence to non-native language for survival or progress of a nation). But in these countries, English can be the unifier⁵² language

Wordiness

⁴⁵ Overused word: *deep*

⁴⁶ [**however** → **.However**] Incorrect punctuation

⁴⁷ Repetitive word: *languages*

⁴⁸ [**and in**] Redundant preposition

⁴⁹ Repetitive word: *non-native*

⁵⁰ [**countries,**] Missing comma after introductory phrase

⁵¹ [**and in**] Redundant preposition

⁵² Possibly confused word: *unifier*

⁵³ [**is** → **are**] Incorrect verb form with compound subject

if there is ⁵³ a sustainable literacy and empowerment of glocalized education. Teacher education ⁵⁴ institutions (TEI's) adhere to one or two languages as medium of instruction can contribute to cultural complexities. The one language ⁵⁵ adherence of TEI's can contribute ⁵⁶ more complexities in a non-native English speaking country. Thus, positioning ⁵⁷ of TEI's in a strategic location in the glocalized education continuum may create a sustainable and progressive cultural development of a nation.

The Problem

There had been a lot of studies about bilingual policy. Its advantages and disadvantages for the country as non-native English speaking country. Its shows how it has been a wonderful ⁵⁸ policy ⁵⁹ as conceived by our people however whiles we are not traversing the paths of modern times there are also effects which are observed as not so good ⁶⁰ in the practice it. In this study ⁶¹ the researches ⁶² would like to explore the fundamentality of this policy in the mind and core of the teacher education pre-service institutions. Are the ways and means were supported by the teacher education institutions (TEIs) and technically enhanced these in order to suit a propelled panacea to the growing needs and hungers of the nation that can be a basic ⁶⁴ solution is needed ⁶⁵ not a complicated and highly sophisticated system, however, it can also be the solution that loses ⁶⁶ it ⁶⁷ effect because it transform ⁶⁸ into a guillotine. ⁶³ A guillotine is a sharp machine that can behead people, in this study it is a representation that any language policy unexamined or without overhauling for a long time of existence may have created sedimentation that can cause stagnation, ineffectivity ⁷⁰, toxicating ⁷¹ elements which are not seen ⁷² as the

⁵⁴ Repetitive word: *education*

⁵⁵ Repetitive word: *language*

⁵⁶ Repetitive word: *contribute*

⁵⁷ [**the** positioning or **a** positioning] Missing article

⁵⁸ Overused word: *wonderful*

⁵⁹ Repetitive word: *policy*

⁶⁰ Overused word: *good*

⁶¹ [**study,**] Missing comma after introductory phrase

⁶² Possibly confused word: *researches*

⁶³ Wordiness

⁶⁴ Overused word: *basic*

⁶⁵ Repetitive word: *needed*

⁶⁶ Possibly confused *lose* and *loose*

⁶⁷ [**it** → **its**] Personal instead of possessive pronoun

⁶⁸ [**transform** → **transforms**] Incorrect verb form with personal pronoun

⁶⁹ Wordiness

policy was conceived long time ⁷³ before by the policy makers and stakeholders.⁶⁹ However, this could mean that the policy is a cut that can isolate the nation from the rest of the world. Although, this may have a positive or negative ⁷⁴ effects but often ⁷⁵ creates exclusivity and unwelcoming attitude from the locals of the other states or countries. In the views of the sociology, this can lessen the abundance of resources of knowledge and skills. To gain more knowledge and skills ^{76,77} much contributions ⁷⁸ are brought by travelers from the outside visitors or from ⁷⁹ the native to travel outside of one's boundary and tenets by the process of incorporation can fertile and enrich ones ⁸⁰ existing culture. While a panacea is an elusive dream for everyone to cure all the sickness in the society causes by certain ⁸¹ wrongful systemic plan, program or policy. It is the essence and purpose of evaluation or review so to update the responsiveness of a policy or program. Is bilingual policy a guillotine or a panacea for non-native English speaking countries? The Philippine Bilingual Policy is a suitable language policy to study and for the world to glimpse for the substance of language ⁸² plays a vital role in the making of a nation. Philippines ⁸³ as a nation ⁸⁴ that has a lot of ups and downs yet until now Filipino people manage to top the largest contributor of human resources in almost all the industries in the world. It is evident that Filipinos contributed in world industries ⁸⁵ and seen by the ASEAN neighbors and the world as one of the most potential ⁸⁶ countries good for investment because of the great ⁸⁷ human resource generative capacity effective and efficient to handle works in great industries of the world.

Literature Review

Poe (1998) cited that bilingual education has been the

⁷¹ [**toxicating** → **intoxicating**] Misspelled word: *toxicating*

⁷² Passive voice

⁷³ [**long time** → **a long time**] Incorrect article use

⁷⁴ Overused word: *negative*

⁷⁵ [**effects but often**] Redundant word

⁷⁶ [**skills,**] Missing comma after introductory clause

⁷⁷ Repetitive word: *skills*

⁷⁸ [**much contributions** → **many contributions**] Incorrect quantifier with singular countable noun

⁷⁹ [**or from**] Redundant preposition

⁸⁰ Possibly confused word: *ones*

⁸¹ [**the certain** or **a certain**] Missing article

ways of life for many years in special⁸⁸ schools in Miami with ethnic themes. They were teaching children foreign language while learning little concepts of Math, Science⁸⁹ and Social Studies. The use of the native language⁹⁰ is clear, simple⁹¹ and undemanding so that they can survive or functional the situations they are in ⁹². As this was adopted⁹⁴ as a program which began on 1963 and federally funded on 1969 as a transitional bilingual instruction program.⁹³

