

## THE LINGUISTIC SOCIETY OF THE PHILIPPINES

### Annual Accomplishment Report by the President for Fiscal Year 2021

Aldrin P. Lee<sup>1</sup>

#### 1.0 Introduction

The Linguistics Society of the Philippines, Incorporated (henceforth, LSP), founded in 1969, is the oldest and the premiere linguistic organization in the Philippines. It is composed of around five hundred (500) members annually who are mainly scholars or students of linguistics and language education. LSP is the permanent host to the LSP International Conference (LSPIC) and to four primary lectures that were established to honor the legacy of outstanding linguists and language scholars who have significantly contributed to the growth of language & linguistic scholarship in the country.

The year 2021 could be regarded as a significant turning point in the history of LSP. During this year, all LSP meetings and events were held online, as the world continued to grapple with the circumstances brought about by COVID-19 pandemic. In addition, 2021 also saw significant changes in LSP's leadership as six (6) new board of directors were elected during the general assembly held on March 13, 2021.

In addition to LSPIC and its regular lectures, LSP also launched a new online lecture series called LSP Virtual Talk Series (VTS) in August, 2021. LSP VTS is composed of three talk strands, all covering the key research dissemination areas of LSP: theoretical linguistics, applied linguistics, and thesis/dissertation research.

LSP also continues to strengthen its partnership with key language/linguistics institutions in the country. In September 2021, LSP launched the *Bitalaan* PLUS (Philippine Languages Under the Spotlight) Project in cooperation with the Summer Institute of Linguistics. It also continues to coordinate with various universities and colleges offering linguistic/language-related programs. LSP also partnered with the University of Santo Tomas (UST) in organizing the first fully digital LSPIC—LSPIC2021, held in March, 2021 via Zoom.

The rest of this report lists down the specific activities carried out by the organization all throughout the year 2021.

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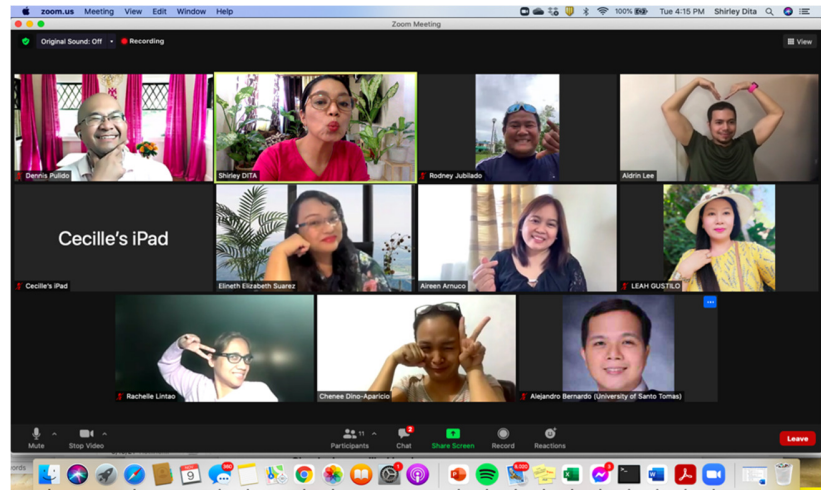
<sup>1</sup> Mico Macaraeg (University of the Philippines Diliman & Project Assistant, the *Bitalaan+* Project) helped in the preparation of the draft of this report.

## 2.0 Academic/Scholarly Activities

### 2.1 Board Meetings Held

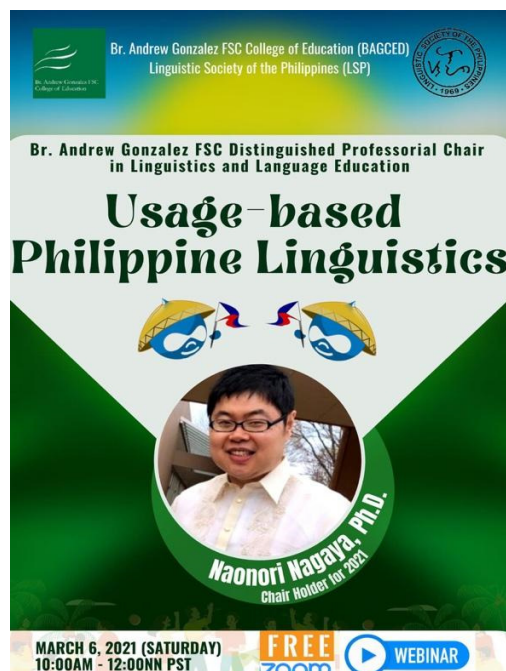
LSP was able to regularly meet every month in 2021, except in February when the preparation for LSPIC2021 was already in full swing. Starting April 2021, the regular monthly meeting was set to the first Tuesday of each month. All meetings were held using the online platform Zoom:

