

ASAIHL CONFERENCE ON FOREIGN LANGUAGE TEACHING
Regional English Language Center, Singapore
September 24 - 26, 1974

Plenary Session IX: Teaching of Regional Languages in Institution of
Higher Learning: Feasibility and Resources

Country Report: The Teaching of Regional Languages
Other Than English in
THE PHILIPPINES

Andrew Gonzalez, FSC
Leticia T. Postrado, and
Caroline Houston

De La Salle College, Manila, Philippines

I. INTRODUCTION

This country report, on the teaching of the regional languages in institutions of higher learning in the Philippines, complements the report of Professor Bonifacio P. Sibayan of the Philippine Normal College, who describes the current situation in the country on the teaching of English. It focuses on the teaching of regional and foreign languages in the Philippines other than English.

The report, based on a survey, provides factual data on which foreign languages other than English are taught in tertiary - level institutions in the country and describes facilities available and procedures and techniques used.

Because most foreign languages other than English and Spanish are taught in independent language centres, usually of a proprietary nature, such private and proprietary non-degree granting (hereinafter non-academic) centers were included in the sample.

In the light of the findings, an evaluation is attempted on how well current resources meet needs, which are set down based on interviews with academicians and non-academicians.

The report concludes with a summary of findings and makes recommendations on how best to meet the foreign language needs of the country.

2. Methods and Procedures

The survey was conducted by sending questionnaires (Appendix A) to chairmen of foreign language departments of selected tertiary level institutions in the Philippines and to directors of non-academic language centers. In addition to querying the respondents on which foreign languages were being offered, questions were posed on current procedures and techniques in use as well as language teaching facilities available (Appendix B).

Most of the questionnaires were answered orally, the junior authors actually conducting the interviews. A questionnaire (Appendix C) on perceived foreign language needs in the Philippines was likewise constructed and administered through oral interviews to a selected sample of academicians and non-academicians.

2.1. Sampling of Respondents to Survey Instrument A

Respondents to the first questionnaire (foreign languages taught) were department chairmen of fourteen Association of Southeast Institutions of Higher Learning (hereinafter ASAIHL) institutions in the Philippines, most located in the Greater Manila area. (Appendix D)

The bias of the sampling towards the Greater Manila area is understandable since half (more than 300,000) the tertiary level students of the Philippines study in the Greater Manila area and since it is in the Greater Manila area where the non-academic language teaching centers are concentrated.

The ASAIHL member institutions, while representing numerically a minuscule percentage of the total number of tertiary-level institutions in the country (14 out of more than 696)¹, constitute

¹School Year 1972-1973 (Source: Atlas of Philippine Education, a project of the Department of Education and Culture and the Foundation for Assistance to Private Education, Philippines).

for the most part the most prestigious institutions of the country and hence for the purposes of the survey, yield an accurate picture of facilities available and current practices.

2.2. Sampling of Respondents to Survey Instrument B

Respondents to the second questionnaire (foreign language facilities, procedures and techniques) were academicians and non-academicians including forty-six (46) department heads, deans of colleges, professors of foreign languages in sixteen (16) academic institutions and six (6) directors or administrators of six (6) non-academic institutions.

2.3. Sampling of Respondents to Survey Instrument C

Respondents to the third survey (foreign language needs in the Philippines) were the same 46 academicians and 10 non-academicians (Appendix E). The second group consisted of representatives of the Hotel and Restaurant Association of the Philippines (6), Travel agency managers and supervisors (3), and a director (1) of the Bureau of Tourism Promotion, a unit of the Department of Tourism of the Philippines. The consensus among the non-academicians was such that further interviewing was deemed unproductive after interviewing the ten respondents from the three non-academic sectors of society that would need foreign language expertise.

