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Erasmus+ Programme
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UNIVERSIDAD DE MALAGA IN SPAIN
ATENEO DE ZAMBOANGA UNIVERSITY
AND UNIVERSITY OF SAN AGUSTIN IN ILOILO

present

Languages in the Plurilingual and Pluricultural World:

A Conference on the Currents and Use of Spanish, English, Filipino,
Chavacano, and Hiligaynon in Selected Domains

June 23-25, 2021

3PM (PHL) 9AM (SPAIN)



DR JUAN ANTONIO PERLES ROCHEL

PLURILINGUALISM AND PLURICULTURALISM: AN OVERVIEW

This introductory presentation will delineate the conceptual framework that supports the Work Package 2 titled "Multilingualism in the Philippines: Linguistic Tools for Teaching Vernacular and foreign Languages".

In order to do so, some basic concepts, incorporated in the Common European Framework of Reference for Languages (CEFR), will be presented, explained and illustrated paying special attention to "Plurilingualism" and "Interculturality".

The political context in which the Common Framework of Reference was developed and some of the consequences of its implementation in Spain will also be considered.

Finally, an introductory summary of the contents of the seminar will be delivered.



DR JAVIER CALLE MARTÍN

VARIETIES OF ENGLISH WORLDWIDE: THE STATUS OF PHILIPPINES ENGLISH IN THE CONTEXT OF ASIAN ENGLISHES

The present talk first describes the role and configuration of the different varieties of English worldwide, distinguishing the so-called inner circle and the outer-circle varieties. The second part concentrates on the origin, distribution and main characteristics of Asian Englishes, paying especially attention to Philippines English. Its American origin has been an important factor in the configuration of this variety of English and has shaped it with intrinsic features distinguishing it from all the neighbouring varieties in Asia. The talk finishes with a case study in which some spelling, morphological and syntactic features will be explored in context.





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DR SARA ROBLES ÁVILA

LEARNING LANGUAGES IN THE EUROPEAN CONTEXT



The Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) is part of the Council of Europe's work to ensure quality inclusive education as a right of all citizens. It was published in 2001 and it represents the latest stage in a process which had been developed since 1971 and owes much to the collaboration of many members of the teaching profession across Europe and beyond. The Common European Framework provides the basis for the elaboration of language syllabuses, curriculum guidelines, textbooks, examinations, etc. across Europe. It describes in a very clear way what language learners have to learn in order to use a language for communication and what knowledge and skills they have to improve so as to be able to act effectively. In this description, the cultural context in which language is set is also included. The Framework defines levels of proficiency which allow learners' progress to be measured at each stage of learning and on a life-long basis.

In this presentation we will summarize the main characteristics of this important document when teaching foreign languages in Europe, which is being exported to different context in different countries.

DR ISIDORO M CRUZ

THE DISCOURSE OF HUMOR IN AMORITA RABUCO'S ENGLISH TRANSLATION OF HILIGAYNON LUWA

The native languages and dialects spoken by multilingual communities in the Philippines vary considerably across its seventeen regions, as evidenced by at least 179 codes for "ethnicity and/or... language/dialect generally spoken at home" in the 2021 list of the Philippine Statistics Authority. Considering such an extensive range of native languages, for Philippine literature in native languages to gain a wider readership literary works need to be translated into either Filipino or English, the two dominant languages commonly spoken by Filipinos who do not share the same native language. This paper argues that the translation of Hiligaynon folk literature, such as the luwa, into English enables a wider transmission of its hidden discourses on ethnicity, class, gender/sexual orientation/marital status, and physical appearance/human anatomy, among other subjects of its humor that may not be politically correct.

This paper rereads the late Amorita C. Rabuco's translation of her collection of lo-a, or luwa, humorous verses recited at vigils for the dead, with the end view of unearthing the discourse buried in this particularly "Western Visayas Poetic Tradition".





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DR ROBIN ATILANO DE LOS REYES

MULTILINGUALISM IN ZAMBOANGA CITY: EVIDENCE FROM ESL ELEMENTARY CLASSROOMS AND LINGUISTIC LANDSCAPE

As the economic hub in the western part of Mindanao, Philippines, Zamboanga City has become a ground for the co-mingling of people from various linguistic backgrounds in the region. With this backdrop, it is instructive to examine how languages are used in this city as these can provide insights into the multilingual reality in the area. Thus, this study investigates the language use of Zamboanguenos in the ESL elementary classrooms and in linguistic landscape. Using the qualitative approach, this study shows that language use is characterized by mixed features of languages present in the city, exhibiting translanguaging practices such as translanguaging, codeswitching, borrowing, and translation that are common in other multilingual settings. These translanguaging practices are deemed helpful in accomplishing communicative functions necessary in the teaching and learning process and in conveying the intended messages in linguistic landscape. Moreover, this study posits that understanding such linguistic reality of Zamboanga City is helpful in developing more effective programs that seek to improve instruction and foster better collaboration among stakeholders in Zamboanga City.