Anderson and Pyle (1998) explained that bilingual education is the process of teaching a new language while providing basic instruction in subjects such as math, science and social studies in the student's native language--has existed for years in special⁹⁵ schools with ethnic themes. The first publicly funded programs began in 1963 in Miami. The Chicago Public Schools began federally funded transitional bilingual instruction in 1969 at Jirka and Komensky Elementary Schools and Froebel High School. Anderson and Pyle (1998) mentioned that bilingual education is an umbrella term for an array of programs that teach children in two languages, often with long spans solely in their native language⁹⁶. People who have the capabilities to speak and understand more than one language with fluency is but a great⁹⁷ commodity of the nation due to the influx of immigrants⁹⁸ and the complexities of modern families are one of the prime receptacle⁹⁹ that needs a prime¹⁰⁰ and sufficient stuffing by the ministry of education and higher education institutions¹⁰¹. Growing demands of this market is¹⁰² widespread among nations of the world and existing language policy should be strong¹⁰³ to gear and drive this demand¹⁰⁴ to its basal state. This cannot¹⁰⁵ be suppressed also¹⁰⁶ with any existing policy¹⁰⁷ that is no longer responsive to the unique

82 Repetitive word: *language*

83 [**Philippines** → **The Philippines**] Missing article before proper name

84 Repetitive word: *nation*

85 Repetitive word: *world*

86 Better word pair

87 Overused word: *great*

88 Overused word: *special*

89 [**Science,**] Missing comma in a series

90 Repetitive word: *language*

91 Overused word: *simple*

92 Preposition at the end of a sentence

93 Sentence fragment

94 Passive voice

95 Overused word: *special*

96 Repetitive word: *language*

97 Overused word: *great*

98 [**immigrants,**] Missing comma in compound sentence

99 [**receptacle** → **receptacles**] Singular noun after plural quantifier

100 Repetitive word: *prime*

101 Repetitive word: *education*

102 [**is** → **are**] Incorrect verb form with plural subject

103 Overused word: *strong*

104 Repetitive word: *demand*

105 Unclear antecedent

106 [**be suppressed also** → **also be suppressed**] Incorrect adverb placement

107 Repetitive word: *policy*

characteristics of its nationals. Owen (2002) emphasized that this truly¹⁰⁸ creates a new wave of opportunity and new problems of school authorities especially¹⁰⁹ when there is a limited supply of bilingual teachers who can speak different languages other than his or her local language at the same time can be a show off of the supremacy of their language policy adherence.

The fairness of the Bilingual Policy is the students are given¹¹⁰ the chance to be tested on¹¹¹ their own¹¹² native language and not only in English¹¹³ language. It is true¹¹⁴ in as mentioned by Subramanian (2006) that the test has the capacity to¹¹⁵ measure the students understanding in the content because these use native¹¹⁶ language. This even¹¹⁷ proved students' proficiency in English, their social skills as narrated in the native language¹¹⁸, understanding¹¹⁹ the academic setting in their native language¹²⁰, and the competencies in the grade-level skills are also measured¹²¹ in both language. This means¹²² that the students are given¹²³ the chance to be gauge¹²⁴ in both languages. This also¹²⁵ will not preclude that the child is performing less because of one language alone because they are given¹²⁶ the chance to take the test¹²⁷ on both. This also¹²⁸ further satisfies the teachers and school administrators that the result of one may not be omitting the results of the other. So there is fairness in terms of¹²⁹ having bilingual¹³⁰ policy in the school curriculum¹³¹ Subramanian (2006).

Aims of the Study

First of all, this study was conducted to explore and verify the existence of the 'Theory of Dominance of Complexities of Non-native Language' in the Philippines using the 'Glocalization Continuum Model

¹⁰⁸ Overused word: *truly*

¹⁰⁹ Possibly confused *especially* and *especially*

¹¹⁰ Passive voice

¹¹¹ [**tested on** → **tested in**] Confused preposition

¹¹² [**own**] Redundant words

¹¹³ [**English** → **The English**] Incorrect article use

¹¹⁴ Overused word: *true*

¹¹⁵ [**has the capacity to** → **can**] Redundant words

¹¹⁶ [**the native**] Missing article

¹¹⁷ Unclear antecedent

¹¹⁸ Repetitive word: *native*

¹¹⁹ Repetitive word: *understanding*

¹²⁰ Repetitive word: *native*

¹²¹ Passive voice

¹²² Unclear antecedent

¹²³ Passive voice

¹²⁴ [**the gauge**] Missing article

¹²⁵ Unclear antecedent

¹²⁶ Passive voice

¹²⁷ Repetitive word: *chance*

¹²⁸ Unclear antecedent

¹²⁹ [**in terms of** → **regarding**] Possible wordiness

¹³⁰ [**a bilingual** or **the bilingual**] Missing article

¹³¹ Repetitive word: *school*

¹³² Passive voice

to assess the phases of development of any language policy. That in the implementation of the Bilingual Education Policy in the country the impact of this can be measured ¹³² in each of the proliferating ideas preferred by the college students in the Teacher Education Institutions in the training of pre-service educators as they have adherence to one dominant language policy. Secondly, to be able to create a realm for the TEIs to situate or position itself in the proliferation of cultural complexities in two side ¹³³ of the continuum: division or unity. Lastly, to formulate suggestions for policy makers as point ¹³⁴ of thought to unravel the existing phenomenon in regard to ¹³⁵ effectivity ¹³⁶ of bilingual education policy in all levels.

