

Bilingual Education Policy: A Guillotine or a Panacea

by For Testing

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Abstract

This study aims to investigate the positioning of teacher education institutions (TEIs) in the globalization continuum of bilingual complexities in responding to the global and local demands for harmonious and peaceful nation building. Present 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). 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 recourse and a tool that can prosper nation building however, lies in the hands of the molder (teacher education institutions) its power and capacity to ignite other industries of the country.

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

Introduction

Philippine bilingual policy was implemented since 1973, DE 11 Dept. Order No. 25, 174. This was clearly mandated in the 11 Philippine Constitution and a declared policy in the National Board of Education (NBE Resolution No. 73-7, s 1973). This has 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 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 it is but a binding force to examine the offshoot of it becoming to a common 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 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 there is a growing need to address this issue in order to avoid the fraud that blinds the people about the effects of bilingual education policy. These are needed in order to resolve the current demands in our economy, education, technology world, society and political supplies. What we need is an appropriate research based response and systemic and most relevant to the teacher education 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 the system: local language, national language and international language. These three languages comprises 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 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 circumstance that can be trace back early in its history. The how and why it came to an existence can be an access to its future status in the ranking of nations in the world in terms of different gauge and standard tool to sustainable development in the glocal continuum.

Glocalization development continuum of bilingual education policy of the country can be of four phases: *surface*, *functional*, *deep*, and *sustainable* phases. Surface development phase of glocal language stand for that local, national and international languages used in the country has been on the skin-deep endeavor. It is a superficial response to the language stimulus in the educational system of the country. Functional phase of language development signifies that the understanding of the language 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 effect on the individual or the society itself. Deep phase of language development conveys a deeper understanding of its 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. 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 however, 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.

Glocalization Development Continuum of Bilingual Policy

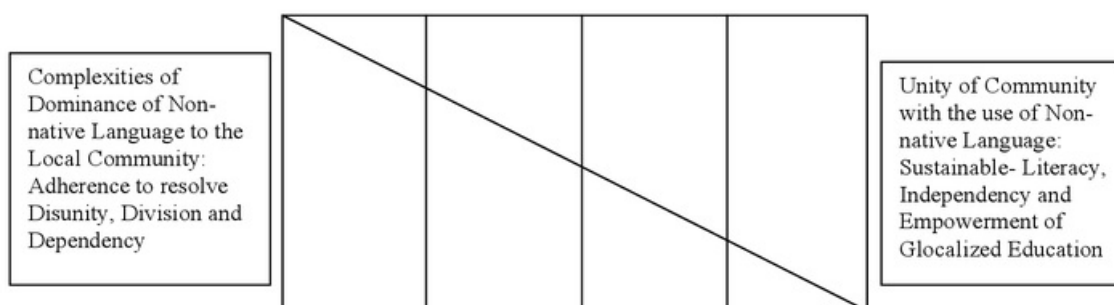




Figure 1. Research Framework of The Bilingual Education Impact. Adapted from Padua R (2012, September).

Theory

There are two or more languages needed to unify a nation. There is one language that can be more dominant in relevance and in usefulness than the others. The dominance of non-native language would create cultural complexities. These non-native languages in a nation may create unity yet causes cultural complexities. In non-English speaking countries English can be more dominant in usefulness and in 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 unifier language if there is a sustainable literacy and empowerment of glocalized education. Teacher education institutions (TEI's) adhere to one or two languages as medium of instruction can contribute to cultural complexities. The one language adherence of TEI's can contribute more complexities in a non-native English speaking country. Thus, positioning 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. It shows how it has been a wonderful policy as conceived by our people however while we are not traversing the paths of modern times there are also effects which are observed as not so good in the practice it. In this study the researches 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 solution is needed not a complicated and highly sophisticated system, however, it can also be the solution that loses its effect because it transform into a guillotine.

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, toxicating* elements which are not seen as the policy was conceived long time before by the policy makers and stakeholders. 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 effects but often 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 much contributions are brought by travelers from the outside visitors or from the native to travel outside of one's boundary and tenets by the process of incorporation can fertile and enrich ones existing culture. While a panacea is an

elusive dream for everyone to cure all the sickness in the society causes by certain 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 plays a vital role in the making of a nation. Philippines as a nation 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 and seen by the ASEAN neighbors and the world as one of the most potential countries good for investment because of the great 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 ways of life for many years in special schools in Miami with ethnic themes. They were teaching children foreign language while learning little concepts of Math, Science and Social Studies. The use of the native language is clear, simple and undemanding so that they can survive or functional the situations they are in. As this was adopted as a program which began on 1963 and federally funded on 1969 as a transitional bilingual instruction program.

