

Corpus Planning and Tri-Media Enhancement of Intellectualized Filipino for Mass Communication

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ABSTRACT

In the Philippines, education, history and topography dictated why the medium of communication in many fields including broadcast and print media is English. But when Filipino was constitutionalized in 1987, corpus planning in the national language has given of great importance by the *Komisyon sa Wikang Filipino* (KWF) to intellectualized and create a standardized jargon for mass communication. Though translated lexes were printed in Filipino books and taught in higher education institutions (HEIs.) there is no measure on the usability and acceptability of the lexes. Following Haugen's and Ferguson's language planning concepts this paper focused on the utilization importance of the lexes for mass communication as surveyed to students who undergone on-the-job training in different mass media channels. Focus group discussion as well as interview to experts of the fields corroborates facts found. Conclusion of the paper enumerated the lexes need to be revised to adapt with the needs of field: Corpus planning management need to be carefully designed to alleviate the status of the speakers' own language instead of empowering a foreign language; the use of technology may be employed such as crowdsourcing, use of translation engines and other media platforms as well as word assimilation and adaptation and manual efforts for validation of the harvested and collected lexes; speakers maybe allowed to freely use whatever variety they may utilize to meet better understanding and usability of lexes; lastly, to propagate suggested lexes, language agencies, expert of the fields shall give importance on the production of books, publication of articles and researches on top of the use of Filipino in different fora and the like.

Keywords: *Intellectualization, Language planning, lexicon, Corpus planning, standardization*

INTRODUCTION

Language planning is a chosen direction of a government to produce language change, of course, for the betterment of the language and for the good of the people. A part of language planning is language intellectualization which is experienced by all countries, even those of the known advanced language such as the standardized English of America and of a minority language such as Ndaou of Africa. One consideration to look at if a language is intellectualized is because it is popularly or communicatively used in various disciplines, and therefore it is standardized. Garvin (1959) and Schiffman (2017) referred to intellectualization as the requirement of increasing the accuracy of language or language forms along an ascending scale of functional dialects from conversational to scientific.

It took about 400 years for the English language to be standardized. Though it is intellectualized, it continuously undergoes intellectualization to adapt with the changing time and need of the people. English has codified the language using the English alphabet derived from the Roman alphabet. It borrowed and assimilated many words from other languages to augment its vocabulary in order to be sufficient with what it needs to adapt with daily lives that resulted in complicated spelling and pronunciation of many words. But, no matter how complicated a word may be spelled or pronounced in English, a dictionary resolves the problem. Thanks to Noah Webster who initiated the dictionary that *elementarie* should be *elementary*; *labour* should be *labor*. (Furness:1990)

It is not only in advanced languages that intellectualization takes place. Ndaou, a once minority language in Africa, is now one of the constitutionalized official languages of the said country (Sithole: 2017). This recognition has given Ndaou the opportunity to undergo corpus planning, classification of vocabularies for use in different fields so that it can be used in the different domains where language is very essential.

The process of Language intellectualization in the Philippines has been very active even before Filipino has been declared official language of the country. Of course, its intellectualization initiated the standardization efforts in all fields of learning – humanities, social sciences, communication, technology, health, business, judiciary, math and other sciences. Vocabularies or lexicons were collated to produce

dictionaries and glossaries for different disciplines. Scientific, literary and referential books were written in the national language as well as translation efforts was maximized. Seminars and trainings were part of the language planning process. Language standardization calls for uniformity of orthography, availability of terminologies, as well as determination of language propagation or dispersion of language use to mention some. Standardization is of prime importance in the Philippines because its topography and history made the country to be multicultural and multilingual. Waters between and mountains within its islets and islands developed about 100 major and 400 minor languages according to Ernesto Constantino (1990); 110 according to McFarland (1994); and 170 based on the last study conducted by the Commission on Philippine Language as mentioned by Batnag, et. al. (2009). Foreign languages added to its variety as it was occupied by many countries. Peoples of the country, though multilingual, are united into one because of Filipino, the country's national language. The development of this national language is brought about by an anecdote on the difficulty to communicate with his people as experienced by then Commonwealth President, Manuel Luis M. Quezon who is also known as the "Father of the Philippine National Language" (Carpio, et.al.)

As Filipino evolved to be the chosen Philippines' national language, policies for its intellectualization, propagation and standardization were also executed and partly implemented. A few of which were the following:

Executive Order 335 on one of its provisions stated that all department, offices, agencies and other government instrumentalities to make as part of the training programs for personnel development in each shall strengthen the proficiency in the use of Filipino in official communications and correspondence.

Article 14, Section 6 of the 1987 Philippine Constitution which stated that:

The national language of the Philippines is Filipino. As it evolves, it shall be further developed and enriched on the basis of existing Philippine and other languages. Subject to provisions of law and as the Congress may deem appropriate, the Government shall take steps to initiate and sustain the

use of Filipino as a medium of official communication and as language of instruction in the educational system.

Two decades ago, the dominant media of communication used in broadcast, print and radio in the Philippines was English except in the A.M. radio stations and a few local tabloids which use Filipino (commonly called Tagalog then). As one of the primary channels to propagate the language, lexicons in English for the tri-media were translated to Filipino in order to adhere with the laws and other acts in the standardization and intellectualization of the national language.

In as much as theories and principles in translation were considered by the Commission on Philippine Language (Komisyon sa Wikang Filipino or KWF), the authorized government agency by the Republic to do research and other actions to cultivate and develop the country's languages, fast paced of life brought by globalization and techno trend were also considered. One of the steps taken was the translation of terminologies not only of those used in the field of communication but also of those used in science and technology, automotive and engineering, education, and the arts as well.

Mass communication has been proven to elicit cone effect to viewers, listeners and readers of the tri-media (broadcast through viewing and listening, and print). It can also reach people even those in the most far flung areas, where no transportation can. Many speakers imitate how media delivers news and daily concerns, it has been the model for almost all speech facilities such as articulation, choice of words, sentence construction, and of course delivery. If you will listen onto how media construct their daily broadcast, you may also observe that the same manner may be heard onto its listeners and viewers. This is why lexicons in mass communication play vital part in the field of intellectualization and was considered by the researcher to be the focus of the research.

Lights! Camera... Action! The director shouts, every time a scene is to be taken in shooting a film. If a thousand scenes will be shot, a thousand of these phrases will be heard. Though "ilaw", "kamera," and "kilos" are words commonly used in everyday communication in Filipino, why is it that the English equivalent of these words are more usable in the actual field work? Will I say that it is director's preference to use the English language

or I may say that the film industry is not yet ready to embrace Filipino? This phrase has many siblings in the entertainment and broadcast industries but are tolerated and accepted. Is this the constitutionalized Filipino that will be the language reflection of one's identity as free Filipinos with a national language? These are some of the questions in mind why a research needs to be done in the field of mass communication. These conditions may also be happening in other field or discipline, though Filipino intellectualization has been in process for about a hundred years. To really shed light and answers to query in mind, this research is conducted and answered the following questions:

1. How aware are the respondents on the Filipino translated lexes preferred for use in the field of mass communication?
2. Which lexes from the list were used by the respondents on their daily job-life?
3. Which lexes from the list need to be revised to adapt with the need of the time?
4. What are the steps proposed by media practitioners to propagate, standardize and intellectualize the Filipino language?