¹³³ [side → sides] Singular noun with plural number

¹³⁴ [a point or the point] Missing article

¹³⁵ [in regard to → regarding] Possible wordiness

¹³⁶ [the effectivity] Missing article

¹³⁷ [the present or a present] Missing article

Research Design and Methodology

The research design of present ¹³⁷ study is exploratory in nature. We have applied survey research method using questionnaire technique. The respondents of this study were from the higher education institutions pre-service teachers and the service teachers in the Department of Education of Cebu City (Philippines) who were handling content subjects like Mathematics, Science, Technology, Filipino and Values Education. The respondents were selected mainly ¹³⁸ because they were the front liners in the classroom in teaching the elementary and secondary students of the basic ¹³⁹ education in the Philippines. Their assessment of the enforcement of the Bilingual-education ¹⁴⁰ in the Teacher Education Program is significant information needed in this study on the stand point ¹⁴¹ and practice of the higher education institutions. Their readiness to teach the content subjects like Math, Science, Technology and Values Education in English or Filipino language and their preference of the use are ¹⁴² also gathered ¹⁴². We had chosen our sample using

¹³⁸ Squinting modifier

¹³⁹ Overused word: *basic*

¹⁴⁰ Possibly confused word: *Bilingual-education*

¹⁴¹ Possibly miswritten word: *stand point*

¹⁴² Passive voice

¹⁴³ [the stratified or a stratified] Missing article

¹⁴⁴ Passive voice

¹⁴⁵

stratified ¹⁴³ sampling technique. We had divided our strata of pre-service teachers based on their specialization. The total sample size of the present study is 213. The respondents were selected ¹⁴⁴ through convenience sampling technique. The compositions of sample ¹⁴⁵ are as follows:

Repetitive word: *sample*

The researchers had used questionnaire ¹⁴⁶ to fulfill the objectives and to test the hypotheses of the study. The questionnaires ¹⁴⁷ used by the researchers were firstly pilot tested with the twenty respondents from the pre-service teachers in ¹⁴⁸ the Cebu Normal University, after modifying the questionnaires from minor defects to content revision with the aid of the suggestions from the pilot tested-respondents. Some questions were re-worded to suit the level of appreciation of the respondents, and then the final questionnaires were made. The nature and compositions of the final questionnaire ¹⁴⁹ were as follows:

¹⁴⁶ [**a** questionnaire or **the** questionnaire]
Missing article

¹⁴⁷ Repetitive word: *questionnaires*

¹⁴⁸ Possibly confused preposition

¹⁴⁹ Repetitive word: *questionnaire*

The administrations were on appointment bases ¹⁵⁰ among the respondents, and then some participants were put into groups ¹⁵¹ to have a focus group discussion (FGD). There were two groups of homogenous ¹⁵² composition of specializations ¹⁵³ and one group has a heterogeneous composition ¹⁵⁴ of major (Math and Science and TLE major). The scope of the present study is limited to Cebu City only as the sample comprised from the Cebu city ¹⁵⁵ in the Philippines. Time ¹⁵⁷ period ¹⁵⁶ for data collection was during August 2013.

¹⁵⁰ Possibly confused word: *bases*

¹⁵¹ Squinting modifier

¹⁵² [**the** homogenous or **a** homogenous] Missing article

¹⁵³ [**specializations,**] Missing comma in compound sentence

¹⁵⁴ Repetitive word: *composition*

¹⁵⁵ [**city** → **City**] Capitalization

¹⁵⁶ [**Time period** → **Period**] Redundant words

¹⁵⁷ [**Time** → **The time**] Missing article

¹⁵⁸ Passive voice

¹⁵⁹ [**on the basis of** → **by**] Possible wordiness

Findings

Factor Analysis: English Preference

The adequacy of the data is evaluated ¹⁵⁸ on the basis of ¹⁵⁹ the results of Kaiser-Meyer-Olkin (KMO) measures of sampling adequacy and Bartlett's test of sphericity (homogeneity of variance). The KMO measure of sampling adequacy is 0.658, indicating that the present data are suitable for Factor Analysis. Similarly, Bartlett's test of sphericity is significant ($p < 0.001$), indicating sufficient correlation exists between the variables ¹⁶⁰ to proceed with the analysis. The Bartlett's test statistic is approximately distributed ¹⁶¹ and it may be accepted when it is significant at $p < 0.05$. All the extracted communalities ¹⁶² are acceptable ¹⁶³ and all variables are fit for the factor solution as their extraction values are large ¹⁶⁴. Minimum extraction value is estimated ¹⁶⁶ as 0.407457 for the statement 'In learning some subjects, English is important ¹⁶⁷' and the Maximum extraction value is estimated ^{168, 169} as 0.863624 for the statement 'English language should be enforced at the secondary level only'; rest of the all other statemets ¹⁷⁰ has extracted values between these two minimum and maximum values. ¹⁶⁵