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 special 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 language. People who have the capabilities to speak and understand more than one language with fluency is but a great commodity of the nation due to the influx of immigrants and the complexities of modern families are one of the prime receptacle that needs a prime and sufficient staffing by the ministry of education and higher education institutions. Growing demands of this market is widespread among nations of the world and existing language policy should be strong to gear and drive this demand to its basal state. This cannot be suppressed also with any existing policy that is no longer responsive to the unique characteristics of its nationals. Owen (2002) emphasized that this truly creates a new wave of opportunity and new problems of school authorities specially 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 given the chance to be tested on their own native language and not only in English language. It is true in as mentioned by Subramanian (2006) that the test has the capacity to measure the students understanding in the content because these use native language. This even proved students' proficiency in English, their social skills as narrated in the native language, understanding the academic setting in their native language, and the competencies in the grade-level skills are also measured in both language. This means that the students are given the chance to be gauge in both languages. This also will not preclude that the child is performing less because of one

language alone because they are given the chance to take the test on both. This also 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 of having bilingual policy in the school curriculum 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 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 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 of the continuum: division or unity. Lastly, to formulate suggestions for policy makers as point of thought to unravel the existing phenomenon in regard to effectivity of bilingual education policy in all levels.

Research Design and Methodology

The research design of present 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 because they were the front liners in the classroom in teaching the elementary and secondary students of the basic education in the Philippines. Their assessment of the enforcement of the Bilingual-education in the Teacher Education Program is significant information needed in this study on the stand point 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 also gathered. We had chosen our sample using stratified 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 through convenience sampling technique. The compositions of sample are as follows:

Strata No	Specialization	Number of Respondent
1	BEEd Special Education	22
2	BEEd Early Childhood Education	32
3	BEEd General Education	35
4	BSEd Mathematics	33
5	BSEd Science	33
6	BSEd Technology and Home Economics	23
7	BSEd Filipino	35
Total		213

The researchers had used questionnaire to fulfill the objectives and to test the hypotheses of the study. The questionnaires used by the researchers were firstly pilot tested with the twenty respondents from the pre-service teachers in 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 were as follows:

Strata. No	Nature of questions	Number of questions
1	Demographic Profile of the respondents	25
2	English Language Relevance and Usability Survey (ELRU-S)	33
3	Filipino Language Relevance and Usability Questionnaire (FLRU-Q)	33
4	Native Language Relevance and Usability Survey Questionnaire (NLRU-SQ)	33
5	Teacher Education Institution Support-Resource System on Bilingual Education Effectivity Survey Questionnaire (TEI-SRS-BEE-SQ)	11
6	Non-Native Language Cultural Complexities Survey Questionnaire (N-NLCC-SQ)	15
7	English as Unifier Language Survey Questionnaire (EUL-SQ)	15
Total		165

The administrations were on appointment bases among the respondents, and then some participants were put into groups to have a focus group discussion (FGD). There were two groups of homogenous composition of specializations and one group has a heterogeneous composition 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 in the Philippines. Time period for data collection was during August 2013.

Findings

Factor Analysis: English Preference

The adequacy of the data is evaluated on the basis of the results of Kaiser-Meyer-Olkin (KMO) measures of sampling adequacy and Bartlett's test of sphericity (homogeneity of variance). The KMO¹ 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 to proceed with the analysis. The Bartlett's test statistic is approximately distributed and it may be accepted when it is significant at $p < 0.05$. All the extracted communalities are acceptable and all variables are fit for the factor solution as their extraction values are large. Minimum extraction value is estimated as 0.407457 for the statement 'In learning some subjects, English is important' and the Maximum extraction value is estimated as 0.863624 for the statement 'English language should be enforced at the secondary level only'; rest of the all other statements has extracted values between these two minimum and maximum values.

The first twelve components (factors) in the initial solution have an Eigen values over 1 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 Eigen

¹ Kaiser (1974) suggested that the value of KMO sampling adequacy test less than 0.5 is probably not amenable to useful factor analysis.

