

Asian Language Teaching in the Philippines: The UP Department of Linguistics Experience¹

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Abstract

One hundred years after its foundation, the Department of Linguistics at the University of the Philippines Diliman remains the premier academic institution specializing in Philippine Linguistics. Alongside Philippine Linguistics, the Department is also recognized as an expert in the teaching of the national languages of Asia. It has also been one hundred years since Asian language courses were first offered at the Department. This paper looks into the

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Asian language program at the Department of Linguistics, from its inception to its current state. By accessing available university catalogues, department-related documents, and narratives of past and present members of the Department, this paper attempts to (a) trace the development of the Asian language program and consider relevant social contexts tied to it; (b) describe the current state of the program and identify issues confronting the institution; (c) present Department activities and efforts focused on Asian languages and cultures; and (d) discuss opportunities and future directions of the Department in relation to Asian languages.

Keywords: foreign language education, Asian languages, institutional research, University of the Philippines, Department of Linguistics

1 Introduction

One hundred years after its foundation, the Department of Linguistics (“Department” hereafter) at the University of the Philippines Diliman (“University” hereafter) remains the premier academic institution specializing in Philippine Linguistics. Alongside its expertise in Philippine Linguistics, the Department is also recognized as an expert in the teaching of the national languages of Asia, with the Department being designated as a Center of Excellence in Foreign Language

Program² by the Commission on Higher Education (CHED) in 2012. This recognition acknowledges the Department's effort in providing quality education of foreign languages, particularly, Asian languages. It also serves as a reminder to the Department to continue strengthening its "teaching, research, and service programs to further nation building and national development" (Commission on Higher Education, n.d.).

Asian language courses were first offered at the Department in 1924, but to date, no attempts have been made to chronicle how they have evolved into what we consider now as the Department's Asian languages program. While University documents provide us with bits and pieces of its history, putting them together would provide us a clearer picture of its place in the Department, the University, and the community outside the University.

This paper looks into the Asian language program at the Department of Linguistics, from inception to its current state. By accessing available university catalogues, department-related documents, and narratives of past and present members of the Department, this paper attempts to (a) trace the development of the Asian language program and consider relevant social contexts tied to it; (b) describe the current state of the program and identify issues confronting the institution; (c) present Department activities and efforts focused on Asian languages and cultures; and (d) discuss opportunities and future directions of the Department related to Asian languages.

²"Center of Excellence refers to a department within a higher education institution, which continuously demonstrates excellent performance in the areas of instruction, research and publication, extension and linkages and institutional qualifications" (Commission on Higher Education, n.d.).

The paper starts with a brief profile of the Department and its role vis-a-vis foreign language education in the University. It then provides a historical overview of the development of the Department's Asian language program. Next it discusses the place of foreign (Asian) languages in the Bachelor of Arts (Linguistics) curriculum. A description of the current state of the Asian language program and Department's efforts focused on Asian languages and cultures follow. Lastly, the Department's contribution to language education in the country, and its plans moving forward are highlighted. While the subjective learning experiences of students who have taken the Department's Asian language classes are beyond this paper's scope, it nonetheless aims to offer a comprehensive description of the profile and historical performance of the Department as an institution providing said classes from a variety of other sources and perspectives.

1.1 A Brief Background on the Department of Linguistics

The Department is one of the nine academic units of the College of Social Sciences and Philosophy at the University of the Philippines Diliman, and the only academic unit in the Philippines to have undergraduate and graduate programs (Masters and Doctoral) in linguistics. Its primary aim is the scientific study, preservation, and promotion of Philippine languages through teaching, research, and publication. It continues to develop as a primary center for the study and archiving of the languages and dialects in the Philippines, and to contribute to general and theoretical linguistics based on the study of Philippine languages and dialects. The Department also works to

help identify and solve language problems in the country, especially in the fields of education and national communication and integration. In addition to its primary objective, it is also mandated to find ways to improve the teaching of the national languages of Asia according to the needs of the Filipino people (UP Department of Linguistics, n.d.-e, *About* section). This is because aside from linguistics courses, the Department is also the only unit in the University offering Asian³ languages. Currently, it provides classes in Bahasa Indonesia/Malaysia (B Ind/Mal), Japanese, Korean, Chinese Mandarin, Persian, and Thai to the university community and the general public.

³Asian languages here refer to non-Philippine languages. Courses on Filipino and other Philippine languages are offered by the Departamento ng Filipino at Panitikang Pilipinas (DFPP) under the College of Arts and Letters. Before the establishment of the DFPP in 1966, Tagalog language courses were handled by the Department (also see Bacolod et al.'s paper in this volume). Citing the University Catalogue of 1929-1930, Badiola (2022, p. 5) mentioned the opening of new courses in Tagalog, along with courses on Philippine linguistics, by then Department head Cecilio Lopez. Nine Tagalog courses under the then Department of Oriental Languages (see Section 2.1 for a discussion of the prior names of the Department) were documented in the 1952-1953 General Catalogue (University of the Philippines, 1952, pp. 148–150). These courses covered language use (i.e., oral and written language, reading, translation), grammar (i.e., syntax, figurative expressions, semantics), literature (i.e., literary history, prose, poetry, short story), and journalism. The Asian Center also offers non-credit intensive language courses on Japanese, Chinese, and Bahasa-Indonesia/Malaysia catered mainly to the Center's students under the Master of Arts: Asian Studies Program University of the Philippines Diliman (n.d.-d, p. 153), while the Confucius Institute at UP Diliman also has various Chinese language education programs. Other foreign language courses in the University are offered by the Department of European Languages and the Department of English and Comparative Literature. Both Departments are under the College of Arts and Letters.

1.2 The Role of Foreign Languages in the UP Education

Foreign languages have been an integral part of the curricula of different undergraduate and graduate programs in the University. As one of the academic units under the College of Social Sciences and Philosophy⁴ which has been a “service college for other units of the university” (University of the Philippines, 1952, p. 75), Asian language classes offered by the Department are not exclusive to students of the Linguistics program. Instead, they are open to the entire student body as several degree programs in the University have a (foreign) language requirement or free electives which can be fulfilled by taking foreign language classes.

As early as 1917, foreign languages, particularly English and European languages like Latin, French, Spanish, and German, were among the preparatory courses included in the Associate in Arts and Bachelor of Arts curricula in the University. They were also among the General Culture courses—courses aimed at an all-around education instead of particular professions or vocations—required in the Bachelor of Arts, Bachelor of Science, and Bachelor of Philosophy programs of the University from 1922 (Rafael, 2017, pp. 2–3). English formed Group I of General Culture courses while European languages comprised Group II.⁵

⁴The College underwent several restructurings, starting as the College of Philosophy, Science and Letters (1910-1911), the College of Liberal Arts (1911-1959), and the College of Arts and Sciences (1959-1983) (University of the Philippines Diliman, n.d.-d, p. 486).

⁵Group III were Science courses, Group IV Mathematics, and Group V Social Sciences (Rafael, 2017, p. 3).

The University General Catalogue of 1926-1927 (cited in Rafael, 2017, p. 3) recorded the introduction of two other European languages (i.e., Greek and Italian) and two Asian languages (i.e., Chinese and Japanese) as among the foreign language courses available to students. While not a foreign language, Tagalog was listed among the Group II languages in the 1952-1953 University General Catalogue (University of the Philippines, 1952, p. 76).

The inclusion of foreign language courses in the General Culture (which would later on be called General Education) courses is in line with the liberal education tradition of the University. UP President from 1951-1956 Vidal S. Tan described the qualities of a liberally educated person as one with “broad interests, wide knowledge, cultivated tastes, appreciation and sound perspective... a mind that is open and tolerant, ready and willing to face new situations...” (UP GE Task Force, 2016, p. 7). The UP General Education philosophy is based on the principles of “liberal, holistic and integrative (non-specialist), and non-utilitarian... transformative education, enabling students to change themselves, their worldview, and their world... with a strong sense of one’s cultural and historical identity as well as a sense of shared humanity” (UP GE Task Force, 2016, p. 9).

2 The development of the Asian language program of the Department

This section aims to present a brief historical overview of the development of Asian language courses at the Department, and provide the social context surrounding this. Data for this section come from

various university documents such as University General Catalogues and curricular proposals, pertinent published and unpublished studies, and websites of relevant institutions, among others.

2.1 Establishment of the Department of Linguistics

The Department of Linguistics was established under the College of Liberal Arts on 28 August 1922. Ernesto Constantino, in a 1992 lecture celebrating the 70th anniversary of the Department, contended that the strongest drivers of the founding of the Department were language problems faced and would be faced by Filipinos. In addition, several reports and editorial pieces from newspapers like the *Philippines Herald* and the *Manila Times* in early 1922 called for the teaching of major languages like Tagalog and Bisaya at the University. These calls were grounded in the following: (a) that the Philippines should be the center of the study of its languages, providing scholarship direction for their study; and (b) that the Philippines should have its own national language, whose development the University should assist (Constantino, 1992).

The advisory committee formed on 20 June 1922 to discuss the establishment of the Department recommended the teaching of Philippine linguistics rather than the practical teaching of any Philippine language. And so the Department was founded and initially named the “Department of Philippine Linguistics.” Its main purpose was the scientific and comparative study of Philippine languages (Constantino, 1992).

In 1924, two years after its establishment, the Department of Philippine Linguistics was renamed to the “Department of Oriental Languages” when Chinese and Japanese language courses were included

among its courses. During this time, the Department of Oriental Languages was composed of three sections: the Section of Philippine Linguistics; the Section of Chinese; and the Section of Japanese (Constantino, 1992). Contrary to the recommendation of the advisory committee, language classes were “designed to give students the practical use of the languages concerned; the exercises are, however, interspersed with occasional lectures on historical or cultural subjects designed to bring the spheres of thought underlying these languages more comprehensively before the mind of the student” (University of the Philippines, 1929, p. 136, in Badiola, 2022). This indicates that from the onset, foreign language classes were focused not only on the languages’ communicative functions but also on their socio-cultural functions.

No information was available on the reason for the inclusion of East Asian languages into the Department’s roster of courses. We could surmise that since the Philippines was considered part of the “Orient” and that the Department was in charge of the study of Philippine languages, it was but natural that Asian languages be under it. The case of Asian languages was different from the case of English and European languages, each of which had been housed in its own department⁶ in the University as early as 1910 (University of the Philippines Diliman, n.d.-d, p. 96). Moreover, the Philippine-Chinese and Philippine-Japanese ties dating back to pre-colonial times might have prompted the University to offer courses in these languages.

⁶The units were the Department of English (now Department of English and Comparative Literature), and the separate Departments of French, German, Spanish, and Latin (now collectively under the Department of European Languages).

