

AN EXCHANGE OF VIEWS ON APPLIED LINGUISTICS IN THE PHILIPPINES

As a feature of this commemorative volume, the editorial board of the Philippine Journal of Linguistics requested linguist-friends familiar with the development of applied linguistics in the Philippines to give their observations and comments on three related topics. All respondents have had links of some kind with the Language Study Center of Philippine Normal College.

Presented are the responses of Heinrich P. Kelz, University of Bonn; Eugene A. Nida, American Bible Society; Richard B. Noss (who was able to send in his response before his untimely death); Teresita V. Ramos, University of Hawaii; R. David Zorc, Silver Spring, Maryland; and Ladislav Zgusta, University of Illinois.

1. *From your perspective, how would you assess the state of language teaching and applied linguistics in the Philippines at present?*

I am very much impressed with the study of Applied Linguistics in the Philippines. So far as I can determine, you are considerably ahead of any other nation in Asia in your emphasis upon Applied Linguistics.

EUGENE A. NIDA
American Bible Society

In my opinion, the Philippines is the clear leader of the ASEAN countries in language teaching and applied linguistics, including sociolinguistic and psycholinguistic research of a practical nature. (Your country surpassed mine, the United States, in this respect, soon after the dawn of the Chomsky era.) The most outstanding achievements are in the area of language policy change.

RICHARD B. NOSS

It would be very informative to know who is doing what in applied linguistics and language teaching in the Philippines at present. From what I know out here in Hawaii, I am alarmed that no strong young scholars will take over the work started by B. Sibayan, A. Gonzalez, F. Otones, E. Pascasio, and L. Bautista.

TERESITA V. RAMOS
University of Hawaii

Active and thriving, and very professional, well ahead of most SEAsian countries I know. There has been pioneering work in TESL and TEFL, leading to some excellent student texts from the elementary to the university level. Excellent training in 'bread and butter linguistics' has resulted in a high employment rate of graduates.

R. DAVID ZORC
Silver Spring, Maryland

If a multilingual nation, such as the one of the Philippines, makes a huge progress in the introduction of the national language into schools; if there already is a monolingual dictionary of the national language; if at the same time the description of the other languages is not neglected; and if that nation even has an esteemed professional linguistic association that publishes an important professional journal of high quality: in such a case one cannot assess the state of applied linguistics and affiliated activities in that nation but as flourishing and enjoying much success.

LADISLAV ZGUSTA
University of Illinois

AN EXCHANGE OF VIEWS

2. *How have the activities of the Language Study Center of Philippine Normal College (associated with Fe Otones, Bonifacio P. Sibayan, Edilberto Dagot) and the Linguistic Society of the Philippines (associated with the same people and with Andrew Gonzalez, FSC, Emy Pascasio, Nelly Cubar, Summer Institute of Linguistics, Ponciano B.P. Pineda) contributed to this present state?*

I am also much impressed by the breadth of cooperation of various institutions in the Philippines. This seems to be a very important and healthy development.

EUGENE A. NIDA
American Bible Society

I am not sure you have included all the institutions and individuals who ought to be named here, but there is no question that those cited are among the leaders. The most impressive aspect of the list is that it demonstrates the cooperation between government, private, and even foreign organizations that seems to have been possible only in the Philippines, not in the other ASEAN countries.

RICHARD B. NOSS

Without the impetus and the sustained activities generated by PCLS (Philippine Center for Language Study) (and later LSC, Language Study Center) and the LSP (Linguistic Society of the Philippines), the country would have no worthwhile products related to language teaching and applied linguistics. The caliber of teachers/linguists trained by the Consortium is definitely of top-level quality. Some of the graduates of the Consortium (like R. Galang, T. Rafael, E. Castillo and C. Luzares) are doing excellent work in the Philippines and elsewhere. Unfortunately, it seems the language teaching field is not attracting scholarly types like this group.

TERESITA V. RAMOS
University of Hawaii

The inter-cooperation of the above schools and agencies has resulted in tremendous cross-fertilization, an excellent 'hands on' program for training the country's future linguists and linguistic teachers.

Had such institutional get-togethers not occurred, no school could have established a program equal to what is now and has been available.

