

## A HISTORY OF THE LANGUAGE STUDY CENTER OF PHILIPPINE NORMAL COLLEGE

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### 1. BEGINNINGS

The Language Study Center of Philippine Normal College is the unit under the Office of the College President that administers graduate language programs and conducts various types of short-term training programs concerned with language problems and the learning of languages, as well as projects with the Department of Education, Culture and Sports, the Fund for Assistance to Private Education, the Summer Institute of Linguistics, the Translation Association of the Philippines, and various other government and private entities in areas of concern related to language.

The Language Study Center (LSC) grew out of the Language Study Section of the English Department, Philippine Normal College, which was established in July, 1962. Its formal establishment as the LSC occurred in 1964, with the action of the Board of Trustees of the College accepting a Ford Foundation grant that would underwrite, among other things, the establishment of such a Center. The Head of the Language Study Section, Bonifacio P. Sibayan, became the first Director of the Language Study Center.

The functions of the Language Study Center may also be traced to another entity, established in the early 1960's, under the sponsorship of the Rockefeller Foundation and the University of California at Los Angeles; this was the Philippine Center for Language Study or PCLS. This earlier Center, some of whose functions were turned over to the LSC upon its phase-out in 1965, was concerned with the development of instructional materials and with training programs for teachers of English as a second language, in recognition of the fact that materials that had previously been in use in the Philippine educational system (except for literature written in English by Filipinos) were largely imported from the United States and therefore geared to the needs of children who were speakers of English as a first language. One of the initiators of the English as a Second Language movement in the Philippines was a professor of the University of California at Los Angeles, Clifford H. Prator, who was in the Philippines in 1950 as an exchange professor under the Fulbright Exchange Program of the United States and whose work with the administrators of the Philippine school system who were concerned with language led to the change in the direction of language teaching toward the recognition of specific needs of the Filipino learners as learners of English as a second language.

The Language Study Center thus traces its beginnings both to the Language Study Section of the English Department and to the Philippine Center for Language Study, the first a section in the College, and the second a private entity. It is now a unit of the College independent of the English Department.

It must be noted at this point that the Philippine Normal College began operations in 1901 as a two-year normal school for teachers, gradually expanding its offerings and its operations, as may be seen in various Congressional acts amending its Charter, the latest of which, relevant to the subject of Graduate School offerings, are Republic Act No. 416 as amended by Republic Act No. 921, approved by the President of the Philippines on June 18, 1949, which, among other provisions, authorized the College to offer Master of Arts degrees, and Republic Act No. 6515, approved on July 22, 1972, which authorizes the College to offer as well the Doctor of Philosophy in Education 'and other academic degrees relevant to, and appropriate in, the preparation and training of teachers, specialists, researchers, supervisors, administrators, school and education managers, and other professional personnel in education'. The Language Study Center, needless to say, has from the beginning operated within these and other statements of policy embodied in the College Charter.

The graduate programs offered in the College in 1962 were in language teaching and in educational administration and supervision. The Philippine Center for Language Study, being a non-academic private institution, had established a cooperative relationship with the PNC whereby its in-service training programs in language, mostly taught by visiting professors, were given graduate credit units. Upon its establishment, the Language Study Center assumed the administration of the program in Language Teaching (Graduate Certificate and Master's levels) and later the Filipino Language and Literature program (Graduate Certificate and Master's levels also).

In its Resolution No. 579, adopted during its meeting of October 13, 1964, the Board of Trustees of the Philippine Normal College officially accepted the Ford Foundation grant of \$312,000 for a development program in language teaching and research. A formal ceremony of acceptance had been held earlier (October 3, 1964) in a luncheon at the Manila Hotel, attended by officials and guests from Philippine Normal College, the Ford Foundation, and the Department of Education.

The Ford Foundation grant to the College was for improved language research and training in the Philippines -- whose educational problems are complicated by the use of Filipino, two second languages (English and Spanish) and many regional languages...'

Specifically, the grant was made for seven activities, namely:

1. Faculty development program
2. Research in English, Filipino, and the vernaculars
3. Publication of research work and other manuscripts in language and language teaching and learning starting in 1965-66
4. Student and faculty exchange program with a sister university in the United States
5. An extension program to enable appropriate members of the PNC faculty to be in intimate contact with the problems of the schools in the Philippines and to place these faculty members in a position to be of maximum help to the solution of language problems in the Philippines
6. Enlargement of the offerings of the Graduate Program in terms of (1) an M.A. program with a wider range of cognates and electives for the graduate student to choose from, and (2) a Certificate Program in the teaching of English as a second language -
7. Development of library and speech laboratory facilities.

