

The Duplicitous Character of Bilingual Education Policy

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Abstract

This study investigated the positioning of teacher education institutions (TEIs) in the glocalization continuum of bilingual complexities in responding to the global and local demands for harmonious and peaceful nation building. This study was exploratory in nature. The researchers used survey questionnaires to account the effects of more than four decades of enforcement of Bilingual Education in the Microcosm area in Cebu City (Philippines). Stratified sampling technique was employed; wherein strata were divided based on specialization of the 213 pre-service teachers. Cronbach's alpha was used to measure reliability and internal consistency of the instrument. Principle component method through factor analysis was utilized to reduce the data complexity and to identify important factors of bilingual education policy. Results revealed that bilingual education policy has duplicitous character in a non-native English country. Yet, it is a tool that can propel nation building. Much of it lies in the hands of the teacher education institutions' power and capacity to ignite other industries of the country.

Keywords: Bilingual, Education, Cultural complexities, Cebu, Philippines

1.0 Introduction

The Philippine bilingual policy was implemented in 1973 through DECS Dept. Order No. 25, 174. This policy was clearly mandated in the Philippine Constitution and in the declared policy of the National Board of Education (NBE Resolution No. 73-7, s 1973). This has been the language policy adopted by all educational levels of the country since then and now. This policy has been already more than four decades that there is a need to look into the existing language policy issue of learning English as the international language and Filipino as the national language. The growing demand of particularity of the languages and the modernity and advancement of technology serve as a binding force to examine the offshoot of the bilingual policy to a common citizen.

Maeroff (1985) mentioned that the inconclusiveness of the research on bilingual

education brings forth confusion and uncertainty of collective action with the stakeholders. There is little evidence commending one approach over another as the best way to deal with students who have limited proficiency in English. At present, there is a growing need to address this issue in order to avoid the fraud that blinds the people about the effects of bilingual education policy. These are needed in order to resolve the current demands in the economy, education, technology world, society and political supplies. What is needed is an appropriate research-based response that is systematic and most relevant to the Teacher Education Institutions (TEIs) of the country to leverage their status from stagnant to dynamic and self-directed ready to produce innovations.

The substance of a language plays a vital role in the making of a nation. In this aspect, the Philippine Bilingual Policy is fit for the world to study. As a

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nation, it has a lot of ups and downs. Yet, until now the Filipino people manage to be the top largest contributor of human resources in almost all the industries worldwide. The country is considered by its ASEAN and global neighbors as one with the most number of potential investments because of its effective and efficient human resource who can handle industries of the world.

Poe (1998) cited that bilingual education has been the ways of life for many years in schools in Miami with ethnic themes. They were teaching children foreign language while learning little concepts of math, science, and social studies. Children's use of the native language is clear and demanding for them to survive or adjust well with the situations they are in. This bilingual education was adopted as a program in 1963 and federally funded in 1969 as a transitional bilingual instruction program.

Bilingual education that started in Miami (in 1963) and Chicago (in 1969) is an umbrella term for an array of programs that teach children in two languages, often with long spans solely in their native language while providing basic instruction in subjects such as mathematics, science and social studies (Anderson and Pyle, 1998). They also claimed that there is a growing demand for staff in the education ministry who are bilingual because of the influx of immigrants and that the bilingual policy has to be responsive to the needs of the times.

Owens (2002) emphasized that while this has created new opportunities, this has also bred new problems like limited supply of bilingual teachers and the wrong notion of the supremacy of their language policy adherence.

The fairness of the Bilingual Policy is the students are given the chance to be tested in

their native language and not only in the English language. Subramanian (2006) considers this to be true because the tests measure the students' understanding of content, proficiency in English, social skills, context, and competencies in both languages. This further satisfies the teachers and administrators because the result of one may not be omitting the results of the other and thus, there is fairness in having a bilingual policy in the school curriculum Subramanian (2006).