Conceptual and Theoretical Paradigm

Language planning concept is introduced by Einar Haugen (1968) and Charles Ferguson (1968); (Gonzalez:2002; Khumalo:2016; Sithole:2012). Though in many others it may mean language management and language change, other linguist named it under the term standardization. As for Karunakaran (1983), in Haugen he stated that "standardization is (nothing but raising or) elevating the standard of a language or language variety or certain type of usages of a language in such a way that it could be effectively used in modern communication systems and for the benefit of the nation or society in a real sense." This definition is termed differently by other authors. Again, to Gonzales (2002):

the thematisation of topics at the highest levels of discourse in academia is called intellectualisation, for the language then becomes used not only in everyday conversational discourse in the community but as a means of learning subject matter especially at the highest levels of intellectual

application and displaced discourse about abstract (concrete) realities. Though language planning, standardization and intellectualization may interchangeably mean the same, all of these refer to language development.

It was Haugen (1966) who stated that in language planning, a language underwent four stages: selection, codification, implementation, and elaboration. In 1983 he elaborated the stages and included more comprehensive explanation on the process. Since researchers such as the like of Gonzales (2002), Khumalo (2016), Sithole (2017), had adapted these theories on their study of language, this is also the theory that guided this research.

According to Haugen, selection refers to the decision procedures done by different agencies – individual agencies, institutional agencies and government agencies. In the case of Filipino which is the constitutionalized national language of the Philippines, the criteria for selection were developed by an authorized agency by the government, surveys were conducted for its dispersion, and researches were done to validate data and facts claimed. It was in 1937 when the Commonwealth government constitutionalized Tagalog as the basis of Philippine National Language. In 1959, by virtue of Department Order No. 7, the Secretary of the Ministry of Education termed the national language Pilipino.

Long before Filipino as the Philippine national language was inked at Article XIV, Section 6 – 9 of the 1987 Philippine Constitution, intellectualization and standardization activities such as propagation of lexis in the dictionaries and glossaries for different fields of learning and other language activities have been in place since 1937. But if you will ask media practitioners if they knew there existed, you will receive a sideward head movement that means negative or a poker face that shows doubts.

This research was guided by the processes mentioned by Haugen and Ferguson. As product of this research, awareness on the lexis for the field of mass communication as well as its functionality was determined.

Terminologies which were still applicable and need to be revised were presented in addition to suggestions from experts on how to strengthen the use of Filipino in the mentioned field. Below is the theoretical and conceptual paradigm of this research.

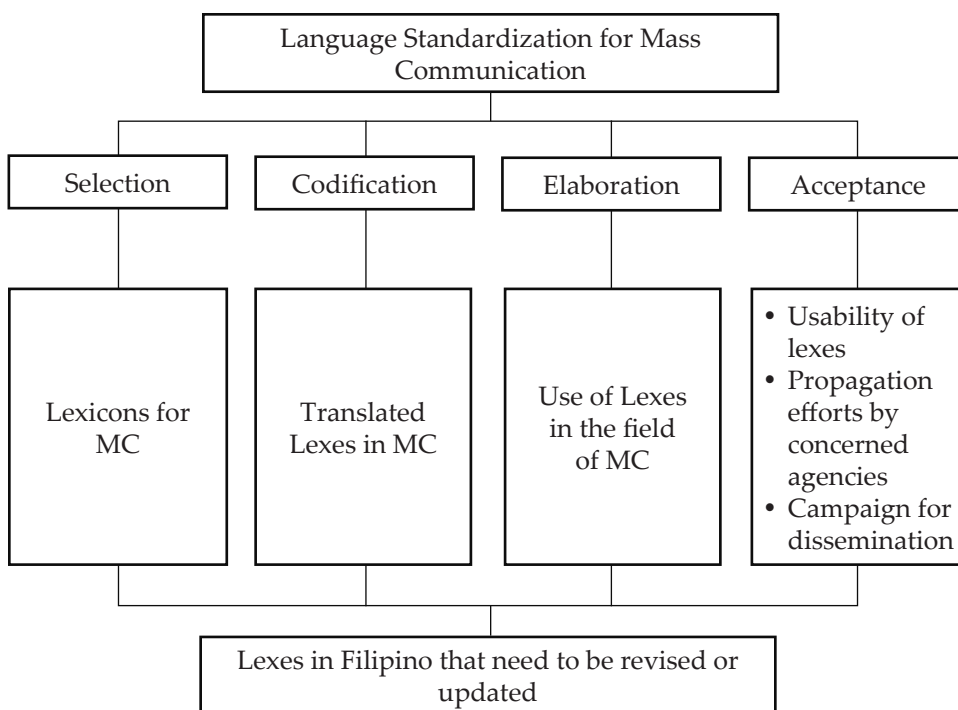


Figure 1
Theoretical and Conceptual Paradigm of the Study

Paradigm above expressed that usability of and awareness on the suggested lexicons in Filipino for Mass Communication was determined through undergoing the processes suggested by Haugen and Ferguson. Selection of translated lexes were taken from different Filipino textbooks. Filipino lexes were translated by the KWF. Survey was conducted to test its awareness and usability in the print, broadcast and online platform. Based on the result of the survey and interviews to experts and resource persons for the field, lexes for revision were determined and campaign strategies were suggested for its dissemination.

METHODOLOGY

As part of this research, descriptive-qualitative research was employed. Survey was conducted to measure the acceptability and usability of the translated corpus to the field of mass communication. The corpus used in this study concentrated only on those Filipino translated

words for mass communication found and taken from collegiate textbooks. There were about 150 lexes taken from different Filipino textbooks but only 105 were considered as the process of selection, elimination and review went on. About 905 respondent-students of mass communication from different higher education institutions (HEI) in the Philippines offering mass communication curricular programs who had undergone on-the-job training answered the survey questionnaire. Focused-group discussion was used to interview 10 faculty members who served as discussant and practitioner-specialist from the field who served as resource persons who gave their real practice in different media channels to corroborate with the facts found.

Mass Communication Terminologies Lexicons translated from English to Filipino.