1. January 29, 2021; 1:00 PM – 3:00 PM
2. March 13, 2021; 4:00 PM - 5:00 PM
3. April 6, 2021; 2:00 PM - 4:00 PM
4. May 4, 2021; 2:00 PM - 5:00 PM
5. June 1, 2021; 2:00 PM - 5:00 PM
6. July 6, 2021; 2:00 PM - 5:00 PM
7. August 3, 2021; 3:00 PM - 5:00 PM
8. September 7, 2021; 2:00 PM - 3:19 PM,
9. October 5, 2021; 2:00 PM - 3:45 PM
10. November 9, 2021; 2:00 PM - 4:00 PM
11. December 7, 2021; 2:00 PM - 4:00 PM



2.2 Public Lectures<sup>2</sup>

## 2.2.1 The Br. Andrew Gonzalez FSC Distinguished Professorial Chair in Linguistics and Language Education



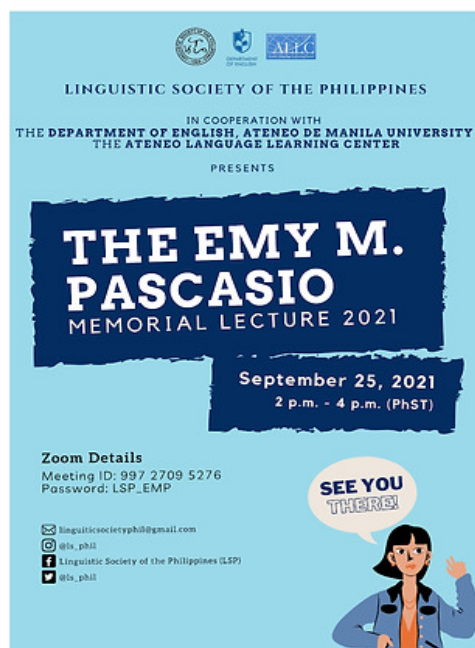
Speaker: **Naonori Nagaya, Ph.D.**  
The University of Tokyo  
Topic: *Usage-based Philippine Linguistics*  
Date: March 6, 2021 (10:00 AM to 12:00 NN)  
Venue: Zoom

Abstract: This talk explores a usage-based approach to Tagalog and other Philippine languages (Langacker 1988 2008; Bybee 2010). In this approach, no fundamental distinction between “performance” and “competence” is posited, and all language units are recognized as arising from usage events (Janda 2019: 10). Methodologically, the importance of usage in linguistic analysis is emphasized: “usage patterns, frequency of occurrence, variation, and change are

all taken to provide direct evidence about cognitive representation” (Bybee & Beckner 2009: 953). In this talk, I will provide three case studies of Tagalog based on corpora and data extracted from websites: (i) lexical semantics (the polysemy of mukha ‘face’), (ii) relative clauses, and (iii) sentence-final particle e. It will be shown that usage-based approaches to language allow us to better understand Philippine languages.

<sup>2</sup> All information about the lectures (including the abstracts) are available on the website (<https://www.lsphil.net>).

### 2.2.2 The Emy M. Pascasio Memorial Lecture



1<sup>st</sup> Speaker: **Cecilia A. Suarez, PhD**  
Ateneo de Manila University

Topic: *Translanguaging as a pedagogical tool in the MTB-MLE classroom: A case for multilingual teachers in Cagayan Valley, Philippines*

Date: September 25, 2021 (2:00 PM to 4:00 PM)

Venue: Zoom

Abstract: This talk will present the results of the study done in public schools in Region 2 (Cagayan Valley) which examined how the teachers' use of the learners' linguistic resources can be utilized as a pedagogical tool through translanguaging. More specifically, this presentation will answer the following questions: 1) What

translanguaging techniques do teachers use?; 2) What functions do these translanguaging techniques fulfill?

Three primary methods or techniques were used to collect the data for this study, namely Classroom Observations, Modified Stimulated Recall, and Semi-Structured Interviews. In addition, in terms of data analysis, Moment Analysis and Discourse Analysis were employed to identify the translanguaging techniques teachers use and their functions.

The results of this study reveal that translanguaging can be an effective tool that MTB-MLE teachers should adopt. Specifically, the findings indicate that translanguaging is primarily used to promote learner engagement and concept understanding. The results also reveal that for translanguaging to be more effective, it requires deliberate steps to ensure that both teachers and learners benefit from it. Finally, it can be concluded from the results of the study that training in using translanguaging as a pedagogical tool is most needed by teachers whose language of instruction in their subject area is not the most familiar to the learners.



LINGUISTIC SOCIETY OF THE PHILIPPINES  
IN COOPERATION WITH  
THE DEPARTMENT OF ENGLISH, ATENEO DE MANILA UNIVERSITY  
THE ATENEO LANGUAGE LEARNING CENTER  
PRESENTS

**THE EMY M. PASCASIO  
MEMORIAL LECTURE 2021**

**Robin Atilano Delos Reyes, PhD**  
Ateneo de Zamboanga University  
Translanguaging in teachers' and learners' utterances in multilingual third grade ESL classroom in Mindanao: Patterns and Purposes

**Cecilia A. Suarez, PhD**  
Ateneo de Manila University  
Translanguaging as a Pedagogical Tool in the MTB-MLE Classroom: A Case for Multilingual Teachers in Cagayan Valley, Philippines