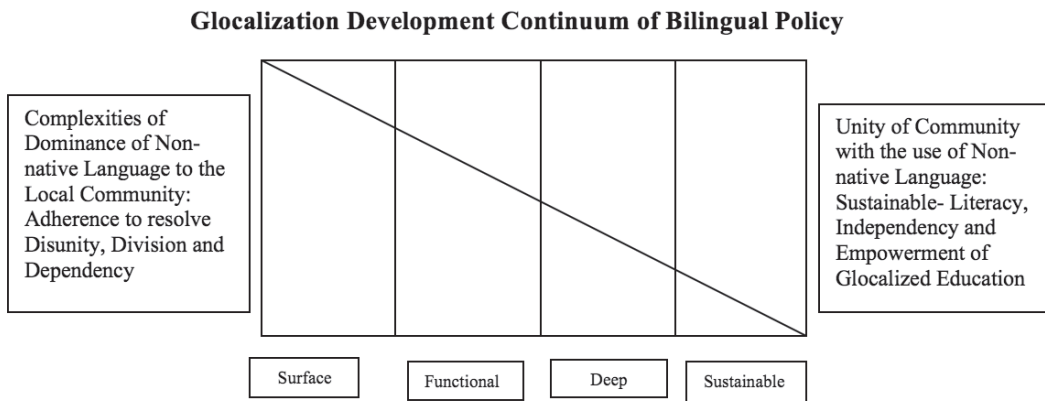
The Philippines has three categories of languages that revolve around the system: local language, national language, and international language. These three languages comprise the uniqueness of each and every island and region of the country. But one so surprising is the interconnectedness of each part to the whole by using or adapting a national language and an international language. The usability and relevance of the national and international language in a non-English country can be an enigmatic circumstance that can be traced back early in its history. The how and why it came to existence can be accessed to its future status in the ranking of nations in the world regarding different gauges and standard tools to sustainable development in the glocal continuum.

Glocalization development continuum of bilingual education policy of the country can be of four phases: *surface*, *functional*, *deep* and *sustainable* phases. The surface development phase of glocal language stand for that local, national and international languages used in the country that has been on the skin-deep endeavor. It is a superficial response to the language stimulus in the educational system of the country. The functional phase of language development signifies that the understanding of the language has been functional or operative. The use of the language is evident

in education, spiritual, business, social, political and industrial undertakings but it has not been able to generate a deeper effect on the individual or the society itself. Deep phase of language development conveys a deeper understanding of its existence in the industries wherein constant translations and advancement of one expression or idea is created while sustainable phase of language development represents a production of outcomes or development of new ideas of the expressions. The adaptation of globalization of one's country

comes the emancipation of local languages reaching to its fullest sense and producing more and varied expressions. This stage designates multiplicity and variations of one expression. It has created creativity of language use in every industry. It has become a live wire in industries. However, it has not created any complexity that contradicts any existing structure but nonetheless generates effects of its language policy to its citizens and how dynamic is the policy to respond to the ever changing demand of its citizen distinctiveness.

Figure 1. Research Framework of the Bilingual Education Impact
Adapted from Padua (2012)



There had been a number of studies about bilingual policy. Its advantages and disadvantages for the country as non-native English speaking country. It shows how it has been a policy as conceived by its people. However, while it is not traversing the paths of modern times, there are also effects observed to be not so practiced. In this study, the researchers would like to explore the fundamentality of this policy in the mind and core of the teacher education students in the pre-service institutions. This study determined if the

ways and means were supported by the teacher education institutions (TEIs) and technically enhanced in order to suit a propelled panacea to the growing needs and hungers of the nation that can be a basic solution without a complicated and highly sophisticated system. But, it can also be the solution that loses its effect because it is transformed into a guillotine.