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values are all less than 1. Factor loadings are used to measure correlation between variables and the factors. A loading close to 1 indicates a strong correlation between a variable and the factor, while a loading closer to zero indicates weak correlation. Unrotated solutions of factor loading are not suitable for interpretation purpose since the variables generally tend to load on multiple factors. The factors are rotated with the use 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 tell to the point, English makes communication easy, I can express myself 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. This suggests that Factor 1 is a combination of these four variables. Therefore 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: English language should be enforced at the secondary level only, English language should be enforced at the higher education only, and English language should be enforced at the primary level only have loading 0.91959, 0.842922, and 0.767286. These three variables comprise the Factor 2. This factor can be interpreted as 'Language relevancy in the curriculum.' Factor 2 independently contributed 7.157287 percent variations in above English Preference

Factor -3

Another factor that has the following statements: When I learn English it enhances my overall 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 as 'Language use can enhance one's versatility.' Factor 3 variables have the loadings: 0.697437, 0.65474, 0.596247 and 0.405236. Factor 3 independently contributed 6.408729 percent of variance of English Preference.

Factor -4

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

Factor -5

Whereas the statements: I maybe 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 have loadings: 0.676956, 0.618502, 0.536122 and 0.484338. This suggests that Factor 5 is composed of these four variables. Therefore this factor can be interpreted as 'Adaptability of English language in the local language.' This presents that Factor 5 weighs in 5.226803 percent of variance.

Factor -6

However the statements: I feel rich when I speak English, English is a funny language and Without learning English I cannot learn computer have loading: 0.695532, 0.648677 and 0.521057. This conjures up that Factor 6 makes up of these three variables. Consequently this factor can be interpreted as '**Gadgetability of English Language.**' This provides 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 and I learn and teach Science and Mathematics using English more efficiently have loadings: 0.811756 and 0.599317. This forms the idea that Factor 7 is composed of these two variables. As a result this can be interpreted as '**Teaching and Learning Efficiency Enhancer.**' This stipulates 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 capacity, When I speak English people finds me I am brilliant and English language is easy to speak have loadings: 0.695077, 0.627848 and 0.432895. This suggests that Factor 8 is a combination of these three variables. Therefore, this factor can be interpreted as '**Over-all capacity unveiler.**' Factor 8 shows self-sufficiently of 4.707251 percent variations in English Preference.

Factor -9

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

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" or its counterpart in my native language has loading 0.771908 and 0.63188. This factor can be construed as '**English Language use as a fad.**' This implies that Factor 10 is a combination of these two variables. Factor 10 has contributed 4.448384 percent solely in English Preference.

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 as '**Despotism of English language.**' This pointed forward to mean that Factor 11 is a combination of these two variables. Thus it shows that Factor 11 independently contributed 4.382946 percent variations in English Preference.

Factor -12

The statements: I like to say bad words in local language than in English and I use English in written and verbal communication where as the local language is for verbal only have loadings: 0.792515 and 0.466529. This can be interpreted as '**English language as a formal**

language.’ This entails that Factor 12 is a combination of these two variables. Factor 12 exclusively contributed 4.050464 percent variations in the English Preference.

Table 1

Rotated Component Matrix of Response of Pre-Service Philippine Higher Education (2013)