The office of the Language Study Center which was provided through a space adaptation of one of the classrooms of the Main Building of the College, was formally opened on November 20, 1965, with representatives of the Ford Foundation, members of the Advisory Board of the Center, and guests from various agencies attending. The office (now, in 1989, located in a permanent Language Study Center building) had the following facilities:

- a. A 20-position transistorized speech laboratory for research purposes
- b. A recording room with six microphones that could be used simultaneously or in combination
- c. A library collection of nearly one thousand titles
- d. A conference room and office space

## 2. 1965-1970: EARLY LSC PROGRAMS

The revised M. A. curriculum in Language Teaching was approved by the Board of Trustees and went into effect at the start of the 1965-1966 academic year; also approved at the same time was a graduate Certificate Program in Language Teaching.

In 1965, two Ph.D. candidates joined the Language Study Center under the student exchange program with UCLA -- Charles Richards and Jack Wigfield. Rosenda de Castro, a former Bureau of Public Schools scholar in the language program at the College, was sent to UCLA to work for a Ph.D. in linguistics.

Edilberto P. Dagot, Instructor, English Department, was sent to New York University to complete his Ed.D. with specialization in reading in a second language. Arrangements were made for him to cross-register at Columbia University to study with Gerald Dykstra and his associates. (Dagot subsequently returned after completion of his degree, to head the Reading Center -- a project set up by the LSC under the Ford Foundation grant -- then, subsequently, the Graduate School as Dean, and later, the College, as Vice-President, and since 1981, as President of the College.)

The Center also set up, with the grant funds, a local faculty development project, with four PNC faculty members joining initially, with support for tuition and other fees and a book allowance, on condition that they were not to do extra teaching. These four faculty members were Elisa Salva (who later became Head of the English Department of the College); Rebecca Alcantara (who later retired in 1988 as Vice-President of the College after assuming, besides other positions, those of Head of the English Department and subsequently, Dean of Instruction in charge of undergraduate programs); Velinda Samonte (currently, in 1989, Dean of the School of Human Resources and Development, which is concerned among other things with literacy training in conjunction with non-formal education for adults, and earlier, holding the position of Principal of the Laboratory High School of the College); and Rita R. Madlansacay, then English Department faculty member, later retiring as Chairman of the Spanish Department. Undoubtedly, the training obtained by these and other PNC faculty members in

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the faculty development program of the Center, where they learned the application of theories of linguistics and other disciplines to the problems and processes of language teaching, assisted them in their duties as professors of language and as administrators of departments involved in language programs.

A course in Beginning Tagalog, using a textbook of the same title developed by the University of California at Los Angeles and the PCLS, was offered. This course was attended by foreigners who wanted to learn the national language.

From January 17 to March 7, 1966, the first of several seminars for Afghanistan educators was held. The topic of the seminar was language teaching, and it was held upon the request of the National Economic Council of the Republic of the Philippines and the Agency for International Development of the United States. The Director of the LSC (Bonifacio Sibayan) visited Kabul on May 1-15, 1966, to discuss possibilities for an exchange program with the Philippine Normal College. The exchange program, however, was not realized.

In 1967, Jack Wigfield, Coordinator of the Language Archives Project set up by the Center, put out, based on field work in various Philippine languages, a set of exercises for linguistics students, eventually intended as part of a workbook on Philippine languages. The exercises were tried out by a faculty member of the College. In that year, several of the students who came as scholars of the Bureau of Public Schools in the Center's M.A. programs in English and Filipino graduated with M.A. degrees.

Through the years, 1967 being an example, faculty members attached to the Center went on speaking engagements in other areas and institutions of the country. In 1967, for example, Bonifacio Sibayan, Director of the Center, went to the Notre Dame de Cotabato College in Cotabato to give a series of lectures in linguistics and language teaching in May as part of the activities of the Center, and Fe T. Otones, who had joined the Center after receiving a Ph.D. in English from the University of California at Los Angeles (on Fulbright, U.C.L.A., and Rockefeller fellowships), gave a lecture to the faculty members of the Mapua Institute of Technology in June, on the improvement of the teaching of reading and composition.

The Philippine Normal College had earlier joined the Association of Southeast Asian Institutions of Higher Learning (ASAIHL). The Language Study Center assumed responsibility for the publication of Volume 1, Nos. 1 and 2 of the ASAIHL Language Research Bulletin.