A guillotine is a sharp machine that can behead people, in this study it is a representation that any language policy unexamined or without

overhauling for a long time of existence may have created sedimentation that can cause *stagnation*, *infectivity*, *toxicating* elements which are not seen as the policy was conceived long time before by the policy makers and stakeholders. However, this could mean that the policy is a cut—that can isolate the nation from the rest of the world. This may have positive or negative effects but often creates exclusivity and unwelcoming attitude from the locals of the other states or countries. In sociology, this can lessen the abundance of resources of knowledge and skills. To gain more knowledge and skills much contributions are brought by travelers from the outside visitors or from the native to travel outside of one's boundary and tenets by incorporation can fertile and enrich ones existing culture. While a panacea is an elusive dream to cure all social sickness caused by certain wrongful systemic plan, program or policy, it is the essence and purpose of evaluation or review to update the responsiveness of a policy or program. Is bilingual policy a guillotine or a panacea for non-native English speaking countries?

2.0 Methodology

The research design of the study is exploratory in nature. The researchers have applied survey research method using questionnaire technique.

Cronbach's alpha has been employed to measure reliability and internal consistency of the instrument. Calculated value of Cronbach's alpha is 0.79; this suggests that the instrument is reliable and internally consistent. Principle component method has been used through factor analysis to reduce the data complexity and to identify important factors of bilingual education policy. The respondents came from the higher education institutions (HEIs) pre-service teachers and the service teachers in the Department of Education of Cebu City (Philippines) who were handling content subjects like Mathematics, Science, Technology, Filipino and Values Education. The respondents were selected mainly because they were the front liners in the classroom in teaching the elementary and secondary students of the basic education in the Philippines. Their assessment of the enforcement of the Bilingual-education in the Teacher Education Program is significant information needed in this study on the stand point and practice of HEIs. Their readiness to teach the content subjects and their preference of the use are also gathered. Stratified sampling technique has been used and strata have been based on their specialization. The total sample size of the study is 213. The respondents were selected through convenience sampling method. The compositions of sample are as follows:

Strata No	Specialization	Number of Respondent
1	BEEd Special Education	22
2	BEEd Early Childhood Education	32
3	BEEd General Education	35
4	BSEd Mathematics	33
5	BSEd Science	33
6	BSEd Technology and Home Economics	23
7	BSEd Filipino	35
Total		213

The researchers used a questionnaire to fulfill the objectives and to test the hypotheses of the study. The questionnaires were firstly pilot tested with the 20 pre-service teachers in the Cebu Normal University, after modifying the questionnaires from minor defects to content revision with the aid of

the suggestions from the pilot tested-respondents. Some questions were re-worded to suit the level of appreciation of the respondents, and then the final questionnaires were made. The nature and compositions of the final questionnaire are as follows:

Strata. No	Nature of questions	Number of questions
1	Demographic Profile of the respondents	25
2	English Language Relevance and Usability Survey (ELRU-S)	33
3	Filipino Language Relevance and Usability Questionnaire (FLRU-Q)	33
4	Native Language Relevance and Usability Survey Questionnaire (NLRU-SQ)	33
5	Teacher Education Institution Support-Resource System on Bilingual Education Effectively Survey Questionnaire (TEI-SRS-BEE-SQ)	11
6	Non-Native Language Cultural Complexities Survey Questionnaire (N-NLCC-SQ)	15
7	English as Unifier Language Survey Questionnaire (EUL-SQ)	15
Total		165

Among the respondents, there were two groups of a homogenous composition of specializations, and one group has a heterogeneous composition of major (Math and Science and TLE major). The scope of the study is limited to Cebu City data collection that happened in August 2013.

3.0 Results and Discussion

Factor Analysis: English Preference

The adequacy of the data is evaluated by the results of Kaiser-Meyer-Olkin (KMO) measures of sampling adequacy and Bartlett's test of sphericity (homogeneity of variance). The KMO measure of sampling adequacy is 0.658, indicating that the present data are suitable for Factor Analysis. Similarly, Bartlett's test of sphericity is significant ($p < 0.001$), indicating sufficient correlation between

the variables to proceed with the analysis. The Bartlett's test statistic is approximately distributed, and it may be accepted when it is significant at $p < 0.05$. All the extracted communalities are acceptable, and all variables are fit for the factor solution as their extraction values are large. Minimum extraction value is estimated as 0.407457 for the statement 'In learning some subjects, English is important' and the Maximum extraction value is estimated as 0.863624 for the statement 'English language should be enforced at the secondary level only'; rest of all other statements has extracted values between these two minimum and maximum values.