	Terminologies used in Mass Communication	Filipino Equivalent
1.	Abnormal Glow Discharge	<i>Palyadong Ilaw</i>
2.	Accelerating Anode	<i>Anodong Pampalakas</i>
3.	Accelerating Electrode	<i>Elektrod na Pampalakas</i>
4.	Acceleration	<i>Pagpapabilis</i>
5.	Acoustic	<i>Akustika</i>
6.	Advancer	<i>Paunang Balita</i>
7.	Agate	<i>Sukat ng tipo</i>
8.	Air Time	<i>Oras ng Palatuntunan</i>
9.	Alive	<i>Malinaw ng tipo</i>
10.	Anti-sit-off	<i>Pangapit-tinta</i>
11.	Aperture	<i>Guwang</i>
12.	Ascender	<i>Maliit na Letra (lower case)</i>
13.	Auction	<i>Isubasta</i>
14.	Audio Disc	<i>Plaka</i>
15.	Audition	<i>Awdisyon</i>
16.	Babble	<i>Sagabal</i>
17.	Back Shop	<i>Silid-pampahayagan</i>
18.	Banner	<i>Bandera</i>
19.	Beard	<i>Kamalian</i>
20.	Beard	<i>Pagpupuwang</i>
21.	Bending roller	<i>Rodilyo</i>
22.	Bird	<i>Satelayt</i>
23.	Blasting	<i>Sumabog na tunog</i>
24.	Blending	<i>Kombinasyon</i>

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Terminologies used in Mass Communication		Filipino Equivalent
25.	Blind Interview	<i>Tagong panayam</i>
26.	Blue Pencil	<i>Pagwawasto</i>
27.	Boob Tube	<i>Telebisyon</i>
28.	Bulldog	<i>Unang labas ng pahayagan</i>
29.	Byline	<i>Pangalan ng sumulat</i>
30.	Call sign	<i>Himpilan ng radyo</i>
31.	Caption	<i>Kapsyon</i>
32.	Chewed	<i>Kalat na linya</i>
33.	Cliché	<i>Klitse</i>
34.	Clone	<i>Huwad</i>
35.	Columnist	<i>Manunudling/Kolumnista</i>
36.	Continuity	<i>Pagkakasunod-sunod</i>
37.	Copyright	<i>Karapatang-sipi</i>
38.	Cub	<i>Baguhan</i>
39.	Cue	<i>Hudyat</i>
40.	Cushion	<i>Panakip-butas/Pampuno</i>
41.	Cut in	<i>Isingit</i>
42.	Dead	<i>Walang kuwenta</i>
43.	Deadlock	<i>Nahnto/Natigil</i>
44.	Deck	<i>Kubyerta</i>
45.	Double Deck	<i>Dobleng Linya</i>
46.	Draft	<i>Burador</i>
47.	Dry Run	<i>Subok na Limbag</i>
48.	Dub	<i>Bagong Manlilimbag</i>
49.	Dummy	<i>Balangkas/Modelo</i>
50.	Echo	<i>Alingawngaw</i>
51.	Editorial Column	<i>Pitak</i>
52.	Errata	<i>Pagwawasto</i>
53.	Establish	<i>Pagpapanatili</i>
54.	Extro	<i>Pangwakas</i>
55.	Face	<i>Mukha ng tipo</i>
56.	Face of the Page	<i>Anyo o Porma ng Pahina</i>
57.	Facsimile	<i>Paksimile</i>
58.	Fade in	<i>Papasukin</i>
59.	Feed	<i>Transmisyon</i>
60.	Figure	<i>Bilang</i>
61.	File	<i>Salansan</i>
62.	File 13	<i>Basurahan</i>

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Terminologies used in Mass Communication		Filipino Equivalent
63.	Fill	<i>Sukat o Lapad ng Papel</i>
64.	Filler	<i>Pampuno ng Pahina</i>
65.	Filter	<i>Pagretoke sa boses</i>
66.	First Day Story	<i>Unang labas</i>
67.	Flag	<i>Bandera</i>
68.	Flash	<i>Dagliang Balita</i>
69.	Font	<i>Tipo</i>
70.	Footnote	<i>Talababa</i>
71.	Frame	<i>Balangkas/Kuwadro</i>
72.	Galley	<i>Galera</i>
73.	Ghost	<i>Dobleng imahe sa telebisyon</i>
74.	Gone to Bed	<i>Nasa imprenta na</i>
75.	Grapevine	<i>Tsismis</i>
76.	Graveyard Slot	<i>Nakakaantok na oras</i>
77.	Grip	<i>Alalay</i>
78.	Ground	<i>Kuryenteng ibinabaon sa lupa</i>
79.	Guide	<i>Giya</i>
80.	Guideline	<i>Pamantayan</i>
81.	Gutter	<i>Ispasyo ng pahina</i>
82.	Hack writer	<i>Manggagaya</i>
83.	Hairline	<i>Malabuhok na agwat</i>
84.	Halitosis	<i>Puting marka sa film</i>
85.	Ham	<i>Baguhan</i>
86.	Head	<i>Simula ng tape o film</i>
87.	Headline	<i>Ulong balita</i>
88.	Icon	<i>Simbolo</i>
89.	Inky/Inkie	<i>Incandescent Light</i>
90.	Jam	<i>Sirang film ng kamera</i>
91.	Jenny	<i>Electrical Generator</i>
92.	Job	<i>Gawain</i>
93.	Juice	<i>Kuryente</i>
94.	Juicer	<i>Eletrisyan</i>
95.	Jump Head	<i>Karugtong na balita</i>
96.	Lens	<i>Lente</i>
97.	Narration	<i>Salaysay</i>
98.	Obscene	<i>Malaswa</i>
99.	Plug	<i>Anunsyo</i>
100.	Pull	<i>Pagpili</i>

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Terminologies used in Mass Communication		Filipino Equivalent
101.	Routine Sheet	<i>Balangkas ng Iskrip</i>
102.	Spot	<i>Patalatastas</i>
103.	Teaser	<i>Pagganyak</i>
104.	Valve	<i>Tubo</i>
105.	Viewpoint	<i>Sentro ng Pokus</i>

It is interesting to know that true efforts were extended in refining Filipino, but it is also disappointing to see that efforts were wasted since usability and awareness checks were not done. As mentioned earlier, these lexes were distributed in textbooks and taught to students. To see whether these lexes are still functional to its users, usability and awareness check were contained in this research.

Percentage computation was adapted on this research to determine how many among the 905 respondents who were mass communication students of different HEIs that had undergone on-the-job training in different media agencies (such as television, radio, and print industries) were aware and were using the lexicons in everyday job-life. In addition to this, weighted mean and its description was also utilized by the researcher to determine which lexes were functional or not. Scale used is as follows: 1 – Not aware of the translated lexicon in Filipino and never used the word in any opportunity; 2 – Not aware of the translated lexicon in Filipino reason why English lexicon was used in most opportunities; 3 – Aware of the translated lexicon in Filipino and used the words in most opportunities ; 4 – Aware of the translated lexicon in Filipino but used the words in frequent opportunities

For the instrumentation, the 3-part survey questionnaire prepared by the researcher was pre-surveyed to 30 students of a university in Manila. Through this process, elimination of lexes, construction of sentences, and revision of instruction and clarity of the survey as well as reformatting were considered. First part of the survey included the demographics, the second part referred to the awareness, acceptability and usability checks on the lexes, and the third part showed the suggestions and reasons for use and acceptability of the lexes.

RELATED LITERATURE AND STUDIES

Language Planning, Intellectualization and Standardization

The concept of language intellectualization and standardization are exhibits of how language planning practically materialized in a language. According to Khumalo (2016) the concept of language planning started in Prague by Bohuslav Havranek who defines intellectualization as:

(Intellectualization is) a clear process of (functionally) cultivating, developing, elaborating and modernizing a language so that the terminology of the language can carry the full weight of scientific rigor and precision, and that its sentences can accurately express logical judgements resulting in a language that has the capacity to function in all domains.