The Philippine Normal College, through the Language Study Center, sought and obtained a three-year renewal of the Ford Foundation grant in 1967 in order to build up 'at a more accelerated pace than would otherwise be possible, its resources for furnishing the necessary leadership in research and in the training of leaders in the teaching of English, Pilipino, and the vernaculars in the public school system'. The proposal for the renewal noted, 'The Philippine Normal College realizes that the ultimate aim of the Ford Foundation is to make the College sufficient in the areas of linguistic research and language teaching'. The expanded activities of the Center would include the development of the other units of the College. As the proposal stated, 'The graduate faculty cannot function adequately without support from the undergraduate faculty and from other departments of the Philippine Normal College'.

A review of the accomplishments of the Center showed that in 1967, the graduate faculty trained on the Ph.D. level still consisted of two Filipinos (Otones and Sibayan) and one American (Anderson), and that a consultant from McGill University in Canada (G. Richard Tucker) was expected -- hence the Filipino component still needed to be expanded. There were two American graduate students (Charles Richards and Sandra Shamis) in the faculty, serving in the training of the Center's students at the Master's level. Eighteen master's degrees were reported to have been completed, in the general area of language teaching and linguistics under the direction of the Center's staff and the PNC Graduate School faculty. Among the research projects were Richards' collection of data for a grammar of Pampango and Sandra Shamis's collection of data for a 'sociolinguistic study of language development in urban areas in the Philippines'.

The work on publications had been severely handicapped by the lack of personnel. In November, 1966, however, the Center staff was joined by Benjamin M. Pascual, one of the country's creative writers, to take charge of editing and seeing through the publication of research. Pascual was instrumental in the publication of Vol. 1 of the ASAIHL (Association of Southeast Asian Institutions of Higher Learning) Research Bulletin, a compilation of abstracts of research studies in language and linguistics done in Philippine and other Asian universities.

The Center proposed supporting under the renewed grant, scholarships at the M.A. level, for

holders of the Bachelor of Arts or Bachelor of Science degree, since experience with the sending of scholars to study abroad showed that students with the baccalaureate degree in Education found it difficult to get into the fields which were needed to augment faculty at the Center, i.e. psychology, anthropology, sociology, or English. They had to take from a semester to a year's additional work before they could even be admitted into a graduate degree program. However, instead of proposing to support the scholars abroad at baccalaureate degree level so that they could have the appropriate entry qualification to the above-mentioned fields, the Center viewed as a more economical step, the taking in of people with A.B.'s or B.S.'s and training them in the Center's M.A. programs. Those who were found to be capable of study abroad at Ph.D. level would then be supported by the grant funds.

Through the Center's faculty development programs and its attraction of qualified students to its M.A. programs, as well as the further expansion of the graduate programs, the College hoped that the PNC will be in a position to give educational leaders the necessary education and training for leadership and scholarship that was formerly furnished by universities abroad. Only scholars on the doctor's level may be sent to the U.S. or other countries offering comparable graduate programs' (from the grant proposal document).

The Report to the Ford Foundation on the period July 1, 1967 through June 30, 1968, refers to the following items:

1. The Language Archives Project was a continuing activity of the Center, concerned with (1) the recording and analysis of Philippine languages; and (2) the training of grantees to enable them to teach and do research on the structure of Philippine vernaculars. The projected series of Workbooks on Philippine languages were on (1) Phonology, (2) Morphology and Syntax, and (3) Some Major Philippine Languages. The workbooks were completed in draft form, and underwent tryout at PNC and also at Ateneo in the courses of Emy Pascasio.

Another output of this project was an inventory of languages spoken by students at the Philippine Normal College, reported in Occasional Paper No. 1, s. 1967, of the LSC, by Jack Wigfield and G. Richard Tucker.

Unlike the other students enrolled in the M.A. in Language Teaching at the Center, the grantees supported by the Language Archives Project, being expected eventually to qualify as faculty members and researchers in linguistics at the College, were required to do one semester of actual field work as an additional feature of their training. The training of these scholars, under the direction of Wigfield, began during the second semester of school year 1967-68. One of these trainees, Alberto P. Racho, subsequently joined the Center's faculty and taught graduate courses in linguistics (after receiving his M.A. degree), later assuming the position of Chairman of the Specialization in Language Teaching.

Racho, however, left the College for private employment later.