The Department was renamed three more times—as the “Department of Linguistics and Oriental Languages” in 1961; as the Department of Linguistics and Asian Languages in 1973, and finally in 1983 as the “Department of Linguistics.” Through these changes, the teaching of Asian languages has been a vital part of the Department’s identity. This is because, as previously stated, while the primary goal of the Department is the study of languages, dialects, and the linguistic situation of the Philippines, its secondary goal is to “improve the teaching of the national languages of Asia in accordance with the needs of Filipinos” (Constantino, 1992).

2.2 The Beginnings and Expansion of “Oriental” Languages

The teaching of Asian languages at the Department started in Academic Year (AY) 1924-1925. Chinese language classes under Prof. Au-Yeung Sek Lim were opened during the first semester of the said academic year (June 1924) “with a good number of students” while Japanese classes under Prof. Satoshi Goto were offered the following semester (University of the Philippines, 1925, p. 73).

The 1952-1953 University Catalogue⁷ is the earliest catalogue accessed for this paper that listed Asian language courses offered by the then-Department of Oriental Languages. As early as then,¹⁸ Asian language courses were instituted at the Department. Among the

⁷The earliest University Catalogue accessed for this paper is the 1947-1948 UP Catalogue but no Asian language courses were mentioned.

courses recorded were six Chinese⁸, two Amoy⁹, six Japanese, and four Malay language courses that ranged from elementary to advanced levels.¹⁰ The elementary and intermediate level courses were designated as Junior College¹¹ courses while the advanced level courses were Senior College¹² courses.

Except for the two Amoy classes, the courses stated above, together with three courses on Chinese literature and poetry, were listed in the University General Catalogue of 1968-1969 (University of the Philippines, n.d.-a, p. 25) under the then-Department of Linguistics and Oriental Languages. The 1972-1973 General Catalogue (University of the Philippines, n.d.-b, p. 133) documented a total of 31 Asian language courses. Four courses each on three other Southeast Asian languages namely Burmese, Indonesian, and Thai were added, with the courses ranging from elementary to intermediate levels (University of the Philippines, n.d.-b, p. 133).

The addition of Malay language courses early on in the history of the Department could be due to the relations between the Philippines and Malaysia from the late 1950s, which eventually led to the two nations' proposal to form an association among Southeast Asian nations. Rammani (2022) asserted that the leaders of the two nations at the

⁸Presumed to be Chinese Mandarin.

⁹"Amoy" refers to a dialect of Hokkien or the Southern Min language spoken in and near Xiamen (Amoy, 厦门) in southeastern China.

¹⁰Courses were numbered 10 and 11 for elementary, 12 and 13 for intermediate, and 100 and 101 for advanced levels. Subsequent courses instituted followed this course numbering.

¹¹This refers to a division of the College of Liberal Arts that was in charge of all preparatory courses in the first two years (University of the Philippines, n.d.-a, p. 219).

¹²This refers to a division of the College of Liberal Arts that offered studies in the third and fourth years (University of the Philippines, n.d.-a, p. 219).

time, Philippine President Carlos P. Garcia¹³ and Malaysian Prime Minister Tunku Abdul Rahman¹⁴ shared a vision “to establish a regional organization to counter communist threats and enhance mutual security in the region” (p. 76), which was the key factor in the foundation of the Association of Southeast Asia (ASA) on 31 July 1961, consisting of the two nations and Thailand. Officials from Burma were said to initially agree on joining as well, but later declined to focus on domestic issues (p. 81).

The cooperation in education between Thailand and the Philippines has been documented since 1954 under the Southeast Asia Treaty Organization (SEATO), an intergovernmental military alliance created to prevent communism in Southeast Asia (Sonsri, 1999). It was formed through the signing of the Southeast Asia Collective Defense Treaty, also known as the Manila Pact, by eight member nations: Australia, France, New Zealand, Pakistan, the Philippines, Thailand, the United Kingdom, and the United States. Only Thailand and the Philippines were from Southeast Asia. Under SEATO, both Thailand and Philippines gained a great number of benefits in rural development, education, and economics.

On 30 November 1965, the Southeast Asian Ministers Education Organization (SEAMEO) was established through the cooperation of nine countries in Southeast Asia: Indonesia, the Philippines, Malaysia, Thailand, Singapore, Cambodia, Brunei, Laos, and Vietnam, which agreed to collaborate on various fields in education under the assistance of the United Nations Educational, Scientific and Cultural

¹³Garcia was the eighth president of the Philippines who served from 1957 to 1961.

¹⁴Abdul Rahman was the first prime minister of Malaysia who served from 1957 to 1970.

Organization (UNESCO) and associate members from Australia, New Zealand, France, Canada, Germany, and the Netherlands. SEAMEO centers in Thailand and the Philippines include the Regional Tropical Medicine and Public Health Project (TROPMED) and the Regional Center for Archeology and Fine Arts in Thailand, and the Regional Center for Graduate Study and Research in Agriculture (SEARCA) in UP Los Baños and the Regional Center for Education Innovation and Technology (INNOTECH) in UP Diliman in the Philippines respectively. Through educational and exchange programs under SEAMEO, both Thailand and the Philippines cooperated in developing new methodology for education.

On 8 August 1967, Malaysia, Indonesia, the Philippines, Singapore, and Thailand signed a declaration that would establish the Association of Southeast Asian Nations (ASEAN), which aimed for cooperation among the nations “in the economic, social, cultural, technical, education, and other sectors, as well as the promotion of regional peace and stability through respect for justice, the rule of law, and adherence to the principles of the United Nations Charter” (ASEAN, 2025). The establishment of the ASEAN can also be seen as the driving force behind the institution of courses on other Southeast Asian languages in the University.

Then, in the 1990s, according to Sonsri (1999), there were Asian institutions that collaborated in providing scholarships and exchange programs to undertake research among Asians and between Thailand and the Philippines specifically. For instance, the Southeast Asian Studies Regional Exchange Program (SEASREP) foundation was established in 1994 with funding from Japan: Toyota Foundation. The

foundation has, since then, been developing educational programs for Southeast Asian studies, educational cooperation at the master's level, training in linguistics and regional conferences. Thammasat University and Chulalongkorn University in Thailand, and the University of the Philippines and Ateneo de Manila University in the Philippines have collaborated under SEASREP. For example, in August 1995, Chulalongkorn University and University of the Philippines established cooperations in the educational and scientific fields, exchanging visiting fellows and research studies in a number of key disciplines.

With the reform¹⁵ of Thailand's Higher Education sector in the late 1960s, a number of Thai nationals were also admitted to the Department's graduate programs in Linguistics between the 1970s and 1990s. A few of the Thai scholars¹⁶ taught Thai language courses while being enrolled in graduate courses at the Department (Canilao, 2023). In addition to teaching Thai language courses, they also produced a number of grammatical analyses on the Thai language (Badiola, 2022, p. 11).

¹⁵The Thai government through the Ministry of Education, among others, provided scholarships to Thai scholars to study abroad. The aim was for Thai scholars to experience new and innovative disciplines such as linguistics, and gain knowledge and skills which they can apply to their vocation back home. Among the institutions, a great number of the Thais pursued their graduate studies at the University (Canilao, 2023).

¹⁶As required by the terms of the government grant, they returned to Thailand upon completion of their UP studies to continue their professional careers. A great number of them were high school teachers or higher education professors (Canilao, 2023).

2.3 Uniformity and Asymmetry among Asian Language Classes

The 1977-1978 University Catalogue documented several changes in the Asian language courses listed under the then-Department of Linguistics and Asian Languages. With the exception of Burmese and Thai language courses, the number of courses per language was made uniform to eight, composed of two elementary-level, two intermediate-level, and two advanced-level classes, in addition to a class on reading and another on advanced composition. Following this structure, reading and composition courses for Chinese and Japanese were added while the three Chinese classes on literature were dropped. Indonesian and Malay courses were merged as Bahasa Indonesia/Malay with two advanced-level and two skills-based (i.e., reading and composition) courses added. Arabic and Hindi language courses were also introduced, which followed the eight-course structure. By this time, the Department was in charge of 48 Asian language classes.

The addition of four courses each from basic to intermediate levels of other Asian languages were documented under the Department of Linguistics in the following University General Catalogues: Hebrew in the 1983–1984 Catalogue, Korean in 1990-1991, and Persian in 1996-1998.

The late 1970s also saw an expansion of the Department's language courses to languages of the Middle East and other parts of Asia. This could be a reflection of the language needs of the public, especially of Filipinos who went to the Middle East in the 1970s to work as engineers and technicians, and to other parts of Asia from the 1980s to be employed as domestic workers and caregivers (Center for Migrant Advocacy, 2013; Santos, 2014).

In 1997, nine additional Japanese language courses were instituted. The additional Japanese language courses consisted of four courses on reading, and one course each on Kanji or Chinese characters, translation, history of the language, scientific and technical Japanese, and semantics (Departamento ng Linggwistik, 1997). The reading courses ranged from basic to advanced levels that covered the reading of newspapers and texts on culture and socio-political institutions. Three decades later, in 2018, eight Korean language courses were added. The additional Korean language courses included two courses each on advanced Korean, composition, and reading, and one course each on Hanja or Chinese characters and translation (Department of Linguistics, 2018). Popular culture (i.e., anime and manga for Japanese and the Hallyu wave for Korean) played a big role in the increase of enrollment and the eventual addition of more courses in these languages. The institution of more Japanese and Korean language courses is linked to developments in the Bachelor of Arts (Linguistics) curriculum discussed in the next section.

This brief historical overview shows us how the Department's Asian language course offerings expanded. It also gives us clues to the social contexts leading to the creation of these courses. The institution of Asian language courses over the years and their respective course titles can be found in the Appendix.

3 Foreign (Asian) Languages and the Bachelor of Arts (Linguistics) Program

As they are with the curricula of various undergraduate and graduate programs in the University, foreign languages have been an integral part of the Bachelor of Arts in Linguistics curriculum.

The 1968-1969 University General Catalogue listed Linguistics as one of the specializations a student could take to pursue a Bachelor of Arts (BA) degree (University of the Philippines, n.d.-a), but no details¹⁷ about major courses and Asian languages¹⁸ were mentioned. In the 1990-1991 General Catalogue (University of the Philippines Diliman, n.d.-a, p. 172), BA (Linguistics) students were required to take 12 units or four courses of a foreign language (Foreign Language A) and six units or two courses of another foreign language (Foreign Language B).

Considering the potential careers of its graduates, the Department proposed the institution of three plans of study under BA Linguistics during the 27th UP Diliman University Council meeting held on 14 December 1991 (Departamento ng Linggwistik, 1991, p. 1). The three plans differed mainly in their foreign language requirements. Plan I (Linguistics) followed the existing curriculum with its 12 units of Foreign Language A and six units of Foreign Language B requirement. In the proposed Plan II (Linguistics and Southeast Asian Language) and Plan III (Linguistics and East Asian Language) curricula, students

¹⁷Details beyond the first two years of the BA Linguistics curriculum were also not available in the General Catalogues of 1972-1973, 1977-1978, and 1983-1984.

