

## THE INTELLECTUALIZATION OF FILIPINO: A THEORETICAL BASE FOR TEACHING TRAINING

### SUMMARY STATEMENT

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The conference aimed to bring together scholars in the field of language planning and development and to focus their attention on the fourth aspect of language development (cultivation or elaboration), further zeroing in on the specific aspect of cultivation known as *intellectualization*.

The focus on intellectualization stems from the awareness that the most important task of language development in the Philippines is the intellectualization of Filipino.

Unlike previous conferences likewise focusing on the cultivation of Filipino and its use as a language of education and of scholarly discourse, this particular conference had as its particular objective the identification of researchable issues which need to be looked into in the area of the intellectualization of Filipino; the location of these issues within the integrated program of research; suggested methodologies for investigating these issues; and prioritization of these issues in such a way that the research outputs would directly feed into the teaching of content subjects in Filipino on the secondary level.

The first session spelled out the terms of reference in intellectualization. Subsequently, during the first panel presentation and discussion, the parameters of intellectualization were listed. The intellectualization of Filipino really boils down to text building; in order to build up corpora of texts, parameters of discourse, the build-up of registers, and the semiotics of written discourse in an intellectualizing language were discussed.

The second panel presentation and discussion was more empirical in nature. The presentors focused on translation, perhaps the key activity in initial text build-up, and described their experiences with translating in different fields: literacy materials, the Christian Scriptures, law, and the social sciences.

The third and final session continued the presentation and discussion of experiences of various attempts to use Filipino as a medium of scholarly discourse in writing a reference grammar of Filipino, theology, philosophy, and literary criticism.

During the second day, the participants broke up into three workshop groups to list researchable areas and to choose one specific area among these for work in 1988. The workshop groups were on (1) the social, cultural and management dimensions of intellectualizing Filipino; (2) translation as a means of intellectualizing Filipino; and (3) psychological and psycholinguistic dimensions of intellectualization in Filipino.

Group (1) focused on the politics of language and its attendant issues; Group (2) on the desired components for a handbook on translation; and Group (3) on measuring threshold levels of competence in Filipino; the development of a program for training teachers to use Filipino as a medium of instruction in content subjects; readability formulas in Filipino; spelling patterns as aids to comprehensibility in Filipino.

Specifically, the following projects were considered for work this year:

(1) **The Politics of Language in the Philippine Setting**

How can Filipino be socially engineered to make it the language of aspiration in the Philippines? For this project, the following subsidiary activities are likewise needed: collection of materials in Filipino to identify gaps; secondary analysis of data of wastage in board exams due to lack of competence in English; discourse analysis of Filipino and indigenous materials; experimental teaching in Filipino.

(2) **A Translation Handbook**

*A Patnubay sa Saling-Wika* for teachers especially at the high school level will be needed to help teachers compile and develop their own teaching materials in Filipino.

(3) **Instruments to Measure Threshold Levels of Competence in Filipino**

A set of instruments will be developed to give indicators of when pupils have attained basic communicative competence in Filipino, when they are ready to use Filipino as a medium of instruction, and when they can carry on higher level cognitive activities in Filipino.

The plans for next year include: Stimulate groups and raise funds for the three main projects to be done; organize another round-table conference in January 1989, to be divided into three sub-topics: The Politics of Language; Translation; Threshold Levels of Competence in Filipino.