The first twelve components (factors) in the initial solution have an Eigen values ^{171, 172} over 1 ¹⁷³ and they account for about 64 percent of the observed variation in the ENGLISH PREFERENCES (English Language Relevance and Usability Survey (ELRU-S)). According to Kaiser Criterion, only the first twelve factors should be used because subsequent ¹⁷⁴ Eigen values ¹⁷⁵ are all less than 1. Factor loadings are used to measure correlation ¹⁷⁶ between variables and the factors. A loading ¹⁷⁷ close to 1 indicates a strong correlation ¹⁷⁸ between a variable and the factor, ¹⁷⁹ while a loading ¹⁸⁰

¹⁶⁰ Squinting modifier

¹⁶¹ [distributed,] Missing comma in compound sentence

¹⁶² Possibly confused word: communalities

¹⁶³ [acceptable,] Missing comma in compound sentence

¹⁶⁴ Overused word: large

¹⁶⁵ Wordiness

¹⁶⁶ Passive voice

¹⁶⁷ Overused word: important

¹⁶⁸ Passive voice

¹⁶⁹ Repetitive word: estimated

¹⁷⁰ [statemets → statements] Misspelled word: statemets

¹⁷¹ [an Eigen values → Eigen values] Indefinite article with plural noun

¹⁷² Possibly miswritten word: Eigen values

¹⁷³ [1,] Missing comma in compound sentence

¹⁷⁴ Better word pair

¹⁷⁵ Possibly miswritten word: Eigen values

¹⁷⁶ [the correlation or a correlation] Missing article

¹⁷⁷ Repetitive word: loading

¹⁷⁸ Repetitive word: correlation

¹⁷⁹ [factor,] Unnecessary comma in complex sentence

¹⁸⁰ Repetitive word: loading

¹⁸¹ [generally] Redundant words

closer to zero indicates weak correlation. Unrotated solutions of factor loading are not suitable for interpretation purpose since the variables generally¹⁸¹ tend to load on multiple factors. The factors¹⁸² are rotated¹⁸³ with the used of Varimax with Kaiser Normalization rotation method. We have used Principal Component Analysis (PCA) method for factor extraction. We have used only those factors whose loading values are greater than 0.4 for interpretation purpose.

Factor -1

Looking at above table (Rotated component matrix) one can find that the statements like; English has the advantage to tell¹⁸⁵ to the point, English makes communication easy, I can express more of myself when I speak English, I speak English because it is the universal languages have loading 0.764656, 0.716249, 0.671123, and 0.608835 on Factor 1.¹⁸⁴ This suggests¹⁸⁶ that Factor 1 is a combination of these four variables. Therefore¹⁸⁷ this Factor can be interpreted as 'Ease and Universality of Language'. Factor 1 independently contributed 7.527535 percent variations in English Preference.

Factor -2

While factor 2 we can see the statements: English¹⁸⁸ language should be enforced¹⁸⁹ at the secondary level only, English¹⁹⁰ language should be enforced¹⁹¹ at the higher education only, and English¹⁹² language should be enforced^{193,194} at the primary level¹⁹⁵ only have loading 0.91959, 0.842922, and 0.767286. These three variables comprise the Factor 2. This factor¹⁹⁶ can be interpreted¹⁹⁷ as 'Language relevancy in the curriculum.' Factor 2 independently contributed 7.157287 percent variations in above English

¹⁸² Repetitive word: *factors*

¹⁸³ Passive voice

¹⁸⁴ Wordiness

¹⁸⁵ [*tell* → *telling*] Infinitive instead of gerund

¹⁸⁶ Unclear antecedent

¹⁸⁷ [*Therefore* → *Therefore,*] Missing comma after introductory phrase

¹⁸⁸ [*English* → *The English*] Incorrect article use

¹⁸⁹ Passive voice

¹⁹⁰ [*English* → *The English*] Incorrect article use

¹⁹¹ Repetitive word: *enforced*

¹⁹² [*English* → *The English*] Incorrect article use

¹⁹³ Passive voice

¹⁹⁴ Repetitive word: *enforced*

¹⁹⁵ Repetitive word: *level*

¹⁹⁶ Repetitive word: *factor*

¹⁹⁷ Passive voice

¹⁹⁸ Wordiness

¹⁹⁹ Possibly miswritten word: *over all*

²⁰⁰ Passive voice

Preference

Factor -3

Another factor that has the following statements:

When I learn English it enhances my over all ¹⁹⁹
understanding of a subject, I have a great chance to be
hired in work when I speak English, Learning English
helps me understand other culture and society, and
Speaking English allows me to be universal are group
together to form Factor 3 which can be interpreted ²⁰⁰
as 'Language use can enhance one's versatility.' ¹⁹⁸

Factor 3 variables have the loadings: 0.697437,
0.65474, 0.596247 and 0.405236. Factor 3
independently contributed 6.408729 percent of
variance ²⁰¹ of English Preference.

²⁰¹ [**the variance**] Missing article

²⁰² [**easy to**] Missing word

²⁰³ Unclear antecedent

²⁰⁴ [**Therefore** → **Therefore,**] Missing
comma after introductory phrase

²⁰⁵ Unclear antecedent

²⁰⁶ [**the variance**] Missing article

Factor -4

The statements: English is easy to understand, and I
speak English because I feel it is easy ²⁰² have loadings:
0.790587 and 0.682502. This implies ²⁰³ that Factor 4 is
composed of these two variables. Therefore ²⁰⁴ this
factor can be interpreted as 'Miscibility of English
Language.' This shows ²⁰⁵ that Factor 4 impartially
contributed 5.275156 percent of variance ²⁰⁶.

