

**DEVELOPMENT AND VALIDATION OF AN ENGLISH-  
FILIPINO DICTIONARY OF PHILOSOPHY**

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By

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**AKLATANG EMILIO AGUINALDO ARCHIVES**

## ABSTRACT

TITLE OF  
DISSERTATION : DEVELOPMENT AND VALIDATION OF AN ENGLISH-  
FILIPINO DICTIONARY OF PHILOSOPHY

NAME : CONSTANTINO amboi TERRENAL BALLENA

SCHOOL : Philippine Normal University

DEGREE : DOCTOR OF PHILOSOPHY

SPECIALIZATION : APPLIED LINGUISTICS

### A. Objectives

General : To develop a bilingual, English-Filipino dictionary of philosophy.

Specific :

1. To develop an English-Filipino dictionary of philosophy;
2. To undertake a validation of the prepared dictionary; and
3. To determine the acceptability of the dictionary.

### B. Methodology

The study is a two-pronged descriptive type of research; it is both development and validation of a bilingual dictionary. The first part is the scientific and systematic development of a bilingual, English-Filipino, dictionary of philosophy. Fifteen lexicographic-translation procedures were followed. The second part, on the other hand, is the validation of the bilingual dictionary. The validation aspect of the study constitutes two important dimensions, viz., the

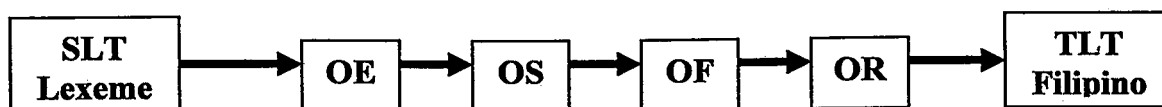
validation done by 15 experts and 30 students of philosophy, the accessible population of the study (Fraenkel & Wallen, 1993) employing the same validation instrument. The experts' validation focused primordially on the content validity of the dictionary. Both the experts' and students' validation had the purpose of ascertaining the acceptability of the bilingual dictionary of philosophy.

The second set, on the other hand, was composed of three students, one from each of the three levels of education, i.e., undergraduate, M.A. and Ph.D. The undergraduate student was selected employing the purposive sampling (Fraenkel & Wallen, 1993), that is, the researcher chose the fourth year student of St. Paul Seminary with the highest grade point average. Whereas, the M.A. and Ph.D. students of philosophy were selected employing the convenience sampling (Fraenkel & Wallen, 1993), that is, they were the students who were readily available for the readability test of the bilingual dictionary. The M.A. student is currently on his thesis writing at the Divine Word Mission Seminary, Quezon City, and the Ph.D. student is currently enrolled at De La Salle University-Manila with 30 units earned. The three students were concerned with the readability test of the bilingual dictionary.

### **C. Summary**

To realize the main objective of the study, the researcher culled as many philosophic terms with their definitions as he could from philosophy books and

dictionaries. These were translated from English, the SLT, to Filipino, the TLT following the formula:



The bilingual dictionary contains 1,842 entries or dictionary articles which have the following components: lexeme, etymology, pronunciation (given to very few lexemes), word class, Filipino equivalent, explanatory definitions in Filipino, source of the definitions, examples, and synonyms.

The second major objective of the study was to undertake a validation of the prepared bilingual dictionary with the purpose of determining its acceptability. There were 15 experts in the fields of philosophy, lexicography and translation, and 30 students who validated the dictionary using the same validation instrument with a 4-point acceptability rating scale patterned after that of Otero, et al. (2001). It must be underscored that the experts and the students, even if they are grouped according to their year level, considered the bilingual dictionary as *very much acceptable*. Besides, there was no significant difference between the mean ratings of the experts and the students. The validators, both students and experts, did not only rate each of the entries that constitute the bilingual dictionary, but also wrote their comments and suggestions on the sheet provided for; some had marginal notes. All these helped the researcher in refining and polishing the bilingual dictionary.