The first 12 components (factors) in the initial solution have Eigen values over 1, and they account for about 64 percent of the observed

variation in the ENGLISH PREFERENCES (English Language Relevance and Usability Survey (ELRU-S)). According to Kaiser Criterion, only the first 12 factors should be used because subsequent Eigen values are all less than 1. Factor loadings are used to measure a correlation between variables and the factors. A loading close to 1 indicates a strong correlation between a variable and the factor, while a loading closer to zero indicates weak

correlation. Unrotated solutions of factor loading are not suitable for interpretation purpose since the variables tend to load on multiple factors. The factors are rotated with the use of Varimax with Kaiser Normalization rotation method. It has used Principal Component Analysis (PCA) method for factor extraction. Researchers have used only those factors whose loading values are greater than 0.4 for interpretation purpose.

Table 1 Rotated Component Matrix of Response of Pre-Service Philippine Higher Education (2013)

Component in the factor	Loadings	Name of Factor	% of variance explain
English has the advantage to tell to the point.	0.764656	Factor – 1 Ease and Universality of Language	7.527535
English makes communication easy.	0.716249		
I can express more of myself when I speak English.	0.671123		
I speak English because it is the universal language.	0.608835		
English language should be enforced at the secondary level only	0.91959	Factor – 2 Language relevancy in the curriculum	7.157287
English language should be enforced at the higher education only.	0.842922		
English language should be enforced at the primary level only.	0.767286		
When I learn English it enhances my overall understanding of a subject.	0.697437	Factor – 3 Enhancing one's versatility through language use	6.408729
I have a great chance to be hired in work when I speak English.	0.65474		
Learning English helps me understand other culture and society.	0.596247		
Speaking English allows me to be universal.	0.405236		
English is easy to understand.	0.790587	Factor – 4 Miscibility of English language	5.275156
I speak English because I feel it is easy.	0.682502		
I maybe an expert of English language but when I am at home I prefer to speak the native language.	0.676956	Factor – 5 Adaptability of English language in the local language	5.226803
I speak only English when I make presentation in the workplace, school or corporate field.	0.618502		
When I am at work I prefer English mix with other languages	0.536122		
In learning some subjects, English is important.	0.484338		

Component in the factor	Loadings	Name of Factor	% of variance explain
I feel rich when I speak English.	0.695532	Factor – 6 Gadgetability of English Language	5.159697
English is a funny language.	0.648677		
Without learning English I cannot learn computer.	0.521057		
I learn and teach character or values more efficiently using English.	0.811756	Factor – 7 Teaching and Learning Efficiency Enhancer	4.843706
I learn and teach science and mathematics more efficiently using English	0.599317		
When I speak English it enhances my over-all capacity.	0.695077	Factor – 8 Over-all capacity unveiler	4.707251
When I speak English people find me brilliant.	0.627848		
English language is easy to speak	0.432895		
I feel that when I am speaking English in a non-English speaking group, they are jealous of me.	0.787948	Factor – 9 Elitism Effect of English Language	4.510713
I prefer to speak English because it feels like I am more learned or educated than others.	0.636646		
I like English songs or music more than any other local languages.	0.771908	Factor – 10 English Language use as a fad	4.448384
I prefer to express “I love you” more than “Mahalkita” or its counterpart in my native language.	0.63188		
When I speak English people find me NOT patriotic.	0.654595	Factor – 11 Despotism of English language	4.382946
Speaking English is considered as abusive.	0.481295		
I like to say bad words in local language than in English.	0.792515	Factor – 12 English language as a formal language	4.050464
I use English in written and verbal communication whereas the local language is for verbal only.	0.466529		
Total % of variance explain			63.69867

Factor -1

Looking at table-1 (Rotated component matrix) one can find that the statements like; English has the advantage to tell to the point, English makes communication easy, I can express more of myself when I speak English, I speak English because it is the universal languages have loading 0.764656, 0.716249, 0.671123, and 0.608835 on Factor 1. This suggests that Factor 1 is a combination of these four variables. Therefore this Factor can be interpreted

as ‘Ease and Universality of Language’. Factor 1 independently contributed 7.527535 percent variations in English Preference.