²⁰⁷ Wordiness

²⁰⁸ Possibly confused word: *maybe*

²⁰⁹ Overused word: *important*

²¹⁰ Unclear antecedent

Factor -5

Whereas the statements: I maybe ²⁰⁸ an expert of
English languages but when I am at home I prefer to
speak the native language, I speak only English when I
make presentation in the workplace, school or
corporate field, When I am at work I prefer English
mix with other languages, and In learning some
subjects, English is important ²⁰⁹ have loadings:
0.676956, 0.618502, 0.536122 and 0.484338. ²⁰⁷ This
suggests ²¹⁰ that Factor 5 is composed of these four
variables. Therefore ²¹¹ this factor can be interpreted as

²¹¹ [**Therefore** → **Therefore,**] Missing
comma after introductory phrase

²¹² Unclear antecedent

²¹³ [**the variance**] Missing article

²¹⁴ Overused word: *rich*

²¹⁵ Better word pair

âAdaptability of English language in the local language.' This presents ²¹² that Factor 5 weighs in 5.226803 percent of variance ²¹³.

Factor -6

However the statements: I feel rich ²¹⁴ when I speak English, English is a funny ²¹⁵ language and Without learning English I cannot learn computer have loading ²¹⁶: 0.695532, 0.648677 and 0.521057. This conjures ²¹⁷ up that Factor 6 makes up of these three variables. Consequently ²¹⁸ this factor can be interpreted as âGadgetability of English Language.' This provides ²¹⁹ that Factor 6 explains 5.159697 percent of variations in English Preference.

Factor -7

On the other hand the two statements: I learn and teach Character Education or Values using English more efficiently ²²⁰ and I learn and teach Science and Mathematics using English more efficiently ²²¹ have loadings: 0.811756 and 0.599317. This forms ²²² the idea that Factor 7 is composed of these two variables. As a result ²²³ this can be interpreted as âTeaching and Learning Efficiency Enhancer.' This stipulates ²²⁴ that Factor 7 explains the 4.843706 percent of variations in English Preference.

Factor -8

While on the statements: When I speak English it enhances my over-all ²²⁵ capacity, When I speak ²²⁶ English people finds me I am brilliant and English language is easy to speak ²²⁸ have ²²⁷ loadings: 0.695077, 0.627848 and 0.432895. This suggests ²²⁹ that Factor 8 is a combination of these three variables. Therefore, this factor can be interpreted as âOver-all capacity unveiler.' Factor 8 shows self-sufficiently of

²¹⁶ [loading → loaded] Incorrect verb form in perfect tense

²¹⁷ Unclear antecedent

²¹⁸ [Consequently → Consequently,] Missing comma after introductory phrase

²¹⁹ Unclear antecedent

²²⁰ [efficiently,] Missing comma in compound sentence

²²¹ Repetitive word: *efficiently*

²²² Unclear antecedent

²²³ [As a result → As a result,] Missing comma after introductory phrase

²²⁴ Unclear antecedent

²²⁵ Possibly confused word: *over-all*

²²⁶ Repetitive word: *speak*

²²⁷ [speak have → have] Incorrect verb construction

²²⁸ Repetitive word: *speak*

²²⁹ Unclear antecedent

²³⁰ [above rotated → above-rotated] Missing hyphen

²³¹ [me,] Missing comma in compound sentence

4.707251 percent variations in English Preference.

Factor -9

Also in the above rotated ²³⁰ component matrix has the statements: I feel that when I am speaking English in a non-English speaking group, they are jealous of me ²³¹ and I prefer to speak English because it feels ²³² like I am more learned or educated than others have loadings: 0.787948 and 0.636646. This factor can be interpreted ²³³ as 'âElitism Effect of English Language.' This suggests ²³⁴ that Factor 9 is a combination of these two variables. Factor 9 independently contributed 4.510713 percent of the variation in English Preference.

²³² Repetitive word: *feels*

²³³ Passive voice

²³⁴ Unclear antecedent

Factor -10

While the statements: I like English songs or music more than any other local languages and I prefer to express "I love you" more than "Mahal kita ²³⁵" or its counterpart in my native language ²³⁶ has loading 0.771908 and 0.63188. This factor can be construed ²³⁷ as 'âEnglish Language use as a fad.' This implies ²³⁸ that Factor 10 is a combination of these two variables. Factor 10 has contributed 4.448384 percent solely in English Preference.

²³⁵ [**kita** → *Kita*] Misspelled word: *kita*

²³⁶ Repetitive word: *language*

²³⁷ Passive voice

²³⁸ Unclear antecedent

Factor -11

On the other hand these statements: When I speak English people find me NOT patriotic and Speaking English is considered as abusive have loadings: 0.654595 and 0.481295. This factor can be interpreted ²³⁹ as 'âDespotism of English language.' This pointed ²⁴⁰ forward to mean that Factor 11 is a combination of these two variables. Thus ²⁴¹ it shows that Factor 11 independently contributed 4.382946 percent variations in English Preference.

²³⁹ Passive voice

²⁴⁰ Unclear antecedent

²⁴¹ [**Thus** → *Thus,*] Missing comma after introductory phrase

²⁴² [**English,**] Missing comma in compound sentence

²⁴³ Possibly miswritten word: *where as*

²⁴⁴ Unclear antecedent

Factor -12

The statements: I like to say bad words in local language than in English ²⁴² and I use English in written and verbal communication where as ²⁴³ the local language is for verbal only have loadings: 0.792515 and 0.466529. This can ²⁴⁴ be interpreted ²⁴⁵ as 'English language as a formal language.' This entails ²⁴⁶ that Factor 12 is a combination of these two variables. Factor 12 exclusively contributed 4.050464 percent variations in the English Preference.