2. The Reading Center: Under this project, one of the rooms of the Laboratory School was adapted and a collection of reference and other materials on reading was begun. Serving as Coordinator of the Project was Edilberto P. Dagot, assisted by Araceli Villamin (who later assumed the position of Head of the Center, after Dagot was promoted to other positions). Among the projects started by the Center were studies of the performance of Philippine students on various standardized reading tests and a pilot project using the SRA reading materials, with the laboratory school pupils as subjects.

3. As part of the improvement of the College facilities for language research, the LSC, using the Ford Foundation grant funds, installed a one-way mirror in the Child Study Center -- an instance of the LSC coordinating with existing research and training programs. A library and reading room was installed at the Child Study Center, and a videotape machine was also installed in the observation room. As part of the cooperative programs of the Language Study Center and the Child Study Center, G. Richard Tucker, who was at the LSC as an exchange professor from McGill University to do teaching and research in psycholinguistics, assisted in the faculty development program for the Child Study Center. (The faculty trained under this program later assisted the Language Study Center in the Bilingual Experiment conducted at the Laboratory School.)

The scholarship program for advanced studies abroad, intended to bring back the grantees to serve the Philippines after receiving doctoral degrees, was unfortunately disappointing. The grantees were either unable to finish their degrees for academic reasons, or elected to stay in the United States or in Canada for one reason or another. One exception was Dagot, already mentioned earlier.

The Language Study Center had an Advisory Board which in 1968 was composed of the following: Emiliano C. Ramirez, President of the College; Tommy Anderson, Visiting Professor from UCLA; Fe

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T. Otones, Acting Director (the Director, Bonifacio P. Sibayan, being at UCLA as an exchange professor at the time); and ten other officials from the College, the Department of Education, the Institute of National Language, and National Science Development Board.

The Advisory Board had the following functions: (1) give advice on projects of the Center involving agencies and institutions outside PNC and (2) act as final review body on research work and other pieces for publication. The Board was chaired by Ramirez; the Director of the Language Study Center served as Executive Secretary.

During the meeting of the Board on March 28, 1968, the Acting Director's report included the following items:

1. The continuing projects were (a) the Language Archives Project, under the direction of Wigfield, assisted by Alfonso O. Santiago, who had completed his M.A. degree with Pilipino as his specialization at PNC the previous year under the Language Study Center scholarship program; Santiago had been taken in as faculty member in the PNC Laboratory School and was also teaching part time in the Language Study Center; (b) the almost completed space adaptation of a room in the PNC Laboratory School for the Reading Center as the office and venue of the LSC's Reading Projects, which included the preparation and the evaluation of reading materials with the help of Peace Corps volunteers, under the direction of Dagot as Coordinator.

2. Three faculty members of the Child Study Center had been given Language Study Center grants to train in child development at the College.

3. Final preparation of the manuscript of a Language Study Center monograph under the Philippine Center for Language Study (PCLS) series; as noted earlier, the LSC had taken over some of the functions of the PCLS, and the publication of the PCLS series was one of them. The particular report under preparation was the monograph on the most intelligible variety of English, which had been written as a joint M.A. thesis by some of the LSC grantees.

4. The LSC had entered into an agreement with the Lupon sa Agham for the publication of scientific terms, with explanation on the particular philosophy of word development adopted, i.e. avoidance of borrowing as much as possible and word coining as a regular device. However, this agreement did not result in the expected publication, since the Lupon was unable to comply with the LSC request to indicate the process of coining followed for each coined term, e.g. sources of the parts of coined words.

5. The LSC had accepted (and subsequently published) Gregorio Borlaza's prize-winning Pilipino translation of Shakespeare's *Romeo and Juliet*.

The Acting Director's report explained the thrusts of the publication project's thus:

'In general, the purpose of the publications project of the Language Study Center is to give scholarly writings, particularly those relevant to language, a chance for publication; such writings are very often not accepted by commercial publishing houses, in spite of merit, for reasons of limited readership.'

By the end of school year 1969-70, the Language Study Center had the following as full time faculty members: Sibayan, Otones, Gloria V. Baylon, Emma S. Castillo, Aurora L. Sore, and Albert L. Racho. The Child Study Center, earlier mentioned as recipient, through the Language Study Center, of some funds for facilities improvement, had the following faculty members: Amanda H. Tayag, who had received a scholarship to attend refresher courses at McGill University and was serving as Chair of the specializations in child study and guidance and counseling in the M.A. program -- specializations actively participating in the bilingual experiment of the LSC; Zenaida Masangkay, Restituto Ceniza, and Renato Y. Pablo. The Reading Center, which was operating as a separate Center serving the College as well as the graduate students in the M.A. programs in Reading, had the following besides Dagot: Araceli M. Villamin and Corazon Vigilia. At the time of the report, Ceniza was at McGill University to pursue a program for a Ph.D. in Psycholinguistics; Baylon was at UCLA under partial support from the Ford Foundation funds of the Language Study Center (i.e. books and travel).

