

**UNIVERSITY OF THE CORDILLERAS**

College of Teacher Education

First Trimester, S.Y. 2021-2022

Course Syllabus in English Ed 118

**Language Programs and Policies in Multilingual Societies**

<b>Course Title</b>	Language Programs and Policies in Multilingual Societies
<b>Course Credit</b>	3 units
<b>Course Description</b>	This course provides a survey of local and international basic education language programs and policies that account for issues and considerations relevant to the engagement of teachers in school settings. Moreover, it presents research-based content knowledge of language policies and programs across countries to exhibit clear understanding of the design, development and dissemination of a language curriculum and to discuss how school policies (i.e.: language policies) have shaped and influenced English language teaching in multicultural setting.
<b>Contact Hours/Week</b>	8 hours
<b>Prerequisite</b>	None
<b>Course Outcomes</b>	At the end of the course, the pre-service teachers should be able to: a. demonstrate a research-based content knowledge and working awareness of the local and international language programs and policies (1.2.1); b. demonstrate knowledge in understanding language policies and programs and their relevance to the engagement of teachers in school settings (1.1.1); and c. demonstrate knowledge and understanding of school policies and procedures that shape and influence language teaching and multicultural setting (6.4.1).

<b>Course Outline and Time Frame</b>	
<b>Week</b>	<b>Course Content/Subject Matter</b>
1	a. Languages in the Philippines: An Overview
2	b. Evolution in Language Education Policy c. Implementation of the Bilingual Education Policy
3	d. Multilingualism in the Classroom e. Multilingual Philippines
	MIDTERMS
4	f. Language and Millennium Development Goals

5	g. Language and Inclusive Basic Education Issues and Challenges
6	h. From Monolingual to Multilingual: Language Programs and Policies Across ASEAN Countries
	FINALS

Alignment of Course Outcome to Summative Assessment Tasks		
Course Objectives	Summative Assessment Tasks	Details
1. Write a research-based opinion regarding current issues plaguing languages in the Philippines	Critique Paper	COI; TPACK; connectivism
2. Make students critic on national language policies in the Philippines		
3. Synthesize studies on issues and challenges regarding the language programs and policies of ASEAN countries	Group Report	Online Collaborative Learning
4. Conduct a comparative analysis regarding the language programs and policies of ASEAN countries	Comparative Analysis	TPACK; Multimodal Model for OE
5. Identify the policies governing language use in the Philippines and other multicultural settings	Quizzes and Examinations	All theories

LEARNING PLAN						
Desired Learning Outcomes (DLO)	Course Content/ Subject Matter	Textbook/ References	Teaching/ Learning Activities (TLA)	Assessment of Task	TPACK; Connectivism, OCL; Multimodal	Week
1. Talk about the languages in the Philippines	Languages in the Philippines: An Overview	Batnag, A.E. (2015). <i>Issues in language consultations</i> . Retrieved from <a href="https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-disseminationscd/language-and-transl-language-consultations/">https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-disseminationscd/language-and-transl-language-consultations/</a>	Lecture	Critique Paper	Pre-recorded discussion video	Week 1
2. React on issues regarding current linguistic situations in the			Connectivism; OLM: student-content		Individual written work	

Philippines						
<p>3. Discuss significant changes in the Philippine language programs and policies</p> <p>4. Identify relevant issues in place that help government institutions in upholding and propagating national language</p>	Evolution in Language Education Policy	<p><i>Clarifications on the Policy Guidelines on the Implementation of the Language Learning Areas and Their Time Allotment in Grades 1 and 2 of the K to 12 Basic Education Program</i> (2013). Retrieved from <a href="https://www.deped.gov.ph/2012/04/17/do-31-s-2012-policy-guidelines-on-the-implementation-of-grades-1-to-10-of-the-k-to-12-basic-education-curriculum-bec-effective-school-year-2012-2013/">https://www.deped.gov.ph/2012/04/17/do-31-s-2012-policy-guidelines-on-the-implementation-of-grades-1-to-10-of-the-k-to-12-basic-education-curriculum-bec-effective-school-year-2012-2013/</a></p>	<p>Online Collaborative learning; Online Learning Model; Connectivism TPACK</p>	Quiz	Hand-out	Week 2
<p>5. Describe how the Bilingual Policy have been implemented in all government and non-government institutions</p> <p>6. Critic on its implementation process and practices</p>	Implementation of the Bilingual Education Policy	<p>Batnag, A.E. (2015). <i>Issues in language consultations</i>. Retrieved from <a href="https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-cultural-disseminationscd/language-and-translation/issues-in-language-consultations/">https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-cultural-disseminationscd/language-and-translation/issues-in-language-consultations/</a></p>	<p>Lecture Individual Written Work</p>	Critique Paper	<p>Pre-recorded discussion video PowerPoint Presentation Youtube Report Discussion Video</p>	