But the concept of intellectualization maybe interchangeably defined as standardization by Karunakaran (1983) who pointed out that Standardization is nothing but raising or elevating the standard of a language or language variety or certain type of usages of a language in such a way that it could be effectively used in modern communication systems and for the benefit of the nation or society in a real sense. As for Andrew Gonzalez (2002), this is what he said:

Intellectualization is one aspect of language development that according to Ferguson (1968) and Haugen (1968), begins with selection of a living language as the basis of a national language if the society is multilingual; once selected, the language is propagated or disseminated, resulting in its spread across a geographical area. As it spreads and as it is increasingly written, it undergoes a process of standardisation whereby forms and structures become more or less uniform by social consensus among its speakers, or by the declarations of a national language planning agency.

In Africa, language management is foreseen an answer to the slow literacy rate of African students who are educated in foreign tongue, since medium of instructions in schools is mostly English and Afrikaans as an auxiliary language. To adhere with the UNESCO's goal of access and success in 1994, language programs in Africa is given of great importance since then. In South African concept, intellectualization entails a carefully planned process of hastening the cultivation and growth of indigenous

official African languages so that they effectively function in all higher domains as languages of teaching and learning, research, science and technology (Khumalo, 2016).

Language Intellectualization and Standardization outside the Philippines

Korean language, specifically its script has gone a very long period of standardization and intellectualization before it has reached its hybrid writing system of today. The development of its orthography showed that it may somewhat also influence the divide between the North and the South, although history showed that Soviet Union annexed the North, and America, the South. But long before the invasion of the Soviets and the Americans, Chinese and Japanese has also greatly influenced Korean culture.

The inclusion and exclusion of the influences brought about by other countries to Korean writing system has been the subject of debate in its orthography development. During the postwar regime, a call for unification in the writing system was very high since language diversity existed between the two Koreas. On the South, they standardized Kyonggi, while in the North, Koreans selected the Pyongyang dialect. There existed the use of kuk-hanmun characterized as scriptural text in mixed Chinese characters with the vernacular script, or, and the use of pure vernacular script without Chinese characters. Lot of textbooks was written on Japanese and many Koreans also speak Japanese. An old orthography and a new orthography (Unified Orthography) were both in use which they call this period as the Han'gŭl Crisis. (Kim: 2017). Standardization and intellectualization were clearly described on this event:

During the height of the Han'gŭl Crisis, Chŏng Kyŏnghae prepared a survey for the National Language Review Committee in February 1954 that asked respondents to spell certain Kyonggi words to test their Korean spelling. While the survey was limited in scope to elementary and high-school students, the conclusion reached was that the majority of the students did not know how to use the Unified Orthography. Chŏng Kyŏnghae's survey does show that middle-school students (Unified 46 percent, older 37 percent, other 18 percent) fared better on the survey

than did highschool students (Unified 39 percent, older 45 percent, other 17 percent), but the differences were slight .51. While Chǒng Kyǒnghae did not provide any conclusive information about orthographic practices, the document does raise doubts about the claim of Rhee's opponents that Koreans in the early 1950s had already accepted the Unified Orthography.

Continued by Kim, he stated that at present it is said that term han'gŭl is use to denote the vernacular script, while the term is used in contemporary Korean as a general reference to the Korean script. As to why Hangeul now refers to the Korean script, he said that:

An article published in the Tonga ilbo in November 14, 1926, notes that a debate took place over how to replace the widely used term ōnmun (諺文), or "vulgar script," to refer to the Korean vernacular script. The other candidates other than han'gŭl were kungmun (國文), chǒngŭm (正音), and ponmun (本文). The term kungmun itself only came into usage after the Kabo Reforms (1894–95).

According to Jackie Swift, John B. Whitman called the Korean language as a link language for it has things in common with all the neighboring languages of the area, as if it's a sort of middleman between them. It has the characteristics of Mongolian, Tungusic, Japanese, Ainu and Chinese languages.

Very enthusiast now on language development is Africa. Given on this research are some of the activities organized from different parts of Africa. Language development processes in Africa have given importance on Nda, IsiZulu and Hausa. In 2013, Nda was declared as one of the official languages of Africa, particularly in Zimbabwe. This is in answer on the diminishing speakers of minority language which no longer see any incentive in developing competency and proficiency in the language as it plays no functional role in the speaker's day-to-day lives apart from interpersonal communication (Sithole 2010). In 2017, Sitholes paper proposed a corpus planning model that summarized interventionist mechanisms and strategies for corpus planning, acquisition planning, opportunity planning and status planning. Corpus planning activities such as orthography, lexicography, terminology, standard grammar, translation,

textbooks, newspaper and creative literature development work are examined to assist in solving existing technical deficits in Ndaou. He said that such factors are instrumental in promoting the intellectualisation of Ndaou across all domains in society.

English and Afrikaans are the languages used in the South African Higher Education (SAHE). The very slow literacy rate of the Africans is attributed to the use of a foreign language in SAHE. The University of Kwazulu-Natal (UKZN) ascertains that language plays important roles in the educational system that is why it has taken an initiative to cultivate, modernize and elaborate isiZulu so that it becomes a vehicle in knowledge production and knowledge dissemination. On the UKZN Language Program, one of the stated aims is to *“achieve for isiZulu the institutional and academic status of English”* and to *“provide facilities to enable the use of isiZulu as a language of learning, instruction, research and administration.”* (Language Policy of the UKZN 2014: 2). UKZN believes that intellectualization is the key factor to this and designed the intellectualization processes consisting of five steps: (1) terminology harvesting; (2) terminology description and translation; (3) terminology consultation workshops; (4) terminology authentication and standardization.

Khumalo (2016) stated that intellectualized language has the capacity to discuss any issue regardless of its complexity. He continued saying that in the South African context it means the radical transformation of the capacity and role of indigenous African languages in carrying and conveying all forms of knowledge in all spheres of life.

J.A. McIntyre (1991) of the University of Hamburg studied the development of Hausa. In West Africa, Hausa is the most spoken language in Nigeria and Niger but it is no longer one of its official languages since 1968. In spite of the fact that Hausa is the Lingua Franca of West Africa, the effects of English, Arabic, French and Swahili, together with trade, history and priorities in language development redirect Hausa to travel a different fate. From enjoying to be one of West Africa's official languages (the other is English since 1882) from 1951-1967 (<https://www.britannica.com/place/Nigeria/Languages>) the creation of states in 1968 brought an end to the formal existence of the Hausa Language Board (and Hausa as an official language); its activities were transferred temporarily to the Department of English and Modern Languages Ahmadu Bello University, Zaria, before

being taken over by the Centre for the Study of Nigerian Languages (CSNL) in Kano.

Lexical innovation in modern Hausa is affected by the change on the language development board. Since then, like other countries that developed its corpus for different fields, propagation and promotion of terminologies is only through the newspapers, radio and television stations. The informal development is only through the initiative of individual specialist in the field. In spite of this, Hausa's corpus collected through borrowing, coining, creation and translation is expected to widely spread with the help of journalist that may use the words in the field but then, it suffered negative acceptance from other language bodies. That is why until at present, slow standardization development in the use Hausa existed.