Among the consultants who had worked at the Center by this time were Robert C. Gardner of the University of Western Ontario and his doctoral student, Donald Taylor; still at the Center was Henry J. Feenstra, psychologist from the London, Ontario Board of Education. It was during the consultancy of Gardner, Taylor and Feenstra that a course in Advanced Educational Statistics began to be required in the Graduate School; it is now required in all M.A. programs in the PNC graduate school. A graduate student from UCLA came to teach a course in the preparation of materials in language

teaching. The M.A. program in Reading was being attended by the first twenty scholars in that specialization from the Bureau of Public Schools.

One of the most important objectives of the Language Study Center and the assistance it received from the Ford Foundation is the education of Filipinos in linguistics and language teaching, to make this field a profession in the Philippines. It is not claiming too much to think that this objective was realized when the Linguistic Society of the Philippines was formally organized on June 7, 1969. Before that, a call to organization was made by a group of linguistics and language scholars. The group which met at the Philippine Normal College to issue the call for organization consisted of: three from the Ateneo de Manila University, namely, Teodoro A. Llamzon, S.J., Assistant Professor of Linguistics, Emy M. Pascasio, Chairman of the Department of Linguistics, and Gloria Chan Yap, instructor in linguistics; four from the Philippine Normal College Language Study Center, namely, Fe T. Otones, Associate Professor of Linguistics, English and Pilipino, Bonifacio P. Sibayan, Director of the Center, Edilberto P. Dagot, coordinator of the Reading Center, and Jack Wigfield who was with the Philippine Normal College Language Archives Project then. The Society publishes the Philippine Journal of Linguistics which is devoted mainly to general theoretical and descriptive linguistics.

### 3. EXPANSION OF ACTIVITIES

The years 1968 through 1973 thus saw a continuation of projects begun by the Center at its establishment in 1964-65, and an expansion of its concerns, from those of linguistic research and language teaching in the College, to recognition of the need to involve and help develop the other units of the College, particularly the reading program and the Child Study Center's M.A. program in Child Development. The succeeding years would see a further expansion of the LSC's involvement, into national language policy-making activities and the training of teachers and administrators in the field.

A bilingual experiment, to test the effects of an alternate-day scheme of bilingual instruction, was begun in the PNC Laboratory School in 1969 and went into its second year in 1970 with a new set of first grade classes -- a tighter control of various factors shown in the first year to be crucial to the conduct of the experiment. This experiment, which was terminated in 1973, when these first-grade classes had reached fourth grade, generated much interest in the idea of a bilingual education scheme, and can probably be credited as being instrumental in the formulation, or at least acceptance among educators, of the bilingual education policy of 1974, even though the latter followed a different scheme. The alternate-days scheme of the LSC experiment at the Laboratory School involved English and Pilipino being alternated as media of instruction from one day to another, with the content being continued, rather than repeated. The reason the experiment was discontinued was the prevailing idea in 1973 at the Laboratory School that it was necessary to take steps to align the curriculum with the move, which was getting more and more influential in 1973 among educators, to shift to an all-Filipino medium of instruction. At the Bureau of Public Schools, in fact, some Divisions in the Tagalog provinces had already adopted such a scheme. However, the idea of bilingual education was still maintained by other educators, the final outcome being the formulation of the bilingual education policy of the Department of Education as embodied in Department Order No. 25, series 1974, dated June 19, 1974, which ended the uncertainty as to the medium of instruction, at least in the public schools of the educational system.

Another activity of the Language Study Center that probably influenced the formulation of the country's Bilingual Education Policy was the Language Policy Survey, the results of which were disseminated in a 1969 report authored by Otones and Sibayan as an LSC monograph. The findings of that survey essentially supported the Bilingual Education Policy in that the parents' and teachers' choice for medium of instruction for science and mathematics was English, while for Social Studies and Work Education it was Pilipino. It might be worth noting that the direct connection with the Department Order No. 74 was that among those who drafted that policy were Otones and Sibayan.

