

TITLE	Language in the Philippines
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Overview of lecture	A survey of language policies and grammatical structure. Topics studied would include: Tagalog; linguistic diversity; linguistic relativity; English-language and Spanish-language policies; sociolinguistics; structure in Tagalog language sentences.
Curriculum focus or Discipline(s)	Linguistics, Linguistic Anthropology, Socio-cultural Anthropology
Pre requisites	Basic Knowledge of Terminology in Linguistics and Anthropology
Course level	Freshmen and sophomore community college student.
Duration	75 minutes
Lesson objectives	<p>This lesson will introduce students to the following:</p> <ul style="list-style-type: none"> • Basic terminology in linguistic anthropology as it relates to the Philippines. • Concepts of sociolinguistic norms and customs in Filipino daily life and law. • The links between colonialism and language policy. • The links between worldview and language, as specific to the Philippines and the Filipino diaspora.
Lesson outcomes	<p>At the end of this lesson, students should possess a proficiency level in the above listed objects, such that they will be able to do the following:</p> <ul style="list-style-type: none"> • Define and apply basic cultural and linguistic anthropological terms, concepts and principles, using examples specific to the Philippines. • Interact and communicate in class discussion, and in formal/informal assessment concerning sociolinguistics in Philippine society. • Develop abstract metacognitive analytical skills related to research and evaluation of quantitative and quantitative data associated with linguistic policy and realities in the Philippines. • Demonstrate critical thinking skills with respect to worldview and language, specific to the Philippines and its global transnational diasporic networks.

<p>Resources</p> <p>&</p> <p>Text Book</p>	<p><i>Cultural Anthropology: Global Forces, Local Lives, 2nd Edition</i> by Jack David Eller, 2013.</p> <p>Chapter 4 of the textbook focuses on <i>Language and Social Relations</i>. While many different textbooks can be used, this particular text has examples related to syntax and sentence structure in Tagalog. The previous chapter explains theory in social-cultural and linguistic anthropology, which could also be applied to this lesson. An overview and foundational breakdown of basic concepts in linguistics and anthropology would be helpful in order to comprehend the greater themes of this module.</p>
<p>Journal articles</p>	<p>“Counting and Marking Time From the Precolonial to the Contemporary Tagalog World”</p> <p>DAMON L. WOODS, <i>Philippine Studies</i>, Vol. 59, No. 3, Preconquest Math (September 2011), pp. 337-365</p> <p>This journal article explores concepts of time, calendars, numeracy, and counting in pre-colonial and present-day Philippines. The author challenges the reader to reflect on how a Tagalog speaker would answer questions related to time and numeracy in 1610 versus 2010. Also, concepts of time change over centuries when a speaker refers to “three days from now” and “three days ago” with specific words in pre-colonial Tagalog, that differ from Spanish-influenced Tagalog of today. From religion, to philosophy, to mathematics, this article demonstrates how the “Spanish intrusion” upon the Filipino people has greatly altered cognitive concepts of space, time, and self. This greatly relates to the Sapir-Whorf hypothesis of linguistic relativity. The author references and cites work from noted anthropologists.</p> <p>“On Tagalog as Dominant Language”</p>

	<p>TEODORO A. LLAMZON, <i>Philippine Studies</i>, Vol. 16, No. 4 (OCTOBER 1968), pp. 729-749</p> <p>This article studies how Tagalog became the dominant language in the Philippines in relation to other indigenous languages. The author examines the first Tagalog-Spanish dictionary and the first Catechism texts written in the 1500s by Spanish friars of different sects within the Catholic church (Franciscans, Jesuits, etc). This text explores six languages (referred to as dialects) that are spoken in the Philippines: Tagalog; Bisayan; Pampango; Ilokano; Bikol; Pamgasinan. It appears that the location of the original Tagalog speaking people in and around Manila, coupled with the relatedness of Tagalog to other languages in the Philippines, has positioned this language to a position of dominance among all other languages in the Philippines. Overall, there may be as few as 120 to as many as 170 languages spoken in the Philippines today.</p>
Web sources	<p>http://www.dlsu.edu.ph/academics/colleges/ced/cell/</p> <p>http://www.seasite.niu.edu/tagalog/tagalog_homepage99/the_tagalog_language.htm</p>
Videos	<p>The instructor may wish to find videos that fit the lesson.</p>
Suggested Instructional procedures	<ul style="list-style-type: none"> - Ice Breakers/Introductions (10 minutes) The instructor may wish to begin the lesson with an ice breaker or exercise, linking the sociolinguistic dynamic of the students' environment with that of the students. This could be a moment to introduce linguistic diversity and pluralism, whereby setting the stage for a discussion of the history of a country where more than 100 languages are spoken. (10 minutes) - Interactive Lecture (50 minutes) <ol style="list-style-type: none"> 1) Theories and Key Concepts 2) Implementation of language policies 3) Colonial History and Language 4) Loss of Languages

	<p>Key terms must be defined here, including: competence/fluency; phonology; syntax and grammar; sociolinguistics; language and political power; creole languages, diglossia, and blended languages; linguistic relativity (Sapir-Whorf hypothesis).</p> <p>Sentence Structure==SVO, SOV and VSO (Subject/Verb/Object); (Note that Tagalog is an VSO language, while most global languages follow the SVO or SOV pattern. In Tagalog, speakers begin a sentence with the verb, then subject, then object.</p> <p>I love you = Yo te amo = Gustako ng ikaw</p> <p>The instructor should focus on the colonial history of the Philippines in terms of shaping the current language policy. The politics of space and time change the language in which people think and understand/interpret their world. The texts provided above dissect these concepts in depth.</p> <p><i>This lecture should be filled with student participation, such that students are asked to interpret the articles they have read before class.</i></p> <p>- Conclusion (10 minutes)</p> <p>As noted below, the students will perform an in-class assessment, i.e. a Minute Paper, Focus Listing Activity, or a formal quiz/exam/reflection paper. The students should demonstrate their comprehension of the key concepts explored in lecture.</p>
<p>Assessment</p>	<p>Within the lecture, there should be formal and informal assessments.</p> <p>With a minute paper or focus listing activity, students can jot down what they have learned, such as key take-away information.</p> <p>With a formal assessment, such as a test/quiz or a research/response paper, students provide documented assessments that are graded, as opposed to those that the instructor uses to gauge student learning, without penalty to those who have not mastered recently introduced material. This material can be included within an exam for final check to assess student learning.</p>



Source:

Maps of the World. (2015). [Philippines maps](http://newmaps8.xyz/philippines-map/). Retrieved from <http://newmaps8.xyz/philippines-map/>