¹⁸As documented in the 1968-1969 University Catalogue (University of the Philippines, n.d.-a, p. 222), all undergraduate students of the University were required to enroll in the same set of courses in their first two years, which included four English (12 units) and two Spanish (six units) courses.

were required to take 24 units (i.e., eight courses) of B Ind/Mal or Japanese, respectively. In principle, students should be able to choose from any Southeast Asian or East Asian language for Plans II and III, but only the two languages mentioned were available as options at that time. In addition to the required number of language courses, students under these plans of study also had to take a subject on the grammatical structure of their respective foreign languages to enable them to teach or do research in that language in the future (Departamento ng Linggwistik, 1991, p. 4).

3.1 The Rise of Japanese Language Courses

Perhaps due to the popularity of Japanese anime programs that were aired on local TV networks and cable TV in the mid-1990s, the number of students taking basic Japanese language courses almost doubled in a span of five years, from 122 enrollees in AY 1991-1992 to 222 enrollees in AY 1996-1997. There were around 30 BA Linguistics students taking Plan C (the above-mentioned Plan III), which was around 30% of the total number of linguistics majors at that time (Departamento ng Linggwistik, 1997, p. 1). There was also greater demand from students for further training in Japanese to reach a higher level of proficiency in the language. On these grounds, the Department proposed the institution of nine additional Japanese language courses as well as the revision of the Plan C curriculum during the 57th UP Diliman University Council meeting on 17 December 1997.

Alongside the addition of Japanese language courses described in the previous section, the required number of Japanese language courses for Plan C increased from eight subjects (24 units) to 13 subjects (39 units).

These changes were recorded in the 2004-2010 UP Diliman General Catalogue (University of the Philippines Diliman, n.d.-c, pp. 321–322) and retained in the 2014 General Catalogue (University of the Philippines Diliman, n.d.-d, pp. 513–515).

These curricular revisions aimed to strengthen the students' theoretical and practical knowledge of Japanese, as well as to impart a basic understanding of Japanese culture and society. Being linguistics students while also having expertise in the Japanese language, students then were expected to be knowledgeable about the phonological, morphological, syntactic, and semantic structures and linguistic processes, not only of Japanese, but of languages in general (Departamento ng Linggwistiks, 1997, p. 1).

3.2 Institution of Korean Language Courses

In similar fashion, the Department also saw a huge increase in the number of enrollees in Korean classes, from an average of 44 students in 1990-2000, to 102 in 2001-2010 (234% increase), and to 359 in 2011-2017 (353% increase). Moreover, students who were enrolled in Korean language courses wanted to pursue higher levels of Korean while linguistics majors expressed their desire to pursue Korean as their language specialization (Department of Linguistics, 2018, p. 3). The dramatic increase in the number of enrollees of Korean language courses could be attributed for the most part to the rise in popularity of Hallyu from the early 2000s, particularly of K-dramas and K-pop. In response, the Department proposed the institution of eight additional courses on Korean language in 2018.

Together with the institution of Korean courses was the proposal to include Korean as a language of specialization under Plan C where students are required to take 36 units (12 courses) of Korean language and a subject on the structure of the language. Similar to the case of Plan C Japanese, the curricular proposal aimed to strengthen the students' theoretical and practical knowledge of Korean, and at the same time provide them with basic understanding of Korean culture and society.

3.3 The Role of Foreign (Asian) Languages in the BA (Linguistics) Curriculum

Foreign language courses expose Linguistics students to linguistic typological systems that are different from those of Philippine languages, thereby deepening their understanding of linguistic concepts and analyses. Foreign languages may also be used for contrastive analyses of languages, which can contribute to the literature on Philippine languages in particular and linguistic theories in general. In addition, foreign languages may serve as the research language of students at the Department, enabling them to access linguistic materials and research in that particular language that would otherwise be out of reach (Department of Linguistics, 2018).

In the words of the late Department of Linguistics Professor Emeritus Jonathan C. Malicsi, “The Asian languages are our [the Department’s] laboratory for Asian linguistics” (Badiola, 2022, p. 8). Two of the five research areas¹⁹ of the Department cover the Asian languages, particularly, (a) Comparative Studies of Filipino and

¹⁹The three other research areas of the Department are: (a) Philippine Structural and Historical Linguistics, (b) Philippine Linguistic Geography, and (c) entanglements

Other Asian Languages, which aims to “solve linguistic issues and enhance pedagogy, translation, and interpretation in Filipino and other Asian languages by looking at the similarities and/or differences of their phonological, morphosyntactic, and semantic systems,” and (b) Asian Language Teaching Methods, which “focus on describing linguistic structures of Asian languages and how to effectively utilize linguistic knowledge to improve the teaching of these languages” (UP Department of Linguistics, n.d.-c, *Research Areas* section).

This function and importance of foreign (Asian) languages under the Department is also articulated in one of the program outcomes²⁰ of the BA (Linguistics) program which is to “demonstrate proficiency in a foreign language through oral and written communication in order to conduct research in and on the language, compare and contrast linguistic features across different languages, and enrich their understanding of linguistic concepts as well as their awareness of diverse cultures, societal traditions and perspectives” (UP Department of Linguistics, n.d.-d, *Undergraduate* section).

At present, the BA (Linguistics) Plan A curriculum maintains the required 12 units (four courses) in one foreign language and six units (two courses) in another foreign language while the Plan B curriculum retains the 24 units (eight courses) of required B Ind/Mal classes. In addition, Plan A and Plan B students may take a foreign language as their cognate (12 units or four courses for Plan A and six units or two

of Philippine Linguistics with Other Disciplines (UP Department of Linguistics, n.d.-c, *Research Areas* section).

²⁰Other program outcomes relate to linguistic structure, language change and variation, linguistic and cultural diversity, and archival and field research (UP Department of Linguistics, n.d.-d, *Undergraduate* section).

courses for Plan B). As for the Plan C curriculum, the Plan C Japanese track requires 39 units (13 courses) of Japanese language classes while the Plan C Korean track requires 36 units (12 courses) of Korean language classes. Table 1 below presents the three BA (Linguistics) curricula:

Table 1. The Bachelor of Arts (Linguistics) curricula (Effective AY 2018-2019).

Courses	BA (Linguistics) Plan A	BA (Linguistics) Plan B	BA (Linguistics) Plan C Japanese	BA (Linguistics) Plan C Korean
Linguistics	45 units (u.)	45 u.	45 u.	45 u.
Foreign Language	FL 1 12 u. FL 2 6 u.	B Ind/Mal 24 u.	Japanese 39 u.	Korean 36 u.
Cognate	12 u.	6 u.	-	-
Social Science	12 u.	12 u.	12 u.	12 u.
General Education	45 u.	45 u.	45 u.	45 u.
Philippine Institutions	3 u.	3 u.	3 u.	3 u.
Total	135 units	135 units	144 units	141 units

4 The Current State of Asian Language Offerings at the Department

This section discusses the current state of Asian language offerings at the Department. It provides information about enrollment, faculty profiles, student programs and activities, and other related endeavors.

4.1 Course Offerings and Enrollment Statistics

The 2014 University General Catalogue lists ten Asian languages under the Department: Arabic, B Ind/Mal, Burmese, Chinese Mandarin, Hebrew, Hindi, Japanese, Korean, Persian and Thai. However, only seven of the languages mentioned have been offered in the past two and a half decades. It is not clear if classes in the other languages (i.e., Arabic, Burmese, and Hebrew) were actually offered as no data were available. The available data on the course offering of Asian languages from AY 2001 to 2024 are presented in Figure 1.

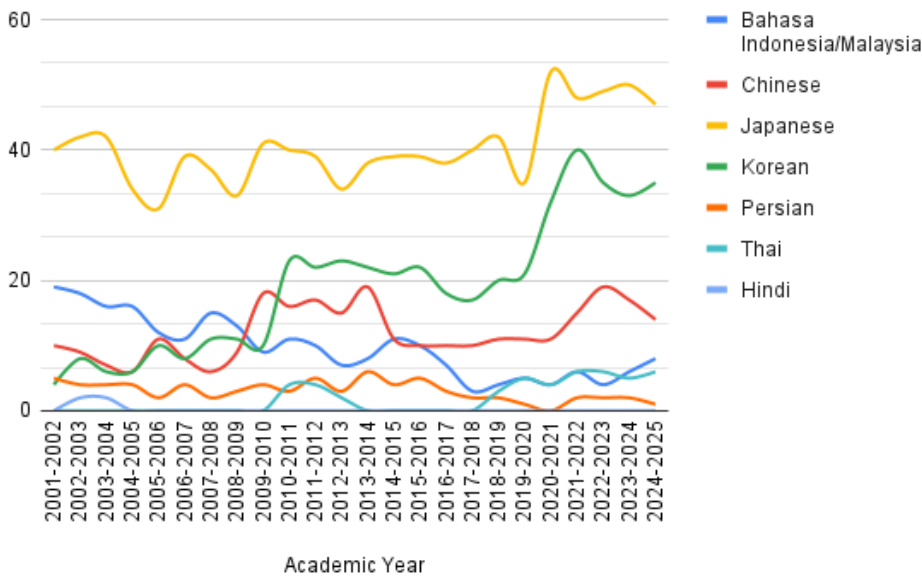


Figure 1. Course Offerings by Language per Academic Year (2001 to 2024)²¹

Except for Hindi, Persian, and Thai, all other languages had been offered for the past 24 academic years. Hindi classes were only offered from AY 2002 and AY 2003 while Persian was not offered in AY 2020. On the other hand, Thai classes were offered between AY 2010 and AY 2012 but were not available from AY 2013 until AY 2017. From AY 2018 to the present, however, Thai classes have been part of the Department’s regular course offerings.

The other languages, namely B Ind/Mal, Chinese, Japanese, and Korean, comprise 95% of the total language classes offered by the

²¹Data on student enrollment are based on reports generated from the UP Diliman Computerized Registration System (CRS).

Department, with Japanese having the highest number of sections opened, followed by Korean, Chinese, and finally B Ind/Mal. This same situation is expressed when reviewing the numbers for one academic year as seen by the details of class offerings for AY 2024-2025 presented in Figure 2.