Component in the factor	Loadings	Name of Factor	% of variance explain
English has the advantage to tell to the point.	0.764656	Factor – 1 Ease and Universality of Language	7.527535
English makes communication easy.	0.716249		
I can express more of myself when I speak English.	0.671123		
I speak English because it is the universal language.	0.608835		
English language should be enforced at the secondary level only	0.91959	Factor – 2 Language relevancy in the curriculum	7.157287
English language should be enforced at the higher education only.	0.842922		
English language should be enforced at the primary level only.	0.767286		
When I learn English it enhances my over all understanding of a subject	0.697437	Factor – 3 Enhancing one’s versatility through language use	6.408729
I have a great chance to be hired in work when I speak English.	0.65474		
Learning English helps me understand other culture and society.	0.596247		
Speaking English allows me to be universal	0.405236		
English is easy to understand.	0.790587	Factor – 4 Miscibility of English language	5.275156
I speak English because I feel it is easy.	0.682502	Factor – 5 Adaptability of English language in the local language	5.226803
I maybe an expert of English languages but when I am at home I prefer to speak the native language.	0.676956		
I speak only English when I make presentation in the workplace, school or corporate field.	0.618502		
When I am at work I prefer English mix with other languages	0.536122		
In learning some subjects, English is important.	0.484338		
I feel rich when I speak English.	0.695532	Factor – 6 Gadgetability of English Language	5.159697
English is a funny language.	0.648677		
Without learning English I cannot learn computer	0.521057		
I learn and teach Character Education or Values using English more efficiently.	0.811756	Factor – 7 Teaching and Learning Efficiency Enhancer	4.843706
I learn and teach Science and Mathematics using English more efficiently.	0.599317		
When I speak English it enhances my over-all capacity.	0.695077	Factor – 8 Over-all capacity unveiler	4.707251
When I speak English people finds me I am brilliant.	0.627848		
English language is easy to speak	0.432895		
I feel that when I am speaking English in a non-English speaking group, they are jealous of me.	0.787948	Factor – 9 Elitism Effect of English Language	4.510713
I prefer to speak English because it feels like I am more learned or educated than others.	0.636646		
I like English songs or music more than any other local languages.	0.771908	Factor – 10 English Language use as a fad	4.448384
I prefer to express “I love you” more than “Mahal kita” or its counterpart in my native language.	0.63188		
When I speak English people find me NOT patriotic.	0.654595	Factor – 11 Despotism of English language	4.382946
Speaking English is considered as abusive	0.481295		
I like to say bad words in local language than in English	0.792515	Factor – 12	4.050464

Component in the factor	Loadings	Name of Factor	% of variance explain
I use English in written and verbal communication where as the local language is for verbal only	0.466529	English language as a formal language	
Total % of variance explain			63.69867

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 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 to have English in our country have loading 0.715727, 0.703959, 0.655838, and 0.618588 on Factor 1. This suggests that Factor 1 is a combination of these four variables. Therefore 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.

Factor -2

While factor 2 we can read the statements: When I communicated successfully with a Filipino who does not belong to my group and we understand I am so thankful that I learn English and Filipino, I feel that we are divided by our languages but because of English 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. These three variables comprise the Factor 2. This factor can be interpreted 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 in English but they are not fluent, I feel that when we speak English we become more strangers to each other than Filipinos are group together to form Factor 3 which can be interpreted as 'Stranger Effect.' Factor 3 variables have the loadings: 0.854532 and 0.791839. Factor 3 independently contributed 11.7271 percent of variance 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 feel my local/native language is being step down when I speak English or Filipino have loadings: 0.791941 and 0.646558. This implies that Factor 4 is composed of these two variables. Therefore this factor can be interpreted as 'Love-Hate Complexity.' This shows that Factor 4 impartially contributed 10.19349 percent of variance of Unity vs. Division Preferences.

Factor -5

Whereas the statements: I feel that when people are speaking the same language they are one in their goal to achieve world understanding, and When I speak English I feel I belong to the global community' have loadings: 0.852852 and 0.556745. This suggests that Factor 5 is composed of these two variables. Therefore this factor can be interpreted as 'Inter-Intra

National Understanding. This presents that Factor 5 weigh in 8.518433 percent of variance of Unity vs. Division Preferences.

Factor -6

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

Table 2

Rotated Component Matrix of Response of Pre-Service Philippine Higher Education (2013)

Component in the factor	Loadings	Name of Factor	% of variance explain
I feel that learning English will make Philippines borderless and seamless	0.715727	Factor: 1 Unifying and Progressive Effect of English	13.7522
I feel that learning English will make us a mighty nation	0.703959		
I feel that a leader who can speak English or Filipino is a unifier	0.655838		
I feel that there are more positive effects to have English in our country	0.618588	Factor: 2 Nation Building Effect of English language to non-native English country	13.4524
When I communicated successfully with a Filipino who does not belong to my group and we understand I am so thankful that I learn English and Filipino	0.796816		
I feel that we are divided by our languages but because of English and Filipino we become unified	0.779587		
I feel it is a must to study Basic English and Filipino if we care for our national brothers	0.603702	Factor: 3 Stranger Effect	11.7271
I feel awkward for those people who try to speak in English but they are not fluent	0.854532		
I feel that when we speak English we become more strangers to each other than Filipinos	0.791839		
I feel other non-English speakers who try to speak English with me is my brother/sister	0.791941	Factor: 4 Love-Hate Complexity	10.19349
I feel my local/native language is being step down when I speak English or Filipino	0.646558		
I feel that when people are speaking the same language they are one in their goal to achieve world understanding	0.852852	Factor: 5 Inter-Intra National Understanding	8.518433
When I speak English I feel I belong to the global community	0.556745		
I am amused when I find out what other non-English speakers said in English	0.795072	Factor: 6 Neoteric Transformation	7.722211
I feel that learning too much English can create new type of division	-0.45029		
Total % of variance explain		Total	65.36583