**SEPTEMBER 25, 2021 | 2 p.m. - 4 p.m.**

**Zoom Details**  
Meeting ID: 997 2709 5276  
Password: LSP\_EMP

2<sup>nd</sup> Speaker: **Robin Atilano Delos Reyes, PhD**

Ateneo de Zamboanga University

Topic: *Translanguaging in teachers' and learners' utterances in multilingual third grade ESL classroom in Mindanao: Patterns and purposes*

Date: September 25, 2021 (2:00 PM to 4:00 PM)

Venue: Zoom

Abstract: Current literature on Mother Tongue-Based Multilingual Education (MTB-MLE) in the Philippines indicates that teachers and learners “translanguage” or mix features of their mother tongues with other languages such as Filipino (national language) and English (official language) in the classroom. Translanguaging is deemed natural in multilingual contexts such as the Philippines. However, while

translanguaging is not concerned about the external dimension (physical features) of the mixing of the languages than it is concerned about the internal dimension (purposes), the study posits that the purposes of the translanguaged utterances could be ascertained through the analysis of the physical features. Thus, this paper attempts to describe the patterns produced by Third-Grade teachers and learners during ESL class and the communicative purposes they seek to achieve. Additionally, the paper discusses the teachers' and students' expressed reasons for translanguaging. Using non-participatory classroom observations, the study reveals that the participants produced three patterns where features of at least three languages were involved, and these patterns seem intended for achieving certain communicative purposes necessary for a meaningful ESL class in a multilingual context. With this, the study recommends legitimizing the said practice as it is not only consistent with multilinguals' use of languages, but it also promotes linguistic equality in the classroom.

### 2.2.3 The Danilo T. Dayag Memorial Lecture

Speaker: **Dr. Mildred Rojo-Laurilla**

Speakers Bank, Australia

Topic: *A Reflective Mini-Case Study of Two Work Environments: How I Experienced Language in Action in a New Zealand and an Australian Work Environment Using the Dell Hymes' Ethnography of Speaking Framework*

Date: March 20, 2021 (10:00 AM to 12:00 NN)

Venue: Zoom

De La Salle University  
Br. Andrew Gonzalez FSC College of Education  
Department of English and Applied Linguistics  
and  
Linguistic Society of the Philippines

**The DANILO T. DAYAG Memorial Lecture**

**COMPARING LANGUAGE IN AUSTRALIAN AND NEW ZEALAND WORKPLACES:**  
Some Personal Migrant notes Using the  
Ethnography of Communication Framework of Dell Hymes

Speaker:  
**Dr. Mildred Rojo-Laurilla**  
Program Coordinator  
Speakers Bank, Australia

Join us via Meeting ID: 952 0972 7997 March 20, 2021 (Saturday)  
Passcode: DT02021 10:00am - 12:00nn PST

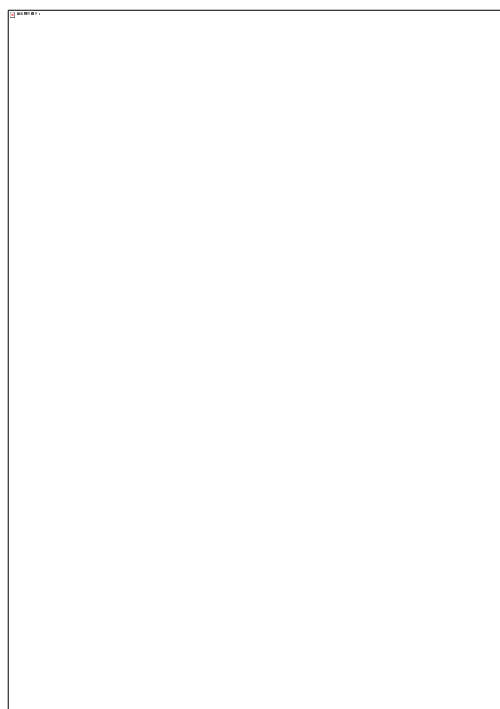
Abstract: This lecture will demonstrate how the Hymes' Ethnography of Speaking Framework S-P-E-A-K-I-N-G (for setting and scene, participants, ends, acts sequence, key, instrumentalities, norms, & genre) may be applied in a non-academic study, and how this is useful in understanding what is happening in a speech event or situation especially in a multicultural setting. In particular, it will highlight the lecturer's experiences working in two non-Filipino work environments— one in New Zealand, and

the other in Australia where she currently lives and works.

The lecture is considered as a reflective mini-case study as this is based on a description of how she interprets her experiences in those two different contexts. It is also considered a mini-case study as it will only cover an overview of the analysis of a speech situation, rather than a presentation of findings based on multiple observations. Implications for intercultural communication and communicative competence will be elaborated at the end of the talk.