3. Survey Findings

3.1. Foreign Languages Taught in the Philippines

The foreign languages (other than English) taught in the Philippines in academic and non-academic institutions are the following:

FOREIGN LANGUAGE <u>OFFERED</u>	NUMBER OF INSTITUTIONS OFFERING THE LANGUAGE		<u>TOTAL</u>	<u>RANK ORDER</u>
	<u>ACADEMIC</u>	<u>NON-ACADEMIC</u>		
1. German	5	3	8	3
2. French	8	3	11	2
3. Italian	1	1	2	7
4. Indonesian	3	2	5	5
5. Japanese	7	4	11	2
6. Russian	3	2	5	5
7. Chinese				
a) Mandarin	3	3	6	4
b) Fookienese	0	3	3	6
c) Cantonese	0	1	1	8
d) Unspecified	3	0	3	6
8. Thai	1	0	1	8
9. Malay	2	0	2	7
10. Vietnamese	1	0	1	8
11. Spanish	18	3	21	1

It should be noted here that there are six institutions among the 16 colleges and universities surveyed where no foreign languages other than English and Spanish are offered. Academic institutions teaching foreign languages different from English and Spanish are mostly offering B. S. Foreign Service courses which therefore require German, French, Italian, Indonesian, Chinese and Japanese language courses in the curricula. In some universities, French and German, Chinese and Japanese are required courses for students taking an M. A., M. S., or Ph. D. while Latin is required among fourth year students of the B. S. General Course and the Bachelor of Science in Pharmacy course. However, in many academic institutions where foreign languages

other than English and Spanish are taught, other languages are taught as electives.

The fact that Spanish is taught everywhere is not surprising since the teaching of Spanish as a requirement for the Bachelor's degree is mandatory under Philippine Law (R.A. 1881); initially, twenty-four units (American-type units: one unit is equivalent to 18 lecture hours per semester) were required of all arts students and twelve units for all others. Subsequently, this was reduced to twelve units for all. The mandatory teaching of Spanish is the major factor which has constrained academic institutions from offering more foreign languages since other requirements for the Bachelor's degree for the most part are so numerous that there is precious little time for the study of other foreign languages in the curriculum. If a student therefore opts to study another foreign language, it must be by way of electives, and in addition to Spanish - and often under penalty of having to skip other courses in the fields allied to his major.

The situation of foreign language teaching in the Philippines is unique because of the legally built-in constraint on academia vis-à-vis the teaching of other foreign languages besides Spanish, a situation which has been responsible for the relative under-development (in terms of manpower and curricular offerings) of other foreign languages. Because of this constraint on academia, foreign language teaching has been taken over by non-academic institutions which are supported by foreign governments (the Alliance Française, Goethe Haus, the Japan Information Center) or private proprietary and profit-making centers located in commercial areas. In fact, for languages such as Fookienese and

Cantonese, it is only in these latter centers that introductory courses are available, unless of course the student hires a private tutor.

Japanese and French, followed by German and Mandarin, seem to be the most popular among Filipino students if one will argue that the availability of an elective course is a function of the number of students opting to take the foreign language, the offering being an attempt to supply the demand. Not included in the survey but known from observation is the fact that the level of instruction in these languages, except for Spanish, does not go beyond the elementary beginning level of conversation. Even in Spanish, with twelve units, one does not go beyond the intermediate phase of reading and introduction to the literature of the language.

3.2. Foreign Language Facilities and Resources, Procedures and Techniques.

Queried on available facilities and resources, the respondents answered thus:

<u>FACILITIES AND EQUIPMENT</u>	<u>NUMBER OF DEPARTMENTS/ COLLEGES HAVING THE FACILITIES AND EQUIPMENT</u>		<u>TOTAL</u>
	<u>ACADEMIC</u>	<u>NON-ACADEMIC</u>	
1. Library materials	45	5	50
2. Records	43	6	49
3. Tapes	39	6	45
4. Posters and displays	33	5	38
<u>LANGUAGE LABORATORY</u>			
1. Room set aside for language drills and exercises	33	3	36
2. Tape recorder	35	5	40
3. Individual earphones	30	2	32

4. Individual booths	31	1	32
5. Individual playback (tape-recorder) facilities for each booth	24	1	25

In the language laboratories, the most common equipment available is the tape recorder. Next is a room set aside for language drills and exercises. Less available are individual earphones and booths and least available are booths with individual playback facilities (listen-repeat-record-playback).