In 1973, the College requested a modification of the Ford Foundation renewal grant to enable the College to 'complete the projects begun under the grant and which could not be completed within the stipulated period due to a number of circumstances unforeseen during the time of the proposal'. The request was to allow the Language Study Center to use up the remaining unused funds under the grant, to cover the following projects: (1) Faculty development locally and abroad; (2) Research extension, materials development and publications; (3) Equipment and library, and (4) Faculty and staff support. As an update on the faculty development project, the accompanying report mentioned that of six who had been supported for various doctoral programs since the start of the faculty development program,

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only two, Edilberto Dagot and Consuelo Ledesma, had joined the College faculty. (Ledesma, who had received a dissertation grant, subsequently became Dean of the Graduate School of the Philippine Normal College.) The report to the Ford Foundation mentioned a needed redirection in the development of doctoral level grantees: 'The new direction will have to be support in local doctoral programs, as much as possible'. As part of this redirection, the Language Study Center had awarded a faculty development grant to Araceli Villamin, Coordinator of the Reading Center, who had enrolled in the College's doctoral program for a Ph.D. in Linguistics being conducted in consortium with the Ateneo de Manila University, for one year's study. The requested modification later enabled Villamin to complete her course programs. (Later, under the funding, she finished her program and obtained her doctorate in Linguistics under the Consortium.) Under the LSC proposal, no funds would be used for doctoral studies abroad any longer.

Under an agreement with the Science Education Center of the University of the Philippines (UPSEC), the Language Study Center translated the Grades 1-3 Science teaching materials developed by UPSEC. (As earlier mentioned the country's educational leaders were, in the early 1970's, considering the use of the national language as the sole medium of instruction in the elementary grades.) As the 1973 report of the LSC stated: 'During the past two years, the LSC in cooperation with the Materials Development Unit of the Graduate School, translated the Grade I Teacher's Guide in Filipino, conducted two workshops on science translation as part of the training program for the translators and for those involved in the try-out of the materials, and also tried out the Pilipino translation in the Laboratory School of the College'. The report further added that the translation, revised as a result of feedback from the laboratory school try-out, was scheduled to be tried out in the public school system with the cooperation of the Bureau of Public Schools, as well as in one branch of the PNC, the Cadiz City branch, the purpose of the second year try-out being to get further feedback on suitability to actual field conditions for the particular Grade level, taking into consideration other linguistic backgrounds of teachers and pupils besides the Tagalog-speaking population of the PNC Laboratory School. Thus, the conduct of this translation project was in line with the Language Study Center's commitment to develop research-based instructional materials. (This translation project, with Ford Foundation funds of the Center and supplementary funds from the UPSEC, finished the translation of the first three grades of the UPSEC materials, using the development scheme already outlined above; however, the adoption of the bilingual education policy begun in 1974, in which English was to be the medium of instruction for science and mathematics-- a policy which continues today -- caused the translated materials to be shelved, after the submission of the manuscripts to the UPSEC.)

Philippine Normal College and Ateneo de Manila University began a consortium for a doctoral program in linguistics during the first semester of SY 1971-1972. Ateneo de Manila had a Master's degree program in linguistics for many years, and its manpower and facilities, combined with those of Philippine Normal College and particularly those of the Language Study Center, made possible a strong doctoral program. Philippine Normal College was not at the time authorized to offer doctoral degrees; the diploma was therefore an Ateneo de Manila University diploma, with a notation that it was under the consortium with PNC. (Later, when the Consortium was phased out, the PNC assumed administration of the program, having in the meantime received authorization to grant doctoral degrees.) The Ph.D. in Linguistics program based at the Language Study Center, is still a continuing program of the College.

In school year 1971-72, twenty-four students were enrolled in the program, which offered four streams of specialization: theoretical linguistics, Malayo-Polynesian linguistics, applied linguistics, and interdisciplinary studies. The Co-directors of the Program were the Director of the Language Study Center, Fe T. Otones, and the Chairman of the Department of Linguistics of Ateneo de Manila University, Emy M. Pascasio.

Several of the graduates of the Consortium are now themselves heads or administer units in various colleges and universities, in both the public and private sectors, including PNC itself, or are key persons in agencies of the Department of Education, Culture and Sports.

After the end of the final renewal of the Ford Foundation grant in 1973, the Language Study Center became institutionalized with financial support provided by the national government through yearly appropriations of Philippine Normal College.