## 2.2.4 Special Online Lectures



Speaker: **Wilkinson Daniel Wong Gonzales**, University of Michigan, Ann Arbor

Topic: *Beyond the Philippine English monolith: Approaches to investigating hybridity, variation, and change*

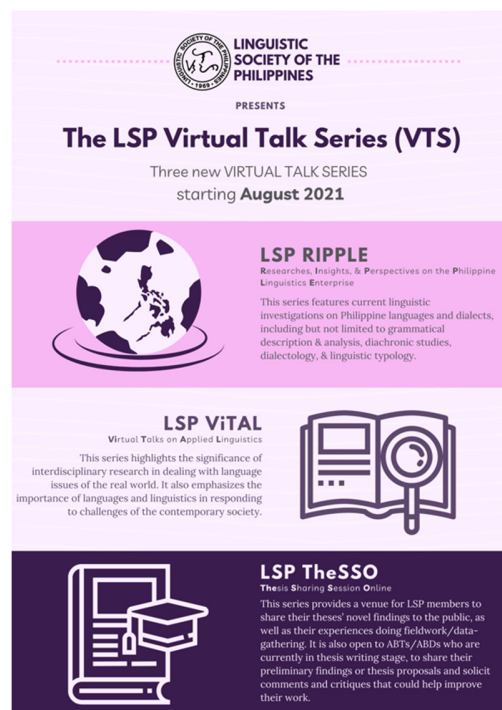
Date: July 12, 2021 (6:00 PM to 8:00 PM)

Venue: Zoom

Abstract: This talk is about Philippine English(es) in relation to notions of hybridity, linguistic variation, and change. I first give a brief overview of Philippine English, showing past and contemporary representations of the variety (e.g., 'standard' Philippine English). Then, I attempt to highlight the link between language and society as well as showcase the complexity of the linguistic ecology of the Philippines (in relation to English). Based on these, I argue for increased attention to social and contact-induced

variation and change in Philippine English(es). I advocate for a two-faceted approach to 'Philippine English'. I problematize and challenge the notion of a monolithic, Manila-based 'Philippine English', calling for variationist studies. At the same time, I also consider the possibility of a standard/general Philippine 'English' ethnolect, encouraging studies that attempt to provide concrete evidence for conventionalized features of a general Philippine English. After identifying prospective areas for research in language variation, change, and hybridity involving Philippine English, I discuss various approaches (e.g., sociolinguistic, corpus-based, and computational) to investigating them.

### 2.2.5 LSP Virtual Talk Series



Amid the continuing challenges and uncertainties brought about by the COVID-19 pandemic, the Linguistic Society of the Philippines continues to strive for one of its primary goals—to advance our knowledge and deepen our understanding of linguistics and its entanglements, particularly in the context of the Philippines.

With this aim, LSP launched three (3) new virtual talk series (VTS)— the LSP RIPPLE, the LSP ViTAL, & the LSP TheSSO. Starting August 2021, these three new VTS are being held on a regular basis via Zoom for FREE.

#### 2.2.5.1 The LSP Ripple (Researches, Insights, & Perspectives on the Philippine Linguistics Enterprise) Series

**Description:** This series features current linguistic investigations on Philippine languages and dialects, including but not limited to grammatical description & analysis, diachronic studies, dialectology, & linguistic typology.

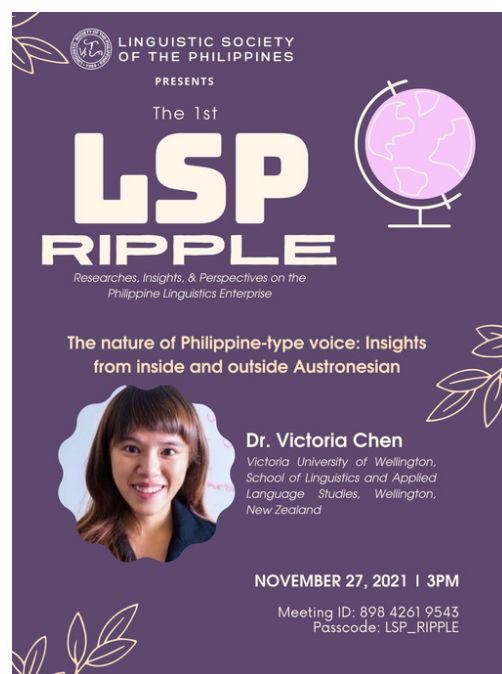
**Speaker:** **Dr. Victoria Chen**  
Victoria University of Wellington, School of Linguistics and Applied Language Studies, Wellington, New Zealand

**Topic:** *The nature of Philippine-type voice: Insights from inside and outside Austronesian*

**Date:** November 27, 2021 (3 PM)

**Venue:** Zoom

**Abstract:** Many western Austronesian languages exhibit a type of verbal



inflection known as Philippine-type voice, which, in a descriptive sense, tracks the grammatical role of topics or relativized phrases. In this presentation I discuss (i) how new comparative evidence from Philippine and Formosan languages shed new



light on the nature of this voice system, and (ii) how similar inflectional systems found in Nilotic and Caucasian inform us of an understudied typology of "Philippine-type voice" cross language families.

#### 2.2.5.2 The LSP ViTAL (Virtual Talks on Applied Linguistics) Series

**Description:** This series highlights the significance of interdisciplinary research in dealing with language issues of the real world. It also emphasizes the importance of languages and linguistics in responding to challenges of contemporary society.



