

DOCUMENT

SCORE

**87****Bilingual\_Education\_Policy\_Ana\_Rami\_modified\_USJR** of

100



ISSUES  
FOUND  
IN THIS  
TEXT**69****Contextual Spelling**

No errors

**Grammar****17**

Determiner Use (a/an/the/this, etc.)	6	
Wrong or Missing Prepositions	6	
Faulty Subject-Verb Agreement	2	
Pronoun Use	1	
Misuse of Quantifiers	1	
Incorrect Phrasing	1	

**Punctuation****5**

Comma Misuse within Clauses	3	
Punctuation in Compound/Complex Sentences	2	

**Sentence Structure****5**

Misplaced Words or Phrases	3	
Incomplete Sentences	2	

**Style****42**

Passive Voice Misuse	18	
Wordy Sentences	13	
Unclear Reference	8	
Improper Formatting	2	
Inappropriate Colloquialisms	1	

**Vocabulary enhancement**

No errors

# Bilingual\_Education\_Policy\_Ana\_Rami\_modified\_USJR

Bilingual Education Policy: A Guillotine or a Panacea

## 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. The present study is exploratory in nature. The researchers use survey questionnaires and focus group discussion (FGD) to account the effect of the forty 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).<sup>1</sup> 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 way out and a tool that can prosper nation building, however, lies in the hands of the teacher education institutions; its power and capacity to ignite other industries of the country.<sup>2</sup>

<sup>1</sup> Wordiness

<sup>2</sup> Sentence fragment

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

## Introduction

The Philippine bilingual policy was implemented <sup>3</sup> since 1973, DECS Dept. Order No. 25, 174. This was <sup>4</sup> clearly mandated in the Philippine Constitution and a

<sup>3</sup>

declared policy of the National Board of Education (NBE Resolution No. 73-7, s 1973). This has<sup>5</sup> 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 existing 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<sup>4</sup> a common citizen.

Passive voice  
<sup>4</sup> Unclear antecedent

<sup>5</sup> Unclear antecedent

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 little 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<sup>7</sup> avoid the fraud that blinds the people about the effects of bilingual education policy. These are needed<sup>8</sup> in order to<sup>9</sup> 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.

<sup>6</sup> [**becoming to**] Redundant preposition

<sup>7</sup> [**in order to** → **to**] Possible wordiness

<sup>8</sup> Passive voice

<sup>9</sup> [**in order to** → **to**] Possible wordiness

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<sup>10</sup> 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.

<sup>10</sup> [**Philippines** → **The Philippines**] Missing article before proper name

Poe (1998) cited that bilingual education has been the ways of life for many years in 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 and undemanding so that they can survive or functional the situations they are in <sup>11</sup>. This was <sup>12</sup> adopted <sup>13</sup> as a program which began on 1963 and federally funded on 1969 as a transitional bilingual instruction program.

<sup>11</sup> Preposition at the end of a sentence

<sup>12</sup> Unclear antecedent

<sup>13</sup> Passive voice

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 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 receptacles that needs <sup>14</sup> a prime and sufficient stuffing by the ministry of education and higher education institutions. Growing demands of this market are 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 <sup>15</sup> also be suppressed <sup>16</sup> with any existing policy that is no longer responsive to the unique characteristics of its nationals.

<sup>14</sup> [needs → need] Incorrect verb form with plural subject

<sup>15</sup> Unclear antecedent

<sup>16</sup> Passive voice

Owen (2002) emphasized that this creates a new wave of opportunity and new problems of school authorities especially 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 <sup>17</sup> the chance to be tested in their native language and not only in the English language. It is true in as

<sup>17</sup> Passive voice

mentioned by Subramanian (2006) that the test can measure the students understanding in the content because these use the native language. This even<sup>18</sup> 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<sup>19</sup> in both language. This means<sup>20</sup> that the students are given<sup>21</sup> the chance to be the gauge in both languages. This also<sup>22</sup> will not preclude that the child is performing less because of one language alone because they are given<sup>23</sup> the chance to take the test on both. This also<sup>24</sup> 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 regarding having a bilingual policy in the school curriculum Subramanian (2006).

<sup>18</sup> Unclear antecedent

<sup>19</sup> Passive voice

<sup>20</sup> Unclear antecedent

<sup>21</sup> Passive voice

<sup>22</sup> Unclear antecedent

<sup>23</sup> Passive voice

<sup>24</sup> Unclear antecedent

The Philippines has three categories of languages that revolve the system: local language, national<sup>25</sup> language, and international language. These three languages comprise 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 using 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 access to its future status in the ranking of nations in the world regarding different gauge and standard tool to sustainable development in the glocal continuum.

<sup>25</sup> [the national or a national] Missing article

Glocalization development continuum of bilingual education policy of the country can be of four phases: surface, functional, and sustainable phases. The 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. The 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 a 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.<sup>26</sup>

<sup>26</sup> Wordiness

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

Complexities of Dominance of Non-native Language to the Local Community: Adherence to resolve Disunity, Division<sup>27</sup> and Dependency

<sup>27</sup> [Division,] Missing comma in a series

Unity of Community with the use of Non-native Language: Sustainable- Literacy, Independency<sup>28</sup> and Empowerment of Glocalized Education

<sup>28</sup> [Independency,] Missing comma in a series

Deep

Sustainable  
Surface  
Functional

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

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 policy 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 in the practice it. In this study, the researchers 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 <sup>30</sup> it <sup>31</sup> effect because it transform <sup>32</sup> into a guillotine.<sup>29</sup> 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, infectivity, toxicating elements which are not seen <sup>34</sup> as the policy was conceived long time <sup>35</sup> before by the policy makers and stakeholders.<sup>33</sup> However, this could mean that the policy is a cutâthat can isolate the nation from the rest of the world. Although, this may have a positive or negative effects but often <sup>36</sup> 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 <sup>37</sup> much contributions <sup>38</sup> are brought by travelers from the outside visitors or from <sup>39</sup> the native to travel outside of oneâs 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 <sup>40</sup> 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?