Factor -2

While factor two incorporate statements: English language should be enforced at the secondary level only, English language should be enforced at the higher education only, and English language should be enforced at the primary level

only have loading 0.91959, 0.842922, and 0.767286. These three variables comprise the Factor 2. This factor can be interpreted as '**Language relevancy in the curriculum.**' Factor 2 independently contributed 7.157287 percent variations in above English Preference

Factor -3

Another factor that has the following statements: When I learn English it enhances my overall understanding of a subject, I have a great chance to be hired in work when I speak English, Learning English helps me understand other culture and society, and Speaking English allows me to be universal are group together to form Factor 3 which can be interpreted as '**Language use can enhance one's versatility.**' Factor 3 variables have the loadings: 0.697437, 0.65474, 0.596247 and 0.405236. Factor 3 independently contributed 6.408729 percent of variance of English Preference.

Factor -4

The statements: English is easy to understand, and I speak English because I feel it is easy have loadings: 0.790587 and 0.682502. This implies that Factor 4 is composed of these two variables. Therefore this factor can be interpreted as '**Miscibility of English Language.**' This shows that Factor 4 impartially contributed 5.275156 percent of variance.

Factor -5

Whereas the statements: I maybe an expert of English languages but when I am at home I prefer to speak the native language, I speak only English when I make presentation in the workplace, school or corporate field, When I am at work I prefer English mix with other languages, and In learning

some subjects, English is important have loadings: 0.676956, 0.618502, 0.536122 and 0.484338. This suggests that Factor 5 is composed of these four variables. Therefore this factor can be interpreted as '**Adaptability of English language in the local language.**' This presents that Factor 5 weighs in 5.226803 percent of variance.

Factor -6

However the statements: I feel rich when I speak English, English is a funny language and without learning English I cannot learn computer have loading: 0.695532, 0.648677 and 0.521057. This conjures up that Factor 6 makes up of these three variables. Consequently this factor can be interpreted as '**Gadgetability of English Language.**' This provides that Factor 6 explains 5.159697 percent of variations in English Preference.

Factor -7

On the other hand the two statements: I learn and teach Character Education or Values using English more efficiently and I learn and teach Science and Mathematics using English more efficiently have loadings: 0.811756 and 0.599317. This forms the idea that Factor 7 is composed of these two variables. As a result this can be interpreted as '**Teaching and Learning Efficiency Enhancer.**' This stipulates that Factor 7 explains the 4.843706 percent of variations in English Preference.

Factor -8

While on the statements: When I speak English it enhances my over-all capacity, When I speak English people finds me I am brilliant and English language is easy to speak have loadings:

0.695077, 0.627848 and 0.432895. This suggests that Factor 8 is a combination of these three variables. Therefore, this factor can be interpreted as '**Over-all capacity unveiler.**' Factor 8 shows self-sufficiently of 4.707251 percent variations in English Preference.

Factor -9

Also in the above rotated component matrix has the statements: I feel that when I am speaking English in a non-English speaking group, they are jealous of me and I prefer to speak English because it feels like I am more learned or educated than others have loadings: 0.787948 and 0.636646. This factor can be interpreted as '**Elitism Effect of English Language.**' This suggests that Factor 9 is a combination of these two variables. Factor 9 independently contributed 4.510713 percent of the variation in English Preference.