**Topic:** The 1st LSP Virtual Talk on Applied Linguistics (LSP ViTAL)

*"The Linguistics of Hope: Language Research and Service": A Workshop*

**Speakers:** **Priscilla Angela T. Cruz, PhD**, Ateneo de Manila University; **Ersweetcel C. Servano, PhD**, Notre Dame of Dadiangas University

**Date:** August 7, 2021; 2:00 PM – 3:30 PM

**Venue:** Zoom

**Workshop Description:** In this workshop, we will discuss the concepts of applicable linguistics (Halliday, 2006) and positive discourse analysis (PDA) (Martin, 2004) in order to examine ways to allow our linguistics work to help solve the problems that our communities face today. Participants to the workshop will be asked to identify problems that their communities face and brainstorm on how linguists can be called upon to intervene in

those problems. Furthermore, we will discuss various linguistic approaches to problem-solving. This workshop will be of interest to those who are interested in

expanding their knowledge of discourse analysis and connecting it to community work and introducing a strong service element into their research.

Topic: The 2<sup>nd</sup> LSP Virtual Talk on Applied Linguistics (LSP ViTAL)  
*Living-Language-Land: Listening to Nature in Languages Not Our Own*

Creative  
 Producer: **Philippa Bayley**

Artist and  
 Creative  
 Director: **Neville Gabie**

Featured  
 Contribution: “*Napuro: ‘An Island Within An Island’*” by **Aldrin Lee**, UP Department of Linguistics, Linguistic Society of the Philippines



Commentary: “*Walking the Land, Remembering the Self*” by **Tuting Hernandez**, UP Department of Linguistics, UP CSSP Folklore Studies Program

Date: December 4, 2021

Venue: Zoom

Event

Description: The languages we speak shape how we understand the world around us, including our connections to land and nature. But as fast as we’re losing species from our planet, so we’re losing languages that offer different ways of seeing. What connections, ideas and wisdom are we losing as those languages are lost? What powerful strategies for sustainable living might they offer, to help look afresh at our environmental crisis? living-language-land is a journey through

endangered and minority languages that reveal different ways of relating to land and nature. Through 26 words shared in the run-up to COP26 the project is giving a global audience fresh inspiration for tackling our environmental crisis. This presentation by Living-Language-Land’s creative co-producers Neville Gabie and Philippa Bayley will also feature the ff. presentations: 1. “*Napuro: An Island Within An Island*” —a featured contribution from the Cuyonon language by Prof. Aldrin P. Lee (Department of Linguistics, UP Diliman) , a contributor to the project. 2. “*Walking the Land, Remembering the Self*”— a commentary by Prof. Tuting C. Hernandez (UP Department of Linguistics & the UP CSSP Folklore Studies Program) One significant goal of the talk is to explore potential ways that Living-Language-Land could engage with the ethnolinguistic diversity of the Philippines.

### 2.2.5.3 The LSP TheSSO (Thesis Sharing Session Online) Series

Description: This series provides a venue for LSP members to share their theses' novel findings to the public, as well as their experiences doing fieldwork/data-gathering. It is also open to ABTs/ABDs who are currently in thesis writing stage, to share their preliminary findings or thesis proposals and solicit comments and critiques that could help improve their work.



Topic: The 1st LSP Thesis Sharing Session Online (TheSSO)

Theme: **English Linguistics and Corpus Linguistics**

Featured Sharers: **Alvin C. Alonzo**, Lyceum of the Philippines:

*"Subjects in Senior High School (SHS) Academic Writing: A corpus-based study"*

**Abdul Wahid I. Tocalo**, Notre Dame University:

*"A corpus-based study of structures and functions of lexical bundles across Asian Englishes and English proficiency levels: Implications for academic writing instructions"*

**Maria Isabel Vergel-Comillo**, De La Salle University:

*"Variation in syntactic complexity: Contrastive analysis of academic essays across proficiency levels and L1 backgrounds"*

*and L1 backgrounds"*

Date: October 30, 2021 (10:00 AM to 12:00 NN)

Venue: Zoom

### 2.2.6 Linguistic Society of the Philippines International Conference 2021 (LSPIC2021)

#### 2.2.6.1 General Information

Co-host: University of Santo Tomas

Date: March 11-13, 2021

Venue: Zoom

Theme: **Linguistics, Languages, and Linguaging: Braving the Challenges of the New Normal**

Conference Directors: **Dr. Leah E. Gustilo**

**Dr. Rachelle B. Lintao**

#### 2.2.6.2 Plenary Speakers:

1. Dr. Laurence Anthony  
Waseda University, Japan

*Empowering Language Learners Through Corpus Linguistics, Educational Technology, and Natural Language Processing Tools*

2. Prof. Sandra Chung, Ph.D. and Dr. Matthew Wagers  
University of California Santa Cruz, USA  
*Language Processing Experiments in the Field: An Austronesian Perspective*
3. Dr. Fan Fang  
Shantou University, China  
*Where Local Languages Meet English: Promoting Global Englishes and Translanguaging ELT*
4. Prof. Rod Ellis, Ph.D.  
Curtin University, Australia  
*Oral Corrective Feedback in SLA: Taking a Holistic Perspective*
5. Dr. Ethel Ong  
De La Salle University, The Philippines  
*Conversational AI: From Customer Support to Intelligent Learning Companions*
6. Dr. Karen A. Schriver  
KSA Communication Design and Research, USA  
*Clear Writing for Expert and Lay Audiences: Evidence-based Strategies from Plain Language and Information Design*
7. Dr. Alejandro S. Bernardo  
University of Santo Tomas, The Philippines  
*Silencing Englishes in 'E'LT: The Philippine Experience*