The respondents were further asked on the procedures and techniques used in foreign language classes. Tables 1 and 2 give the procedures and techniques used in academic and non-academic institutions respectively, which are ranked according to frequency of application in foreign language classes.

TABLE 1: PROCEDURES AND TECHNIQUES APPLIED IN FOREIGN LANGUAGE TEACHING BY ACADEMIC INSTITUTIONS

<u>PROCEDURES AND TECHNIQUES USED</u>	<u>NUMBER OF RESPONDENTS USING PROCEDURES AND TECHNIQUES</u>	<u>RANK</u>
Listening and repeating exercises	44	1
Oral Pattern drilling	43	2
Free written communication assignments	42	3
Oral transformation drills	41	4
Guided compositions	41	4
Free oral communication sessions	40	5
Translation exercises	39	6
Dialogue imitation and re-enactment	38	7
Analysis of major parts of sentences	37	8
Elocution exercises	33	9
Textual explication of poetry	33	9
Dictation exercises	32	10

Content analysis of literary pieces	51	11
Structural analysis of literary pieces	31	11
Playlets and dramatic presentations	31	11
Public speaking assignments	31	11
Speed reading comprehension exercises	28	12
Parsing of sentences	28	12
Diagramming of sentences	26	13
Multilevel-reading and comprehension exercises	22	14

TABLE 2: PROCEDURES AND TECHNIQUES APPLIED IN FOREIGN LANGUAGE TEACHING BY NON-ACADEMIC INSTITUTIONS

<u>PROCEDURES AND TECHNIQUES USED</u>	<u>NUMBER OF RESPONDENTS USING PROCEDURES AND TECHNIQUES</u>	<u>RANK</u>
Listening and repeating exercises	6	1
Dialogue imitation and re-enactment	6	1
Free oral communication sessions	6	1
Oral Pattern drilling	5	2
Oral transformation drilling	4	3
Diagramming of sentences	3	4
Parsing of sentences	3	4
Analysis of major parts of sentences	3	4
Dictation of exercises	3	4
Translation exercises	2	5
Guided compositions	2	5
Free written communication assignments	2	5
Speed reading and comprehension exercises	2	5
Multilevel-reading and comprehension exercises	2	5
Public speaking and assignments	2	5

The preponderance of activities associated with the audio-lingual method (in the aural-oral approach) is evident in both

academic and non-academic institutions. Ranked in order of frequency are such activities as listening and repeating exercises, oral pattern drilling, oral transformation drills, procedures and techniques associated with the method. Translation exercises seems to be quite common. Quite revealing however is the use of diagramming and parsing of sentences as well as analysis of major parts of sentences in non-academic centers, which rank these activities as fourth in frequency. In the academic institutions, they rank much lower. It would seem then that the activities associated with the grammar-translation method still dominate the field in non-academic institutions - where one would expect these traditional methods to be less common since the avowed purpose of language instruction in these centers is conversation rather than reading and writing skills development. The grammar-translation method dies hard even among non-academicians!

Encouraging in the light of findings of technique effectiveness for the advanced stages of language learning is the use of free communication assignments, free oral communication sessions, and guided compositions, which rank high in the academic institutions (4, 5, 4).

3.3. Needs For Foreign Languages in the Philippines

To provide for the foreign language needs of its students for travel, for scholarly work and for business, institutions that offer no foreign languages other than English and Spanish encourage students to take short-term courses in foreign languages offered by non-academic institutions.