Factor -10

While the statements: I like English songs or music more than any other local languages and I prefer to express "I love you" more than "Mahal kita" or its counterpart in my native language has loading 0.771908 and 0.63188. This factor can be

construed as '**English Language use as a fad.**' This implies that Factor 10 is a combination of these two variables. Factor 10 has contributed 4.448384 percent solely in English Preference.

Factor -11

On the other hand these statements: When I speak English people find me NOT patriotic and Speaking English is considered as abusive have loadings: 0.654595 and 0.481295. This factor can be interpreted as '**Despotism of English language.**' This pointed forward to mean that Factor 11 is a combination of these two variables. Thus it shows that Factor 11 independently contributed 4.382946 percent variations in English Preference.

Factor -12

The statements: I like to say bad words in local language than in English and I use English in written and verbal communication whereas the local language is for verbal only have loadings: 0.792515 and 0.466529. This can be interpreted as '**English language as a formal language.**' This entails that Factor 12 is a combination of these two variables. Factor 12 exclusively contributed 4.050464 percent variations in the English Preference.

Factor Analysis: Unity vs. Division

Table 2 Rotated Component Matrix of Response of Pre-Service Philippine Higher Education (2013)

Component in the factor	Loadings	Name of Factor	% of variance explain
I feel that learning English will make Philippines borderless and seamless.	0.715727	Factor: 1 Unifying and Progressive Effect of English	13.7522
I feel that learning English will make us a mighty nation.	0.703959		
I feel that a leader who can speak English or Filipino is a unifier.	0.655838		
I feel that there are more positive effects to have English in our country.	0.618588		

Component in the factor	Loadings	Name of Factor	% of variance explain
When I communicate successfully with a Filipino who does not belong to my group and we understand I am so thankful that I learn English and Filipino.	0.796816	Factor: 2 Nation Building Effect of English language to non-native English country	13.4524
I feel that we are divided by our dialects but because of English and Filipino we become unified.	0.779587		
I feel it is a must to study Basic English and Filipino if we care for our national brothers.	0.603702		
I feel awkward for those people who try to speak in English but they are not fluent.	0.854532	Factor: 3 Stranger Effect	11.7271
I feel that when we speak English we become more strangers to each other than Filipinos.	0.791839		
I feel other non-English speakers who try to speak English with me as my brother/sister.	0.791941	Factor: 4 Love-Hate Complexity	10.19349
I feel my local/native language is being step down when I speak English or Filipino.	0.646558		
I feel that when people are speaking the same language they are one in their goal to achieve world understanding.	0.852852	Factor: 5 Inter-Intra National Understanding	8.518433
When I speak English I feel I belong to the global community.	0.556745		
I am amused when I find out what other non-English speakers said in English.	0.795072	Factor: 6 Neoteric Transformation	7.722211
I feel that learning too much English can create new type of division.	-0.45029		
Total % of variance explain		Total	65.36583

Factor -1

Looking at table-2 (Rotated component matrix) one can find that the statements like; 'I feel that learning English will make Philippines borderless and seamless, I feel that learning English will make us a mighty nation, I feel that a leader who can speak English or Filipino is a unifier, I feel that there are more positive effects to have English in our country have loading 0.715727, 0.703959, 0.655838, and 0.618588 on Factor 1. This suggests that Factor 1 is a combination of these four variables. Therefore this Factor can be interpreted as '**Unifying and Progressive Effect of English.**' Factor 1 independently contributed

13.7522 percent variations in Unity vs. Division Preferences.

Factor -2

While factor 2 we can read the statements: When I communicated successfully with a Filipino who does not belong to my group and we understand I am so thankful that I learn English and Filipino, I feel that we are divided by our languages but because of English and Filipino we become unified, I feel it is a must to study Basic English and Filipino if we care for our national brothers have loading 0.796816, 0.779587, 0.603702. These three variables comprise the Factor 2. This factor can be

interpreted as '**Nation Building Effect of English language to Non-native English country**.' Factor 2 independently contributed 13.4524 percent variations in above Unity vs. Division Preferences.