## D. Conclusions

Based on the results of study, it can be concluded that:

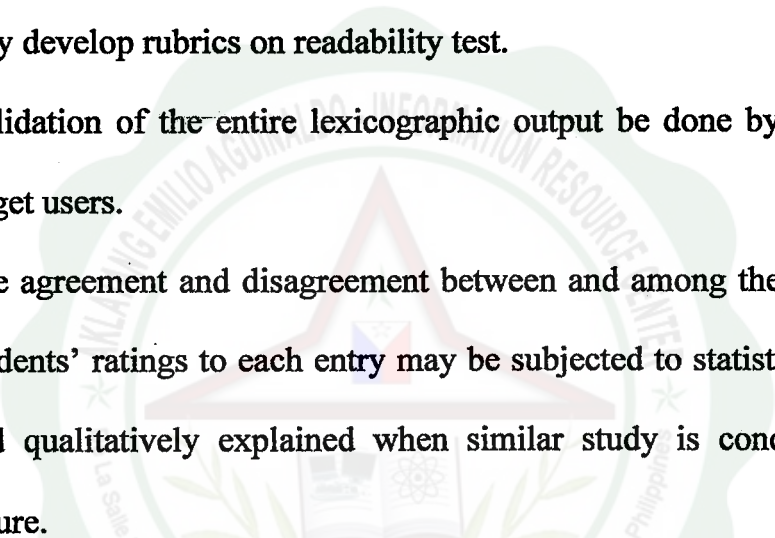
1. Translation is an indispensable activity in the preparation of a bilingual dictionary like the English-Filipino dictionary of philosophy.
2. Inclusion of examples facilitates the target users' understanding of the philosophic concepts.
3. Inclusion of synonyms gives the target users the freedom to choose which equivalent they want in addition to that which is preferred by the lexicographer.
4. Involvement of the target users in the validation of the entire dictionary enables the lexicographer to ascertain the acceptability of the dictionary.
5. Validation by the experts from different fields---philosophy, lexicography, and translation---relative to the nature of the dictionary in the case of the bilingual dictionary of philosophy assures a more credible output in that all angles will be considered in the polishing of the dictionary.
6. The Komisyon sa Wikang Filipino's *2001 revisyon ng alfabeto at patnubay sa ispelang ng wikang Filipino* serves an indispensable guide in preparing any English-Filipino dictionary.
7. Oral readability test is another effective way of evaluating any lexicographic output.

8. The student- and expert-validators' comments are of paramount importance in that these can help any researcher in refining his/her study.

### **E. Recommendations**

Far from being a comprehensive work, other areas of philosophy may be considered in a lexicographic activity. In light of the results and conclusions drawn from the study, it is recommended that:-

1. Another bilingual dictionary, focusing on the philosophic terminologies of oriental philosophy and Filipino philosophy or covering the terms of western philosophy which have not been included in the present study, be developed.
2. All the terms that the validators suggested to be part of the present work be included in the bilingual dictionary before its publication. In addition, other entries should also be given examples.
3. A monolingual dictionary of philosophy, that is, in Filipino, may be prepared by future researchers.
4. A seminar on the revised Filipino orthography (2001 edition) be given to philosophy teachers or all teachers in college handling courses other than Filipino and who are using Filipino as a medium of instruction.

5. Teachers handling courses other than Filipino start working for the effective implementation of the revised Filipino orthography (2001 edition).
  6. Bilingual dictionaries may also be developed in other domains such as literature, religion, history, social sciences, psychology, or engineering.
  7. Future researchers who intend to work on any lexicographic project may develop rubrics on readability test.
  8. Validation of the entire lexicographic output be done by the sampled target users.
  9. The agreement and disagreement between and among the experts' and students' ratings to each entry may be subjected to statistical treatment and qualitatively explained when similar study is conducted in the future.
- 
- The image contains a large, faint watermark of the La Salle University-Dasmariñas logo. The logo is circular with a scalloped edge. Inside the circle, there is a central emblem featuring a book, a lamp, and a cross, surrounded by a wreath. The text around the emblem reads "LA SALLE UNIVERSITY-DASMARIÑAS" at the top, "DASMARIÑAS, CAVITE, PHILIPPINES" at the bottom, and "SINCE 1977" at the very bottom. The watermark is semi-transparent and serves as a background for the text.



## ABSTRAK

### PAMAGAT NG DISERTASYON: DEVELOPMENT AT VALIDASYON NG INGLES-FILIPINO DIKSYUNARYO SA PILOSOPIYA

MAY-AKDA: CONSTANTINO amboi TERRENAL BALLENA  
PAMANTASAN: Pamantasang Normal ng Pilipinas  
DIGRI: DOKTOR SA PILOSOPIYA  
ESPESYALISASYON: APPLIED LINGUISTICS

#### A. MGA OBJEKTIV NG PAG-AARAL:

Pangkalahatan: Upang magdevelop ng isang bilinggwal, Ingles-Filipino diksyunaryo sa Pilosopiya.

Tiyak:

1. Upang magdevelop ng Ingles-Filipino diksyunaryo sa pilosopiya;
2. Upang magsagawa ng validasyon ng inihandang diksyunaryo; at
3. Upang matiyak kung katanggap-tanggap ang inihandang diksyunaryo.

