



The CETA Tackles English Problems

DECRY HALF-BAKED COLLEGE GRADUATES

From the MANILA CHRONICLE
Nov. 9, 1952

DILIMAN, Quezon City. Nov. 8 (PNS) — The mass production of half-baked college graduates in the Philippines is due to the inadequacy of students in the knowledge of the English language as a medium of expression.

This was the conclusion reached by members of the College of English Teachers Associations in this morning's session of their national conference at the Liberal Arts auditorium of the University of the Philippines here. Today is the second and last day of the conference.

Fr. Harry B. Furay, one of three speakers this morning suggested that the students in order to gain mastery of the English language, should know at least something, "although not everything," in the meaning of a word.

He said that if it were true that there were "half-baked" graduates, the teachers of the English language should also bear the responsibility for the situation.

Other speakers were Dr. Paul R. Hanna, who spoke on improving the curriculum as it affects the teaching of English in the Philippines, and Dr. Josephine Bass-Serrano, who discoursed on improving the pre-service training of teachers of English. Dr. Benito F. Reyes of the Far Eastern University presided in this morning's session.

TEACHING OF ENGLISH DISCUSSED

From the MANILA TIMES,
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A new method of teaching English which dispenses with most of the standard distinguishing marks in pronunciation was described yesterday by a language teaching authority.

Miss Helen Sims, an American expert on language teaching, told the College English Teachers Association at the FEU auditorium yesterday that this method, which she called "phonemic," uses only 38 sounds in the pronunciation key where Webster uses 61, and only 17 vowel sounds where Webster uses 32.

(Phonemic pertains to the variation of speech sounds all spelled with the same or equivalent letter or with letters commonly regarded as of the same sound.)

For the effective teaching of the language, Miss Sims said:

1. All sounds must be mastered in the first and second years.
2. A child must learn the language step by step.
3. The teacher must build up a controlled vocabulary.

There must be a correlation with other subjects if English is used as the medium of instruction.

Dr. Jose M. Hernandez, dean of the University of the East college of liberal arts and president of the CETA, said the organization should exert all efforts to bring about the effective use of English

by Filipinos as a vehicle for conveying Filipino heritage to the rest of the world.

In another paper read yesterday, Dr. Alfredo T. Morales of the University of the Philippines reviewed the nature and background of the English language problem in the Philippines.

He suggested:

1. Major vernaculars should be the medium of instruction instead of English up to Grade IV.

2. Tagalog should be taught starting in first year high school and taught more scientifically than by the oral method.

3. English should be taught as a foreign language starting with Grade I.

Dr. Jose Villa Pañganiban of the University of Santo Tomas declared that "our language problem has remained an involved problem." He said that though the national language law was passed some 12 years ago, "there are still thousands who oppose it." He favors the use of the vernacular in the teaching of English. He delved into the history of several languages to prove his point.

CETA URGES CHANGES IN ENGLISH TEACHING

From the **MANILA TIMES**,
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The College English Teachers Association (CETA) wants some changes made in the teaching of English in the Philippines.

In a resolution passed yesterday to end the two-day CETA conference, the teachers urged the teaching of English as a second language up to Grade Two, with instruction in other subjects conducted in the local vernacular.

English will be taught exclusively after Grade Two, but the present system of teaching English will be discarded in favor of what is known as "the second language teaching" process evolved by Prof. Charles Fries of the University of Michigan and experts of the Linguistics Institute in Washington, D.C.

The "second language teaching" process places emphasis on an oral approach, a controlled vocabulary, and a mastery of phonemics, or the variation of speech sounds of the same or equivalent letters. Initial vocabulary will consist of words found by psychologists to be appropriate for children at different age and mental levels.

An experiment now being conducted among Grade One, the Grade Two pupils in Iloilo public schools uses the vernacular — Hiligaynon — as the medium of instruction, but the teaching of English afterwards goes on by the present method. This experiment is also being done on a limited scale in Bulacan and Bataan.

Results in tests conducted with controlled groups which have been taught wholly on the English language show that the pupils in the Iloilo experiment assimilate more knowledge, and while they are at disadvantage at first they soon surpass pupils who have been brought up wholly on the English language.

Dr. Alfredo T. Morales of the University of the Philippines said last night the vernacular as a language of instruction is being used all over the world.

The teaching in Grades One and Two in the vernacular would necessitate, as it did in the Iloilo experiment, the translation of English textbooks now in use into the nine major vernacular dialects.