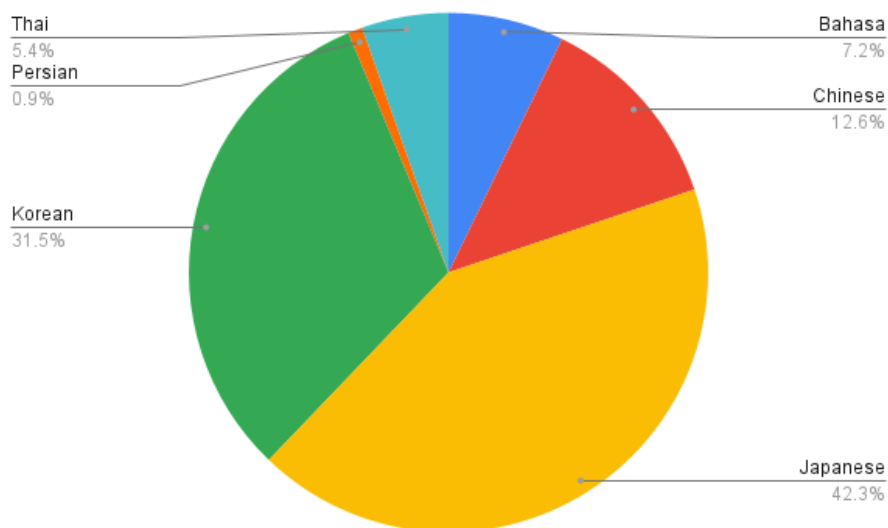


Figure 2. Number of Sections by Language for AY 2024-2025

In AY 2024-2025, a total of 111 classes of Asian languages were offered by the Department. Japanese classes had the highest number of classes with 47 sections, followed by Korean with 35 classes, Chinese with 14, B Ind/Mal with eight, Thai with six and Persian with one.

The number of classes offered is one of the factors that affect student enrollment. This is illustrated by the Figure 3, providing data on the number of enrollees in Asian language classes from the AY 2001-2002 to 2024-2025.

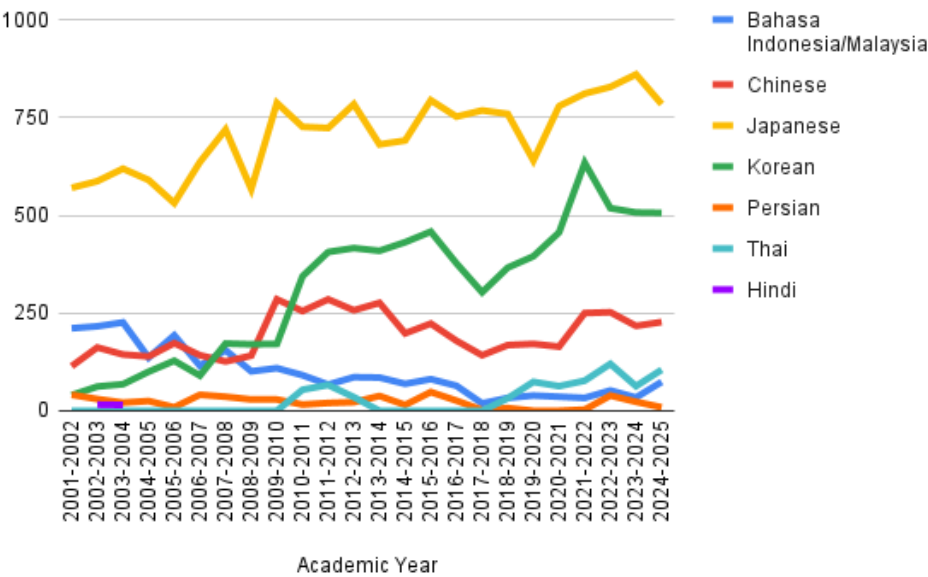


Figure 3. Student Enrollment by Language per Academic Year

Figure 3 clearly depicts a large variation in student enrollment among the language classes. In addition to the quantity of sections being offered, interest in the language also plays a vital role in a student's choice of language to enroll in. The East Asian languages, namely Japanese, Chinese (Mandarin), and Korean are the top three in terms of enrollment, with B Ind/Mal, Thai, and Persian following behind.

As Section 3 discussed, the Japanese language gained popularity among students from the mid-1990s and remains the Asian language course with the most number of enrollees at the Department. Aside from popular culture products like anime, manga, and J-pop being a reason for learning the language, there is general interest in Japan, its language, its and culture among students. From the mid-2010s,

some enrollees were also heritage learners. Professionally, the Japanese language is also seen as vital in pursuing further studies in Japan, or finding work in the Philippines and Japan.

Similar motivations could also explain the dramatic increase in the number of enrollments in Korean language courses, popular culture in particular. In recent years, we have seen an abundance of Korean content in various online streaming sites. The Philippines is also a regular stop for concerts and fan meets of various Korean artists while local companies, from apparel to food to household products, eagerly contract Korean artists as brand ambassadors.

A far third and fourth are Chinese (Mandarin) and B Ind/Mal classes. While enrollment statistics in these courses are far from the numbers of the two other East Asian languages, the numbers are steady across the years. Many of the students taking these two languages are interested in the geopolitics of the region while some Chinese class enrollees are heritage learners. In terms of popular culture, we can expect an increase in interest in the two languages with the rise of Mandopop, C-drama, as well as Indonesian horror films.

In the 2010s, Thai classes were relatively small. However, enrollment in Thai steadily grew from 2018. Similar to the case of the other languages, popular culture was among the motivations in the resurgence of interest in Thai language classes. A survey among students indicated their consumption of Thai content on social media, particularly Boys' Love (BL) series and Lakorn or Thai soap operas. Demand continues to rise with Thailand's promotion of cultural tourism, other forms of Thai entertainment, fan meets and similar events, as well as opportunities for further studies and work in Thailand.

4.2 Faculty Profile

The number of language classes offered is largely dependent on the number and availability of faculty who will handle these courses. Faculty members who have handled Asian language courses at the Department have either full-time or part-time employment in the University or have been delegated by embassies or cultural offices to teach under specific terms of reference.

Table 2 shows the current number of Asian language teachers of the Department as of AY 2025-2026. As can be seen from the table, the number of instructors per language corresponds to the enrollment statistics presented earlier.

Table 2. The Department’s Asian Language Faculty (as of AY 2025-2026).

Language	Total	Employment Status		Language Background		Degree		
		Full-time	Part-time	Non-native	Native	BA/BS	MA	PhD
Bahasa Indonesia/Malaysia	3	2	1	3	0	1	1	1
Chinese (Mandarin)	4	1	3	4 ²²	0	1	2	1
Japanese	13	5	8	12	1	7	4	2
Korean	8	3	5	6	2	2	3	3
Persian	1	0	1	1	0	0	0	1
Thai	2	1	1	1	1	0	1	1
Subtotal		12	19	27	4	11	11	9
Total		31		31		31		

²²All are heritage speakers.

All Asian languages, except for Persian, have full-time faculty members. However, part-time faculty members outnumber full-time ones. Part-time faculty members have no employer-employee relationship with the University, in other words, they are contracted solely to teach, unlike full-time faculty who are expected by the University to do research, extension, and administrative activities.

Filipino instructors are either heritage speakers or non-native speakers of the Asian languages they are teaching and have proficiency levels of at least intermediate in these languages. Most have participated in student exchange programs (during their undergraduate years) or in language and teacher training programs both in the Philippines and abroad. The Department's Asian language faculty come from a variety of academic backgrounds in both their undergraduate and graduate degrees, which include but are not limited to linguistics, language and literature, communication, tourism, and commerce.

Notable in the table is the big number of Japanese and Korean language instructors as compared to those of other languages. This was not the case more than two decades ago. Support from foreign institutions and the availability of student exchange programs were big factors in the development of the local language faculty—a huge step, no doubt, towards the sustainability of the program.

4.2.1 Support from Foreign Institutions

Japanese and Korean classes were initially handled by foreign nationals. The earliest dispatch of language experts and young teachers of Japanese to the University to teach the language was through The Japan Foundation (JF) in 1964 (Katagiri, 2002). Japanese language

advisers were hosted by the Department until 2007. During this period, higher-level courses were handled by Japanese language advisers while beginner- and intermediate-level classes were taught by Filipino²³ language teachers. The handling of higher-level Japanese language courses was gradually entrusted to local Japanese teachers in preparation for the termination of the dispatch of Japanese language specialists by the JF in 2007.

Korean language courses from the 1990s to the late 2000s were taught mainly by Korean nationals, e.g., graduate students and affiliate²⁴ faculty from other units of the University, who held lecturer positions at the Department. Institutional partnerships of the University brought in visiting professors from various Korean universities through the Korea Foundation (KF), and Korea Overseas Volunteers through Korea International Cooperation Agency (Bae, 2025). They handled Korean language courses at the Department, while some also taught Korean language and Korean studies courses at the Asian Center and the Center for International Studies. In addition, the establishment of the UP Korea Research Center (KRC) in April 2016 opened the Department's network to would-be Korean language faculty as they collaborate with the research center for events such as the Philippine Korean Studies Symposium (PKSS). More recently, the Department partnered with the Institute of East and West Studies of Yonsei University through the

²³Most Filipino instructors were products of the Philippine Institute of Japanese Language and Culture Foundation, Inc., who eventually studied or received training in Japan.

²⁴Among the instructors who taught Korean was Jonghwa Lee, a professor at the Institute of Chemistry

KF Global e-School program.²⁵ With the partnership, the Department hosts adjunct faculty from Yonsei University who handle online Korean language courses.

In the case of Persian, the appointment of Persian instructors is typically upon the recommendation of the Cultural Section of the Embassy of the Islamic Republic of Iran in the Philippines, under the Bilateral Research and Scientific Cooperation between the University and universities in Iran.

Evident from the Department's experience is the importance of strong (external) institutional support to maintain the regular offering of language classes. Meanwhile, the aggressive promotion of culture, popular culture in particular, is crucial in capturing the interest of students in learning a language in the first place. As with the case of Japanese and Korean, the sustainability of programs rests on the capacity building of local teachers. While continued (external) institutional support remains essential, the independence of local teachers enables them to explore various learning resources, experiment with different teaching methods and styles, and to contribute more to the field as they achieve professional growth.

4.2.2 Availability of Student-exchange Programs

Another notable result of formal agreements forged by the University with universities in different parts of the world are one- to two-semester study abroad programs for students. Many linguistics majors, especially

²⁵Through the program, the Asian Center also partners with the Asia Center of Seoul National University to offer online Korean language classes for their graduate students who specialize in Korea. The classes are also open to other students of the University.

those who have studied Japanese and Korean, were accepted to these programs which in turn advanced their proficiency in the language. This experience also opened other opportunities to advance their studies and take graduate courses in universities abroad. Eventually, some of them joined the Department as either full-time or part-time members of the faculty who handle Japanese and Korean language courses.

4.2.3 Participation in Teacher training Programs

As mentioned above, the Department's Asian language faculty come from a variety of academic backgrounds in both their undergraduate and graduate degrees. Only a handful have actual degrees related to education. Most of the faculty members started to teach because of their proficiency in the target language. They learn about pedagogical methods, class management, among others, while teaching. The faculty members are aware that aside from knowing what to teach, they should also be informed about how to teach. Thus, faculty members actively seek teacher training programs, either local or abroad, to improve their craft. The Department itself continues to encourage and support its faculty to participate in forums, training programs, group discussions, conduct research on language teaching and learning, as well as to develop their own resource materials.

