



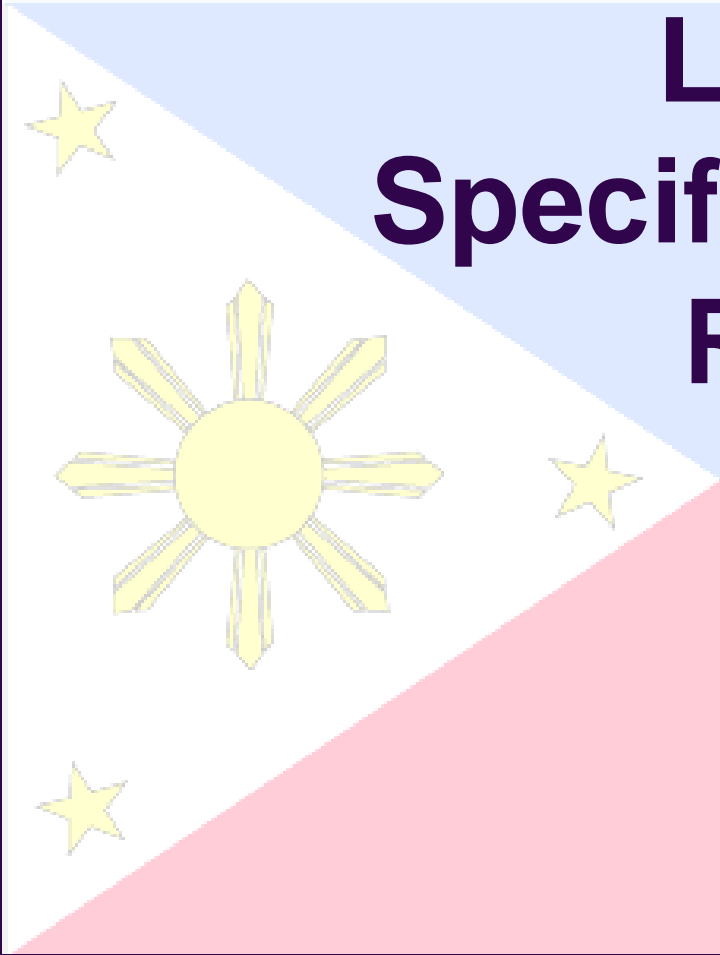
RHODE ISLAND COLLEGE

M.Ed. In TESL Program Language Group Specific Informational Reports

Produced by Graduate Students in the M.Ed. In TESL Program
In the Feinstein School of Education and Human Development

Language Group: Filipino
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A stylized graphic of the Philippine flag is positioned on the left side of the slide. It features a white triangle on the left containing a yellow sun with eight rays and three yellow stars. The top right corner of the graphic is light blue, and the bottom right corner is light pink. The background of the slide is dark purple.

Language Group Specific Informational Report—Filipino

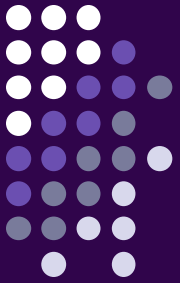
Emily Johnson
TESL 539
Spring 2010

The Philippines

- Archipelagic Nation consisting of 7,100 islands with 169 native spoken languages
- Population of 97 Million
- Culture greatly influenced by Spanish and English
- Third largest English speaking country in the world



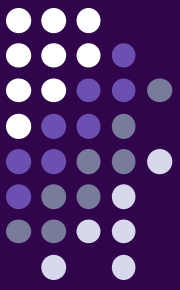
(Map of Filipino, Google image)



Filipino Language

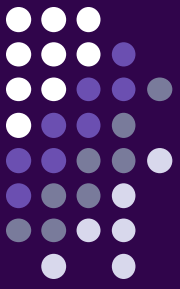


- Filipino is the National Language (along with English) of the Philippines
- Determined by the 1935 Constitution
 - Based on Tagalog, with English, Spanish and other Native Filipino Language influences
 - Second Language spoken for most Filipinos



Filipino Alphabet

- Official Modern Filipino Alphabet consists of 28 letters
 - 20 letters of the native Abakada
 - A, b, k, d, e, g, h, i, l, m, n, ng, o, p, r, s, t, u, w, y
 - 8 letters from Spanish Alphabet
 - (used only in borrowed, technical or slang words)
 - C, f, j, x, q, v, x, z



Native Phonology

- Phonology is the study of sounds
- In Filipino: Each consonant is pronounced with an /a/ sound at the end
 - i.e. “bah”, “gah”
- There are no aspirated sounds in Filipino
- Vowels are fully pronounced like the vowels in Spanish

English Phonemes and Filipino Sound Transfer



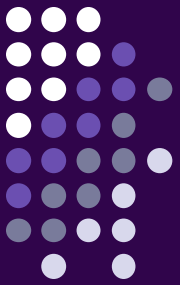
There are multiple phonemes in English that are not found in Filipino. Filipinos adapt the sounds of English borrowed words to ones in Tagalog inventory.

