

**MA. LOURDES S. BAUTISTA (Ed.).** *Pagtanaw: Essays on Language in Honor of Teodoro A. Llamzon.* Manila: Linguistic Society of the Philippines, 1998, Pp. 209.

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Teodoro A. Llamzon has enjoyed a distinguished international career in linguistics. To honor him on his 72<sup>nd</sup> birthday, colleagues and former students put together the present volume. The book's wide range of topics is explained by Llamzon's broad array of academic interests that include descriptive linguistics (in particular, work on Austronesian languages), sociolinguistics, language planning, and language teaching. Among his teaching posts was one at RELC from 1976 to 1986, where his tasks included editorship of the *RELC Journal*.

This book begins with a foreword recounting Professor Llamzon's life and work, including a list of his many publications across the years (including Llamzon 1957, 1969, 1972, 1976, 1997) and a "Retrieval" in which childhood friend and former Philippine Normal College president Edilberto P. Dagot recounts stories from their younger days. The bulk of the volume consists of four sections, reflecting Professor Llamzon's multi-colored work. The first section, on Austronesian linguistics, is a highly technical one which those without specialized background in the specific issues of each chapter (myself included) will have difficulty following.

The section begins with an essay in which Robert Blust deploys data from the languages of Borneo and the Philippines to discuss the issue of language split, comparing the family tree and wave models. The section's second paper, by Paul Kroeger, analyzes the distribution of second-position clitics in Tagalog in order to shed light on the phrase structure of Tagalog clauses. Next is a paper by Kenneth R. Maryott who analyzes the evolution of the clauses of Sangir, a language used in Sulawesi in Indonesia and Mindanao in the Philippines, with reference to the typical Philippine focus system. The last paper in this section deals with number names in Philippine languages. Ernesto Constantino tells us there are three main ways that Philippine languages form number names: the indigenous way, the Spanish way, and the English way. His paper discusses the indigenous number names from 1 to 999,999, as he found no native words for larger numbers.

The book's next section consists of three papers on Applied Linguistics. In the opening essay Ubaldo Stecconi uses his own experiences to examine translation. He argues that because of the use of linguistic approaches, "translation contracted the disease of literality". He goes on to review the thoughts on translation of well-known linguists, including Saussure, Jakobson, Chomsky, Nida, and Newmark. In his chapter, Andrew Gonzalez attempts to describe Philippine varieties of English. He begins by acknowledging the pioneering contribution of Llamzon whose 1969 study of English in the Philippines paved the way for similar studies in other post-imperial societies. Gonzalez emphasizes that many subvarieties exist within Philippine English. The sources of this variation include: mode, i.e., oral or written, educational background, geography, and level of formality. The paper closes with a discussion of methodological and theoretical considerations.

The last chapter in the Applied Linguistics section is by the volume's editor, Ma. Lourdes S. Bautista. She examines the issue of Tagalog-English code-switching by analyzing the e-mail correspondence among five sisters and two brothers, all of whom had lived in Manila for much of their lives. After reporting her data, she offers insights into how her findings might inform theoretical perspectives on code-switching. Among Bautista's conclusions is that, "we now know how wrong the earlier linguists were in thinking that code-switching might not be rule-governed".

The third section of this volume contains three essays on Language Planning, another one of Llamzon's main areas of scholarly work. Bonifacio P. Sibayan opens the section with a paper on the issues raised by the fact that Filipinos may be literate in English, Filipino, Philippine vernaculars, or a combination thereof. He begins the paper by qualifying as incorrect the view "that Filipino children would be able to learn and understand science and technology better and faster if they were taught in their native language from the very beginning". The bulk of the paper discusses language domains, support groups and structures that strengthen a language, and dimensions of literacy. Sibayan concludes by stating that dilemmas exist in the use of all the main alternatives as language of instruction in the Philippines. Filipino can boast a growing number of people more proficient in it than in English but faces difficulties because of the shortage of writing in intellectualized Filipino, due in part to a lack of support groups and structures. English offers a large quantity of writing on intellectual matters, but suffers from a decreasing number of proficient users. The vernacular languages may be better vehicles for acquiring initial literacy but suffer from an even greater shortage than does Filipino in the areas of written materials and support groups and structures.

The second paper on language planning, by Wilfredo L. Alberca, starts by maintaining that, "the English language is still viewed and will remain to be viewed as a language or symbol of power, or aspiration, and of prestige". He believes that the rise of Filipino does not threaten the existence of English. Next, Alberca proposes an agenda for the use of English, the acceptance of code-switching, continuation of the bilingual education program with a possible change in the languages used to teach particular subjects, e.g., science, greater prominence to English for Specific Purposes, strengthening of reading instruction, balancing of accuracy and fluency, and a greater role for distance learning.

The 1987 Philippine Policy on Bilingual Education mandated the use of vernacular languages as auxiliary languages in Grades I and II of elementary school. In his chapter, Danilo T. Dayag reports his study of the role of one vernacular language, Ibanag, in science and mathematics classes for these two grades in two schools in northern Luzon. He used Sinclair and Coulthard's system to analyze classroom discourse, and concludes that while code-switching between Tagalog and English is widespread, the role of Ibanag "is so negligible that it hardly merits serious attention".

Last but not least comes the section on Language Teaching. The first essay, by Emy M. Pascasio, reports a study into the connection between instruction in learning strategies and development of language proficiency. Participants in this quasi-experimental investigation were two classes of Filipino university students learning Japanese. One class received strategy training while the other did not. While no statistically significant difference was found in the Japanese proficiency of the two classes, based on data from questionnaires and student diaries, the author concludes that learner strategy instruction does have a place in language teaching.

In her contribution to the volume, Emma S. Castillo first explains communicative language teaching methodology and then reports some negative views about the methodology. Next, Castillo explains a model — the Communicative Approach (CA) model — she developed while working as a curriculum specialist in Indonesia. This model

borrows from the work of other scholars — Canale and Swain, Nunan, Chamot and O'Malley, and Candlin — but is specifically designed to be suitable for Asian learners of English. Finally, Castillo reports research in Indonesia and the Philippines that suggests that CA can be used successfully.

The breadth of topics represented in this volume is eloquent testimony to the range of Llamzon's scholarship, and the quality of the papers provides evidence that he has laid a solid foundation upon which his colleagues in the Philippines and elsewhere are building. No doubt, Llamzon and the essays' authors welcome the contributions of you, the readers of this review, to the topics and issues that they have so ably investigated and discussed.

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