					Hand-out		
<p>7. Identify the languages they understand, speak, read and write</p> <p>8. Discuss how knowing different languages benefit them, particularly as future teachers</p>	Multilingualism in the Classroom	<p>Igcalinus, A.D. (2016). <i>Policies practices and prospects in MTB-MLE: Synergies for sustainable and inclusive basic education in the Philippines</i>. Retrieved from <a href="https://tonyigcalinos.wordpress.com/2016/06/20/policies-practices-and-prospects-in-mother-tongue-based-multilingual-education-synergies-for-sustainable-and-inclusive-mtbnle-in-the-philippines/">https://tonyigcalinos.wordpress.com/2016/06/20/policies-practices-and-prospects-in-mother-tongue-based-multilingual-education-synergies-for-sustainable-and-inclusive-mtbnle-in-the-philippines/</a></p> <p>Primary sources (i.e.: People who write the language)</p>					
<p>9. Explore the importance of languages in relation to the Millennium Development Goals (MDGs)</p> <p>10. Reflect on practices issues and challenges of languages in the MDGs</p>	Multilingual Philippines	<p><i>Clarifications on the Policy Guidelines on the Implementation of the Areas and Their Time Allotment in the K to 12 Basic Education Curriculum</i>, 2013. Retrieved from <a href="https://www.deped.gov.ph/clarifications-on-the-policy-guidelines-on-the-implementation-of-the-areas-and-their-time-allotment-in-the-k-to-12-basic-education-program/">https://www.deped.gov.ph/clarifications-on-the-policy-guidelines-on-the-implementation-of-the-areas-and-their-time-allotment-in-the-k-to-12-basic-education-program/</a></p> <p><i>Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum (BEC) Effective School Year 2012-2013</i>, DepEd Order No. 31, s. 2012. Retrieved from <a href="https://www.deped.gov.ph/2012/04/17/do-31-s-2012-policy-guidelines-on-the-implementation-of-grades-1-to-10-of-the-k-to-12-basic-education-curriculum-bec-">https://www.deped.gov.ph/2012/04/17/do-31-s-2012-policy-guidelines-on-the-implementation-of-grades-1-to-10-of-the-k-to-12-basic-education-curriculum-bec-</a></p>	<p>Online Collaborative learning;</p> <p>Online Learning Model;</p> <p>Connectivism</p> <p>TPACK;</p> <p>Community of Inquiry: Social Presence;</p> <p>Teaching Presence, Cognitive Presence</p>	<p>Lecture</p> <p>Collaborative Work</p> <p>Survey</p> <p>Interview</p>	<p>Group Report</p>	<p>Pre-recorded discussion video</p> <p>PowerPoint Presentation</p> <p>Hand-out</p> <p>Google Form (Survey)</p> <p>Live Zoom recording</p>	Week 3

		effective-school-year-2012-2013/ <i>Clarifications on the Policy Guidelines on the Implementation of the Language Learning Areas and Their Time Allotment in Grades 1 and 2 of the K to 12 Basic Education Program, DepEd Order No. 31, s. 2013. Retrieved from <a href="https://www.deped.gov.ph/2013/07/16/do-31-s-2013-clarifications-on-the-policy-guidelines-on-the-implementation-of-the-language-learning-areas-and-their-time-allotment-in-grades-1-and-2-of-the-k-to-12-basic-education-program/">https://www.deped.gov.ph/2013/07/16/do-31-s-2013-clarifications-on-the-policy-guidelines-on-the-implementation-of-the-language-learning-areas-and-their-time-allotment-in-grades-1-and-2-of-the-k-to-12-basic-education-program/</a></i>				
11. Explore the importance of languages in relation to the MDGs 12. Reflect on practices, issues and challenges of language in the MDGs	Language and Millennium Development Goals	<i>Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum (BEC) Effective School Year 2012-2013, DepEd Order No. 31, s. 2012. Retrieved from <a href="https://www.deped.gov.ph/2012/04/17/do-31-s-2012-policy-guidelines-on-the-implementation-of-grades-1-to-10-of-the-k-to-12-basic-education-curriculum-bec-effective-school-year-2012-2013/">https://www.deped.gov.ph/2012/04/17/do-31-s-2012-policy-guidelines-on-the-implementation-of-grades-1-to-10-of-the-k-to-12-basic-education-curriculum-bec-effective-school-year-2012-2013/</a></i>	Quizziz Activity for Recall Lecture Buzz Session during Zoom Meeting also via GC Messenger and Canvas	Quiz	Pre-recorded discussion video PowerPoint Presentation Hand-out	Week 4
13. Conduct a research on language context of inclusive Basic Education 14. Demonstrate deeper and wider understanding of language by	Language and Inclusive Basic Education Issues and Challenges	Batnag, A.E. (2015). <i>Issues in language consultations</i> . Retrieved from <a href="https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-cultural-disseminationscd/language-and-translation/issues-in-language-consultations/">https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-cultural-disseminationscd/language-and-translation/issues-in-language-consultations/</a>	Lecture Buzz Session with the use of Mentimeter App Collaborative Work	Group Report Comparative Analysis	Pre-recorded discussion video PowerPoint Presentation Hand-out Google	Week 5