This would involve expense, but the child who would be learning in his own dialect would absorb more knowledge, Dr. Morales said.

In yesterday's morning session, Fr. Harry B. Furay, S.J., of the Ateneo de Manila, said if it were true half-baked graduates were being turned out because of deficient training in English, the teachers would have to share in the blame.

The teachers proposed that elementary school teachers, who have first crack at a child's training in English, attend weekly seminars to improve and maintain their own proficiency in the English language.

The afternoon session featured five teachers who described their favorite devices in teaching English.

Miss Lilia Villa of the University of the Philippines said her favorite device is to bring her students to an informal gathering where they are given experience in speaking the language.

Mrs. Helen C. Leyden of the University of Santo Tomas asks her students to look up meanings of words in the dictionary, and assign them to use those words correctly.

Waldo Perfecto of the De la Salle College urged the body to ask teachers from other faculties to cooperate with the English department by insisting that their pupils speak correct English all the time. He said there is a tendency for some teachers in other departments to overlook grammar and pronunciation mistakes.

Other teachers who described their methods were Miss Lourdes del Rosario of the Far Eastern University, and Miss Paulina Acuña of Baguio Colleges.

ENGLISH TEACHERS TRESH OUT PROBLEMS IN CONFERENCE

From the MANILA CHRONICLE,
Nov. 8, 1952

The "sterility of thought" among college teachers was blamed yesterday on the current lack of instructional materials fit for Filipino students in higher schools of learning.

The charge was made by Dr. Charles Houston, Jr., dean of the school of foreign service of the University of Manila, during the afternoon session of the third national conference of College English Teachers association at the University of the East auditorium.

The conference was opened at 8 o'clock yesterday morning at the Far Eastern University auditorium by Jose M. Hernandez, president of the GETA and dean of the college of liberal arts, University of the East.

A great number of local teachers, according to Houston, who make important discoveries in the teaching of English in college do not bother at all to publish their findings.

Those who spoke at the opening session were Dr. Rufino Alejandro, linguistic assistant at the Institute of National Language, on "The Position of the INL on the Language Problem," Dr. Alfredo T. Morales of the University of the Philippines, on "The Position of the CETA on the Language Problem," Dr. Jose Villa Pañganiban on "Teaching in the Vernacular — the Local Scene," and Helen Sims, cultural officer at the US embassy, on "A New Approach to the Teaching of a Second Language."

The other two speakers in the afternoon session were Martin Aguilar, administrative officer of the bureau of public schools, who dwelt on "The Lack of Professionally Trained Teachers" and Demetrio Andres, chief of the instruction division, bureau of public schools, who expounded on "The Lack of Instructional Material in the High School."

A new method of teaching English to Filipino students, called the "phonemic method," which does away with complicated markings was bared during the morning session by Miss Sims.

She suggested that English be taught "only as a second language" next to the accepted national language. She said that

the best way would be to teach the pupils as Filipinos, and not as if they were Americans.

Dr. Houston enumerated other reasons for the lack of instructional materials in local colleges, namely: 1) lack of knowledge on the part of the teachers on the right instructional materials, 2) reluctance of teachers to require students to buy their own books, and 3) inadequate facilities provided by school libraries.

The schedule of activities for today, the closing day, includes: reading of papers by Dr. Paul R. Hanna, Fr. Harry B. Furay, S.J., and Dr. Josephine Bas-Serrano, and business meetings. The site of today's meeting will be the University of the Philippines auditorium in Diliman.

The Swiss Educating For Work And Defense

CAMILO OSIAS



AFTER MY THIRD visit to Switzerland and seeing more of the country, its people, and its institutions I am thoroughly convinced that we have much to learn and we can derive a great deal of inspiration from this nation which is successfully educating its citizens for work and for defense.

It has long been my belief that we can get more encouragement from a study of countries relatively small and poor than from those which are large and rich. Of course, a nation like America has much to offer, but at times it is discouraging to see there a great

many things to envy but which can not be duplicated because we do not have millions to finance large projects and we do not live under an economy of abundance.

The experience and achievements of the Swiss are decidedly encouraging. Switzerland is small, its total area being only 16,000 square miles while that of the Philippines is 115,000 square miles. The population of Switzerland is only four million and a-half, while that of the Philippines is twenty million. The Swiss climate is severe, ours is benign. The soil of Switzerland is not naturally fer-