When asked whether or not the Spanish law of 12 units for all in college should continue, nineteen (19) academicians gave a favorable reply while the rest suggested modifications to the law. The reasons cited by the respondents for their favorable answer (retention of Spanish) are as follows:

<u>REASONS</u>	<u>NUMBER OF RESPONDENTS</u>
1. For cultural and historical reasons	19
2. For travel	2
3. Educational advancement	4
4. To keep up with the pace in international language learning	4
5. For art appreciation	3

Academicians who favor the proposition that 12 units should continue to be offered in all colleges emphasized that the cultural bonds with Spain should be preserved and that the most important documents in Philippine history are in Spanish and need to be translated in a language understood by the Filipino.

Among those who believe that the Spanish law should not continue, and must be repealed, the following suggested modifications were endorsed:

A) Students in some courses such as the Bachelor of Arts, major in History, or the Bachelor of Laws, should be required to complete 12 units of Spanish while students taking Chemistry would need another foreign language such as German.

B) Spanish should be an elective, so that other foreign languages such as French, German, Japanese, Chinese, Korean and Italian can be added.

C) The law should be modified to make the requirement a purely foreign language requisite and not limited to the Spanish language alone.

In addition to academicians-respondents who considered foreign language needs from the point of view of the utility of foreign languages for scholarly work, non-academicians involved in same ways with the burgeoning tourism industry in the Philippines were interviewed (Hotel and Restaurant Association of the Philippines, Department of Tourism, International Association of Travel Agencies).

TABLE 3: FOREIGN LANGUAGES SUGGESTED BY RESPONDENTS

A. ACADEMICIANS

<u>FOREIGN LANGUAGE</u>	<u>NUMBER OF RESPONDENTS</u>
1. Chinese (unspecified)	26
2. Mandarin	5
3. Fookien	1
4. Japanese	30
5. French	19
6. German	10
7. Russian	6
8. Indonesian	4
9. Indonesian (Bahasa)	2
10. Italian	2
11. Malaysian	2
12. Dutch	1
13. Thai	1
14. Arabic	1
15. Other European languages related to Spanish and English	1

B. NON-ACADEMICIANS

	<u>FOREIGN LANGUAGE</u>	<u>NUMBER OF RESPONDENTS</u>
1.	Japanese	10
2.	French	4
3.	Chinese	3
4.	German	3

It is significant to note that the Japanese language is unanimously suggested by the non-academics and is ranked first by the academics, although the academics highly recommend Chinese (presumably Mandarin) to be offered in colleges and universities. French is the second most popular choice among academics as well as among business-oriented people. Ranked third by the school-oriented respondents is German, while the same language together with Chinese (presumably Mandarin) is ranked third by the other group.

Other foreign languages which the academics feel relatively important and hence to be learned by students are German, Russian, Indonesian (Bahasa), Italian, Thai, Malaysia, Dutch and other European languages related to Spanish and English.

The reasons for the study of particular foreign languages and the level of mastery perceived to be needed - by academics - are as follows:

<u>LANGUAGE</u>	<u>REASON</u>	<u>LEVEL OF MASTERY NEEDED</u>
French	In scientific research	Medium level would be enough but thorough mastery must be encouraged
German	For scholarly needs	More advanced knowledge
	For research and advancement in sciences	Reading knowledge
Indonesian	For better social relations	Conversational

Russian	One of the big powers	Speaking and understanding
Chinese, Japanese, Indonesian, Malay-sian and Russian	To establish a broader base of liberal education	Reading proficiency and conversational
Other European languages related to Spanish and English	For closer relations in the fields of culture, education, science, technology, arts, sports, and tourism	Just enough for purposes of communication

The reasons given by the academicians why the above foreign languages should be taught in our colleges and universities and the level of mastery needed for the purpose they mentioned are as follows:

<u>LANGUAGE</u>	<u>REASON</u>	<u>LEVEL OF MASTERY NEEDED</u>
Chinese and Japanese	For business and trade relations	Conversational and reading knowledge
	For tourism purposes	Conversational
	For better social relations with our neighbors	Conversational
	To learn Japanese industrial know-how	Conversational
French	For travel	Conversational
	Cultural advancement	Conversational, reading and writing