Factor -3

Another factor that has the following statements: 'I feel awkward for those people who try to speak in English but they are not fluent, I feel that when we speak English we become more strangers to each other than Filipinos are group together to form Factor 3 which can be interpreted as '**Stranger Effect**.' Factor 3 variables have the loadings: 0.854532 and 0.791839. Factor 3 independently contributed 11.7271 percent of variance of Unity vs. Division Preferences.

Factor -4

The statements: I feel other non-English speakers who try to speak English with me is my brother/sister, and I feel my local/native language is being step down when I speak English or Filipino have loadings: 0.791941 and 0.646558. This implies that Factor 4 is composed of these two variables. Therefore this factor can be interpreted as '**Love-Hate Complexity**.' This shows that Factor

4 impartially contributed 10.19349 percent of variance of Unity vs. Division Preferences.

Factor -5

Whereas the statements: I feel that when people are speaking the same language they are one in their goal to achieve world understanding, and When I speak English I feel I belong to the global community' have loadings: 0.852852 and 0.556745. This suggests that Factor 5 is composed of these two variables. Therefore this factor can be interpreted as '**Inter-Intra National Understanding**.' This presents that Factor 5 weigh in 8.518433 percent of variance of Unity vs. Division Preferences.

Factor -6

However the statements: I am amused when I find out what other non-English speakers said in English and I feel that learning too much English can create new type of division have loading: 0.795072 and -0.45029. This conjures up that Factor 6 makes up of these two variables. Consequently this factor can be interpreted as '**Neoteric Transformation**.' This provides that Factor 6 explains 7.722211 percent of variations of Unity vs. Division Preferences.

Factor Analysis: Higher Education (College of Teacher Education) Environment/Practice

Table 3 Rotated Component Matrix of Response of Pre-Service Philippine Higher Education (2013)

Component in the factor	Loadings	Name of Factor	% of variance explain
I think teachers are considered brilliant when they are fluent in English.	0.697799	Factor: 1 Elite Division Effect	18.37861
Teachers who are good in content but not good in English are considered sub-class.	0.692725		
I feel that teachers who are fluent speakers of English are considered elite in the circle of teachers.	0.690256		
Higher education developed my personal sense if am speaking English.	0.459888		

Component in the factor	Loadings	Name of Factor	% of variance explain
Most of technology resources of teacher education are English sources.	0.693628	Factor: 2 TEIs English Drive Curriculum	14.79551
All books use in HEIs are written in English.	0.642002		
Teachers who are good in English are good representatives in the international arena.	0.558312		
By teaching English, the Filipino people can have universal understanding of nation building and development.	0.545164		
I feel most teachers use native language only when they cannot express in English or Filipino.	0.707635	Factor: 3 Inverted-Image Progression	12.35522
I feel that higher education gives less importance of native culture and local language development.	0.690833		
I feel that teachers are trained to love not their own language but to embrace other language.	0.858814	Factor: 4 Mirage- Effect	10.87469
Total % of variance explain		Total	56.40403

Factor -1

At table-3 (Rotated component matrix) one can find that the statements like; I think teachers are considered brilliant when they are fluent in English, Teachers who are good in content but not good in English are considered sub-class, I feel that teachers who are fluent speakers of English are considered elite in the circle of teachers, and Higher education developed my personal sense if am speaking English have loading 0.697799, 0.692725, 0.690256 and 0.459888 on Factor 1. This suggests that Factor 1 is a combination of these four variables. Therefore this Factor can be interpreted as '**Elite Division Effect.**' Factor 1 independently contributed 18.37861 percent variations in Higher Education (College of Teacher Education) Environment/Practice.

Factor -2

While factor 2 we can see the statements: Most of technology resources of teacher education are English sources, All books use in the higher

education institution is written in English, Teachers who are good in English are good representatives in the international arena, and By teaching English, the Filipino people can have universal understanding of nation building and development have loading 0.693628, 0.642002, 0.558312, and 0.545164. These four variables comprise the Factor 2. This factor can be interpreted as '**TEIs English Drive Curriculum.**' Factor 2 independently contributed 14.79551 percent variations in Higher Education (College of Teacher Education) Environment/Practice.