#### B. PAMAMARAAN NG PAG-AARAL:

Ang pag-aaral ay ginamitan ng dalawang uri ng deskriptiv riserts, ang development at validasyon ng diksyunaryong bilinggwal. Ang unang bahagi ay ang siyentifiko at sistematikong development ng bilinggwal na Ingles-Filipino, diksyunaryo sa pilosopiya. Labinlimang pamamarang leksikografik na pagsasalin ay ginamit sa pag-aaral na ito.

Ang ikalawang bahagi ay ang validasyon ng diksyunaryong bilinggwal. Ang bahagi ng validasyon ng pag-aaral ay binuo ng dalawang mahalagang dimensyon gaya ng validasyong isinagawa ng labinlimang eksperto at tatlung estudyante



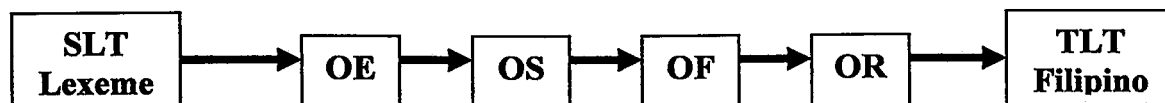
ng pilosopiya, ang populasyon ng pag-aaral (Fraenkel at Wallen, 1993) ay gumamit ng magkakatulad na instrumento. Nakafokus ang validasyon ng mga eksperto sa kawastuhan ng pangunahing nilalaman ng diksyunaryo. Ang validasyon ng mga eksperto at ng mga estudyante ay may layuning tiyakin ang pagtanggap ng bilinggwal na diksyunaryo sa pilosopiya.

Ang pangalawang grupo ay binubuo ng tatlong estudyante, tig-isa mula sa tatlong level ng edukasyon, hal., estudyanteng wala pang digri (undergraduate), M.A. at Ph.D. Ang estudyanteng wala pang digri ay pinili upang gamitin ang *purposive sampling* (Fraenkel at Wallen,1993) kung kayat pinili ng risertser ang mga estudyante na nasa ikaapat na taon mula sa St. Paul Seminary na may pinakamataas na grado sa klase. Samantala, ang estudyante ng M.A. at Ph.D. ay pinili upang gamitin ang *convenience sampling* (Fraenkel at Wallen, 1993) kung kayat sila ang mga estudyanteng inihanda para sa *readability test* ng diksyunaryong bilinggwal. Ang estudyante ng M.A ay kasalukuyang sumusulat ng kanyang tesis sa Divine Word Mission Seminary, Quezon City, at ang estudyante ng Ph.D. ay kasalukuyang nag-aaral sa De La Salle University- Manila at may tatlung yunit ng nakuha sa pag-aaral. Ang tatlong estudyanteng binanggit ay nagsagawa ng *readability test* ng diksyunaryong bilinggwal.

### C. BUOD

Upang matugunan ang pangunahing objektiv ng pag-aaral, ang risertser ay pumili ng maraming terminong filosofikal at mga definisyon nito mula sa mga

libro sa pilosopiya at diksyunaryo. Ang mga termino ay isinalin mula Ingles, ang SLT, sa Filipino, ang TLT ginamit ang fomula:



Binubuo ng isanlibo walong daan at apatnapu't dalawang (1,842) entri ang bilinggwal na diksyunaryo na may mga komponent na: leksim, etimoloji, pagbigkas, bahagi ng pananalita, katumbas sa Filipino, definisyong nagbibigay-paliwanag sa Filipino, pinagkunan ng mga definisyon, halimbawa at sinonim o singkahulugan.

Ang ikalawang pangunahing objektiv ng pag-aaral ay isagawa ang validasyon ng inihandang diksyunaryong bilinggwal na may layuning matiyak ang pagtanggap. Mayroong labinlimang eksperto sa larangan ng pilosopiya, leksikograpiya at pagsasalin, at tatlumpung estudyante ang nagvalideyt ng diksyunaryo gamit ang magkatulad na instrumento sa validasyon na may *4-point acceptability rating scale*, ginamit na huwaran ang kay Otero, et al. (2001). Kahit na ang mga eksperto at mga estudyante ay pinagsama-sama ayon sa magkakaibang level ng taon, ang resulta ng diksyunaryong bilinggwal ay *Lubos na Katanggap-tanggap*. Maliban dito, walang makabuluhang pagkakaiba sa pagitan ng *mean rating* ng mga eksperto at ng mga estudyante. Sila ay hindi lamang nagmarka sa bawat entri na bumubuo sa bilinggwal na diksyunaryo, nagbigay at nagsulat din sila ng mga komento at suhestiyon sa papel na inilaan para dito, marami ang naglagay ng marginal

nowt. Ang lahat ng ito ay nakatulong sa risertser sa pagpapabuti at pagsasaayos ng diksyunaryong bilinggwal