All non-academicians who are engaged in the hotel, restaurant, travel and tourism industries say that the biggest bulk of tourists are from Japan. Because the Japanese have communication difficulties not met by Europeans and Americans, who can carry on in English, the Japanese language must be taught in the Philippines. Chinese is suggested by three non-academicians for the same reasons cited by the academicians, that is, for commercial reasons. The lack of linguistic awareness of the diversity of Chinese languages among Filipinos (academicians and non-academicians alike) is betrayed by the lack of specificity of which Chinese language to teach. Since the bulk of present commercial relations with the

Chinese community in the Philippines is carried on in Fookienese, presumably it is Fookienese rather than Mandarin which the respondents have in mind. One respondent says that German should be taught in the Philippines since we are trying to tap the German market. For all these purposes, most of the respondents think that a conversational level of mastery would be enough although three added that writing must likewise be learned.

According to non-academicians, the service sectors that would need the foreign languages are the following:

- Hotel industry
- Tourism
- Shop business
- Restaurants
- Banking business
- Investment
- Import-export business
- Agricultural research
- Aquaculture research

The respondents (non-academicians) further suggested ways to meet the needs of the sectors above, which are as follows:

(1) through language centers such as the Japan Information Center, (2) through the addition of other foreign languages to college curricula, (3) through seminars and books, (4) through employment of personnel who speak languages other than English and Spanish (5) through setting up of a Tourism Institute where foreign languages would be taught.

Similarly, when the academicians were asked to suggest facilities to meet the needs of foreign languages, they made the following suggestions:

1) Special schools for foreign languages should be established as early as possible.

- 2) Booklets which are simple and easy to read and understand and not costly would be highly welcome.
- 3) Colleges and universities should provide these facilities.
- 4) Foreign embassies should offer the language of the country they represent.
- 5) Accepted institutions for language learning in the country should be listed.

When the respondents were further asked on whether the needs of foreign languages in the Philippines should be met in colleges and universities or in non-academic institutions offering short-term courses in foreign languages, a consensus was not evident.

A total of 22 respondents (17 academicians and 5 non-academicians) believe that colleges and universities should offer the foreign language courses needed by the country while a small group of six respondents (three from each group) say that the needs should be met by institutions other than colleges and universities. However, another large group of eighteen (18) respondents composed of all academicians think the needs could be met in both institutions.

Certain companies where non-academicians work are willing to meet the needs for foreign languages in the following ways:

- 1) Send employees to languages teaching centers that offer non-degree courses in foreign languages, such as the Japan Information Center, at the expense of the employer.
- 2) Give free training in language learning for employees.
- 3) Encourage employees to attend seminars on foreign language sponsored by the Department of Tourism.
- 4) Encourage employees to study foreign language by themselves.
- 5) Conduct foreign language classes and seminars for employees.
- 6) Coordinate with schools to include other foreign language and to help provide good teachers for these schools, especially those offering

programs such as Tourism, Hotel Management, etc.

4. Summary and Recommendations

4.1. Summary of Findings

1. Surveyed were 14 ASAIHL member institutions mostly in the Greater Manila, 2 non-member institutions in the Bicol Region, and 6 language teaching centers.
2. Next to English and Spanish, French, Japanese and German are the most available languages in both academic and non-academic institutions.
3. There is a varying degree of availability of facilities and equipment for language teaching. Almost all of the institutions surveyed have library materials, records and tapes. With language laboratories, the most common equipment available are tape recorders, while the least available are individual playback (tape-recorder) facilities for each booth.
4. Procedures and techniques associated with the aural-oral method are in current use in academic and non-academic institutions although there are still activities associated with the grammar-translation method in frequent use in the non-academic institutions. Communication-type drills and translation exercises are likewise in common use in both institution types.
5. There are 6 institutions among the 16 colleges and universities surveyed where no foreign languages other than English and Spanish are offered. Institutions offering the Bachelor of Science degree, major in Foreign Service, require language courses such as German, French, Italian, Indonesian, Chinese and Japanese in the curriculum. In some universities, French and German, Chinese and Japanese are required courses for those taking M.A., M.S. or Ph.D., while Latin is required among fourth year students of the Bachelor of Science general course and the Pharmacy degree. Many academic institutions offer languages as electives.