²⁴⁵ Passive voice

²⁴⁶ Unclear antecedent

Factor Analysis: Unity vs. Division

Factor -1

Looking at above table (Rotated component matrix) one can find that the statements like; I feel that learning English will make Philippines ²⁴⁸ borderless and seamless, I feel that learning English will make us a mighty nation, I feel that a leader who can speak English or Filipino is a unifier, I feel that there are more positive effects ²⁴⁹ to have English in our country have loading 0.715727, 0.703959, 0.655838, and 0.618588 on Factor 1 ^{250, 247} This suggests ²⁵¹ that Factor 1 is a combination of these four variables. Therefore ²⁵² this Factor can be interpreted as 'Unifying and Progressive Effect of English.' Factor 1 independently contributed 13.7522 percent variations in Unity vs. Division Preferences.

²⁴⁷ Wordiness

²⁴⁸ [Philippines → the Philippines] Missing article before proper name

²⁴⁹ Overused word: *positive*

²⁵⁰ To-infinitive instead of prepositional phrase

²⁵¹ Unclear antecedent

²⁵² [Therefore → Therefore,] Missing comma after introductory phrase

²⁵³ Wordiness

²⁵⁴ [Filipino,] Missing comma(s) with nonrestrictive clause

²⁵⁵ [group,] Missing comma in compound sentence

²⁵⁶ Passive voice

Factor -2

While factor 2 we can read the statements: When I communicated successfully with a Filipino ²⁵⁴ who does not belong to my group ²⁵⁵ and we understand I am so thankful that I learn English and Filipino, I feel that we are divided by our languages ²⁵⁶ but because of English

²⁵⁷ Repetitive word: *factor*

²⁵⁸ Passive voice

and Filipino we become unified, I feel it is a must to study Basic English and Filipino if we care for our national brothers have loading 0.796816, 0.779587, 0.603702.²⁵³ These three variables comprise the Factor 2. This factor²⁵⁷ can be interpreted²⁵⁸ as 'Nation Building Effect of English language to Non-native English country.' Factor 2 independently contributed 13.4524 percent variations in above Unity vs. Division Preferences.

Factor -3

Another factor that has the following statements: 'I feel awkward for those people who try to speak in²⁵⁹ English²⁶⁰ but they are not fluent, I feel²⁶¹ that when we speak English²⁶² we become more strangers to each other than Filipinos are group together to form Factor 3 which can be interpreted²⁶³ as 'Stranger Effect.' Factor 3 variables have the loadings: 0.854532 and 0.791839. Factor 3 independently contributed 11.7271 percent of variance²⁶⁴ of Unity vs. Division Preferences.

Factor -4

The statements: I feel other non-English speakers who try to speak English with me is my brother/sister, and I feel²⁶⁵ my local/native language is being step²⁶⁶ down when I speak²⁶⁷ English or Filipino have loadings: 0.791941 and 0.646558. This implies²⁶⁸ that Factor 4 is composed of these two variables. Therefore²⁶⁹ this factor can be interpreted as 'Love-Hate Complexity.' This shows²⁷⁰ that Factor 4 impartially contributed 10.19349 percent of variance²⁷¹ of Unity vs. Division Preferences.

Factor -5

Whereas the statements: I feel that when people are

²⁵⁹ [speak in] Redundant preposition

²⁶⁰ [English,] Missing comma in compound sentence

²⁶¹ Repetitive word: feel

²⁶² [English,] Missing comma after introductory clause

²⁶³ Passive voice

²⁶⁴ [the variance] Missing article

²⁶⁵ Repetitive word: feel

²⁶⁶ [step → stepped] Incorrect verb form after was being

²⁶⁷ Repetitive word: speak

²⁶⁸ Unclear antecedent

²⁶⁹ [Therefore → Therefore,] Missing comma after introductory phrase

²⁷⁰ Unclear antecedent

²⁷¹ [the variance] Missing article

²⁷² [language,] Missing comma after introductory clause

²⁷³ Repetitive word: speak

²⁷⁴ Unclear antecedent

²⁷⁵ [Therefore → Therefore,] Missing comma after introductory phrase

²⁷⁶ Unclear antecedent

speaking the same language ²⁷² they are one in their goal to achieve world understanding, and When I speak ²⁷³ English I feel I belong to the global community' have loadings: 0.852852 and 0.556745. This suggests ²⁷⁴ that Factor 5 is composed of these two variables. Therefore ²⁷⁵ this factor can be interpreted as 'Inter-Intra National Understanding.' This presents ²⁷⁶ that Factor 5 weigh in 8.518433 percent of variance ²⁷⁷ of Unity vs. Division Preferences.

Factor -6

However ²⁷⁸ the statements: I am amused when I find out what other non-English speakers said in English and ^{279, 280} I feel that learning too much English can create new ²⁸¹ type of division have loading: 0.795072 and -0.45029. This conjures ²⁸² up that Factor 6 makes up of these two variables. Consequently ²⁸³ this factor can be interpreted as 'Neoteric Transformation.' This provides ²⁸⁴ that Factor 6 explains 7.722211 percent of variations of Unity vs. Division Preferences.

