

**BILINGUALISM AND BILINGUAL EDUCATION.** By Teresita V. Ramos, Esperanza A. Gonzalez, and Mark Lester. Quezon City: Souvenir Publications, 1975 (?). 171 pages.

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Bilingualism as well as bilingual education is now a serious concern and of national interest in the Philippines especially with the recent promulgation of the bilingual policy by the National Board of Education and its implementation schedule as indicated in Department Order 25, June 1974 by the Department of Education and Culture. Administrators, language policymakers and teachers are now trying to go through the available literature in this field. There has been tremendous work done on bilingualism and bilingual education abroad and also here in the Philippines especially within the past decade although in the latter an attempt to put together the various studies specifically on Philippine bilingualism has just started.

This book seeks to introduce the teacher as well as the administrator who is so busy that he can hardly find the time to read to the literature on bilingualism and bilingual education. It is a beginner's handbook and serves to give the teacher some preliminary information on bilingualism and bilingual education.

Part I briefly describes some of the bilingual settings and also reviews a few of the studies on bilingualism abroad.

Part II is rather confusing, especially for one who is not very familiar with the literature. Perhaps Mackey's and Macnamara's descriptions of bilingualism could have been presented first together with the topic on degree of bilingualism, which is found in the last three pages of this part. If all the topics about the bilingual and his performance as well as the types of bilinguals were put together and presented first and then followed by the topics on bilingual situations, I think that the reader will find this material more helpful.

I do not quite agree that the information given here really provides the teacher with some solid ground on which he

can stand as he plans and facilitates learning in the bilingual classroom. He will need more than what has been given here. What has been provided here is preliminary information on the bilingual individual and his setting.

Part III reviews some bilingual programs including their rationale, design, and approaches used. They are varied according to the particular setting, needs, objectives, and resources.

This part acquaints one with different types of bilingual programs where he can probably get some insights and also develop awareness of the fact that several variables need to be considered in designing a bilingual education program.

The evaluation part presents direct and indirect measures of the bilingual's performance. What has not been included here which I think is needed are guidelines on how to evaluate a bilingual education program itself inasmuch as some of its components have been mentioned in this handbook.

Part IV discusses guidelines for teacher training and samples of existing training programs (undergraduate, graduate and other kinds). The criteria for defining teachers' qualifications of the U.S. bilingual programs put out by the Center for Applied Linguistics are valuable information and perhaps would provide some guidelines for teachers in other bilingual settings.

The portion on preparing materials for bilingual education is rather sketchy; yet in the literature this area has already been treated extensively.

The bibliography after each part is helpful for one who wishes to acquaint himself with what are some of the latest publications in bilingualism and bilingual education.

The selected bibliography given at the end of which most of the entries are annotated will be useful to acquaint one with what is available literature in the field. However, I find it rather unusual that only two works have been cited on Philippine bilingualism and bilingual education when in fact several significant studies have already been conducted and completed to this date.

In general this handbook serves to introduce the

teacher to the literature of bilingualism and bilingual education. It gives him some preliminary knowledge of the field. However, the reader should not stop with this handbook. He should be encouraged to seek for more extensively written texts on bilingualism and bilingual education and update himself since the literature available is vast.