McIntyre's paper presented two strategies of innovation employed to Hausa for its development: borrowing and adaptation. He enumerated that borrowing from English, Kanuri, and Yoruba is integrated to Hausa through several ways: directly, through hearing, through seeing and through other languages. Adaptation happened to Hausa by way of lexical and morphological adaptation: Lexical adaptation refers to the extension of the meaning of a word or phrase. Neologisms is included on this classification. Morphological adaptation refers to the increased productivity of derivational forms.

Intellectualization and Standardization Efforts in the Philippines

For any language to be intellectualized there were steps to be taken especially to Filipino which started to be constitutionalized in 1937. Dr. Ponciano B. P. Pineda (Peña et.al., 2012) believed that modernization is a primary step to language intellectualization. He defined the difference between "popularly modernized" and "intellectually modernized" languages. On his article distributed by the *Komisyon sa Wikang Filipino*, he explained that:

popularly modernized language is accepted orally in gatherings, debate, local academic exchanges and in simple discourses but its written orthography is not yet fully developed and accepted. If any oral language is accepted in its written form, thus can be said a language is intellectually modernized.

Andrew Gonzalez elaborated the language planning direction of the Philippines from 1937 – 2002. In his accounts, Ferguson's and Haugen's steps were strictly observed in the Philippines. Within the transition of Tagalog to Pilipino and Filipino as the Philippine national language, there were struggles to meet the language intellectualization and standardization requirement, primarily because Filipinos are multilingual and multicultural. Tagalog was chosen to be the basis of National Language possessing the following criteria: Most spoken by people specifically at the center of commerce; with written literature; and with grammar books and dictionaries as proof of its advance structure.

It was also revealed in Gonzales that in 1936 there were more non-speakers than speakers of Tagalog, yet Tagalog was selected to be the basis of national language. Tagalog then was the most comprehensible language that it was the lingua franca of sailors and seamen frequenting the ports. Tagalog (also) had enjoyed some cultivation for religious purposes as early as the late 16th century, and as a language of poetry and narrative as well as of political exposition during the period of nationalism and political revolution in the last quarter of the 19th century (Schumacher, 1973). Dictionaries in Tagalog were also available such as those compiled by Serrano Laktaw during the Pre-World War Period and the other one which was made available in 1939. Laktaw's work was considered as the most complete then that led prestige to Tagalog. The 1939 dictionary was described as a bilingual Tagalog-English/English-Tagalog word-list. A grammar book by Lope K. Santos also existed. Registers for different fields were also created, one for the school teaching and another for literature, in the assumption Tagalog will be the medium of instruction, however, it did happen after 28 years when bilingual Education was implemented in 1974. Seminars, workshops and trainings were sponsored by government and other private entities. It was observed then that while publications and formal discourses used "*malalim na Tagalog*" or "deep Tagalog", colloquial Tagalog was used as lingua franca in trade and travels. The use of "*malalim na Tagalog*" sounds elitist and archaic to present speakers while colloquial Tagalog sounds vulgar to puristic speakers. Conflict onto what variety may be use among Tagalog speakers even existed.

The need for terminology development or corpus planning became active in Filipino intellectualization through the initiative of professors of their own fields, mentioned by Gonzalez were the following: in Chemistry

(Miranda, 1996; Tengonciang, 1978), in Economics (Tullao, 1999), in all the fields under Gonzalo del Rosario's (1981) *Maugnaying Pilipino*, by the National Science Development Board (*Lupon sa Agham, 1969*), through general principles of terminological development (Santiago, 1979; also see Gonzalez *et al.*, 1983 on family planning and sex education terms). But unfortunately, since most of these were individual works of faculty members, to be useful and validated, the works need to be nationally propagated and be of use by experts on the fields. It was only *Sikolohiyang Filipino* which was widely spread but only within the lifetime of Virgilio Enriquez, the founder (Enriquez & Antonio, 1983).

Importance of the collected corpus was realized through the help of media which made use of the terminology in the publication of magazine (Liwayway) and newspapers and in the television and radio broadcast. These gained currency especially when published in books and used in schools.

At present, code-switching is the variety of Filipino commonly used in the academe and in most disciplines. It may sound colloquial but the most practical among the other varieties. Code-switching resulted from the misunderstanding on the implementation of Bilingual Education coupled with the trainings and workshops which is attended by supervisors and heads instead of the ordinary teachers who are the direct contact and user of the medium of instruction. Universities recognize the use of Filipino in research. There are Master theses and dissertations written in Filipino in the University of the Philippines, Ateneo De Manila University, De La Salle University, Mindanao State University and at the Polytechnic University of the Philippines. To mention a few, translation of civil and criminal forms is a study conducted by Ryan P. Reyes, a Master of Filipino degree holder of PUP and a former court interpreter in New Jersey. His study showed forms were translated to Filipino to benefit the ordinary people to fully understand and comply with the forms the judiciary imposed in the manipulation of the cases. Though translating the forms were accepted and truly appreciated by the different courts in the Philippines, apprehension from court interpreters were expressed that translating the forms may cause the diminished need for court interpreters. Another master paper written by Karen G. San Diego, also a graduate of the PUP focused on translation titled "*Pagsasa-Filipino ng mga Piling Pormularyo ng GSIS*" wherein she found out that in the case of the government services not all clientele can

understand English and other foreign languages used in the Philippines, it is important to translate the different government forms in the national language to give better service to most clientele. She also found out that in other countries, government forms were usually written in own language. These resulted to research aimed towards enrichment and development of the national language of the Philippines. Translation is the key answer of the researcher in the realization of the enrichment and development using Filipino, one of the Philippines' official languages and its national language. Having the government forms available in Filipino, the citizens will not have difficulty in understanding and filling them out. The research focused on the translation of the GSIS forms seeing its importance after a conducted post-translation survey.

A paper by Carpio (2018) also of the Polytechnic of the Philippines, focused on the language phenomenon brought about by the academe, technology including language spoken at home and on different places. Though Santiago, one of the known writers in balarila or grammar in the Philippines introduced three (3) Filipino varieties namely: Puristic, Taglish and Bertaglish, Carpio mentioned that there may be more to be discovered. The conclusion of the paper revealed the following: (1) Code-switching of foreign-vernacular lexes is observed in all language settings; (2) Media, nutrition, academe and technology greatly contribute to language assimilation; (3) Dates, amount in currency, names of foods were mostly uttered in English (4) Two types of abbreviation are observed: abbreviation by initial and shortening of the words; (5) S at the end of the words symbolizes shortening and intimacy or relationship of participants in addition to innovativeness of speakers. (6) language advocates are very active in the defense to maintain the use of Filipino and offer Filipino subjects in HEI but they also need to be vigilant with the changing policies imposed by the state whenever officials also change.

Translation Engines and Lexicography Building

Books in translation and other translation engines were also considered on this research. Arnold et. Al. (1994) talked about machine translation wherein they identified that organization, fastness of the software, quality of translation, manual evaluation made by human and machine translation made by the software need to support each other to check the validity of the translation.

Peter Newmark (1988) introduced the V diagram to show different methods on how to translate. He stated that word-for-word, literal, true, and semantic translation were considered on the source language, while adaptation, free, idiomatic and communicative translation were to be considered for the target language.