4.3 Class Content

The Department's language classes are given three credit units, which is equivalent to 48 class hours per semester. Generally, Asian languages show similarities in topics or situations for language learning, particularly

at the elementary level. Common topics include self-introduction, family, shopping, daily activities, and preferences, all of which use basic grammar patterns. As students progress in their language learning journey, they encounter more complicated linguistic structures like causation, conjectures, and passivization, among others.

Notably, most Asian languages differ greatly from the languages used by Filipino learners in terms of syntactic structures, pronunciation and tones, and writing systems. For example, Japanese has three different writing systems while Thai is a tonal language with five contrastive tones. Because of these factors, a lot of class time is devoted to practicing these aspects of the target language. On the other hand, B Ind/Mal, being genetically related to Philippine languages, is relatively easier to acquire for Filipino learners given the similarity in grammar patterns and vocabulary, on top of also using the Roman alphabet like Filipino and English.

All four macro skills—reading, writing, listening, and speaking—are practiced from beginner-level classes. However, conversations among Asian language instructors reveal that classes are still predominantly grammar-based. Simple reading and short speaking activities are done to practice specific grammar patterns. If time becomes an issue, writing and listening practices are not done in the classroom, but are instead given as homework. This may be due to the fact that most textbooks used as reference materials focus mostly on grammar. Most of the materials are also published outside the Philippines so topics and situations need to be adapted to the local setting to make them more relevant to the learners' needs and experiences.

While the Department's language teachers agree on the main reference book to be used per language, they also use other learning materials and resources or create their own to supplement their teaching. They also encourage students to engage with real-world usage of their target languages, such as through social media, mainstream media, streaming sites, literature, and others so that the students are exposed to language used outside the classroom and textbook content.

Language teachers also create situations for students to actually use the language beyond textbook-based classroom exercises. Teachers invite native speakers (e.g., international students, foreign residents, etc.) on site and/or online to come participate in their classes, interact, and share or exchange ideas or experience with Filipino students. Recently, some Japanese language classes have engaged in tandem learning through online collaboration. This project was initiated in 2019 in collaboration with the Kyoto University of Foreign Studies where Filipino students learning Japanese interact with Japanese students learning English online. Through this initiative, Filipino students were able to practice their Japanese while Japanese students practiced their English.

Languages are not taught in isolation. As languages are carriers of culture, the incorporation of lessons and discussions on culture is an indispensable part of the Department's language classes.

5 Extension Program and Extracurricular Activities

As with the Department's research areas, the teaching of Asian and other languages is also incorporated into two of the Department's extension agendas:²⁶

1. Pursuant to its role of teaching the national languages of Asia, the Department shall also undertake extension activities on the teaching and promotion of Asian languages, and
2. In line with its goal of integrating linguistic knowledge into language pedagogy, the Department shall also endeavor to conduct extension activities fulfilling such objectives (UP Department of Linguistics, n.d.-b, *Extramural Programs* section).

This section introduces the Department's Extramural Classes in Asian Languages Program, and the academic and cultural activities it organizes in relation to the Asian languages.

5.1 Extramural Classes in Asian Languages

One of the Department's notable achievements is its Extramural Classes in Asian Languages Program. The Program started in 2008 as a response to the growing demand for non-credit Asian language classes from inside and outside the University, as well as to "accommodate students who were not able to enroll these languages during the regular semester due to the limited number of available slots" (UP Department of Linguistics,

²⁶In accordance with the Department's primary goal to become the center of researching and archiving the languages of the Philippines, its other extension agenda is the conduct of extension activities aimed at documenting, disseminating research, and/or educating the public about Philippine languages (UP Department of Linguistics, n.d.-b, *Extramural Programs* section).

2014, p. 7). The program aims to “reach out to people who would want to learn these languages in an institution like the University in line with their career needs/plans or personal interests” (UP Department of Linguistics, 2014, p. 7). Currently, regular offerings of extramural classes on B Ind/Mal, Chinese (Mandarin), Japanese, Korean, and Thai are available.

Extramural classes are offered for three cycles each year, with each cycle admitting around 600 to 700 enrollees across the different classes. Learners are a mix of professionals, civil servants, students, entrepreneurs, hobbyists, and others. Some of their learning motivations include personal and professional development, popular culture, heritage language learning, and business needs.

All classes used to be held on site until early 2020. With the stay-at-home orders due to the COVID-19 pandemic from mid-March of 2020, the classes shifted to online instruction. With the easing of restrictions in 2023 until the present, both online and on-site classes are made available. Having online classes had the positive effect of expanding the program’s reach to Filipinos throughout the nation and even abroad.

Under the Extramural Program, the Department also opens review classes for proficiency examinations in Asian languages such as the Japanese Proficiency Test (JLPT) and the Test of Proficiency in Korean (TOPIK). These classes are handled by Asian language faculty members with the assistance of senior BA (Linguistics) students taking the Plan C curriculum, making them a venue for mentoring potential language teachers.

The Extramural Program is an important venue for the Department and its Asian language faculty to try out new resources and teaching or

assessment styles; explore new classes such as courses for young learners, advanced learners, civil servants, or courses for particular language skills (e.g., reading, presentation), certain topics, or specific purposes (e.g., pop culture, business).

5.2 Academic Forums, Workshops, and Conferences

The Department is also proactive in organizing academic meetings to discuss and share knowledge on language teaching and learning principles and practices in addition to linguistic theories and research.

One of the major academic events of the Department is the Philippines Linguistics Congress (PLC)—an international conference that serves as a venue for presenting research outputs on Philippine languages and addressing language issues and use in different fields and contexts (UP Department of Linguistics, n.d.-a, *Conferences* section). While the PLC has Philippine languages as its focus, it also covers the application of linguistic theory to other disciplines in the Philippine contexts (e.g., language teaching and learning), as well as comparative studies between Philippine and foreign languages. Panels dedicated to (foreign) language education are also formed as many of the conference's participants are language teachers.

In 2017, the Department partnered with the Department of European Languages to organize the first Foreign Language Summit (FLS), a conference dedicated to the sharing of research and the state of foreign language education in the country. Various stakeholders from different regions and institutions were invited to discuss the

unique landscape of foreign language education in the Philippines. In addition, research on Filipino and other Philippine languages as foreign languages abroad were also presented.

Initially a regular part of the annual Linguistics Month celebration of the Department in August, the Asian Languages Forum featured talks by the Department's language instructors on teaching and learning Asian languages. Students of language classes were also invited to share their experiences and tips for developing their language proficiency (UP Department of Linguistics, n.d.-a, *Conferences* section). Since 2023, lectures and discussions on Asian language learning, language teaching, and language acquisition have been tagged under the lecture series Talks on Asian Languages (TAL). Previous TAL topics included oral reading fluency and error patterns of learners, bridging reading to speaking and writing, mastering tones in a foreign language, corpus-based comparative analysis of negation, language policy and education, and language education and global citizenship. Furthermore, Asian languages are also sometimes tackled in other Department academic events such as Lexicon Unpacked, Undergraduate and Graduate Student Colloquiums, and the like.

In addition to these, the Department also conducts the Summer Seminar in Linguistics, a seminar-workshop designed with (foreign) language teachers in mind, to encourage them to teach based on linguistic findings so they are better equipped when faced with questions about language structure and grammar (UP Department of Linguistics, 2014, p. 4). In recent years, the Department has partnered with institutions like the UP KRC, the JF Manila, the Association for Japanese-Language Teaching, the Kamenori Foundation, and

others, to co-organize language teaching workshops and forums like the PKSS Special Workshop for Language Teachers and the Philippine Nihongo Teacher's Forum. While these gatherings focus on Korean and Japanese, they are open to and are participated in by a broad spectrum of language educators from the country.

5.3 Cultural Events

Apart from academic events, the Department also holds activities that promote Asian cultures.

One of the most anticipated events among language students is the Asian Culture Fest (ACF). First held in 2017 with support from the JF Sakura Grant, it is a venue to showcase different aspects of various Asian cultures. Similar to a school festival, the ACF brings together different language classes (both undergraduate and extramural classes) who are invited to put up booths related to the culture of their target language, or stage a performance (e.g., contemporary or traditional dance, song, or similar activity) for the audience. The event is a form of experiential learning for the students. It also promotes collaboration, teamwork, and efficient management of tasks among classmates, as well as interaction and cooperation among the different classes. The invitation is also extended to relevant student organizations, international students in the University through the Office of International Linkages Diliman, and other institutional partners such as the JF Manila, UP KRC, Korean Cultural Center, Indonesian Embassy, and others.

Similar to the Asian Language Forum mentioned above, other activities related to promoting Asian cultures include the regular events at the Department's Linguistics Month celebration. Events in the past

involved sharing and discussion of topics like folklore and ghost stories, college life and relationships, job hunting, holiday celebrations, as well as hands-on activities on Asian scripts and calligraphy, designing masks, food preparation, traditional games, arts and crafts, and others. Similar activities are also held in language classes on a smaller scale, namely Thai day, Hangeul day, film showing, among others.

Beyond these events, the Department and its Asian language faculty also engage in other extension services such as language consultancy, curriculum and program development, facilitation of teacher training and workshops, translation and interpretation, language review of University agreements, proctoring of language exams, and so on.

6 Opportunities and Future Directions

The long history of the Department's Asian language program opened doors for the institution not only to provide courses in different languages but also higher-level courses, which effectively meet the needs of its learners.

6.1 The Department and its Role in Foreign Language Education in the Philippines

From the above discussion, we see how the Department possesses a unique perspective and approach in the teaching of Asian languages. Consistent with its mandate to study the languages of the Philippines and to help solve the language problems in the country, language teaching at the Department aims to balance theoretical linguistics knowledge with practical language skills. The Department's distinct

social science perspective also adds to this dimension, i.e., languages do not exist in a vacuum and socio-cultural factors influence them. This orientation is evident in the curriculum of the BA Linguistics program, where theoretical knowledge in linguistics is linked to practical knowledge in foreign languages, enabling students to conduct contrastive analyses of languages.

In addition to linguistic research on foreign languages and comparative analyses of Philippine and other languages, research on language pedagogy, whether big or small, is an area that the Department's language faculty needs to strengthen to fulfill the Department's mandate of improving the teaching of Asian languages based on the needs of Filipinos. In this way, the Department can contribute further to language education, on top of consultancy work that faculty members are currently involved in.

The Department plays a role in providing avenues for language teachers to conduct extension activities and academic meetings. Its partnerships with various institutions have extended the Department's reach to include a wider audience and have allowed it to tap aspiring teachers and language scholars. In the past decade, the Department's language teachers have been engaged in mentoring albeit informally. Specifically, Japanese language teachers served as supervisors and mentors of potential teachers through the NIHONGO Partners Program²⁷ and the SEND Program.²⁸ The Department also accepted Japanese

²⁷A program of the Japan Foundation that sends Japanese nationals to educational institutions in Asia to work as partners of Japanese language teachers and students. The Department accepted a total of 7 Nihongo Partners from 2014 to 2019.