DR ROSARIO ARIAS DOBLAS

SCIENCE, TECHNOLOGY, AND SOCIETY IN CONTEMPORARY LITERATURE

In this seminar I will consider the interlocked relationships between science, technology, and literature in our contemporary society. Firstly, I will provide an overview of the theories and controversies around them, which can be traced back to the heated debate 'one culture vs. two cultures' that took place in the twentieth century. The term 'consilience' was suggested at the end of the twentieth century by Edward O. Wilson as a way out of that deadlock. In using 'consilience,' there seems to be an emphasis on a synthesis or a unity between science and humanities, or at least, between the methods they use. In the face of a global pandemic, it has been proved that humanity cannot do without arts and humanities, which have decisively contributed to improving our mental health while in lockdown, and that arts and humanities must work hand in hand with science and technology towards a post-pandemic world. Secondly, I will focus on the ways in which science and technology as discourses are integrated in literature and culture. As far as science is concerned, I will examine some literary texts dealing with bioengineering and AI, as well as novels which have been widely recognized as 'Anthropocene literature'. I will end this seminar by considering a fruitful area of research: electronic literature and multimodality.





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DR FRANCISCO PINEDA CASTILLO

ADVERTISING: A WINDOW TO LANGUAGE AND SOCIETY

Most foreign language methodologies tend to approach acquisition as a product with limited demand of students' proactive and creative contributions. In this presentation two research questions will be addressed: (1) how can we motivate students with the aim of placing them centre stage in the learning process? (2) which multimodal discourse would most suitably match the intercultural communicative challenges of the 21st century?

Necessary conditions for an effective command of a foreign language should include, among other requirements, not only an extensive knowledge of the formal components of said language such as grammar, vocabulary, and pronunciation, but a deep insight into the sociocultural foundations of the speech community that uses the foreign language. Learners are expected to familiarise with the cultural, social, economic, aesthetic, religious, values as well.

The use of advertising in the foreign language classroom could represent a breakthrough in modern multimodal approaches to learning. Traditionally, researchers, scholars, and practising teachers have pointed out the need for creative, stereoscopic, culturally bound topics and materials. In my talk, I will present a proposal for the exploitation of both print and TV advertisements as an effective, creative, and motivating source in the foreign language classroom.

Creative thinking is fundamental in all cognitive processes. In this presentation, I will seek to demonstrate that the study, analysis, and manipulation of varied advertising materials will engage students in the fascinating world of intercultural communication, resulting in a more efficient means of mastering a foreign language,

DR CLARIBEL C CONCEPCION

THE USE OF SYNTACTIC BOOTSTRAPPING AND FAST MAPPING MECHANISMS BY 4-6-YEAR FILIPINO-ENGLISH AND CHAVACANO-ENGLISH-SPEAKING CHILDREN IN THE PHILIPPINES

How children acquire natural language has fascinated a lot of scientists, cognitive psychologists, linguists, and other experts of related fields. This question has long been an object not just of mystery but of debate within the sciences of the mind. If acquisition of one language is already a great source of wonder, what more for children who acquire two or more languages like the case of bilingual children in multilingual societies such as the Philippines? How do we account for this? In the olden times, great thinkers studied the case of children learning a new word as a way to gain insights into both human psychology and the nature of word meaning, for example. Others who have used the logical structure of the acquisition problem have also explored word learning. But in linguistics, what is the theoretical goal of the discipline? The answer is not definitive, but it has long been argued that its goal is to be able to expound how children can come to possess knowledge of language through limited and impoverished experience. This paper, therefore, would try to explain through a study how 4-6 year old bilingual children use morphological cues as a syntactic bootstrapping learning constraint leading them to fast map meanings of novel verbs presented in their two languages with few incidental exposures. The study taught Filipino-English- and Chavacano-English-speaking children novel verbs through experimental tasks in two morphological conditions: no inflectional variation (e.g. dance-dance) and with inflectional variation (e.g. jump-jumped) in alternate ways (exposures and testing). Results revealed that the bilingual children were able to bootstrap and fast map the novel verbs presented to them in their two languages. They were also aware of the inflectional morphemes attached with the target novel verbs and possibly used these as syntactic cues to narrow down the referents of novel verbs. This was indicated by the significant effect in the two conditions that were examined. The bootstrapping ability of the children did not correlate with age but related to children's level of vocabulary development. These findings intimate that exposure to languages with richer morphologies can facilitate children's recognition of inflectional morphemes and enable them to parse the stem and the inflection.