Alyssa M. Teodoro (2019) made use of the help of a translation engine in translating short stories written by Rogelio Ordonez, a well-known reformist of poetry in the Philippines. The short stories originally from Filipino were translated to German with the assistance of Google translate. Experts of German language scrutinized the correctness of translated short stories and were interviewed on the use of translation engines as an aid to translation.

Top seven translation engines available online are the following: Google Translate, Microsoft Translator, Yandex, Amazon Translate, IBM Watson Language Translator, Cloud Translation API, and Bing Translator. Google translate, a free online translation service is frequently-used among these. Since translation is really a hard task, translators can simply convert paragraph, sentence or word to other language by a simple click and highlight using the mouse of a computer.

In Switzerland, Martin Benjamin, a researcher, editor and teacher at École Polytechnique Fédérale de Lausanne (Swiss Federal Institute of Technology Lausanne) introduced the Kamusi Gold or the Global Online Living Dictionary project. The Kamusi (means dictionary in Swahili) project is a collaborative effort designed to produce an interlinked lexicographic data infrastructure that can support any language. Through crowdsourcing the project aims to produce a multilingual dictionary with comprehensive data for “every word in every language”. Crowdsourcing is still one of the best strategies in updating and verifying dictionary entries across all languages by using different social media platforms. Crowdsourcing is not meant to be the exclusive method by which data is gathered and validated within the Kamusi system, but it provides an essential path to a wide range of lexical data that would not be available within a realistic timeframe via other methods. On his project, Martin utilized the help of games in Facebook for the collection and verification of entries in the dictionary. This is how he described the project:

(the) project introduces a public interface that breaks lexicographic data collection into targeted microtasks, within a stimulating game environment on Facebook, phones, and the web. Players earn points for answers that win consensus. Validation is achieved by redundancy, while malicious users are detected through persistent deviations. Data can be collected for any language, in an integrated multilingual framework focused on the serial production of monolingual dictionaries linked at the concept level. Questions are sequential, first eliciting a lemma, then a definition, then other information, according to a prioritized concept list. The method can also be used to merge existing data sets. Intensive trials are currently underway in Vietnamese, with the inclusion of additional Asian languages an explicit objective.

Presently, the project continuously gives service to its user while updating its entries through the help of different social media online platforms users.

Results and Discussion

Table 1
Respondents awareness on and use of lexes translated in Filipino
in their everyday job-life.

Criteria	Raw Score/ Frequency	%
1. Aware of the translated lexicon in Filipino but used the words in infrequent opportunities	561	62
2. Aware of the translated lexicon in Filipino and used the words in most opportunities	154	17
3. Not aware of the translated lexicon in Filipino reason why English lexicon was used in most opportunities	380	14

Criteria	Raw Score/ Frequency	%
4. Not aware of the translated lexicon in Filipino and never used the word in any opportunity	64	7
Total	905	100

1. Respondents’ Awareness On and Use of Lexes Translated in Filipino in Everyday Job-Life.

As shown in Table 1,561 or 62 % of the respondents stated that they were aware of the lexes translated in Filipino, but unfortunately, they seldom used these words. As majority of those in the work environment used the English terminologies, they express that OJTs do not have the right to deviate with the existing trend. Respondents also added that words may be too long or purely translated in Tagalog which may sound archive and not applicable in the digital era.

As experts were interviewed, they stated that since the communication media is now digitized and had to adapt with the global competition, even terminologies used in the field need to be abridged and abbreviated. Acronym maybe preferred instead of phrases, while jargons need to be maintained to remain exclusivity for the field.

One of the functions of language intellectualization is to check if the terminologies will be of help in the field. This is true with IziZulu, that they developed a vocabulary-bank wherein words for different fields were harvested and made available for South Africans. Khumalo (2016) stated that in South African context, intellectualization entails a carefully planned process of hastening the cultivation and growth of indigenous official African languages so that they effectively function in all higher domains as languages of teaching and learning, research, science and technology.

Sense of pride, competition, economic and social background were the reasons of the 154 or 17% of the respondents stated that they were aware of the translated terminologies in Filipino and used these in daily job-life in most opportunities. Respondents expressed that Filipino terminologies shall be given space by all Filipinos especially students who will dictate the future words to be used in any field. As media is one the most influential

factors in the propagation and development of the language, it may also be one of the best channels to show Filipino as people with a national identity and language. Some also believe that through the use of the national language they can reach and can be comprehended by more Filipinos. UKZN's goal to achieve for isiZulu the institutional and academic status of English may be compared to what Filipinos like for the Filipino language.

This is also true with Ndaou. Sithole (2010) believed that in order to remedy the diminishing users of a minority language, a careful language plan shall be designed. He suggested that by instead of focusing on acquiring powerful languages like Shona and English in Zimbabwe or Portuguese in Mozambique. A corpus planning intervention to make Ndaou a full-fledged autonomous language in Zimbabwe is a need to showcase the practical implementation of its legal status, its use in official sectors and addressing negative official and grassroots attitudes towards the language. Such factors are instrumental in promoting the intellectualisation of Ndaou across all domains in society.

The cone effect brought by the media in delivering broadcast is said to be the factor why it greatly affects its listeners and viewers. One television or one radio can influence a hundred viewers and listeners in a single broadcast. That is why media should prioritize the use of an elegant and practical language but comprehensible to the majority.

Social and academic environments were the reasons of 380 or 14% of the respondents when they answered that they were not aware of the Filipino terminologies and used the English terminologies in most opportunities instead. These respondents said that most if not all books in broadcast communication, journalism and even advertising were in English, and that even though teachers use Filipino as medium of instruction, they advocate the use of English texts.

Academic environment was also the reason given by the 64 or 7% of the respondents. They responded that they were not aware of the translated lexicon in Filipino and never used the word in any opportunity. They expressed that only experiences by the practitioners were expressed in Filipino but all knowledge and assignments given to students were extracted from foreign books and publication. Though there were Filipino subjects in the general education subjects provided for the students, a need for Filipino language expert is felt to teach major subjects such as journalism

and advance grammar for journalists and broadcasters. The same problem may be attributed to the experiences of countries where foreign language is used as medium of instruction. It is also Sithole who revealed that on the curriculum review conducted in Zimbabwe on 2015, the use of Ndaou and other indigenous languages need to be promoted and managed that users may find their language essential in the controlling domains of the society.

Experts expressed the need to write books and produce publications in Filipino for the students to be familiarized with the use of the language even in writing and publishing. They also added that a language should not only be accepted orally but best is through publication.

Dr. Ponciano B. P. Pineda, former commissioner of the KWF, in one of his articles wrote that as language is intellectualized, it will pass through the process of modernization. The orally accepted language is called “popularly modernized language” but it needs to be “intellectually modernized” which can only be seen if language is used in academic discussion and scientifically written and published works.

2. Lexes for Mass Communication Used by the Respondents on Their Daily Job-Life

As shown in Tables 2 and 3, respondents stated that they were aware of the 80 or 76% of the translated words in Filipino. Among these words, 33 or 31 % were frequently used by the respondents in their daily job-life, but unfortunately, more words, 47 or 44% of those listed were seldom used. As far as the researcher is concerned, who had been a national language advocate, what was revealed from the survey is a hurting fact. But, when others were asked, more language experts were quietly satisfied on the result. They said that because 31% of the lexes had penetrated the field, this can be considered as a development on the quest to use Filipino as an acceptable national language to a field which has used purely English 20 years ago.