6. To meet the foreign language needs of students, institutions that offer no foreign language other than English and Spanish encourage students to take non-degree language courses in non-academic institutions.
7. No consensus was evident on the issue regarding retention or abolition of the Spanish Law.
8. Six respondents from the Hotel and Restaurant Association of the Philippines, 3 travel agency managers and supervisors and one director of the Bureau of Tourism Promotion stated that Japanese (Nippongo) is the most needed language now, followed by Chinese (unspecified) and French.
9. Various reasons were cited as to why these languages are needed now; the reasons cited most frequently have to do with business and tourism.
10. A conversational level of language mastery seems sufficient, although reading and writing are likewise suggested as necessary.
11. A majority of the 22 respondents (17 academicians and 5 non-academicians) believe that colleges and universities should offer foreign languages needed by the country, while a minority of 6 respondents claim that these needs should be met by institutions other than colleges and universities.

4.2. Recommendations

1. With the more immediately pressing needs of the Philippines to train manpower in crucially undermanned areas (especially in agriculture and technology as well as the pure sciences), it is questionable whether any foreign language should be required at all for certain programs. The requirement on foreign language study should be dictated by the available literature in the foreign language of a specific discipline and by the level of sophistication at which the learner must function. It is even questionable whether the pure scientist in the Philippines should study French or German or even Russian since

so much of the scholarly literature is available in English anyway, unless the scientist is working in a particular field where most of the scholarly literature is not available in English.

2. While no unanimity was apparent on the repeal of the Spanish Law, it would seem that the Spanish Law should still be amended by a Presidential Decree to allow a choice of language to study.
3. Foreign language learning seems to thrive best among well-motivated students who see the instrumental necessity (integrative considerations would not be relevant in the Philippines) for learning a particular code at a particular time. Rarely does learning, least of all foreign language learning, take place optimally under duress. The proof of this is that with all the requirements imposed by law on the teaching of Spanish, the ability of the average Filipino university graduate to converse in Spanish is almost nil. Unfortunately, no standardized proficiency test in Spanish has ever been administered to Filipino university graduates to gauge their mastery of the language scientifically.
4. The number of Filipinos who require expertise in a foreign language other than English will always be a small number. Moreover, the level of mastery required will vary according to the job descriptions of these foreign language speakers.

The Philippines needs quite a number of service personnel for restaurants and hotels as well as tourist guides to cater to its tourism industry.

The level of foreign language mastery needed for such does not go beyond the elementary conversational level. For waiters and bellboys in restaurants and hotels, a mastery of a few frequently-used phrases would be sufficient. Again, such necessary mastery will be confined to places in the Philippines where tourism is developing, mostly urban areas and resorts. Such courses could be given as part of the in-service training of the staff.

For business and industry , in staffing multinational companies which are beginning to establish their regional offices in Manila, foreign language speakers who can read and carry on necessary correspondence in these languages are needed. While the level of mastery for such is higher, the number required would be minuscule. One would need at most a competent secretary for each multi-national company. It would probably be much more efficient to organize a company offering secretarial services with foreign language expertise; the company employees would constitute a pool for the multinational companies in the Makati area, for example. Considering the relatively small number required for such expertise, it might be equally economical to hire foreign help on short-term assignments rather than invest in training and education of local manpower to meet this specific and limited need.

For scholarly research, a reading knowledge is sufficient. And it is here where self-study, programmed instruction, and foreign language reading-skills courses offered in most graduate schools, would perhaps be most practical. Again, this need is contingent on the level of training desired (usually at the graduate level) to do scholarly research as well as the availability of scholarly literature in a particular subject written in a foreign language.

Since languages are best learned when one needs them, it is questionable whether academia is necessarily the best venue for language learning, although the assumption of the respondents - at least the majority of them - would be that the university is the best site for foreign language learning.