Factor Analysis: Higher Education (College of Teacher Education) Environment/Practice

Factor -1

At above table (Rotated component matrix) one can find that the statements like; I think teachers are considered ²⁸⁶ brilliant when they are fluent in English, Teachers who are good in content but not good in English are considered sub-class, I feel that teachers who are fluent speakers of English are considered elite in the circle of teachers, and Higher education ²⁸⁷ developed my personal sense if ²⁸⁸ am speaking English have loading 0.697799, 0.692725, 0.690256 and 0.459888 on Factor 1. ²⁸⁵ This suggests ²⁸⁹ that

²⁷⁷ [**the** variance] Missing article

²⁷⁸ [**However** → **However**,] Missing comma after introductory phrase

²⁷⁹ [**English and** → **English and**] Incorrect spacing

²⁸⁰ [**,** **and**] Missing comma in compound sentence

²⁸¹ [**a new** or **the new**] Missing article

²⁸² Unclear antecedent

²⁸³ [**Consequently** → **Consequently**,] Missing comma after introductory phrase

²⁸⁴ Unclear antecedent

²⁸⁵ Wordiness

²⁸⁶ Passive voice

²⁸⁷ [**education** → **Education**] Capitalization

²⁸⁸ Missing subject

²⁸⁹ Unclear antecedent

²⁹⁰ [**Therefore** → **Therefore**,] Missing comma after introductory phrase

Factor 1 is a combination of these four variables. Therefore ²⁹⁰ this Factor can be interpreted as 'Elite Division Effect.' Factor 1 independently contributed 18.37861 percent variations in Higher Education (College of Teacher Education) Environment/Practice.

Factor -2

While factor 2 we can see the statements: Most of technology ²⁹² resources of teacher education are English sources, All books use in the higher education institution is written in English, Teachers who are good in English are good representatives in the international arena, and By teaching English, the Filipino people can have universal understanding of nation building and development have loading 0.693628, 0.642002, 0.558312, and 0.545164. ²⁹¹ These four variables comprise the Factor 2. This factor ²⁹³ can be interpreted ²⁹⁴ as 'TEIs English Drive Curriculum.' Factor 2 independently contributed 14.79551 percent variations in Higher Education (College of Teacher Education) Environment/Practice.

Factor -3

Another factor that has the following statements: I feel most teachers use native language only when they cannot express in English or Filipino, and I feel that higher education give ²⁹⁵ less importance of native ²⁹⁶ culture ²⁹⁷ and local language development are group together to form Factor 3 which can be interpreted ²⁹⁸ as 'Inverted-Image Progression.' Factor 3 variables have the loadings: 0.707635 and 0.690833. Factor 3 independently contributed 12.35522 percent of variance ²⁹⁹ in Higher Education (College of Teacher Education) Environment/Practice.

Factor -4

²⁹¹ Wordiness

²⁹² [**the technology**] Missing article before noun

²⁹³ Repetitive word: *factor*

²⁹⁴ Passive voice

²⁹⁵ [**give** → **gives**] Incorrect verb form with singular subject

²⁹⁶ Repetitive word: *native*

²⁹⁷ [**culture,**] Missing comma in compound sentence

²⁹⁸ Passive voice

²⁹⁹ [**the variance**] Missing article

³⁰⁰ [**own**] Redundant words

³⁰¹ [**other** → **another**] *Other* with singular noun

³⁰² Unclear antecedent

³⁰³ [**Therefore** → **Therefore,**] Missing comma after introductory phrase

³⁰⁴

The statements: I feel that teachers are trained to love not their own ³⁰⁰ language but to embrace other ³⁰¹ language has a loading of 0.858814. This implies ³⁰² that Factor 4 is composed of this one variable. Therefore ³⁰³ this factor can be interpreted as 'Mirage-Effect.' This shows ³⁰⁴ that Factor 4 impartially contributed 10.87469 percent of variance ³⁰⁵ in Higher Education (College of Teacher Education) Environment/Practice.

Is bilingual education a guillotine or a panacea? It is neither a guillotine nor a panacea but a tool. As based on the study, it reveals that the bilingual education policy has neither effective in its goals and implementation. The existence of one dominant non-native language which is English despises the other in the bilingual education plan and program. Letting two non-native languages like English and Filipino in Cebuano children has not been fully been materialized in outcomes based as ³⁰⁷ learning these are instituted since elementary, secondary and tertiary but based on the TIMSS results the Philippines are not on the highest achiever of countries in terms of Science and Math and these are taught in English as preferred by most teachers and pre-service teachers. ³⁰⁶ In resolving conflicts unity versus division groups in the country the non-native language plays a great role or a tool to unify different groups. The factors of these ³⁰⁸ are the: the non-native language has the unifying and progressive effect, nation building effect, stranger ³⁰⁹ effect, love-hate complexity and the inter-intra national ^{310,311} understanding and neoteric transformation.