Factor -3

Another factor that has the following statements: I feel most teachers use native language only when they cannot express in English or Filipino, and I feel that higher education give less importance of native culture and local language development are group together to form Factor 3 which can be interpreted as '**Inverted-Image Progression.**' Factor 3 variables have the loadings: 0.707635 and 0.690833. Factor 3 independently

contributed 12.35522 percent of variance in Higher Education (College of Teacher Education) Environment/Practice.

Factor - 4

The statements: I feel that teachers are trained to love not their own language but to embrace other language has a loading of 0.858814. This implies that Factor 4 is composed of this one variable. Therefore this factor can be interpreted as '**Mirage- Effect.**' This shows that Factor 4 impartially contributed 10.87469 percent of variance in Higher Education (College of Teacher Education) Environment/Practice.

The Duplicitous Character of Bilingual Education Policy

It is neither a guillotine nor a panacea but a tool. Based on the study, it was revealed that the bilingual education policy was neither effective in its goals nor in its implementation. The existence of one dominant non-native language which is English despises the other in the bilingual education plan and program. Letting two non-native languages, like English and Filipino in Cebuano children, has not been fully materialized in outcomes based on learning instituted since elementary, secondary and tertiary. Based on the TIMSS results, the Philippines is not one of the highest achievers among countries in terms of Science and Math and these are taught in English as preferred by most teachers and pre-service teachers.

In resolving conflicts, unity versus division groups in the country, the non-native language plays a great role in unifying different groups. The factors of this quest are the: the non-native language has the unifying and progressive effect, nation building effect, stranger effect, love-hate complexity and the inter-intra-national understanding and neoteric transformations.

In comparing the bilingual education policy of the US and the Philippine setting, the differences are clear. In the US, the dominant language is the native language of the country but unlike in the Philippines, the native language is the neglected one compared to the non-native language. Priorities of programs in the curriculum are native language-based which is English so more immersion of the individual work give more satisfying effect but for non-native English speaking countries, it is different. The more the dominant language is engaged, the 'mirage effect' will come in and absorbed by the people. The greater the cultural complexities, if unguided, would mean only the surface level of the glocalization continuum of language development. The unifying effects are evident, but are on the surface, a functional and deep level only. The sustainable bilinguals are evading the 'stranger's effect and love-hate complexity but more on inter-intra-national understanding. The presence of mixtures of these factors can still be evident on the earlier phase of the language policy.

Policy Implications

The results of the present study will be useful to the policymakers in initiating moves to evaluate the existing bilingual policy. As revealed in the study, the policy has been dormant, ineffective and has no direction. The preferences have been revealed and they are going in other directions. Rather than knowing more of one's cultural identify, instead it contributes more cultural complexities. So, the refining and defining particularities as to update this policy to the demand of education, economic, political and technology advancements can tear down the long-standing principles of this practice, more especially, in the higher education.

Limitation

The limitation of this study is it is not going beyond testing the effects and relationships of different factors and how they eliminate the other. What is observed is the exploratory nature of the study. The 213 respondents are from one university and maybe the results only give a limited view of the study, while it has also limited coverage as to preferences and socio-economic status of respondents. More or less, this study has generated facts that are reliable and valid based on the actual observations.

4.0 Conclusion

With this study, contents are verified and found to be relevant and existing. These are least talk about in the forum but more or less captures in the lens of this study how a policy has been practiced and implemented by any social institutions. Although the greater interest of the researchers is on the educational sector, but because education is a social aspect, then the results of this study will indirectly talk about the common social issues that confront the people. The policies that can be the driver of change if stagnated are longevity, dormancy and cultural complexities. The dormancy of any language policy may have more harmful effects as than its intent for cure.

5.0 References

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