R. DAVID ZORC
Silver Spring, Maryland

3. *Where would you want to see Applied Linguistics in the Philippines headed in the future?*

For the next twenty-five years of the Language Study Center, I would like to point out four major areas of research and propagation.

1. The study of Philippine languages, i.e. not only their structure as a linguistic system but also the use of language including paralinguistic signals, non-verbal and extra-verbal behavior in the speech act. Language is always connected with culture and it is, therefore, worthwhile to analyze the cultural meaning and culture dependent use of linguistic units in conjunction with gestures, mimesis, and proxemics as well as silence.

2. Since ASEAN is one of the two working organizations of states (i.e. economically and politically without being dominated by one country) in this world, the LSC should promote the teaching of the national languages of this region in the secondary schools and universities, i.e. Bahasa Indonesia, Bahasa Malaysia and Thai.

3. The other working organization is the European Common Market. In the time to come this market will be a partner of growing interest for the ASEAN countries with respect to trade and development. Therefore, it would be a worthwhile task in view of Philippine industrial and economic development to inaugurate 'area studies' programs to be implemented in Philippine schools of higher education, especially in the fields of business administration, economics, international trade, international law and other relevant subjects; in these area studies programs the study of languages should be included (there are nine official languages in the E.C.M.: Danish, 5 million speakers; Dutch,

AN EXCHANGE OF VIEWS

20 million speakers; English, 55 million speakers; French, 55 million speakers; German, 95 million speakers; Greek, 10 million speakers; Italian, 60 million speakers; Portuguese, 10 million speakers; and Spanish, 35 million speakers). It is well known that neither business will totally be conducted in English nor--and more important even--that an understanding of other cultures can be achieved through English. The key to the future is, therefore, as can presently be observed as a general trend, multilingualism where every person speaks at least two other languages aside from his own.

4. The promotion of the teaching of Filipino outside the Philippines by developing adequate language teaching materials which could be adapted in the major language areas. There is a growing demand almost everywhere. In Germany, for example, a language learning program for Filipino (Mabuhay: Introduction to Filipino for Speakers of German, Bonn) was published in 1981 for all those who did not want (or were not able) to make the detour via English. The learning material is based on German-Filipino contrastive analyses and is didactically structured for the German-speaking learner. The demand for such a program was greater than optimistically anticipated. The first edition, originally planned for a span of five years, was sold out within less than ten months. This year the fourth edition will appear in print. Since this program is geared only at the beginner's level, there is nothing available right now for the intermediate or the advanced student. Such material should come from the Philippines. The LSC is the best place to develop it. In this context also lexical work should be included and could efficiently improve the work done so far in Germany (Talasitaan Filipino-Aleman, Bonn); the only German-Filipino dictionary appeared in its second edition last year.

HEINRICH P. KELZ
University of Bonn

For the future, I would encourage an extensive study of multilingualism, and particularly the changes which are now taking place in Pilipino.

EUGENE A. NIDA
American Bible Society

(a) National: Language planning, and especially a joint effort to educate political leaders and government officials about language matters;

(b) Provincial: Further experimental research on the coarticulation of instruction in different languages in schools, and linguistic research on the reinforcement effects of school and mass media languages--especially English, Pilipino, and the major provincial languages;

(c) Regional: Comparative lexicography, syntax, and discourse studies of the major Southeast Asian languages, looking forward to the day when machine translation technology will make feasible almost instant access to regional print and computer-driven output that is not in English.

RICHARD B. NOSS

I would like to see more research done on the teaching and acquisition of Pilipino (or Filipino), both as a first and second language.

TERESITA V. RAMOS
University of Hawaii

More grass roots studies of the country's minority languages. Many of these could easily die out or be overwhelmed by Tagalog, Ilokano, Cebuano, Hiligaynon, etc. These could be done under more practical aspects like language comparison for pedagogical purposes; but hopefully they can be done!

R. DAVID ZORC
Silver Spring, Maryland

- (1) Increase the effectiveness of teaching both English and the national language in schools.
- (2) Describing as many languages of the Philippines as possible.
- (3) Fostering the theoretical background on which applied linguistics operates.

LADISLAV ZGUSTA
University of Illinois

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