²⁸Chuo University's Student Exchange Nippon Discovery (SEND) Program where student participants, after receiving training to teach the Japanese language, visit an

language teaching interns from the Mindanao Kokusai Daigaku (2019) and the Tokyo University of Foreign Studies (2018-2019). In addition, the Department also taps promising Linguistics (Plan C) majors to assist in the conduct of Japanese language review classes for the Japanese Language Proficiency Test (JLPT).

In addition, regarding the Department's long history of foreign language teaching and its faculty development plan and practices, both full-time and part-time faculty members are recognized in language education communities as they have provided language consultancy, taken part in technical panels, designed language-related programs and curricula, engaged in teachers' pre-service training, been involved in the establishment of new language programs in academic institutions, as well have provided language and research assessments.

6.2 The Next Steps for the Department's Asian Language Program

The Department's Asian language faculty, both individually and as a collective, continue to look into and adopt innovative ways of handling language classes. With advancements in technology and partnerships with institutions within and outside the country, the Department has explored tandem learning and videoconferencing with counterpart institutions. Efforts like these should be strengthened and expanded to provide students with more opportunities to learn languages through interaction and collaboration with their peers outside the University.

education institution outside Japan to support Japanese language classes and participate in events that introduce Japanese culture. The Department accepted a total of 8 SEND Program participants from 2013 to 2016.

The Department continually strives to incorporate relevant 21st century skills into its classes to better prepare its students for this ever-changing and complex world.

Like languages, the Department does not exist in a vacuum. Changes in society and the needs of Filipino learners clearly affect the Department's Asian language program. One issue that the Department needs to address is (course) articulation. With the introduction of the Special Program for Foreign Languages in basic education, the proliferation of online language courses and language learning applications, and the abundance of information online, learners enrolled in the Department's language classes vary in terms of language exposure and learning backgrounds. While the Department performs pre-enrollment assessments, the process needs to be made more efficient and systematic. In order to make it so, the Department has started discussions on how to map out competencies across the different Asian languages, and hopes to eventually come up with a curriculum map for its language courses as well. In addition, formal course articulation procedures need to be established through curricular revision.

Considering how fast the world is changing, the Department needs to constantly review its program curricula to ensure that they keep up with the times and are able to meet the needs of its students and the society at large, while still being consistent with the mandate of the Department. Conducting studies focusing on students' learning experience, i.e., motivations, learning strategies, among others will greatly inform the Department's program review. Recent advancements in technology such as artificial intelligence pose challenges as well as opportunities for the language education sector. It is, therefore,

necessary that the Department continually revisit its pedagogy to counter these threats or take advantage of opportunities to advance instruction.

While not an immediate priority, developing language courses with low student demand or the possible unavailability of instructors is always at the back of the Department's mind. Ensuring the continued offering of the different Asian languages is always considered when mapping out its faculty development plan. Likewise, the possibility of instituting courses on languages like Vietnamese, Chinese Hokkien and Cantonese, among others, is a recurrent topic in Department discussions. The Department strives to continue offering even undersubscribed languages while balancing the need to comply with University guidelines and facing resource constraints. Being a relatively small academic unit, many of the Department's courses started with very few students, until they gained traction and eventually grew in enrollment. Moreover, being an institution that studies languages, the Department values the diversity of languages and cultures, whether local or foreign. Being carriers of cultures and traditions, every language gives us a unique perspective to see and interact with the world (United Nations University Institute for Environment and Human Security [UNU-EHS], 2023).

7 Conclusion and Recommendations

Tracing the development of the Asian language program of the Department of Linguistics presents us with a myriad of reasons for the institution and further development of language courses. Its first 50 years valued historical contact, geopolitics, shared vision, and bilateral relations, while the next 50 years centered on economics, employment,

education, and entertainment. This seemingly indicates a shift in our language needs from social to personal, perhaps reflecting how social institutions see (foreign) languages now—skills necessary to be globally competitive.

Despite the challenges discussed in this paper, the Department continues to uphold its mandate to promote Philippine and other Asian languages. Indeed, foreign language skills open opportunities for our personal and professional growth. Beyond their economic utility, however, learning a (foreign) language broadens our worldview and helps us understand and appreciate various cultures. We can definitely say that (foreign) language education at the University contributes to shaping the ideal UP student who embodies the qualities of a liberally educated person.

The paper presented the Department's experience in terms of Asian language teaching. Retrieving other University documents and interviewing relevant individuals can provide further context for the institution and offering of Asian language courses. Moreover, broadening the paper's scope to language education in the University as a whole, i.e., including the offering of Filipino and other Philippine languages, English, and European languages, will tell us the various roles different languages play in the University. Examining the curricula of different degree programs, particularly those that include (foreign) languages as required or optional courses, can also inform us how languages figure in various disciplines. On the students' side, exploring learner motivation, learning style, and learning objectives will give us a fuller picture of language education, and will allow us to identify and address possible mismatch in language teaching and learning.

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9 Appendix: List of Asian Language Courses under the Department of Linguistics²⁹

The University of the Philippines General Catalogue 1952-1953,
pp. 148-150

Chinese 10 - Elementary Chinese
Chinese 11 - Elementary Chinese
Chinese 12 - Intermediate Chinese
Chinese 13 - Intermediate Chinese
Chinese 50 - The Amoy Colloquial
Chinese 51 - The Amoy Colloquial
Chinese 100 - Advanced Chinese
Chinese 101 - Advanced Chinese

Japanese 10 - Elementary Japanese
Japanese 11 - Elementary Japanese
Japanese 12 - Intermediate Japanese
Japanese 13 - Intermediate Japanese
Japanese 100 - Advanced Japanese
Japanese 101 - Advanced Japanese

Malay 10 - Elementary Malay
Malay 11 - Elementary Malay
Malay 12 - Intermediate Malay
Malay 13 - Intermediate Malay

Tagalog 1 - Composition
Tagalog 2 - Rhetoric
Tagalog 21 - Advanced Grammar
Tagalog 22 - Advanced Grammar
Tagalog 106 - Survey of Tagalog Literature
Tagalog 107 - Prose
Tagalog 108 - Poetry
Tagalog 109 - Short Story
Tagalog 110 - Journalism

²⁹Courses marked with [*] are those not listed in the immediately preceding catalogue.

University of the Philippines General Catalogue 1968-1969, p. 250

Chinese

- 10 - Elementary Chinese
- 11 - Elementary Chinese
- 12 - Intermediate Chinese
- 13 - Intermediate Chinese
- 100 - Advanced Chinese
- 101 - Advanced Chinese
- *102 - Introduction to Chinese Literature
- *103 - Introduction to Chinese Literature
- *104 - Chinese Poetry

Japanese

- 10 - Elementary Japanese
- 11 - Elementary Japanese
- 12 - Intermediate Japanese
- 13 - Intermediate Japanese
- 100 - Advanced Japanese
- 101 - Advanced Japanese

Malay

- 10 - Elementary Malay
- 11 - Elementary Malay
- 12 - Intermediate Malay
- 13 - Intermediate Malay

University of the Philippines General Catalogue 1972-1973, p. 133

***Burmese**

- *10 - Elementary Burmese
- *11 - Elementary Burmese
- *12 - Intermediate Burmese
- *13 - Intermediate Burmese

Chinese

- 10 - Elementary Chinese
- 11 - Elementary Chinese
- 12 - Intermediate Chinese
- 13 - Intermediate Chinese
- 100 - Advanced Chinese
- 101 - Advanced Chinese
- 102 - Introduction to Chinese Literature
- 103 - Introduction to Chinese Literature
- 104 - Chinese Poetry

***Indonesian**

- *10 - Elementary Indonesian
- *11 - Elementary Indonesian
- *12 - Intermediate Indonesian
- *13 - Intermediate Indonesian

Japanese

- 10 - Elementary Japanese
- 11 - Elementary Japanese
- 12 - Intermediate Japanese
- 13 - Intermediate Japanese
- 100 - Advanced Japanese
- 101 - Advanced Japanese

Malay

- 10 - Elementary Malay
- 11 - Elementary Malay
- 12 - Intermediate Malay
- 13 - Intermediate Malay

***Thai**

- *10 - Elementary Thai
- *11 - Elementary Thai
- *12 - Intermediate Thai
- *13 - Intermediate Thai

**University of the Philippines System University Catalogue II 77/78,
pp. 399-400**

***Arabic**

- *I₀ - Elementary Arabic I
- *I₁ - Elementary Arabic I
- *I₂ - Intermediate Arabic I
- *I₃ - Intermediate Arabic II
- *I₀₀ - Advanced Arabic I
- *I₀₁ - Advanced Arabic II
- *I₁₀ - Readings in Arabic
- *I₁₁ - Advanced Composition in Arabic

Bahasa Indonesia/Malay

- I₀ - Elementary Bahasa Indonesia/Malay I
- I₁ - Elementary Bahasa Indonesia/Malay II
- I₂ - Intermediate Bahasa Indonesia/Malay I
- I₃ - Intermediate Bahasa Indonesia/Malay II
- I₀₀ - Advanced Bahasa Indonesia/Malay I
- I₀₁ - Advanced Bahasa Indonesia/Malay II
- I₁₀ - Readings in Bahasa Indonesia/Malay
- I₁₁ - Advanced Composition in Bahasa Indonesia/Malay

Burmese

- I₀ - Elementary Burmese
- I₁ - Elementary Burmese
- I₂ - Intermediate Burmese
- I₃ - Intermediate Burmese

Chinese

- I₀ - Elementary Chinese
- I₁ - Elementary Chinese
- I₂ - Intermediate Chinese
- I₃ - Intermediate Chinese
- I₀₀ - Advanced Chinese
- I₀₁ - Advanced Chinese
- *I₁₀ - Readings in Chinese
- *I₁₁ - Advanced Composition in Chinese

Asian Language Teaching in the Philippines

***Hindi**

- *I0 - Elementary Hindi I
- *I1 - Elementary Hindi I
- *I2 - Intermediate Hindi I
- *I3 - Intermediate Hindi II
- *I00 - Advanced Hindi I
- *I01 - Advanced Hindi II
- *I10 - Readings in Hindi
- *I11 - Advanced Composition in Hindi

Chinese

- I0 - Elementary Japanese
- I1 - Elementary Japanese
- I2 - Intermediate Japanese
- I3 - Intermediate Japanese
- I00 - Advanced Japanese
- I01 - Advanced Japanese
- *I10 - Readings in Japanese
- *I11 - Advanced Composition in Japanese