In an interview with one of the Filipino advocates, she said that though KWF exerted efforts in the translation and collection of the words, dissemination of the publications to proper agencies, concerned users of the words and in academic institutions were unsuccessful. It is corroborated with the fact that television and radio stations as well as newspaper printers

or publishers do not have any copy of the lexicons found in textbooks. This may mean two things: One is that more words may be accepted and be of very good use to field practitioners, if dissemination was successfully affected; and two, that English is still a very influential and dominant language in the Philippines.

Table 2
Translated lexicon from English to Filipino Used in Most Opportunities

Terminologies in English	Filipino Translation
1. Abnormal Glow Discharge	<i>Palyadong Ilaw</i>
2. Acceleration	<i>Pagpapabilis</i>
3. Acoustic	<i>Akustika</i>
4. Air Time	<i>Oras ng Palatuntunan</i>
5. Auction	<i>Isubasta</i>
6. Audio Disc	<i>Plaka</i>
7. Audition	<i>Awdisyon</i>
8. Babble	<i>Sagabal</i>
9. Blasting	<i>Sumabog na tunog</i>
10. Blending	<i>Kombinasyon</i>
11. Blind Interview	<i>Tagong panayam</i>
12. Boob Tube	<i>Telebisyon</i>
13. Continuity	<i>Pagkakasunod-sunod</i>
14. Banner	<i>Bandera</i>
15. Bulldog	<i>Unang labas ng pahayagan</i>
16. Byline	<i>Pangalan ng sumulat</i>
17. Caption	<i>Kapsyon</i>
18. Columnist	<i>Manunudling/Kolumnista</i>
19. Copyright	<i>Karapatang-sipi</i>
20. Dead	<i>Walang kuwenta</i>
21. Dummy	<i>Balangkas/Modelo</i>
22. Figure	<i>Bilang</i>
23. File	<i>Salansan</i>
24. Flag	<i>Bandera</i>
25. Flash	<i>Dagliang Balita</i>
26. Gone to Bed	<i>Nasa imprenta na</i>
27. Grapevine	<i>Tsismis</i>
28. Guideline	<i>Pamantayan</i>
29. Gutter	<i>Ispasyo ng pahina</i>
30. Hack writer	<i>Manggagaya</i>

	Terminologies in English	Filipino Translation
31.	Headline	<i>Ulong balita</i>
32.	Icon	<i>Simbolo</i>
33.	Job	<i>Gawain</i>

Table 3
Translated Lexicon from English to Filipino
But Used in Infrequent Opportunities

	Terminologies in English	Filipino Translation
1.	Advancer	Paunang Balita
2.	Ascender	Maliit na Letra (lower case)
3.	Beard	Pagpupuwang
4.	Blue Pencil	Pagwawasto
5.	Call sign	Himpilan ng radyo
6.	Cliché	Klitse
7.	Clone	Huwad
8.	Cue	Hudyat
9.	Cushion	Panakip-butas/Pampuno
10.	Cut in	Isingit
11.	Deadlock	Nahnto/Natigil
12.	Deck	Kubyerta
13.	Double Deck	Dobleng Linya
14.	Draft	Burador
15.	Dry Run	Subok na Limbag
16.	Dub	Bagong Manlilimbag
17.	Echo	Alingawngaw
18.	Editorial Column	Pitak
19.	Errata	Pagwawasto
20.	Establish	Pagpapanatili
21.	Extro	Pangwakas
22.	Face	Mukha ng tipo
23.	Face of the Page	Anyo o porma ng pahina
24.	Fade in	Papasukin
25.	Feed	Transmisyon
26.	Fill	Sukat o lapad ng papel
27.	Filler	Pampuno ng pahina
28.	Filter	Pagretoke sa boses
29.	First Day Story	Unang Labas
30.	Font	Tipo

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Terminologies in English		Filipino Translation
31.	Footnote	Talababa
32.	Frame	Balangkas/Kuwadro
33.	Graveyard Slot	Nakakaantok na oras
34.	Grip	Alalay
35.	Ground	Kuryenteng ibinabaon sa lupa
36.	Guide	Giya
37.	Hairline	Malabuhok na Agwat
38.	Lens	Lente
39.	Jump Head	Karugtong na Balita
40.	Narration	Salaysay
41.	Obscene	Malaswa
42.	Plug	Anunsyo
43.	Pull	Pagpili
44.	Spot	Patalastas
45.	Teaser	Pagganyak
46.	Valve	Tubo
47.	Viewpoint	Sentro ng Pokus

Table 4
List of Lexes from English to Filipino Never Used in Any Opportunity

Terminologies in English		Filipino Translation
1.	Accelerating Anode	Anodong Pampalakas
2.	Accelerating Electrode	Elektrod na Pampalakas
3.	Aperture	Guwang
4.	Agate	Sukat ng tipo
5.	Alive	Malinaw na tipo
6.	Anti-sit-off	Pangapit-tinta
7.	Bending roller	Rodilyo
8.	Chewed	Kalat na linya
9.	Gallery	Galera

Table 5
List of Lexes from English to Filipino But the Lexes in English
Were Preferred in All Opportunities

	Terminologies in English	Filipino Translation
1.	Back Shop	Silid-pampahayagan
2.	Beard	Kamalian
3.	Bird	Satelayt
4.	Ghost	Dobleng imahe sa telebisyon
5.	Halitosis	Puting marka sa film
6.	Ham	Baguhan
7.	Head	Simula ng tape o film
8.	Inky/Inkie	Incandescent Light
9.	Jam	Sirang film ng kamera
10.	Jenny	Electrical Generator
11.	Juice	Kuryente
12.	Juicer	Eletrisyan
13.	Cub	Baguhan
14.	Facsimile	Paksimile
15.	File 13	Basurahan
16.	Routine Sheet	Balangkang ng Iskrip

3. Lexes Needed to be revised to Adapt with the Need of the Time

Of the 105 terminologies translated in Filipino, 68 or 72% needed to be revised to be frequently used. These 68 lexes were divided into three categories. As seen above, Table 3 is composed of words which respondents knew but seldom used; Table 4 is a list composed of lexes which were never used because respondents were unaware of these; and Table 5, a list which indicated the words that was never used because English was so dominant that it became the preference of the users in all opportunities.

Length of words, global competitiveness, the very fast-changing terminologies due to technology and the manner of how words were translated were reasons given on the language preference of the respondents. These maybe attributed to the use of *malalim na tagalog* as mentioned by Gonzalez (2012). According to him, the use of “*malalim na Tagalog*” or “*deep Tagalog*” sounds elitist and archaic to present speakers. In reality, words in Tagalog are longer which made speakers prefer the use of shorter words from other language.