#### 2.2.6.3 Workshops:

1. Dr. Thomas Biermeier  
University of Regensburg, Germany  
*Corpus Research Applied to Lexis: Benefits and Insights*
2. Dr. Francisco Perlas Dumanig  
University of Hawaii at Hilo, USA  
*Integration of Interpretive, Presentational, and Interpersonal Modes of Communication in Online Language Classes*
3. Dr. Ruanni Tupas  
University College London, United Kingdom  
*Academic Writing as Social Practice*
4. Dr. Ariane Borlongan  
Tokyo University of Foreign Studies, Japan  
*Researching on Migration and Language: Methodologies and Techniques in Migration Linguistics*
5. Dr. Anne Richie Balgos  
De La Salle University, The Philippines  
*The Show Must Go On: Drama Activities for the Virtual Language Class*
6. Dr. George M. Jacobs; Extensive Reading Foundation, Singapore  
Dr. Meng Huat Chau; Universiti Malaya, Malaysia  
*Reading Alone Together: Combining Extensive Reading and Cooperative Learning*

#### 2.2.6.4 Other Relevant Information

- In addition to the plenary lectures and workshops, there were six theme panel presentations and 223 parallel session papers presented.
- Total registered participants: 501

- Parallel Sessions: 150 presentations by 198 authors from 15 different countries in Asia, America, & Europe

### **3.0 Publications**

#### **3.1 The Philippine Journal of Linguistics Volume 52 (December 2021 issue)**

##### **3.1.1 Editorial Board**

Michael Tanangkingsing  
Editor-in-Chief  
National Taipei University of Technology, Taipei  
Taiwan

Leah E. Gustilo  
Editorial Board Member  
De La Salle University, Manila  
Philippines

Rochelle Irene G. Lucas  
Editorial Board Member  
De La Salle University, Manila  
Philippines

Aldrin P. Lee  
Editorial Board Member  
University of the Philippines, Diliman  
Philippines

Priscilla T. Cruz  
Editorial Board Member  
Ateneo de Manila University  
Philippines

Wilkinson Daniel Wong Gonzales  
Copy Editor, Online Platform Manager  
University of Michigan, Ann Arbor  
USA

Philip Adrianne Rentillo  
Copy Editor  
De La Salle University, Manila  
Philippines

##### **3.1.2 Table of Contents**

The PjL @50: Themes and perspectives in Philippine linguistics research  
(1970-2017)  
*Honeylet E. Dumoran*

An analysis of interactional metadiscourse markers on COVID-19 vaccine hesitancy op-ed articles

*Ryan Dave Garcia Delos Reyes*

English-Tagalog code-switching in English language teaching

*Ariane Macalinga Borlongan*

The pragmatic functions of dummy terms in two Austronesian languages

*Fuhui Hsieh and Michael Tanangkingsing*

The intraradical glottal stop in Philippine languages: Innovation or retention?

*Robert Blust*

#### 4.0 Special Projects:

##### 15 4.1 BITALAAN+ : Philippine Languages Under the Spotlight

##### 4.1.1 The BITALAAN+ Project Team:

Project Leader: **Ryn Jean Fe Gonzales**

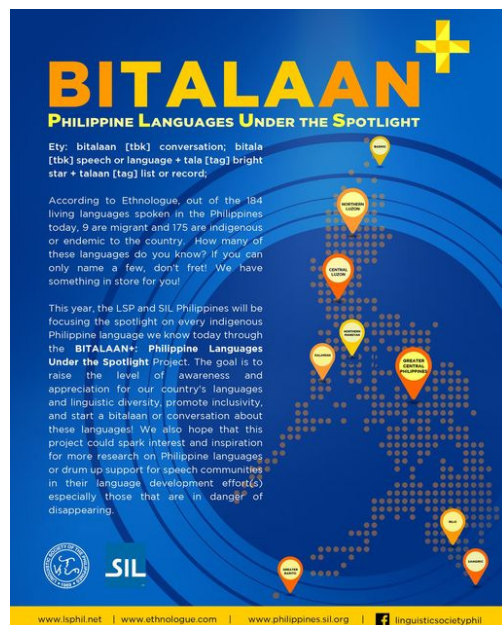
Project Advisers: **Jill Choa, Aldrin Lee**

Graphic Designer: **Ryan Roberto**

Project Associate: **Mico Macaraeg**



#### 4.1.2 Project Description



Project Launch: August 30, 2021

In collaboration with the Summer

Institute of Linguistics (SIL) Philippines

Description: In celebration of our

country's linguistic diversity, the

Linguistic Society of the Philippines

(LSP) has teamed up with the Summer

Institute of Linguistics (SIL) Philippines

to create posters that inform the public

about our indigenous Philippine

languages. This collaborative project aims

to spark interest and inspiration for more

research on Philippine languages or drum

up support for speech communities in

their language development effort(s)

especially those that are in danger of

disappearing.



