

REVIEW

GONZALEZ, FSC, ANDREW, and ARLENE MATOCIÑOS. 1981. A directory of linguists and language education specialists in the Phil. Manila: Linguistic Society of the Philippines. Mimeographed.

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Any directory is anachronistic the moment it is printed. However, directories are useful, even necessary. The purposes of this particular directory are summarized by Gonzalez: 'Such a directory could be used to establish a nation-wide network of specialists to whom professional information could be communicated quite easily, especially notices and announcements on publications and lectures, training programs and seminars. Moreover, with such a list, workshop organizers in individual institutions or districts/divisions/regions in the school system would have ready access to names of specialists who could be contacted as resource persons or workshop leaders.' Obviously, the goals of this directory are quite important, and, despite some limitations, the volume serves the purposes described.

There are three parts to the directory. Part I lists persons with specializations in linguistics, language education, and other allied disciplines who reside in the Philippines. Most entries include, besides the name of the specialist, their present position, institutional affiliation and address, highest academic degree (certificate/diploma obtained), and fields of specialization. Part II cross references the specialists by region of the country. Finally, Part III gives cross references by fields of specialization.

The cross referencing is particularly useful for those planning seminars and workshops. Clearly, knowing about accessible resource persons should make putting together programs on language education topics much easier. Also, making local contacts for research projects could be considerably facilitated. The volume serves as an informal survey of the state of linguists and language education personnel who are actually working in these fields. Since the directory is inexpensively, but neatly, done, it should be easily purchaseable.

This directory suffers from the same problems that plague any directory. People are, of course, omitted unavoidably. Since the information was self-reported, the real levels of expertise are unknown. For example, 35 people listed themselves as language testing specialists. Considering the regular lamentations expressed by language planners about the dearth of language testing specialists, the accuracy of this figure appears questionable.

The bio-data was not only gathered by self-reporting, but came from over 13 different sources, all probably using different registration forms. While it is doubtful that a common registration form for seminars/workshops/conferences could be used, the professional organizations surveyed might agree upon a common registration form, asking for the same items of bio-data useful for this type of directory. Thus, when the directory is updated, some gaps might be filled.

In reading through the directory and granting the gaps in data, the scarcity of Ph.D.'s is remarkable and might be a harbinger for a time when highly trained researchers and teachers will be almost extinct. The few Ph.D.'s that are found listed are either administrators with the Ministry of Education and Culture or with universities, or they teach at a handful of schools, primarily in Metro Manila.

The directory lists only six psycholinguists and three historical linguists. Considering the plethora of projects that need to be done in both areas, this small number of researchers seems inadequate. Under English for Special Purposes, four names are given. This number does not reflect the 100 or so participants in the National ESP Workshops that have been held over the last four summers. However, only a few people are indeed trained in the many phases of English for Special Purposes.

One last observation seems in order. Many of the specialists listed have completed certification programs in TESOL at RELC, or at American universities – especially, UCLA, New York University, the University of Hawaii, or the University of Michigan. Interestingly, of the over 100 teachers who have spent one year studying TESOL in New Zealand on the Colombo plan, not one is listed. One can only conjecture as to why so many specialists are left out. Does the omission of these people mean that they do not belong to CETA, PALT, LSP, SPLP, or the UP Linguistics Circle? Perhaps they did not attend the five major conferences used for references in formulating the directory? In any case, if the Colombo program has really trained TESOL specialists capable of taking some leadership in language training, it seems a shame that they have not been included in the mainstream of linguists and language education specialists available as resources through the directory.

In conclusion, the Gonzalez and Matociños directory is a welcome aid for those of us planning workshops, conferences, research or publications in linguistics and language education. The shortcomings of this directory are almost inescapable. It is a fine start, and hopefully, will be continually updated.