Speakers of Filipino have the most difficulty with the consonants F, V, and Th and the schwa vowel sound.

There is no difference in meaning in Filipino between high short i, and low flat e.
i.e. “bit” v. “bet”

How native Filipino speaker may state Certain English Phonemes

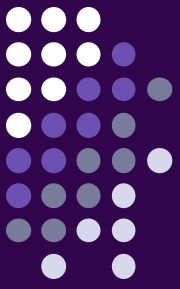
English	Filipino Transfer
/f/	/p/
/v/	/b/
Voiced /th/	/s/ or /t/
Unvoiced /th/	/d/
/sh/	/siy/
/ă/	/ě/
/j/	/diy/
Schwa	full vowel



Other Phonetic Issues

- There are no aspirated phonemes in Filipino, many consonants in English are aspirated
 - K, P, T, Ch
- R is pronounced differently (like a soft t) in Filipino
- There are no vowel blends
 - Each vowel is a new syllable

Syllable Structure



- The indigenous words in Filipino have no consonant clusters
 - Borrowed words become resyllabified into existing Filipino structure
 - Generally will not find initial consonant clusters
 - Will not find CCC
 - “sCC” such as in Strike will be spoken by a Filipino using a glottal stop and a vowel before the s.
 - [is.t.rayk]
- Second Syllable is usually stressed

Syntax



- Filipino uses a focus system
 - A marker (ang) is used to denote the subject of a sentence
- Word order is more flexible in Filipino
 - Word order does not affect meaning
 - In English word order denotes meaning
- Students learning English will need to learn the importance of Word order to denote subject-verb relationships.

For example:

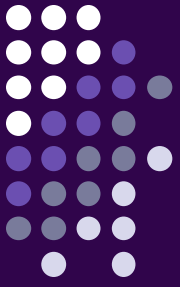
This English sentence:	The woman bought the book from the store”
Would be in Filipino:	Bumili ng aklat sa tindahan ang ale (Buy the book in/from the store the woman)

- In Filipino sentences with a predicate element, the predicate can be a noun, adjective, adverb or verb. The copula to be needs to be used in English.
 - i.e. Titser ang ale (Teacher the woman)
 - The teacher is a woman.



- Pronouns do not indicate gender in Filipino
 - English learning students will have to be made aware of the difference between he and she
- Filipino does not have as elaborate of system of prepositions as in English
 - Sa can mean at, in, on, to , into or towards
 - This can cause students to make word choice mistakes
 - “I am on the house” instead of “I am in the house”
- Pluralization is much more simplified in Filipino
 - They use a marker (mga) before a noun, and the noun and verb stay the same
 - In English students will have to be aware that not only is the marker –s required after the noun, but there also must be subject verb agreement

Common Writing Mistakes



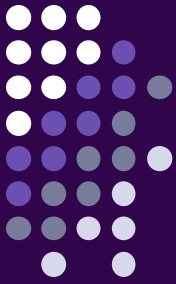
- Filipino speakers have the difficulty writing English in the following areas
 - Comma usage
 - *“For many years_ English has been given high importance in schools.”*
 - Word choice
 - *“We need English so we can unite and expand ourselves to other people.”*
 - Verb Tense
 - *“Last year I enroll in this school because I want to be successful in my career.”*
 - Capitalization
 - *“For what i saw in my experience english is just part of our lives.”*
 - Prepositions
 - *“It established into me the honor that really counts for everybody.”*
 - Sentence structure (run-ons and fragments)
 - *“Because they wanted me to be fluent in it”*
- Examples from Espada-Gustilo

Communication Style



- Take care to avoid confrontation
 - Often will say yes, when meaning no
 - Direct opposite to the frankness of European-American style
- Highly developed sensitivity to non-verbal communication
 - Less dependent on spoken words than European-American counterparts
- Employ formality, and use honorific titles
- Manaña tendency inherited from Spanish
 - Need to ask “Filipino time” or “American time”
- Unlike most East-Asians, Filipinos are talkative in the latin style
 - exhibit warmth and emotions openly
- Filipinos due expect those they are talking to, to look them in eyes, however, staring is considered rude.

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