As shown by Carpio (2018) in his paper, users of language are very creative that varieties cannot be ignored. Filipino as presented by Santiago and mentioned by Carpio on his paper has varieties such as Puristic, this may be the same as what Gonzalez described as *“malalim na tagalog”*; Taglish, the coined English and Tagalog words; and Bertaglish, where merge of vernacular, English and Tagalog can be observed. On Carpio’s paper, he mentioned that to adapt with the time, users of language discovered more varieties in addition to Santiago’s. He added that the use of puristic Filipino is encouraged by teachers especially those conservative ones and those that say language is a national symbol which need to be protected, while the practical situation in the field contrast with it. Abbreviation is greatly observed in all settings, and it is expected that the same will be experienced in the field of mass communication. For the language to freely get espoused with the need of mass communication, assimilation to other foreign and available languages will be of good advantage.

Experts of mass communication were asked if they have suggestions on what can be done so that the terminologies may be used more often in everyday life of the student. Teachers and media practitioners suggested that assimilation of words in its original form maybe the best option to consider in translating mass communication terminologies. In as much as every nation may like to have its own name on the existence of anything, but for the Philippines as a “borrowing country” and for the field of mass communication that needed to be very fast and adaptable, time restriction, difficulty in the acceptability and dissemination of the terminologies may hinder the functionality of the words.

In the experience of Hausa as shown in McIntyre’s paper, he showed two innovation strategies employed to Hausa for its development: borrowing and adaptation. He enumerated that borrowing from English, Kanuri, and Yoruba is integrated to Hausa through several ways: directly, through hearing, through seeing and through other languages. Adaptation happened to Hausa by way of lexical and morphological adaptation: Lexical adaptation refers to the extension of the meaning of a word or phrase. Neologisms is included on this classification. Morphological adaptation refers to the increased productivity of derivational forms.

He presented the following samples:

A. Borrowings from other Languages

- | | |
|--|--------------------------------------|
| 1. <i>gwamnati</i> government | 5. <i>biirò</i> biro, ball-point pen |
| 2. <i>janàr</i> general (military) | 6. <i>laabùraaèe</i> library |
| 3. <i>minista</i> minister (political) | 7. <i>oozàa, once</i> |
| 4. <i>mootàa</i> car, automobile | 8. <i>maatò</i> car, automobile |

B. Lexical Adaptation

3. ambassador *jàkaadàa* (important palace messenger)
4. environment *yanàyii* (climate, disposition, temperament)
5. theme *jigò* (pole - for irrigation or roof support)
6. urgency *gaggaawaa* (haste)
7. development, progress *cù gàba* (getting ahead, continuing)
8. be identical (with) *yi kùnnen dookii* (do/be the ears-of horse)
9. veto (verb) *hau kujèerar "naa ki"* (get-on chair-of "I refuse")

C. Neologism

4. curfew *dòokar "hanà fitaa"* (law-of "prevent going-out")
5. emergency law *dookar "taa baaci"* (law-of "she-(the situation)-has gone-bad")
6. environment *keewayèn (or màhàllin) dan Adàm* (area-of/-around son-of Adam)
7. helicopter *jirgin samà mài sàukar ùngùlu* (lit. vehicle-of above with landing-of vulture)
8. homelands, territories (S. Africa) *yankunàn dà akà baa sù 'yancin "jèe-ka! na yii kà "* that one-has given them freedom of "go! I'm done (with) you"
9. referendum *zàaben jîn ra'àyin jàma'aa* (election-of hearing(of) opinion-of people)
10. United Nations *Màjälisàr 'Dinkin Duuniyàa* (council-of sewing(up) of world)

D. Morphological Adaptation

The -ncii/-ncii suffix - This suffix is well established in Hausa, used in expressions such as *Kanancii* (Kano Hausa) or *zaaluncii* (oppression):

1. *alamcii* (<- *àlaamàa*, sign) symbolism
2. *Jaamusancii* (<- *Jaamùs*, Germany) German (language)
3. *Maakisancii* (<- (Eng.) Marxism) Marxism

The -au suffix - This deverbative suffix is an older suffix which has come back into fashion. In the past it was used to form names, e.g. Dibgau (<-*dibgàa*, pour or do much of something), a nickname for anyone called *Bello*. It has been recently used to form nouns in specialist vocabularies:

1. *àikàtau* (<- *aikàtaa*, do) verb
2. *bàyyàanau* (<- *bayyànaa*, explain) adverb
3. *kàrbau* (<- *kàrbaa*, accept) object

Now that different software for translation is available in the internet, mass communication practitioners immediately consult Google or other translation engine if they have difficulty to define words use in the field. But what is commonly observe is the inadequacy of the equivalent meaning or the acceptability of the words itself if words are translated in “puristic” manner. As stated by Newmark in his V diagram, selecting words, phrases or sentence as equivalent translation may not be easy for there are factors to be considered in the source language, as well as on the target language.

According to Mildred Larson’s Meaning-Based Translation, if there were two languages concerned in translation, there will also be two ideas to be considered on its product: the meaning of the original texts and the outcome on the translated text. To adapt with the very fast-paced technology, an assimilated translation may not deviate with the meaning both languages may convey.

4. Suggested Steps in the Propagation, Standardization and Intellectualization of the Filipino Language for Mass Communication

Experts stated that intellectualizing and standardizing Filipino for mass communication may not be fruitful if this will solely be done by a particular agency. Collaboration is the best effort that can harmonize and refine suggested translation of lexicons and how masses can accept the mass communications’ language. Taglish used in the field is a natural language created as time evolved and may not be restricted to develop more and can stand the test of time.

Another suggestion from one of the practitioners state that campaigns and dissemination to proper agencies and concerned people may be strengthened by the KWF to reach more practitioners of the field.

Most mass communications experts expressed that the need to write, publish and disseminate books, articles, pamphlets written in Filipino may be the best option to standardize, propagate and intellectualize the Filipino language for mass communication

CONCLUSION AND RECOMMENDATIONS

1. Majority of mass communication practitioners were aware of the translated terminologies in Filipino but only 17% frequently and 62% seldom use the words; On those who never used the words in any opportunity, 14% stated that they preferred the English translation while the 7% stated they were unaware that there is a Filipino translation for mass communication terminologies. Countries with foreign language used as medium of instruction also experience the same;
2. Respondents were aware of the 80 or 76% of the translated words in Filipino. Among these words, 33 or 31 % were frequently used by the respondents in their daily job-life, but unfortunately, more words, 47 or 44% of those listed were seldom used. Corpus planning management need to be carefully designed. Showcasing the practical use of the lexicons may help and will alleviate the status of the speakers' own language instead of empowering a foreign language;
3. Of the 105 terminologies translated in Filipino, 68 or 72% needed to be revised. Length of words, global competitiveness, the very fast-changing terminologies due to technology and the manner of how words were translated were reasons given on the language preference of the respondents. The use of technology may be employed such as crowdsourcing by means of various on-line social media platform, without prejudice to manual validation of entry words in dictionaries. Word assimilation and adaptation will also be of great help;

4. Suggestions gathered from mass communication practitioners and academician to propagate, standardize and intellectualize Filipino for mass communication are the following:
 - a. Non-restriction on the use of Taglish;
 - b. Strengthen campaigns and dissemination of materials,
 - c. Publication of more books, articles, pamphlets written in Filipino.

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