The project has been releasing digital poster albums of Philippine microgroups\* weekly, starting September 1, 2021. Each album contains a general poster providing a brief description of the microgroup (including some interesting features) and separate posters for each language classified under it. Posters specific to a language contains snippets of information culled from the Ethnologue (Eberhard, Simons, and Fennig, 2021) that include alternate names, location, user population, language vitality status among others.

\* A microgroup is a group of languages believed to be closely related to each other by their exclusively shared linguistic features.

#### 4.1.3 Other Relevant Information:

- The project has launched 6 microgroup albums in 2021. The covered microgroups were the Bashic (1), Northern Luzon (3), Central Luzon (1), and Greater Central Philippines (1).

### 5.0 Future Activities

#### 5.1 The Linguistic Society of the Philippines International Conference (LSPIC2022) and the 21st English in Southeast Asia (ESEA): A Joint Conference



### 5.1.1 General Information

Organizing Committee: Linguistic Society of the Philippines and the Ateneo de Manila University in consortium with the member countries of English in South East Asia

Date: March 10-12, 2022

Venue: Zoom

Theme: **Multilingualism, Multimodality, and Multiliteracies: Trends, Challenges, and Prospects**

Conference Director: **Chenee M. Dino Aparico** (LSP)

Conference Co-Directors: **Cecilia A. Suarez** (ADMU) & **Elineth Elizabeth L. Suarez** (ADMU & LSP)

Conference Description: The Linguistic Society of the Philippines and the Ateneo de Manila University will hold the 4th LSP International Conference (LSPIC 2022) and the 21st ESEA (English in Southeast Asia) International Conference on March 10-12, 2022, in a wholly digital format.

This year's conference is the fourth LSP International Conference. It will be conducted jointly with the 21st English in Southeast Asia International Conference to reach a wider network of educators and researchers from Southeast Asia and around the world. Both the LSP and ESEA support the tradition of providing avenues for academics, researchers, students, and language enthusiasts to share trends and issues in linguistics and language education.

The virtual presentations highlight research on English in the Philippines and Southeast Asia and research on Philippine and other languages in the fields of language studies and linguistics, including its theoretical subfields (phonetics, phonology, morphology, syntax, semantics, & pragmatics) and its hyphenated fields such as psycholinguistics and sociolinguistics, among others. The presentations also feature English language teaching and learning in the ESL and EFL zones.

This year's theme, "Multilingualism, Multimodality, and Multiliteracies: Trends, Challenges, and Prospects," aims to provide information and updates on the trends and innovations concerning the multi-faceted nature of language teaching and learning, the complexity of language research, and the plurality of language.

**5.1.2 Plenary Speakers**

1. Dr. Pricilla Angela Tan Cruz  
Ateneo de Manila University
2. Dr. Jerry Won Lee  
University of California Irvine
3. Assoc. Prof. Bradley McDonnell  
University of Hawai‘i at Mānoa
4. Dr. Catherine Young  
SIL International
5. Dr. Robert Fuchs  
University of Hamburg

**5.1.3 Confirmed Themed Panel Presenters**

1. *Mobility, Multilingualism, and Multimodality: Studies in Migration Linguistics in Southeast Asia*  
Chair: Ariane Macalinga Borlongan (Tokyo University of Foreign Studies, Japan)
2. *Rizal, Decoloniality, and English Language Studies: Reimagining Our Areas of Scholarship through Noli and Fili*  
Chair: Gene Segarra Navera (National University of Singapore)

**5.2 2022 Br. Andrew Gonzalez FSC Distinguished Professorial Chair in Linguistics and Language Education (BAG)**

Recipient: **Dr. Rochelle Irene G. Lucas**  
De La Salle University  
Date: Saturday, February 26, 2022 (10:00 AM)  
Venue: Zoom

**5.3 2022 Bonifacio P. Sibayan Distinguished Professorial Chair in Applied Linguistics (BPS)**

Recipient: **Dr. Gina O. Gonong**  
Philippine Normal University  
Date: Saturday, February 12, 2022 (10:00 AM)  
Venue: Zoom

**6.0 INSTITUTIONAL OR ORGANIZATIONAL DEVELOPMENT ACTIVITIES****6.1 Organizational Structure****6.1.1 Officers**

Dr. Aldrin Lee – President  
Dr. Rachelle Lintao – Vice President  
Dr. Aileen Arnuco – Secretary  
Dr. Dennis Pulido – Treasurer

Dr. Chenee Aparicio – Director of Conferences  
 Dr. Elineth Suarez – Director of Membership  
 Dr. Shirley Dita – Director of Professional Meetings  
 Dr. Leah Gustilo – Director of Publications  
 Dr. Cecilia Genuino – Director of Public Relations and Linkages  
 Ms. Jill Choa – Director of Research and Special Projects  
 Dr. Rodney Jubilado – Director of Training