This assumption is questionable. It seems that universities are the ideal venue for research (which could be of a linguistic and pedagogical nature) as well as reading-skills instruction for reading in a foreign

language. Speaking ability seems to be best taught in intensive 'total immersion' courses - either in the foreign country itself or in an artificially isolated area in one's country, where one must speak and think in the foreign language. Again, this would usually be a site outside of the university, although the planning and implementation of such a program could well be done by academics.

Since one needs a supportive community to learn a language well - and since the number of Filipinos who will be required to know a foreign language conversationally will be quite small - it might be more economical and ultimately more efficient to meet such a need by actually sending the would-be learner to the foreign country for an intensive course rather than attempt to structure a program locally.

6. Clearly, needs have to be met, and judging from the survey, facilities and programs for foreign language learning (other than English and Spanish) beyond the elementary level are not readily available in the Philippines. The solution is not to meet these needs by multiplying institutions but by concentrating resources perhaps in one institution - a Language Institute where what can be taught locally, according to needs, will be taught and where one can pool foreign language expertise (native and non-native) in one center, and then make provision for advanced training in the foreign country itself. On a micro-level this is more expensive; on a macro-level, this might be the more economical and more efficient way to meet the need.

APPENDIX A

SURVEY ON FOREIGN LANGUAGE COURSES (FLC)

Name
Position
Institution

1. In addition to English and Spanish, what other foreign language are taught in your institution?
2. Are these languages taught required by some of your curricula or are they elective?
3. If your institution offers no foreign languages other than English and Spanish, how does it provide for the foreign language needs of its students (for travel, for scholarly work, for business)?
4. Should the Spanish Law (12 units for all in college) continue? Why?

APPENDIX B

SURVEY ON METHODS AND FACILITIES (TFL)

Name
Position
Institution

1. Check off the foreign languages taught in your institution and/or department:

_____ English
_____ Spanish

2. Check off the facilities and equipment for foreign language teaching available in your institution:

_____ library materials
_____ records
_____ tapes
_____ posters and displays

LANGUAGE LABORATORY

_____ room set aside for language drills and exercises
_____ tape-recorder
_____ individual earphones
_____ individual booths
_____ individual playback (tape-recorder) facilities
 for each booth
_____ closed-circuit TV for room
_____ closed-circuit TV for each booth

3. Check off the procedures and techniques used in your foreign language classes

_____ listening and repeating exercises
_____ oral pattern drilling
_____ oral transformation drills
_____ translation exercises

_____	dialogue imitation and re-enactment
_____	playlets and dramatic presentations
_____	diagramming of sentences
_____	parsing of sentences
_____	analysis of major parts of sentences
_____	dictation exercises
_____	guided compositions
_____	free oral communication sessions
_____	free written communication assignments
_____	speed reading and comprehension exercises
_____	multi-level reading and comprehension exercises
_____	public speaking assignments
_____	elocution exercises
_____	textual explication of poetry
_____	structural analysis of literary pieces
_____	content analysis of literary pieces

APPENDIX C

SURVEY: NEEDS OF FOREIGN LANGUAGES IN THE PHILIPPINES (NFL)

Name
Position
Institution

FOR ACADEMICIANS

1. In addition to English and Spanish, what other foreign languages should be taught in the Philippines?
2. Why?
3. For the purpose you mention, what level of mastery would be desirable?
4. How should these needs be met? In academic institutions or in non-academic institutions?
5. Would you suggest common facilities or centers to meet these needs?

FOR NON-ACADEMICIANS

1. In addition to English and Spanish, what other foreign languages are needed now in the Philippines?
2. Why?
3. Which parts of the service sector would need these foreign languages?
4. What level of mastery would you consider desirable to meet these needs?
5. How should these needs be met?
6. Should colleges and universities or institutions other than colleges and universities meet these needs?
7. What would your office be willing to do to meet these needs?