## Design and Methodology

The research design of a 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

<sup>29</sup> Wordiness

<sup>30</sup> Possibly confused *lose* and *loose*

<sup>31</sup> [*it* → *its*] Personal instead of possessive pronoun

<sup>32</sup> [*transform* → *transforms*] Incorrect verb form with personal pronoun

<sup>33</sup> Wordiness

<sup>34</sup> Passive voice

<sup>35</sup> [*long time* → *a long time*] Incorrect article use

<sup>36</sup> [*effects but often*] Redundant word

<sup>37</sup> [*skills,*] Missing comma after introductory clause

<sup>38</sup> [*much contributions* → *many contributions*] Incorrect quantifier with singular countable noun

<sup>39</sup> [*or from*] Redundant preposition

<sup>40</sup> [*the certain* or *a certain*] Missing article

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<sup>41</sup> 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<sup>42</sup>. We had chosen our sample using a 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<sup>43</sup> through convenience sampling technique. The compositions of sample are as follows:

<sup>41</sup> Squinting modifier

<sup>42</sup> Passive voice

<sup>43</sup> Passive voice

The researchers had used a 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<sup>44</sup> 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:

<sup>44</sup> Possibly confused preposition

The administrations were on appointment bases among the respondents, and then some participants were put into groups<sup>45</sup> to have a focus group discussion (FGD). There were two groups of a 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<sup>46</sup> in the Philippines. The time period<sup>47</sup> for data collection was during August 2013.

<sup>45</sup> Squinting modifier

<sup>46</sup> [city → City] Capitalization

<sup>47</sup> [time period → period] Redundant words



## Results and Discussion

## Factor Analysis: English Preference

The adequacy of the data is evaluated<sup>48</sup> by the results of Kaiser-Meyer-Olkin (KMO) measures of sampling adequacy and Bartlett's test of sphericity (homogeneity of variance). The KMO Kaiser (1974) suggested that the value of KMO sampling adequacy test less than 0.5 is probably not amenable to useful factor analysis.

measure<sup>49,50</sup> 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<sup>51</sup> to proceed with the analysis. The Bartlett's test statistic is approximately distributed<sup>52</sup>, 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<sup>54</sup> as 0.407457 for the statement 'In learning some subjects, English is important' and the Maximum extraction value is estimated<sup>55</sup> 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.<sup>53</sup>

The first twelve components (factors) in the initial solution have 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 values are all less than 1. Factor loadings are used to measure a correlation between variables and the factors. A loading close to 1 indicates a strong correlation between a variable and the factor,<sup>56</sup> while a loading closer to zero indicates weak correlation. Unrotated solutions of factor loading are not suitable for interpretation purpose since the variables tend to load on multiple factors. The factors are rotated<sup>57</sup> 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

<sup>48</sup> Passive voice

<sup>49</sup> [measure → a measure] Missing article

<sup>50</sup> [measure → Measure] Capitalization at start of sentence

<sup>51</sup> Squinting modifier

<sup>52</sup> Passive voice

<sup>53</sup> Wordiness

<sup>54</sup> Passive voice

<sup>55</sup> Passive voice

<sup>56</sup> [factor, ] Unnecessary comma in complex sentence

<sup>57</sup> Passive voice

interpretation purpose.

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 on 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.<sup>58</sup> 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 this 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.

<sup>58</sup> Wordiness

In a comparison of the bilingual education policy of US to the Philippine setting is clearly different. In the US<sup>59</sup> 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 are 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<sup>61</sup> the 'stranger effect' will come in and absorbed by the people.<sup>60</sup> The greater the cultural complexities that if unguided would mean only on the surface level of the globalization continuum of language development. The unifying effect is evident, but these are on the surface, a 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<sup>62</sup> earlier phase of the language policy.

<sup>59</sup> [US,] Missing comma after introductory phrase

<sup>60</sup> Incomplete comparison

<sup>61</sup> Passive voice

<sup>62</sup> [evident on → evident in] Confused preposition

## 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 in other directions rather than knowing more of one's cultural identify instead it contributes more cultural complexities.<sup>63</sup> 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 especially in the higher education.

<sup>63</sup> Wordiness

## 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<sup>64</sup> 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<sup>65</sup> 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 are reliable and valid based on the actual observation and focus group discussions.

<sup>64</sup> Passive voice

<sup>65</sup> [is from] Redundant preposition

## Conclusion

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 to exist. These are least talk about in the forum but more or less captures in<sup>66</sup> the lens of this study how a policy<sup>67</sup> has been practiced and implemented by any social institutions. Although the greater interest of the researcher is on<sup>68</sup> the educational sector but since<sup>69</sup> educational is a social aspect, then the results of this study indirectly talks about the common social issues that confront the people. The policies that can be the

<sup>66</sup> Possibly confused preposition

<sup>67</sup> [ää policy] Redundant indefinite article

<sup>68</sup> [is on → is in] Confused preposition

<sup>69</sup> [sector but since] Redundant word

driver of change if stagnated because of longevity and dormant effect then many cultural complexities come in. The dormancy of any language policy is maybe having more harmful effects as to its intention for a cure.