

**The Linguistic Society of the Philippines (LSP),
in cooperation with
the Ateneo de Manila English Department**

presents

**The EMY M. PASCASIO MEMORIAL LECTURE
September 5, 2015, 9 a.m.
Natividad Galang Fajardo Conference Room**



**The Use of English in Multilingual Classrooms:
Frameworks, Features, and Factors**

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How do you investigate the use of English in multilingual classrooms? What characteristics mark it? Which elements help shape it? These are the main questions that this lecture addresses. The concepts of Discourses (with a capital D) and cultural models (Gee, 1999; Moschkovich, 2002; Setati, 2005) are proposed as frameworks that may be used in describing the features of the interaction among multilingual speakers in a given domain and in uncovering the factors that guide the way they communicate. To illustrate how this process may be conducted, this presentation describes the research approach that was employed in a study on the place of English in teaching mathematics in the upper grades of an urban public school in the Philippines. It discusses the key findings that reveal that English is used together with Tagalog and Taglish across mathematical and nonmathematical Discourses and suggest that lessons may be more appealing if they are enhanced with concrete objects, gestures, and illustrations.

Political considerations, pedagogical concerns, and personal convictions that emerged in the study as the three primary factors that may guide the language choice of teachers in multilingual classrooms are explored in detail. School culture is a major political consideration that may influence teachers' language practices. The *English Only* or *English All the Time Policy* has made a prominent impact on the school culture of various institutions in the Philippines and this colonial legacy has conditioned the minds of many educators against the use of code-switching and local languages in the academic field. A school culture that prioritizes and prizes English among all other languages promotes linguisticism. It is, therefore, imperative that the country's current language policies and practices that are inconsistent with the recently implemented MTBMLE (Mother Tongue Based Multilingual Education) Policy be evaluated through critical lenses.

Maria Luz Elena N. Canilao is an educator, mentor, and researcher at the Ateneo de Manila University. She is a teacher trainer and project consultant of the Ateneo Center for English Language Teaching (ACELT). She has a Ph.D. in ELL (English Language and Literature) from the Ateneo de Manila University. Her works focus on multilingual education; language planning and policy; language teaching principles and practices; and materials development.

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