APPENDIX D

LIST OF INSTITUTIONS SURVEYED

ASAHL Institutions

1. University of Manila, Manila
2. National University, Manila
3. Centro Escolar University, Manila
4. Adamson University, Manila
5. University of the Philippines, Quezon City
6. Philippine Women's University, Manila

7. Philippine Normal College, Manila
8. University of the East, Manila
9. De La Salle College, Manila
10. University of Santo Tomas, Manila
11. Philippine College of Commerce, Manila
12. Ateneo de Manila University, Quezon City
13. Saint Louis University, Baguio City
14. Ateneo de Naga College, Naga City

NON-ASAIHL Institutions

1. Centro Hispanico, Makati, Rizal
2. Alliance Francaise, Quezon City
3. Goethe Haus, Pasay City
4. New Asian Language Academy, Manila
5. Language Institute of the Philippines, Manila
6. Japan Information Center, Manila

APPENDIX E

LIST OF RESPONDENTS TO SURVEY INSTRUMENTS

I. ACADEMICIANS

- a) University of Manila
 1. Carmelo J. Jamias
 2. Felicisima V. Eugenio
 3. Vicente G. Rey
- b) National University
 1. Santiago Alcantara
 2. Magno L. Sazon
 3. Jorge R. Arciaga
- c) Centro Escolar University
 1. Feliciano A. Reyes
 2. Felicidad P. Espina
 3. Nieves C. Lerma
- d) Adamson University
 1. Unidentified
 2. Fr. de la Goza
 3. Guillermo R. Gomez
- e) University of the Philippines
 1. Ernesto H. Cubar
 2. Domingo C. Salita
 3. Lilia H. Laurel
- f) Philippine Women's University
 1. Ma. Sonia Masangkay
 2. Mita C. Navarro
 3. Yolanda Y. Veloso
 4. Teresita L. Garcia
 5. Bernadette Aparri
 6. Norma D. Reyes
 7. Jacqueline Pham
- g) Philippine Normal College
 1. Dr. Juana P. Q. del Rosario

- h) University of the East
 - 1. Socorro C. Espiritu
 - 2. Ma. Lourdes Carballo
 - 3. Silverio Baltazar
- i) De La Salle College
 - 1. Dr. Eduardo T. Deveza
- j) University of Santo Tomas
 - 1. Rev. Antonio Gonzalez, O. P.
 - 2. Carolina U. Garcia
 - 3. Lourdes P. Lecaroz
 - 4. Mariano M. Pañgan
- k) Philippine College of Commerce
 - 1. Gloria R. Talastas
 - 2. Lydia A. Uyan
 - 3. Wilfredo L. Alberca
- l) Ateneo de Manila University
 - 1. Emy H. Pascasio
 - 2. Evelyn Soriano
 - 3. Bienvenido F. Nebres, S. J.
- m) Saint Louis University
 - 1. Gloria G. Fernandez
 - 2. Larry O. Obando
 - 3. Catalino R. Ibañez, Jr.
- n) Ateneo de Naga
 - 1. Rodolfo F. Alano
 - 2. Juanito P. Samano
- o) Aquinas University of Legaspi
 - 1. Gloria Arriola
 - 2. Hilario Berango, Jr.
- p) University of Nueva Caceres
 - 1. Diomedes D. Beltran
 - 2. Janet Beriña Soler

II. NON-ACADEMICIANS

- 1. Letty Aquino - Travel World Inc., Manila
- 2. Jose Isidro - Hilton Hotel, Manila
- 3. Doody Manchaca - Baron Travel Corp., Manila
- 4. Rolly Cobarrubias - Tower Hotel, Manila
- 5. Vicky Yambao - Sulo Restaurant, Makati, Rizal
- 6. Augusto Hernandez - Mabuhay Hotel, Manila
- 7. Betty Rivera - Christian Travel Center, Manila
- 8. Rosendo Lara - The Plaza Inc., Makati, Rizal
- 9. Luchie Fernandez - Tesoro, Manila
- 10. Rod Dula - Department of Tourism