The Center continued to improve its capabilities for curriculum development, participating in the preparation of prototype guides for third and fourth year high school communications arts in both

English and Pilipino, under a memorandum of agreement with the Ministry of Education. Beginning in 1975, the Center added to its functions that of textbook development when the Educational Development Projects Implementing Task Force (EDPITAF) officially designated it as the National Curriculum Development Center for Communication Arts (English and Pilipino), in accordance with Presidential Decree No. 6-A. In addition to receiving funding from a World Bank loan for the projects of the LSC under this program, the Center was given its own building, with an audio-visual room with one hundred and twenty seats, a speech laboratory, four classrooms, offices, and a library among its facilities. As a curriculum development center (CDC), it was part of a network of national-level CDC's -- the others covering other subject areas in the curriculum -- as well as regional level Regional Staff Development Centers, or local training centers, some of which were in public, others in private, college and universities. Its scope of activities was therefore national in nature; the textbooks and teachers' manuals that it developed were tried out in pilot schools in the various regional areas of the Ministry of Education and Culture, and it participated actively not only in materials development but also in training activities for the Ministry. Fifty-four textbooks and teachers' manuals were developed by the Center as outputs of this project.

The EDPITAF had centralized in the curriculum development centers the functions of developing the instructional materials for the country, especially the textbooks and the teachers' manuals for the classrooms, but in 1981, competitive textbook development and publishing began to be restored. The Center continued to undertake small manuscript development projects for the Department, but its national role of linking the try-out schools and training centers ended. This function was completely taken over by the agencies under the Ministry/Department of Education and Culture.

The rather large faculty strength of the Center was reduced to a much smaller size, as those faculty members who had been doing writing and teaching activities were redeployed to the various departments of the College to return to their teaching duties. The Center, insofar as academic functions were concerned, continued to administer the Graduate-level offerings, under the Dean of the Graduate School. Its non-academic functions, like research on language testing, its non-degree courses in Chinese and Russian, and others, continued to be performed by the faculty and staff of the Center. The Russian and Chinese courses were taught by teachers from the People's Republic of China and the Soviet Union, respectively. The Center continued its summer activities, begun in the 1970's in coordination with De La Salle University, Ateneo de Manila University, and the Linguistic Society of the Philippines, short-term summer training programs, many of which were participated in or conducted with the assistance of the U.S. Embassy, through the Thomas Jefferson Cultural Center in Manila, and the British Council. Center faculty members were active members and officers of the Language Education Council of the Philippines (LEDCO), an umbrella organization of thirteen language associations and organizations of the country. It packaged, for example, a short-term training program in language for grantees of the LEDCO who came to the College for the purpose.

An academic program of the Language Study Center directly addressed to bilingual education is its Consortium for a Ph.D. in Bilingual Education with De La Salle University and Ateneo de Manila University.

Started in 1978, this Ph.D. program had by December 1983, graduated six students, most of whom were funded by scholarships from the various regional offices of the Department of Education, Culture and Sports. It is still a continuing program, but now draws its students mainly from those who support themselves through school, the Department of Education, Culture and Sports having decided on a policy to support only short-term training, not degree programs of this type.

The Language Study Center launched project 'Homlit' (Home Literacy) in June, 1980, in response to Sibayan's call for participation in the PNC projects along three defined areas, one of which was Home Literacy, in which parents were preparing their children for formal education. In view of its relatedness to LSC resources and activities, the LSC chose this area.

The goal of Project Homlit of the Language Study Center was to enlist parents' participation in teaching initial literacy and numeracy to their children.

Specific objectives were the preparation and try-out of suitable materials for home literacy and the preparation of parents' information kits, with possible plans for seminars, aimed at motivating parents to take on the responsibility of teaching reading, writing, and arithmetic to their children before the latter go to school, as well as parents' manuals to guide them in doing such teaching.

Specifically, the targets were: (1) as target learners, children ages four through six, belonging to



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disadvantaged families who can not afford kindergarten or pre-school enrollment; and (2) parents of such children, to act as mentors.

Specifications for the materials were as follows: (1) be usable by a literate parent with little or no training in teaching and possibly with less than a college education; (2) original set to be produced in Pilipino and English, to be translated later into the other seven major Philippine vernaculars; (3) be as inexpensive as possible.

All planned lessons in Pilipino for ages four, five, and six were written, tried out on selected samples of children and parents, and revised for publication. The revised manuscripts were then submitted to a publishers.

The Processing Center for the refugees from the Vietnamese War and its aftermath has on-going language programs designed to prepare those refugees slated for resettlement in the United States to adjust to their new linguistic and cultural environment upon arrival in the U.S. The language programs are run by the International Catholic Migration Commission (ICMC). In November, 1986, under a Memorandum of Agreement with ICMC, the Graduate School of the Philippine Normal College, through the Language Study Center, began an extension program in which PNC Graduate School faculty members in Language Teaching were sent to Morong, Bataan, the site of the Refugee Processing Center, to provide on-site graduate programs to the language teachers there, with the purpose of giving them advanced training in language teaching. The program is identical with the one on campus, with a difference in the scheduling, following a school year of three terms rather than the semestral calendar of the campus. Faculty members of the ICMC who are qualified also serve as part of the faculty of this program.