### **6.1.2 Board of Directors**

Dr. Chenee Aparicio  
 Dr. Aireen Arnuco  
 Dr. Alejandro Bernardo (Immediate Past President)  
 Ms. Jill Choa (Summer Institute of Linguistics representative)  
 Dr. Shirley Dita (Ex officio member)  
 Dr. Cecilia Genuino  
 Dr. Leah Gustilo  
 Dr. Rodney Jubilado  
 Dr. Aldrin Lee  
 Dr. Rachelle Lintao  
 Dr. Dennis Pulido  
 Dr. Elineth Suarez

### **6.2 Memberships**

As of December 31, 2021, LSP has the following active memberships:

Lifetime Members: 269  
 Honorary Lifetime Members: 26  
 Institutional Members: 85  
 Regular Members: 106  
 Student Members: 24  
 Total: 510

### **6.3 Internship Program**

In July, 2021, LSP entered into a memorandum of agreement with the University of Santo Tomas (UST) to serve as a host training establishment for UST's Internship Program. The following students, all from the BA English Studies program of UST, served as interns under the supervision of the LSP Board from August to September, 2021:

Czarina Andrei D. Beley  
 Angela Kiara S. Brillantes  
 Alyan Stefine O. Cortes  
 Patricia Ann B. Mendoza  
 Jazzel Zairelle R. Sta. Teresa

## **7.0 Advocacies**

LSP released the following statement against House Bill No. 6405 on March 18, 2021:

**Statement of the LINGUISTIC SOCIETY OF THE PHILIPPINES (LSP)****Against House Bill No. 6405**

**“AN ACT TO ABROGATE THE IMPLEMENTATION OF THE MOTHER TONGUE-BASED MULTILINGUAL EDUCATION FOR STUDENTS IN KINDERGARTEN TO GRADE 3, AMENDING FOR THE PURPOSE REPUBLIC ACT NO. 10533 OTHERWISE KNOWN AS THE ‘ENHANCED BASIC EDUCATION ACT OF 2013’”**

The Linguistic Society of the Philippines (LSP), the premier professional organization of linguists and language scholars in the country, reiterates firmly its support towards the expansion of the Mother Tongue-Based Multilingual Education (MTB-MLE) in the country.

The principles and framework of the MTB-MLE is guided primarily by the well-established facts of the role of mother tongue(s) in basic education and in child development: that children taught in their first language (L1) are able to learn and understand concepts more effectively and that they also develop a whole set of other essential skills in the process.

The adoption of the MTB-MLE framework in the Philippines under the Enhanced Basic Education Act of 2013 (RA 10533)—in spite of the numerous challenges in its implementation—has paved the way for millions of Filipino children to finally be able to enjoy their linguistic human rights—particularly the right to education through the language(s) that they are most familiar with. It inspires them to value their language—no matter how “small” it may be—and to form a deeper bond with their culture, their community and its collective past.

The LSP is cognizant of the various challenges in the implementation of the MTB-MLE—including the difficulties faced by multilingual classrooms, the lack of instructional materials, and the need to capacitate teachers. But these are rather anticipated concerns, reason why immense efforts at various levels are being made to address them from the onset of the MTB-MLE implementation. What we need now are committed and competent leadership, concerted efforts, and evidence-based measures supportive of these collective actions. We also need mechanisms that could further advance research and help accelerate intervention programs aimed at addressing these problems.

Instead of finding ways to respond to the aforementioned challenges, House Bill No. 6405 introduced in the 18th Congress proposes to abrogate the MTB-MLE framework for basic education.

**WE DEEM THE PROPOSED ABROGATION UNACCEPTABLE BY ALL MEANS.**

It is perversely retrogressive. It will revert us to the state when children, especially those of indigenous minorities, go to schools where no teachers understand their language and where it is never used. It will not only make us lose our momentum in our pursuit for quality education—it will also further narrow down the domains where smaller languages could be used productively. It could also turn futile all the efforts made by the stakeholders for the past eight years—not to mention the time and the resources poured into this undertaking by both the government and the private sectors.

The implementation of the MTB-MLE policy is a significant milestone in the linguistic history of the country. It has drawn our attention back to our local languages and has significantly underlined the richness of our country’s ethnolinguistic diversity. The MTB-MLE framework inspires community-based initiatives and grassroots participation in the formulation of context-appropriate guidelines and

instructional materials. We cannot afford to abandon it due to mere “inconvenience”. For many decades, these “smaller” ethnolinguistic groups have suffered more than just “inconvenience”—they have been deprived of resources and have been compelled to assimilate to the more dominant groups in educational settings. The MTB-MLE framework has at least given them a fair chance to survive—something that every ethnolinguistic group in the country, however big or small, rightfully deserves.

### List of References:

Approved Minutes of LSP Board Meetings From January to December 2021

Linguistic Society of the Philippines (LSP) FB Page (Official FB name: “Linguistic Society of the Philippines (LSP)”, <https://www.facebook.com/linguisticsocietyphil>)

Linguistic Society of the Philippines (LSP) Official Website (<https://www.lsphil.net/>)

Linguistic Society of the Philippines International Conference (LSPIC) 2021 Book of Abstracts

The Linguistic Society of the Philippines International Conference (LSPIC2022) and the 21st English in Southeast Asia (ESEA): A Joint Conference Official FB page (Official FB name: “Lspic22-21esea”, <https://www.facebook.com/lspic22and21esea/>)

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