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 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 developed my personal sense if am speaking English have loading 0.697799, 0.692725, 0.690256 and 0.459888 on Factor 1. This suggests that Factor 1 is a combination of these four variables. Therefore 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 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. These four variables comprise the Factor 2. This factor can be interpreted 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 less importance of native culture and local language development are group together to form Factor 3 which can be interpreted as 'Inverted-Image Progression.' Factor 3 variables have the loadings: 0.707635 and 0.690833. Factor 3 independently contributed 12.35522 percent of variance in Higher Education (College of Teacher Education) Environment/Practice.

Factor -4

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

Table 3 Rotated Component Matrix

Component in the factor	Loadings	Name of Factor	% of variance explain
I think teachers are considered brilliant when they are fluent in English	0.697799	Factor: 1 Elite Division Effect	18.37861
Teachers who are good in content but not good in English are considered sub-class	0.692725		
I feel that teachers who are fluent speakers of English are considered elite in the circle of teachers	0.690256		
Higher education developed my personal sense if am speaking English	0.459888		
Most of technology resources of teacher education are English sources	0.693628	Factor: 2	14.79551

Component in the factor	Loadings	Name of Factor	% of variance explain
All books use in the higher education institution is written in English	0.642002	TEIs English Drive Curriculum	
Teachers who are good in English are good representatives in the international arena	0.558312		
By teaching English, the Filipino people can have universal understanding of nation building and development	0.545164		
I feel most teachers use native language only when they cannot express in English or Filipino	0.707635	Factor: 3	12.35522
I feel that higher education give less importance of native culture and local language development	0.690833	Inverted-Image Progression	
I feel that teachers are trained to love not their own language but to embrace other language	0.858814	Factor: 4	10.87469
		Mirage- Effect	
Total % of variance explain		Total	56.40403

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 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. 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 quest are the: the non-native language has the unifying and progressive effect, nation building effect, stranger effect, love-hate complexity and the inter-intra national understanding and neoteric transformation.

In comparison of the bilingual education policy of US to the Philippine setting is clearly different. In US the dominant language is the native language of the country but unlike in the Philippines the native language is the neglected one compared to the non-native language. Priorities of programs in the curriculum is native language based which is English so more immersion of the individual work give more satisfying effect but for non-native English speaking countries, it is different the more the dominant language is engaged the 'mirage effect' will come in and absorbed by the people. The greater the cultural complexities that if unguided would mean only on the surface level of the glocalization continuum of language development. The unifying effect is evident but these are on the surface, functional and deep level only. The sustainable bilinguals are evading the 'stranger's effect and love-hate complexity but more on inter-intra national understanding. The presence of mixtures of these factors can still be evident on the earlier phase of the language policy.

Policy Implications

This study has a great effect for the policy makers to initiate moves to evaluate the existing bilingual policy as revealed in the study that this policy has been dormant and ineffective as to what direction it will take for the preferences has been revealing that it is going on other directions rather than knowing more of one's cultural identify instead it contributes more

cultural complexities. 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 principles of this practice more specially in the higher education.

Conclusion and Limitation

The limitation 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 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 only one university and maybe would give a wider view of the study, the preferences as to create groups which include the socio-economic of the students. The researchers contain here cross tabulations on the preferences on the limited demographic variables because of homogeneity of the respondent but more or less this study but more or less the study generated facts that is 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. These are least talk about in the forum but more or less captures in the lens of this study how a policy has been practiced and implemented by any social institutions. Although the greater interest of the researcher is on the educational sector but since educational is a social aspect then the results of this study indirectly talks about the common social issues that confronts the people. The policy that can be the driver of change or a propel for change if stagnated because of longevity and dormant effect then many cultural complexities come in. The dormancy of a any language policy maybe having more harmful effects as to its intention for cure.

Bilingual Education Policy: A Guillotine or a Panacea

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