This program will enable the teachers now in the Refugee Processing Center to advance themselves and work toward a future beyond their employment in the Processing Center.

In July, 1989, a renewal of the Memorandum of Agreement between PNC and ICMC was signed, to continue the program for another three years.

#### 4. 1989: A RADICAL CHANGE

The restructuring of Philippine Normal College beginning in School Year 1989-90 from a two-level academic structure consisting of the Undergraduate and Graduate levels, each under a Dean, into six schools, each embracing both these levels, has implications for the structure and functions of the Language Study Center. Where heretofore it had been the administrative unit for academic language offerings, particularly the M.A. and Certificate programs in Filipino Linguistics, Filipino Language and Literature, Language Teaching, and Language Testing, as well as the Ph.D. programs in Linguistics and Bilingual Education, it has now relinquished this function to the School of Languages and Linguistics, headed by a Dean, Alfonso O. Santiago.

The Translation Association of the Philippines (TAP) and the Summer Institute of Linguistics (SIL) have an on-going program with the Language Study Center and the Graduate School, of training translators -- a program taken over by PNC from the Department of Education and Culture Vacation Normal School in Baguio after the latter's phase-out. Students in this program go through the Language Teaching curriculum, augmented by courses taught by faculty from TAP and SIL. This program has been turned over to the School of Languages and Linguistics, under the new structure of the College.

The short-term projects with the Department of Education, Culture and Sports, and with the Fund for Assistance to Private Education, such as those for the secondary school teachers under the new curriculum that started in June, 1989, are also now planned and administered by the School of Languages and Linguistics.

The special collection of the Language Study Center, begun under its first Ford Foundation grant in 1964 and enlarged through the years, has now been absorbed into the general collection of the Philippine Normal College Library.

The model for the Center's future activities could well be the Ford Foundation-assisted SLATE Project of the Center. Under this project, the LSC has been designated by the Department of Education, Culture and Sports as its implementing agency for a Ford Foundation grant to the Department, intended as a way of assisting the Department in implementing the new secondary school curriculum started in June, 1989. The Director of the Language Study Center is the program officer of this project, which started in 1987 and is scheduled to end in December, 1989. The project has the following achievements: (1) materials preparation for, and implementation, of a training program for

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national trainers for secondary schools, who will train local trainers and teachers in the implementation of the English and Filipino curricula in the high school; (2) a national consultative conference that identified the training needs of teachers nationwide; (3) coordination with non-government organizations which resulted, among others, in the collection and translation of vernacular literatures (intended eventually to form part of the literature in the national language); a conference, a training program, and materials on the subject of literary theories applicable to the teaching of literature in the Philippines; a conference, two seminar-workshops, and a 'pedagogical canon' for English and another one for Filipino, which contains analyses for teaching purposes of major works by Filipino authors, eventually to form a canon of Philippine literature (the present-day observation being that high school graduates are more familiar with English and American authors than with authors from their own country); a conference and a collection of papers addressed to the 'intellectualization of Filipino', and a battery of tests which have undergone standard test development procedures, for assessing the competencies of English and Filipino teachers. This project has truly been a multi-agency, multi-sectoral activity. Upon its planned phase-out in December, 1989, the project will have provided the Department of Education, Culture and Sports with a core of trained manpower as well as collection of training and reference materials that it can continue to utilize in improving the high schools of the country.

The Language Study Center which continues to be an independent unit directly under the Offices of the President and Vice-President, will conceivably continue to be a linking unit, coordinating various projects which have to do with language matters within the College and between the College and outside agencies. The specific nature of this function is still to be determined by planning and by actively responding to specific needs, as the country continues to address such issues as the development of its national language, the maintenance of English, the nurturing of the vernaculars and their literature, and the improvement of language teaching on the different levels of the educational system. Depending on availability of funds, it will most likely be engaged in publication activities, conferences and similar gatherings, and research and development on particular areas of concern.

The institutionalization of many of the projects that the Center began is proof that the Center has done its job and that it can move on to other concerns in the coming years.

### NOTE

<sup>1</sup>Publication of the materials has not taken place as of 1989, probably due to their non-commercial nature, and therefore their lack of attraction to commercial publishers.