Thai

- I0 - Elementary Thai
- I1 - Elementary Thai
- I2 - Intermediate Thai
- I3 - Intermediate Thai
- ,

**University of the Philippines General Catalogue Volume II '83/'84,
pp. 317-319**

Arabic

- 10 - Elementary Arabic I
- 11 - Elementary Arabic I
- 12 - Intermediate Arabic I
- 13 - Intermediate Arabic II
- 100 - Advanced Arabic I
- 101 - Advanced Arabic II
- 110 - Readings in Arabic
- 111 - Advanced Composition in Arabic

Bahasa Indonesia/Malay

- 10 - Elementary Bahasa Indonesia/Malay I
- 11 - Elementary Bahasa Indonesia/Malay I
- 12 - Intermediate Bahasa Indonesia/Malay I
- 13 - Intermediate Bahasa Indonesia/Malay II
- 100 - Advanced Bahasa Indonesia/Malay I
- 101 - Advanced Bahasa Indonesia/Malay II
- 110 - Readings in Bahasa Indonesia/Malay
- 111 - Advanced Composition in Bahasa Indonesia/Malay

Burmese

- 10 - Elementary Burmese
- 11 - Elementary Burmese
- 12 - Intermediate Burmese
- 13 - Intermediate Burmese

Chinese

- 10 - Elementary Chinese
- 11 - Elementary Chinese
- 12 - Intermediate Chinese
- 13 - Intermediate Chinese
- 100 - Advanced Chinese
- 101 - Advanced Chinese
- 110 - Readings in Chinese
- 111 - Advanced Composition in Chinese

***Hebrew**

- *10 - Elementary Hebrew I
- *11 - Elementary Hebrew II
- *12 - Intermediate Hebrew I
- *13 - Intermediate Hebrew II

Hindi

- 10 - Hindi I
- 11 - Elementary Hindi I
- 12 - Intermediate Hindi I
- 13 - Intermediate Hindi II
- 100 - Advanced Hindi I
- 101 - Advanced Hindi II
- 110 - Readings in Hindi
- 111 - Advanced Composition in Hindi

Japanese

- 10 - Elementary Japanese
- 11 - Elementary Japanese
- 12 - Intermediate Japanese
- 13 - Intermediate Japanese
- 100 - Advanced Japanese
- 101 - Advanced Japanese
- 110 - Readings in Japanese
- 111 - Advanced Composition in Japanese

Thai

- 10 - Elementary Thai
- 11 - Elementary Thai
- 12 - Intermediate Thai
- 13 - Intermediate Thai

**University of the Philippines Diliman General Catalogue 1990-1991,
pp. 177-178**

Arabic

- 10 - Elementary Arabic I
- 11 - Elementary Arabic I
- 12 - Intermediate Arabic I
- 13 - Intermediate Arabic II
- 100 - Advanced Arabic I
- 101 - Advanced Arabic II
- 110 - Readings in Arabic
- 111 - Advanced Composition in Arabic

Bahasa Indonesia/Malay

- 10 - Elementary Bahasa Indonesia/Malay I
- 11 - Elementary Bahasa Indonesia/Malay I
- 12 - Intermediate Bahasa Indonesia/Malay I
- 13 - Intermediate Bahasa Indonesia/Malay II
- 100 - Advanced Bahasa Indonesia/Malay I
- 101 - Advanced Bahasa Indonesia/Malay II
- 110 - Readings in Bahasa Indonesia/Malay
- 111 - Advanced Composition in Bahasa Indonesia/Malay

Burmese

- 10 - Elementary Burmese
- 11 - Elementary Burmese
- 12 - Intermediate Burmese
- 13 - Intermediate Burmese

Chinese

- 10 - Elementary Chinese
- 11 - Elementary Chinese
- 12 - Intermediate Chinese
- 13 - Intermediate Chinese
- 100 - Advanced Chinese
- 101 - Advanced Chinese
- 110 - Readings in Chinese
- 111 - Advanced Composition in Chinese

Asian Language Teaching in the Philippines

Hebrew

- 10 - Elementary Hebrew I
- 11 - Elementary Hebrew II
- 12 - Intermediate Hebrew I
- 13 - Intermediate Hebrew II

Hindi

- 10 - Hindi I
- 11 - Elementary Hindi I
- 12 - Intermediate Hindi I
- 13 - Intermediate Hindi II
- 100 - Advanced Hindi I
- 101 - Advanced Hindi II
- 110 - Readings in Hindi
- 111 - Advanced Composition in Hindi

Japanese

- 10 - Elementary Japanese
- 11 - Elementary Japanese
- 12 - Intermediate Japanese
- 13 - Intermediate Japanese
- 100 - Advanced Japanese
- 101 - Advanced Japanese
- 110 - Readings in Japanese
- 111 - Advanced Composition in Japanese

*Koreyano

- *10 - Elementaring Koreyano I
- *11 - Elementaring Koreyano II
- *12 - Intermidyet na Koreyano I
- *13 - Intermidyet na Koreyano II

Thai

- 10 - Elementary Thai
- 11 - Elementary Thai
- 12 - Intermediate Thai
- 13 - Intermediate Thai

**University of the Philippines Diliman General Catalogue 1996-1998,
pp. 219-220**

Arabik (Arabic)

- 10 - Elementaring Arabik I (Elementary Arabic I)
- 11 - Elementaring Arabik II (Elementary Arabic II)
- 12 - Intermidyet na Arabik I (Intermediate Arabic I)
- 13 - Intermidyet na Arabik II (Intermediate Arabic II)
- 100 - Advans na Arabik I (Advanced Arabic I)
- 101 - Advans na Arabik II (Advanced Arabic II)
- 110 - Mga Babasahin sa Arabik (Readings in Arabic)
- 111 - Advans na Komposisyon sa Arabik (Advanced Composition in Arabic)

Bahasa Indonesia/Malay (B. Indonesian/Malay)

- 10 - Elementaring Bahasa Indonesia/Malay I (Elementary Indonesian/Malay I)
- 11 - Elementaring Bahasa Indonesia/Malay II (Elementary Indonesian/Malay II)
- 12 - Intermidyet na Bahasa Indonesia/Malay I (Intermediate Indonesian/Malay I)
- 13 - Intermidyet na Bahasa Indonesia/Malay II (Intermediate Indonesian/Malay II)
- 100 - Advans na Bahasa Indonesia/Malay I (Advanced Indonesian/Malay I)
- 101 - Advans na Bahasa Indonesia/Malay II (Advanced Indonesian/Malay II)
- 110 - Mga Babasahin sa Bahasa Indonesia/Malay (Readings in Indonesian/Malay)
- 111 - Advans na Komposisyon sa Bahasa Indonesia/Malay
(Advanced Composition in Indonesian/Malay)

Myanmar (Burmese)

- 10 - Elementaring Myanmar I (Elementary Burmese I)
- 11 - Elementaring Myanmar II (Elementary Burmese II)
- 12 - Intermidyet na Myanmar I (Intermediate Burmese I)
- 13 - Intermidyet na Myanmar II (Intermediate Burmese II)

Intsik (Chinese)

- 10 - Elementaring Intsik I (Elementary Chinese I)
- 11 - Elementaring Intsik II (Elementary Chinese II)
- 12 - Intermidyet na Intsik I (Intermediate Chinese I)
- 13 - Intermidyet na Intsik II (Intermediate Chinese II)
- 100 - Advans na Intsik I (Advanced Chinese I)
- 101 - Advans na Intsik II (Advanced Chinese II)
- 110 - Mga Babasahin sa Intsik (Readings in Chinese)
- 111 - Advans na Komposisyon sa Intsik (Advanced Composition in Chinese)

Asian Language Teaching in the Philippines

Hibro (Hebrew)

- 10 - Elementaring Hibro I (Elementary Hebrew I)
- 11 - Elementaring Hibro II (Elementary Hebrew II)
- 12 - Intermidyet na Hibro I (Intermediate Hebrew I)
- 13 - Intermidyet na Hibro II (Intermediate Hebrew II)

Hindi

- 10 - Elementaring Hindi I (Elementary Hindi I)
- 11 - Elementaring Hindi II (Elementary Hindi II)
- 12 - Intermidyet na Hindi I (Intermediate Hindi I)
- 13 - Intermidyet na Hindi II (Intermediate Hindi II)
- 100 - Advans na Hindi I (Advanced Hindi I)
- 101 - Advans na Hindi II (Advanced Hindi II)
- 110 - Mga Babasahin sa Hindi (Readings in Hindi)
- 111 - Advans na Komposisyon sa Hindi (Advanced Composition in Hindi)

Hapon (Japanese)

- 10 - Elementaring Hapon I (Elementary Japanese I)
- 11 - Elementaring Hapon II (Elementary Japanese II)
- 12 - Intermidyet na Hapon I (Intermediate Japanese I)
- 13 - Intermidyet na Hapon II (Intermediate Japanese II)
- 100 - Advans na Hapon I (Advanced Japanese I)
- 101 - Advans na Hapon II (Advanced Japanese II)
- 110 - Mga Babasahin sa Hapon (Readings in Japanese)
- 111 - Advans na Komposisyon sa Hapon (Advanced Composition in Japanese)

Koreyano

- 10 - Elementaring Koreyano I
- 11 - Elementaring Koreyano II
- 12 - Intermidyet na Koreyano I
- 13 - Intermidyet na Koreyano II

***Persyan (Persian)**

- *10 - Elementaring Persyan I (Elementary Persian I)
- *11 - Elementaring Persyan II (Elementary Persian II)
- *12 - Intermidyet na Persyan I (Intermediate Persian I)
- *13 - Intermidyet na Persyan II (Intermediate Persian II)

Thai

- 10 - Elementaring Thai (Elementary Thai)
- 11 - Elementaring Thai (Elementary Thai)
- 12 - Intermidyet na Thai (Intermediate Thai)
- 13 - Intermidyet na Thai (Intermediate Thai)

**University of the Philippines Diliman General Catalogue 2004-2010,
pp. 321-322**

Arabik (Arabic)

- 10 - Elementaring Arabik I (Elementary Arabic I)
- 11 - Elementaring Arabik II (Elementary Arabic II)
- 12 - Intermidyet na Arabik I (Intermediate Arabic I)
- 13 - Intermidyet na Arabik II (Intermediate Arabic II)
- 100 - Advans na Arabik I (Advanced Arabic I)
- 101 - Advans na Arabik II (Advanced Arabic II)
- 110 - Mga Babasahin sa Arabik (Readings in Arabic)
- 111 - Advans na Komposisyon sa Arabik (Advanced Composition in Arabic)

Bahasa Indo/Malay (B. Indonesian/Malay)

