MULTILINGUAL: MEDIUM OF INSTRUCTION

by:
Richelle M. Magcalas

In Philippines there are different types of dialect like Tagalog, Kapampangan, Cebuano, Bicolano, Waray and more that can be used. The Department of Education implemented that the first language or the mother tongue of the student should be the medium of instruction in schools.

Multilingualism is the ability to use three or more different languages. In schools, students need to know the language that is used as the medium of instruction in their school so that they can easily communicate with other people and can understand their lessons easily.

Children and older persons learning foreign languages have been demonstrated to: have a keener awareness and sharper perception of language, foreign language learning enhances children’s understanding of how language works and their ability to manipulate language in the service of thinking and problem solving, be more capable of separating meaning from form, and learn more rapidly in their native language.

Years ago Filipinos dwell on the conception that the best way to learn reading and writing is through the use of foreign languages and this is one of the reasons why the country adopted English as medium of instruction (EMI) in all levels of the education. In 1987, Policy on Bilingual Education was first introduced by the Department of Education, Culture and Sports. This was followed by the implementation of the Lingua Franca Education Project which gave then 16 regions to choose from the three widely spoken languages Tagalog, Ilocano and Cebuano.
It is a fast-moving worldwide towards using English as an EMI for academic subjects such as science, mathematics, geography and medicine, also EMI is increasingly being used in universities, secondary schools and even primary schools worldwide. This phenomenon has very important implications for the education of young people and policy decisions of different schools in different nations.

In 1960’s, language policy is a relatively new academic field that has evolved immensely. It’s philosophy of modernization through national development and focused more on linguistic homogeneity than language preservation. The Mother Tongue Based-Multi Lingual Education (MTB-MLE) policy in the Philippines is indicative of this shift in perspective at a national level, yet the local-level perspective is notably absent from the discussion.

Trading tongues offers fresh approaches to the multilingualism of major early English according to HSY(2013). It illustrates how languages commingled in late medieval and early modern cities. Chaucer, a customs official for the Port of London, infused English poetry with French and Latin merchant jargon, and London merchants incorporated Latin and vernacular verse forms into trilingual account books. Trading Tongues is not only illuminates how multilingual identities were expressed in the past. It creates new ways of thinking about cultural contact and language crossings in our own time.

In the presentation of GINKEL (2013), he shared common assumptions about language learning in young children as well as research-based evidence on key conditions necessary for the literacy success. Citing the Common European Framework of Reference for Languages (CEFR), the presentation also covered the threshold levels for vocabulary and basic competencies that learners must meet before being ready to transition to learning in an L2. Dr. Van Ginkel concluded the presentation with a discussion of how to design the effective mother tongue-based and multilingual education programs.
Knowing the effectiveness of using different languages in teaching in school is important. In the way that the instructors would know how to communicate with their students, in the way that students will easily recognize each other, in the way that the parents of these students would adjust themselves in terms of speaking different language so that they would understand their children, in the way that the students would build friendships at school, in the way that the students might find and develop themselves, and more and more. Using multi language in school has advantages and disadvantages so the persons involved must be aware and responsive of it.

References:

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