relating role in inclusive education			Survey Interview		Form (Survey) Live Zoom recording	
15. Explore and share their understanding of language programs across ASEAN countries 16. Demonstrate deeper and wider understanding of language programs	From Monolingual to Multilingual: Language Programs and Policies Across ASEAN countries					Week 6
<b>Suggested References</b>		<p>Batnag, A.E. (2015). <i>Issues in language consultations</i>. Retrieved from <a href="https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-cultural-disseminationscd/language-and-translation/issues-in-language-consultations/">https://ncca.gov.ph/about-ncca-3/subcommissions/subcommission-on-cultural-disseminationscd/language-and-translation/issues-in-language-consultations/</a></p> <p><i>Clarifications on the Policy Guidelines on the Implementation of the Language Learning Areas and Their Time Allotment in Grades 1 and 2 of the K to 12 Basic Education Program</i>, DepEd Order No. 31, s. 2013. Retrieved from <a href="https://www.deped.gov.ph/2013/07/16/do-31-s-2013-clarifications-on-the-policy-guidelines-on-the-implementation-of-the-language-learning-areas-and-their-time-allotment-in-grades-1-and-2-of-the-k-to-12-basic-education-program/">https://www.deped.gov.ph/2013/07/16/do-31-s-2013-clarifications-on-the-policy-guidelines-on-the-implementation-of-the-language-learning-areas-and-their-time-allotment-in-grades-1-and-2-of-the-k-to-12-basic-education-program/</a></p> <p>Igcalinus, A.D. (2016). <i>Policies practices and prospects in MTB-MLE: Synergies for sustainable and inclusive basic education in the Philippines</i>. Retrieved from <a href="https://tonyigcalinos.wordpress.com/2016/06/20/policies-practices-and-prospects-in-mother-tongue-based-multilingual-education-synergies-for-sustainable-and-inclusive-mtbnle-in-the-philippines/">https://tonyigcalinos.wordpress.com/2016/06/20/policies-practices-and-prospects-in-mother-tongue-based-multilingual-education-synergies-for-sustainable-and-inclusive-mtbnle-in-the-philippines/</a></p> <p>Fromkin, V., Rodman, R., and Hyams, N. (2010). <i>Introduction to Linguistics</i>. Cengage Learning Asia Pte. Ltd: Pasig City.</p>				

	<p><i>Policy Guidelines on the Implementation of Grades 1 to 10 of the K to 12 Basic Education Curriculum (BEC) Effective School Year 2012-2013, DepEd Order No. 31, s. 2012. Retrieved from <a href="https://www.deped.gov.ph/2012/04/17/do-31-s-2012-policy-guidelines-on-the-implementation-of-grades-1-to-10-of-the-k-to-12-basic-education-curriculum-bec-effective-school-year-2012-2013/">https://www.deped.gov.ph/2012/04/17/do-31-s-2012-policy-guidelines-on-the-implementation-of-grades-1-to-10-of-the-k-to-12-basic-education-curriculum-bec-effective-school-year-2012-2013/</a></i></p>
<b>Course Requirements</b>	<ul style="list-style-type: none"> <li>a. Critique Papers</li> <li>b. Group Reports</li> <li>c. Comparative Analysis</li> <li>d. Quizzes</li> <li>e. Midterm and Final Examination</li> </ul>
<b>Grading System</b>	<ul style="list-style-type: none"> <li>a. Midterm and Tentative Final Grade Class Standing: 50% Midterm Examination: 50%</li> <li>b. Final Grade Midterm Grade: 50% Tentative Final Grade: 50%</li> </ul>
<b>Classroom Policies</b>	Refer to the student handbook

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