- 10 - Elementaring Bahasa Indonesia/Malay I (Elementary Indonesian/Malay I)
- 11 - Elementaring Bahasa Indonesia/Malay II (Elementary Indonesian/Malay II)
- 12 - Intermidyet na Bahasa Indonesia/Malay I (Intermediate Indonesian/Malay I)
- 13 - Intermidyet na Bahasa Indonesia/Malay II (Intermediate Indonesian/Malay II)
- 100 - Advans na Bahasa Indonesia/Malay I (Advanced Indonesian/Malay I)
- 101 - Advans na Bahasa Indonesia/Malay II (Advanced Indonesian/Malay II)
- 110 - Mga Babasahin sa Bahasa Indonesia/Malay (Readings in Indonesian/Malay)
- 111 - Advans na Komposisyon sa Bahasa Indonesia/Malay
(Advanced Composition in Indonesian/Malay)

Myanmar (Burmese)

- 10 - Elementaring Myanmar I (Elementary Burmese I)
- 11 - Elementaring Myanmar II (Elementary Burmese II)
- 12 - Intermidyet na Myanmar I (Intermediate Burmese I)
- 13 - Intermidyet na Myanmar II (Intermediate Burmese II)

Hapon (Japanese)

- 10 - Elementaring Hapon I (Elementary Japanese I)
- 11 - Elementaring Hapon II (Elementary Japanese II)
- 12 - Intermidyet na Hapon I (Intermediate Japanese I)
- 13 - Intermidyet na Hapon II (Intermediate Japanese II)
- *20 - Pagbasa sa Hapon (Reading in Japanese)
- 100 - Advans na Intsik I (Advanced Japanese I)
- 101 - Advans na Hapon II (Advanced Japanese II)
- 110 - Mga Babasahin sa Hapon (Readings in Japanese)
- 111 - Advans na Komposisyon sa Hapon (Advanced Composition in Japanese)
- *112 - Advans na Kanji (Advanced Kanji)
- *113 - Pagsasalin (Japanese Translation)
- *121 - Pagbasa ng Dyaryong Hapon (Reading Japanese Newspaper)
- *122 - Advans na Pagbasa I (Advanced Reading I)
- *123 - Advans na Pagbasa II (Advanced Reading II)
- *124 - Sayantifik at Teknikal na Hapon (Scientific & Technical Japanese)
- *141 - Kasaysayan at Teknikal na Hapon (Scientific & Technical Japanese) (*sic*)
- *142 - Semantiks na Hapon (Japanese Semantics)

Hibro (Hebrew)

- 10 - Elementaring Hibro I (Elementary Hebrew I)
- 11 - Elementaring Hibro II (Elementary Hebrew II)
- 12 - Intermidyet na Hibro I (Intermediate Hebrew I)
- 13 - Intermidyet na Hibro II (Intermediate Hebrew II)

Hindi

- 10 - Elementaring Hindi I (Elementary Hindi I)
- 11 - Elementaring Hindi II (Elementary Hindi II)
- 12 - Intermidyet na Hindi I (Intermediate Hindi I)
- 13 - Intermidyet na Hindi II (Intermediate Hindi II)
- 100 - Advans na Hindi I (Advanced Hindi I)
- 101 - Advans na Hindi II (Advanced Hindi II)
- 110 - Mga Babasahin sa Hindi (Readings in Hindi)
- 111 - Advans na Komposisyon sa Hindi (Advanced Composition in Hindi)

Intsik (Chinese)

- 10 - Elementaring Intsik I (Elementary Chinese I)
- 11 - Elementaring Intsik II (Elementary Chinese II)
- 12 - Intermidyet na Intsik I (Intermediate Chinese I)
- 13 - Intermidyet na Intsik II (Intermediate Chinese II)
- 100 - Advans na Intsik I (Advanced Chinese I)
- 101 - Advans na Intsik II (Advanced Chinese II)
- 110 - Mga Babasahin sa Intsik (Readings in Chinese)
- 111 - Advans na Komposisyon sa Intsik (Advanced Composition in Chinese)

Koreyano

- 10 - Elementaring Koreyano I
- 11 - Elementaring Koreyano II
- 12 - Intermidyete na Koreyano I
- 13 - Intermidyete na Koreyano II

Persyan (Persian)

- 10 - Elementaring Persyan I (Elementary Persian I)
- 11 - Elementaring Persyan II (Elementary Persian II)
- 12 - Intermidyete na Persyan I (Intermediate Persian I)
- 13 - Intermidyete na Persyan II (Intermediate Persian II)

Thai

- 10 - Elementaring Thai (Elementary Thai)
- 11 - Elementaring Thai (Elementary Thai)
- 12 - Intermidyete na Thai (Intermediate Thai)
- 13 - Intermidyete na Thai (Intermediate Thai)

**University of the Philippines Diliman General Catalogue 2014,
pp. 513-515**

Arabik (Arabic)

- 10 - Elementaring Arabik I (Elementary Arabic I)
- 11 - Elementaring Arabik II (Elementary Arabic II)
- 12 - Intermidyet na Arabik I (Intermediate Arabic I)
- 13 - Intermidyet na Arabik II (Intermediate Arabic II)
- 100 - Advans na Arabik I (Advanced Arabic I)
- 101 - Advans na Arabik II (Advanced Arabic II)
- 110 - Mga Babasahin sa Arabik (Readings in Arabic)
- 111 - Advans na Komposisyon sa Arabik (Advanced Composition in Arabic)

Bahasa Indonesia/Malay (B. Ind/Mal)

- 10 - Elementaring Bahasa Indonesia/Malay I (Elementary Indonesian/Malay I)
- 11 - Elementaring Bahasa Indonesia/Malay II (Elementary Indonesian/Malay II)
- 12 - Intermidyet na Bahasa Indonesia/Malay I (Intermediate Indonesian/Malay I)
- 13 - Intermidyet na Bahasa Indonesia/Malay II (Intermediate Indonesian/Malay II)
- 100 - Advans na Bahasa Indonesia/Malay I (Advanced Indonesian/Malay I)
- 101 - Advans na Bahasa Indonesia/Malay II (Advanced Indonesian/Malay II)
- 110 - Mga Babasahin sa Bahasa Indonesia/Malay (Readings in Indonesian/Malay)
- 111 - Advans na Komposisyon sa Bahasa Indonesia/Malay
(Advanced Composition in Indonesian/Malay)
- 111 - Advans na Komposisyon sa Bahasa Indonesia/Malaysia
(Advanced Composition in Bahasa Indonesia/Malaysia)

Myanmar (Burmese)

- 10 - Elementaring Myanmar I (Elementary Burmese I)
- 11 - Elementaring Myanmar II (Elementary Burmese II)
- 12 - Intermidyet na Myanmar I (Intermediate Burmese I)
- 13 - Intermidyet na Myanmar II (Intermediate Burmese II)

Hapon (Japanese)

- 10 - Elementaring Hapon I (Elementary Japanese I)
- 11 - Elementaring Hapon II (Elementary Japanese II)
- 12 - Intermidyet na Hapon I (Intermediate Japanese I)
- 13 - Intermidyet na Hapon II (Intermediate Japanese II)
- 20 - Pagbasa sa Hapon (Reading in Japanese)
- 100 - Advans na Hapon I (Advanced Japanese I)
- 101 - Advans na Hapon II (Advanced Japanese II)
- 110 - Mga Babasahin sa Hapon (Readings in Japanese)
- 111 - Advans na Komposisyon sa Hapon (Advanced Composition in Japanese)
- 112 - Advans na Kanji (Advanced Kanji)
- 113 - Pagsasalin (Japanese Translation)
- 121 - Pagbasa ng Dyaryong Hapon (Reading Japanese Newspaper)
- 122 - Advans na Pagbasa I (Advanced Reading I)
- 123 - Advans na Pagbasa II (Advanced Reading II)
- 124 - Sayantipiko at Teknikal na Hapon (Scientific & Technical Japanese)
- 141 - Kasaysayang Wikang Hapon (History of the Japanese Language)
- 142 - Semantiks na Hapon (Japanese Semantics)

Hibro (Hebrew)

- 10 - Elementaring Hibro I (Elementary Hebrew I)
- 11 - Elementaring Hibro II (Elementary Hebrew II)
- 12 - Intermidyet na Hibro I (Intermediate Hebrew I)
- 13 - Intermidyet na Hibro II (Intermediate Hebrew II)

Hindi

- 10 - Elementaring Hindi I (Elementary Hindi I)
- 11 - Elementaring Hindi II (Elementary Hindi II)
- 12 - Intermidyet na Hindi I (Intermediate Hindi I)
- 13 - Intermidyet na Hindi II (Intermediate Hindi II)
- 100 - Advans na Hindi I (Advanced Hindi I)
- 101 - Advans na Hindi II (Advanced Hindi II)
- 110 - Mga Babasahin sa Hindi (Readings in Hindi)
- 111 - Advans na Komposisyon sa Hindi (Advanced Composition in Hindi)

Intsik (Chinese)

- 10 - Elementaring Intsik I (Elementary Chinese I)
- 11 - Elementaring Intsik II (Elementary Chinese II)
- 12 - Intermidyet na Intsik I (Intermediate Chinese I)
- 13 - Intermidyet na Intsik II (Intermediate Chinese II)
- 100 - Advans na Intsik I (Advanced Chinese I)
- 101 - Advans na Intsik II (Advanced Chinese II)
- 110 - Mga Babasahin sa Intsik (Readings in Chinese)
- 111 - Advans na Komposisyon sa Intsik (Advanced Composition in Chinese)

Koreyano

- 10 - Elementaring Koreyano I
- 11 - Elementaring Koreyano II
- 12 - Intermidyet na Koreyano I
- 13 - Intermidyet na Koreyano II

Persyan (Persian)

- 10 - Elementaring Persyan I (Elementary Persian I)
- 11 - Elementaring Persyan II (Elementary Persian II)
- 12 - Intermidyet na Persyan I (Intermediate Persian I)
- 13 - Intermidyet na Persyan II (Intermediate Persian II)

Thai

- 10 - Elementaring Thai (Elementary Thai)
- 11 - Elementaring Thai (Elementary Thai)
- 12 - Intermidyet na Thai (Intermediate Thai)
- 13 - Intermidyet na Thai (Intermediate Thai)

Language courses instituted in 2018

Hapon (Japanese)

*I20 - Pagbasa sa Hapon (Reading in Japanese)

Koreyano

*I00 - Advans na Koreyano I (Advanced Korean I)

*I01 - Advans na Koreyano II (Advanced Korean II)

*I10 - Advans na Komposisyon sa Koreyano I (Advanced Composition in Korean I)

*I11 - Advans na Komposisyon sa Koreyano II (Advanced Composition in Korean II)

*I12 - Panimulang Hanja (Basic Hanja)

*I13 - Pagsasalin sa Wikang Koreyano (Korean Translation)

*I20 - Advans na Pagbasa sa Koreyano I (Advanced Reading in Korean I)

*I21 - Advans na Pagbasa sa Koreyano II (Advanced Reading in Korean II)

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