In comparison ³¹² of the bilingual education policy of US to the Philippine setting is clearly different. In

Unclear antecedent
³⁰⁵ [**the variance**] Missing article

³⁰⁶ Wordiness

³⁰⁷ [**based as** → **based on**] Confused preposition

³⁰⁸ [**these quest** → **this quest**] *these* with singular noun

³⁰⁹ Possibly confused word: *stranger*

³¹⁰ [**intra national** → **intra-national**] Missing hyphen

³¹¹ Better word pair

³¹² [**a comparison** or **the comparison**] Missing article

³¹³ [**US** → **the US**] Missing article before proper name

³¹⁴ [**US,**] Missing comma after introductory phrase

³¹⁵ Repetitive word: *language*

³¹⁶ [**Philippines,**] Missing comma after introductory phrase

³¹⁷ Repetitive word: *native*

US ^{313, 314} the dominant language is the native language ³¹⁵ of the country but unlike in the Philippines ³¹⁶ the native language ³¹⁷ is the neglected one compared to the non-native language. Priorities of programs in the curriculum is ³¹⁹ native language ³²⁰ based which is English so more immersion of the individual work give more satisfying ³²¹ effect but for non-native English speaking countries, it is different the more the dominant language is engaged ³²² the 'amirage effect' will come in and absorbed by the people. ³¹⁸ The greater the cultural complexities that if unguided would mean only on the surface level of the glocalization ³²³ continuum of language development. The unifying effect is evident ³²⁴ but these are on the surface, functional ³²⁵ and deep ³²⁶ level only. The sustainable bilinguals are evading the 'stranger's effect' ³²⁷ and love-hate complexity but more on inter-intra national ^{328, 329} understanding. The presence of mixtures of these factors can still be evident on ³³⁰ the earlier phase of the language policy.

Policy Implications

This study has a great ³³² effect for the policy makers to initiate moves to evaluate the existing bilingual policy as revealed in the study ³³³ that this policy ³³⁴ has been dormant and ineffective as to what direction it will take for the preferences has been revealing ³³⁵ that it is going on ³³⁶ other directions rather than knowing more of one's cultural identify ³³⁷ instead it contributes more cultural complexities. ³³¹ So the refining and defining particularities as to update this policy to the demand of education, economic, political and technology advancement can tear down the long standing ³³⁸ principles of this practice more specially ³³⁹ in the higher education.

- 318 Incomplete comparison
- 319 [**is** → **are**] Incorrect verb form with plural subject
- 320 Repetitive word: *language*
- 321 Better word pair
- 322 Passive voice
- 323 Possibly confused word: *glocalization*
- 324 [**evident,**] Missing comma in compound sentence
- 325 [**a functional** or **the functional**] Missing article
- 326 Overused word: *deep*
- 327 Repetitive word: *effect*
- 328 [**intra national** → **intra-national**] Missing hyphen
- 329 Better word pair
- 330 [**evident on** → **evident in**] Confused preposition
- 331 Wordiness
- 332 Overused word: *great*
- 333 Repetitive word: *study*
- 334 Repetitive word: *policy*
- 335 Repetitive word: *revealing*
- 336 [**going on** → **going in**] Confused preposition
- 337 Possibly confused word: *identify*
- 338 [**long standing** → **long-standing**] Missing hyphen
- 339 Possibly confused *especially* and *specially*
- 340 Repetitive word: *limitation*
- 341 Passive voice
- 342 [**is from**] Redundant preposition

Conclusion and Limitation

The limitation ³⁴⁰ of this study is it is not going beyond and testing the effects and relationships of different factors and how do these will eliminate the other.

What is observed ³⁴¹ is the exploratory nature of the study to determine the factors that are playing the key roles of the preferences of the respondents. The number of 213 respondents is from ³⁴² only one university and maybe would give a wider view of the study, the preferences ³⁴³ as to create groups which include the socio-economic of the students. The researchers contain here cross tabulations ³⁴⁴ on the preferences ³⁴⁵ on the limited demographic variables because of homogeneity of the respondent ³⁴⁶ but more or less this study but more or less the study generated facts that is ³⁴⁷ reliable and valid based on the actual observation and focus group discussions.

The study has a revealing knowledge because of its exploratory in nature design. The contents are verified and been found out to be relevant and existing ³⁴⁸.

These are least talk about in the forum but more or less captures in ³⁴⁹ the lens of this study how a policy ³⁵⁰ has been practiced and implemented by any social institutions. Although the greater interest of the researcher is on ³⁵¹ the educational sector but since ³⁵² educational is a social aspect ³⁵³ then the results of this study indirectly talks about the common social issues that confronts ³⁵⁴ the people. The policy that can be the driver of change or a propel ³⁵⁵ for change if stagnated because of longevity and dormant effect then many cultural complexities come in. The dormancy of a any ^{356,357} language policy ³⁵⁸ maybe having more harmful effects as to its intention for cure ³⁵⁹.

³⁴³ Repetitive word: *preferences*

³⁴⁴ [**cross tabulations** → **cross-tabulations**] Missing hyphen

³⁴⁵ Repetitive word: *preferences*

³⁴⁶ [**respondent,**] Missing comma in compound sentence

³⁴⁷ [**is** → **are**] Incorrect verb form with plural subject

³⁴⁸ [**existing** → **to exist**] Faulty parallelism

³⁴⁹ Possibly confused preposition

³⁵⁰ [**ââ policy**] Redundant indefinite article

³⁵¹ [**is on** → **is in**] Confused preposition

³⁵² [**sector but since**] Redundant word

³⁵³ [**aspect,**] Missing comma after introductory clause

³⁵⁴ [**confronts** → **confront**] Incorrect verb form with plural subject

³⁵⁵ Possibly confused word: *propel*

³⁵⁶ [**ââ any**] Redundant use of article before determiner

³⁵⁷ [**ââ any** → **an any**] The use of *a* versus *an*

³⁵⁸ [**policy is** or **policy was**] Missing verb

³⁵⁹ [**a cure** or **the cure**] Missing article