#### D. KONGKLUSYON:

Batay sa naging resulta ng pag-aaral, natuklasan na:

1. Ang pagsasalin ay napakahalagang gawain sa paghahanda ng isang bilinggwal na diksyunaryo gaya ng Ingles-Filipinong diksyunaryo sa pilosopiya.
2. Ang pagbibigay ng mga halimbawa ay nakapagpapadali upang maunawaan ng mga gagamit ng diksyunaryo ang konseptong filosofik.
3. Ang paggamit ng sinonim sa mga gagamit ng diksyunaryo ay nakatutulong upang sila ay magkaroon ng kalayaan sa pagpili ng mga katumbas na kahulugan bilang karagdagan sa mga pinili ng leksikografer.
4. Ang pagkakasangkot ng mga gagamit ng diksyunaryo sa validasyon ng buong diksyunaryo ay nakatulong sa leksikografer upang tiyakin ang pagtanggap ng diksyunaryo.
5. Ang validasyon ng mga eksperto mula sa iba't ibang larangan ng pilosopiya, leksikografiya at pagsasalin, na may kaugnayan sa kalikasan ng diksyunaryo sa kaso ng bilinggwal na diksyunaryo ng pilosopiya ay katiyakan para sa mas kapani-paniwalang kinalabasan ng lahat ng

- anggulo na ipinapalagay na nakatulong sa pagpapahusay ng diksyunaryo.
6. Ang Komisyon sa Wikang Filipino 2001 Revisyon ng Alfabeto at Patnubay sa Ispeling ng Wikang Filipino ay nagsilbing napakahalagang gabay sa paghahanda ng Ingles-Filipinong diksyunaryo.
  7. Ang *oral readability test* ay isa ring efektibong paraan sa pag-eevalweyt ng anumang leksikografik na awtput.
  8. Ang mga komento ng estudyante at ekspertong valideytor ay napakahalaga sa sinumang risertser sa pagpapahusay ng kanyang pag-aaral.

#### E. REKOMENDASYON:

Mula sa isang komprehensibong gawain, ang iba pang saklaw ng pilosopiya ay maaaring isalang-alang ang leksikografik na gawain. Mula sa resulta at kongklusyon ng isinagawang pag-aaral, inirerekomenda na:

1. Bumuo ng iba pang diksyunaryong bilinggwal na nakafokus sa filosofik na terminoloji ng Oriental na pilosopiya at pilosopiyang Filipino o ang mga termino ng kanluraning pilosopiya na hindi sakop ng kasalukuyang pag-aaral.
2. Lahat ng mga terminong iminungkahi ng valideytor ay maging bahagi ng kasalukuyang gawain kabilang na ang diksyunaryong bilinggwal bago ito

ilathala. Bilang karagdagan, ang ibang entri ay kinakailangang bigyan ng mga halimbawa.

3. Isang monolingwal na diksyunaryo ng pilosopiya sa Filipino, ang maaaring ihanda ng mga risertser sa hinaharap.
4. Isang seminar tungkol sa Ortografiyang Filipino (2001 edisyon) ay ibigay sa mga titser ng pilosopiya o sa lahat ng titser sa kolehiyo na nagtuturo ng Filipino at gumagamit ng Filipino bilang midyum ng pagtuturo.
5. Ang mga titser na nagtuturo bukod sa Filipino ay magsisimulang kumilos para sa epektibong implementasyon ng Ortografiyang Filipino (2001 edisyon).
6. Pagdevelop ng diksyunaryong bilinggwal sa iba pang domeyn gaya ng literatura, relihiyon, kasaysayan, agham panlipunan, sikolohiya at inhinyeriya.
7. Ang mga risertser sa hinaharap na nagbabalak gumawa ng anumang proyekto sa leksikografik ay dapat bumuo ng rubrik sa *readability test*.
8. Ang validasyon ng buong leksikografik awtput ay dapat isagawa ng mga gagamit ng diksyunaryo.
9. Magsagawa ng istatistikal na paglalapat (statistical treatment) sa mga pagkakarapareho at di-pagkakarapareho ng mga reyting ng mga ekspert at estudyanteng valideytor sa bawat entri at magbigay ng kwalitativ na pagpapaliwanag sa mga ito.

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